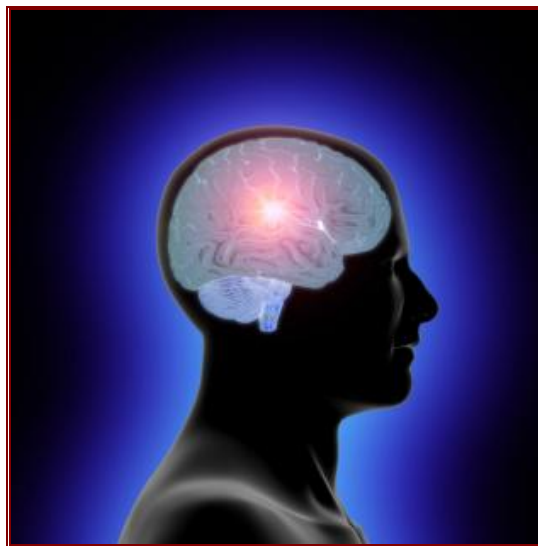




Survival Mindset



And

Courses of Action

Trainer Guide 1

PART I - TRAINER GUIDE

Course Title:

Shots Fired On Campus

Lesson Title:

Survival Mindset and Courses of Action

Course Content

Hours

Lecture 1: Survival Mindset and Courses of Action

.30

- Describe the protective shield
- Describe “figure out.”
- Describe “get out.”
- Describe “call out.”
- Describe “hide out.”
- Describe “keep out.”
- Describe “spread out.”
- Describe “take out.”

Support Materials and Guidance

Student Instructional Material: None

Audiovisual Aids:

PowerPoint Presentation

(Survival Mindset and Courses of Action)

Training Methodology:

Lecture

Evaluation:

N/A

Training Equipment:

LCD Projector

Instructor Guidance:

PREPARATION: Ensure audiovisual aids are available and in good condition, all training equipment is available, and the classroom promotes a good learning environment.

PRESENTATION: Begin by describing the objective of the lesson; explain the students’ responsibilities and what they can expect to learn during this lesson. Emphasize class participation, shared experiences, good note taking, and the importance of questions.

References:

1. Eugene A. Rugala and James R. Fitzgerald, "Workplace Violence: From Threat to Intervention," in *Clinics in Occupational and Environmental Medicine*, eds. Carol Wilkinson and Corrinne Peek-Asa (Philadelphia, PA: W.B. Saunders), 775-789, 2003
2. Reddy, M., et al., *Evaluating Risk for Targeted Violence in Schools: Comparing Risk Assessment, Threat Assessment, and Other Approaches*. *Psychology in the Schools*, 38(2), 157-172, 2001
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6. Threat Assessment in Schools, A Guide to Managing Threatening Situations and to Creating Safe School Climates, Fein, Robert et al, United States Secret Service and United States Department of Education, 2002
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8. Speer, R. et al, American Society of Industrial Security, Workplace Violence Prevention and Response Guideline. www.asisonline.org, Alexandria, Virginia, 2005

PART II – TRAINER GUIDE**Survival Mindset and Courses of Action (30 Minutes)**

ATTENTION: Shots fired on campus...the last thing you'd expect to hear. The odds of being involved in a situation like this are similar to your chances of being struck by lightning. The possibility of being involved in an active shooter incident on campus may be remote, but the consequences can be catastrophic. That's why it makes good sense to spend some time **now** thinking and preparing for it.

OVERVIEW: It's a sad fact that shooting incidents do happen on college campuses. Because of that, there has been a dramatic increase in preventive measures, such as campus-wide violence prevention programs, efforts to identify "troubled" students, and the development of threat management teams.

MOTIVATION: In studies of workplace and school shootings, we know that many of these incidences are often over in a very short period of time—ten to fifteen minutes. You often will be the first line of defense in dealing with these particular issues. A study conducted in 2003 by the Illinois State Police Academy on Active Shooter Incidents revealed that, "Immediate action taken by personnel who are on-site when the shooting starts is the most effective way to stop the killing."

TRANSITION:

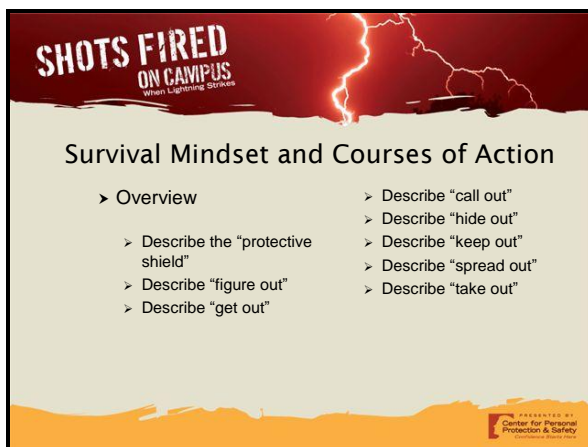
PRESENTATION

Lesson Objectives:



1. Describe a survival mindset. CTS: 1

2. Describe courses of action. CTS: 2



1. Enabling Objective: Describe the protective shield. CTS: 1a

A major effort has gone into creating and upgrading notification systems and refining response strategies to get law enforcement on the scene faster. But even the best preventive systems can never be perfect.

Survivors make a commitment; they take a personal stake in their own safety and security.

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION

SHOTS FIRED ON CAMPUS
When Lightning Strikes

Survival Mindset

- > Odds of one's involvement in campus violence
 - > Consequences are potentially catastrophic
 - > Proper mindset and tools to react with purpose
 - > Incidents over quickly (10-15 minutes)
 - ◇ First line of defense
 - ◇ 2003 Study by Illinois State Police Academy on Active Shooters
 - ✓ **Action taken by personnel on-site most effective way to stop the killing**

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SHOTS FIRED ON CAMPUS
When Lightning Strikes

Survival Mindset

- > Odds of one's involvement in campus violence
 - > Campus shootings can occur anytime, anywhere, to anyone
 - ◇ Unlike any situation ever experienced
 - > Bottom Line: You need to take direct responsibility for your personal safety and security
 - > Survival Mindset is a protective shield
 - ◇ Comprised of three components:
Awareness, Preparation, and Rehearsal

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If lightning does strike, if an active shooter enters your area on campus, it will be unlike any situation you've ever experienced. And in those initial, heart-stopping moments, the incident will involve you, the other students and faculty, and the gunman. The bottom line is that you need to take direct responsibility for your personal safety and security. The first step towards this goal is to develop a survival mindset.

A survival mindset is a protective shield comprised of three components: **Awareness, Preparation, and Rehearsal.**

TRAINER PERSONALIZATION

SHOTS FIRED ON CAMPUS
When Lightning Strikes

Survival Mindset

- ▶ Survival Mindset Components
 - ▶ **Awareness**
 - ◇ Gain a basic understanding of situation
 - ◇ Become attuned to work environment
 - ◇ Predetermined mindset will help you take rapid, effective actions

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The first component, **Awareness**, involves taking the time necessary to gain a basic understanding of an active shooter situation. Do you know what gunshots sound like? Unless you see the shooter, you may not recognize the sounds for what they really are—gunshots.

For most of us, our experience with gunshots is drawn from movies and television that use special sound effects. That means real gunshots can sound artificial. You could lose precious seconds as you slowly realize that those sounds are, in fact, life-threatening sounds.

Some people may never have heard gunshots at all in real life. They really have no idea what to expect. Law enforcement reports that It's not unusual for someone to think the sounds they hear are anything **but** gunshots.

SHOTS FIRED ON CAMPUS
When Lightning Strikes

Survival Mindset

- ▶ Survival Mindset Components
 - ▶ **Preparation**
 - ◇ Looking at your school environment through the lens of survival
 - ◇ "What if" questions are critical in developing effective response strategies
 - ◇ Survivors prepare themselves both mentally and emotionally to do whatever it takes to survive
 - ▶ **Rehearsal**
 - ◇ Mentally or physically practicing your plan
 - ▶ Will reduce response time and build confidence
 - ◇ A survival inoculation

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TRAINER PERSONALIZATION

The second component is **Preparation**. There is no substitute for preparation. It includes looking at your campus environment through a survival lens; a lens that focuses on the “what if” questions. “What if” questions are critical in developing effective response strategies.

Survivors prepare themselves both **mentally** and **emotionally** to do whatever it takes to make it through their situation. They become stakeholders in their own safety and security.

The last component, **Rehearsal**, is practicing your plan. Practicing may include either mentally and/or physically “walking through” your “what if” plan. Rehearsing your plan will reduce your response time and build your confidence. In essence, your rehearsal serves as a **survival inoculation**.



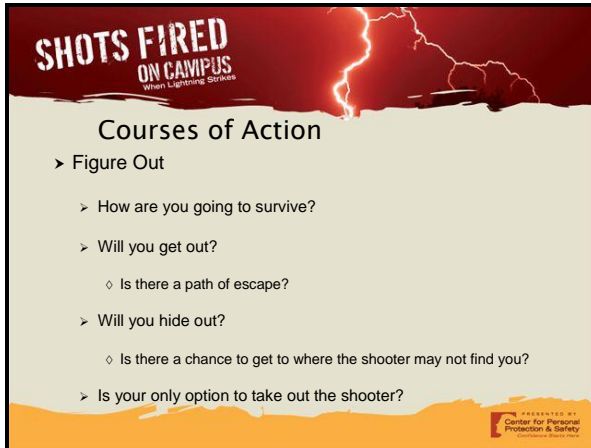
It's important to understand that any action taken or not taken during an active shooter incident may involve life-threatening risk. There's no simple formula for survival in this kind of situation. A survival mindset will give you a much stronger foundation upon which you can base your decisions and actions.

2. Enabling Objective: Describe “figure out.” CTS: 2a

Treat any sound that you hear as a potential gunshot and act accordingly. Don't second guess it; when you do, you may lose precious time.

TRAINER PERSONALIZATION

Law enforcement recommends that if you hear popping noises that you think may be gunshots, not to waste time trying to validate your own perception. They recommend you act on the chance that they may be gunshots and evacuate immediately through the nearest door or window. It's far better to err on the side of caution.



What should you do in those precious first seconds of an active shooting? You'll need to **figure out** what's going on and make immediate decisions. How are you going to survive this situation? Will you get out? Is there a path of escape? Will you hide out? Is there a chance to get to where the shooter might not find you? Or will you find yourself in a situation where the only option is to try to take out the shooter in whatever way you can?

These are serious decisions. That's why the survival mindset is so important to develop. Research shows that there's a real difference between the reactions of people who've been trained to face stressful, life-threatening situations and those who have not.

SHOTS FIRED ON CAMPUS
When Lightning Strikes

Courses of Action

- > Trained versus Untrained
 - > First response is the same for both groups
 - > Reactions begin to differ markedly from there on out

Trained	Untrained
Startle and Fear	Startle and Fear
Feel Anxious	Panic
Recall what they have learned	Fall into disbelief
Prepare to act as rehearsed	Lost in denial
Commit to action	Descend into helplessness

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TRAINER PERSONALIZATION

The first response is the same in both groups: Startle and Fear. But, after that, the reactions between the two begin to differ immediately. People who have gone through training, feel Anxious; where the untrained and unprepared begin to feel Panic. Trained people begin to Recall what they've learned; the untrained fall into Disbelief. At this point, the divide between the two starts to widen. While the untrained people are lost in Denial: "This can't be happening to me," the trained people are preparing to act just as they've rehearsed. Finally, as the untrained descend into Helplessness; the trained individual Commits to Action based on a survival mindset.

A survival mindset is preparing you for the eventuality that it might happen. And if it were to happen, it's important to tell yourself, "I will survive."

SHOTS FIRED ON CAMPUS
When Lightning Strikes

Courses of Action

- > Survival Mindset
 - > Enables you to act quickly and effectively
 - > Mindful, not fearful
 - ◊ Airline safety briefing
 - ◊ Better able to make that first, critical decision
- > Continuous assessment process
 - > Allows you to take appropriate survival action
 - > Use all senses
 - > Trust your intuition—that "gut" feeling
 - ◊ Knowing without knowing why

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A survival mindset enables you to act quickly and effectively. Referring back to our foundation of Awareness, when you get on a plane and the crew asks you to note the nearest exit, they're not trying to create fear; they're not trying to make you afraid to fly; they're trying to make you aware, providing information so you can develop a survival mindset for that situation.

They know if there is an emergency, getting you in a pre-determined mindset will help you take rapid, effective actions in a stressful situation. They want you to be mindful, not fearful. If you're mindful, you'll be better able to make that first critical decision.

When you walk into your classroom, take a look at the exits. Take a look at what is available if you had to hide behind it, if you had to use it as a buffer between an assailant and yourself.

It's important for students, as you walk around campus, to ask the "what if" questions. What would you do if somebody came in with a gun and actively started shooting? Think of all the contingencies. What are you going to do? What are your escape routes? Where's the best access to call 911? Thinking about a situation before it develops is the best way to be prepared.

Looking at your environment through a lens of survival will help you take decisive action more quickly. It's also important to be aware of the various people on your campus, as well. The fact is, there is no profile of an active shooter. While we don't want you to walk around campus paranoid that everyone you meet could be a violent offender, we do want you to pay attention to the things that seem out of the ordinary.

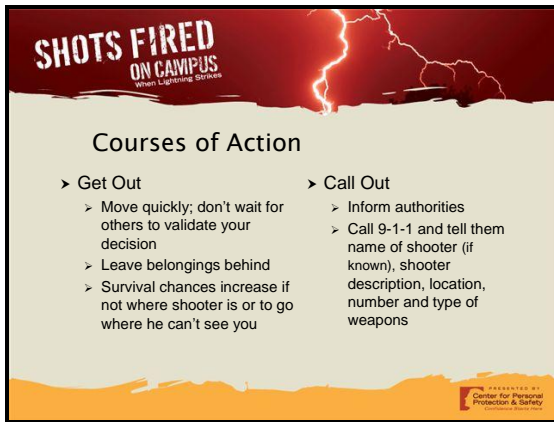
When a violent incident happens in a movie, we can usually watch as the bad guy prepares to commit his crime. We know it's coming, and that's the way we've become accustomed to thinking about violence. We believe it's predictable.

TRAINER PERSONALIZATION

But when violence unpredictably erupts in a situation that is normally considered safe, we're often slow to react, unless we've prepared ourselves beforehand. Accepting that a critical incident could happen is the first step toward decisive action.

You have now **figured out** the situation—what's going on, where it's happening, and who is doing it. This is the beginning of your personal assessment process—the continuous evaluation of the situation.

This continuous evaluation will allow you to take the appropriate survival action. Use all of your senses in your assessment—and do it quickly. Trust your intuition--your "gut" feeling. It's a built-in survival mechanism. Some people say it's "knowing without knowing why," and it's an invaluable tool. Once you **figure out** what is going on, you'll be better prepared to select one or more of the following actions.



3. Enabling Objective: Describe "get out."
CTS: 2b.

If you determine that you can **get out** to a safer area, than do so. Get out fast. Don't wait for others to validate your decision. Leave your belongings behind. The best way to survive an active shooter situation is not to be where the shooter is—and not to go where he can see you.

TRAINER PERSONALIZATION

4. Enabling Objective: Describe “call out.”

CTS: 2c.

When you get out, immediately **call out** to let authorities know what’s going on. Do not assume that someone else has called. If you have a cell phone, call 911, or use any campus emergency phone, and be ready to give them useful information. Include the name of the shooter(s), if known; number of shooter(s); description of the shooter(s); location of the shooter(s); and number and types of weapons carried by the shooter(s). Be persistent when calling since the phone lines may be jammed with other calls.



5. Enabling Objective: Describe “hide out.”

CTS: 2d.

In some cases, you may not be able to get out. The shooter may be between you and the only exit, or perhaps you would have to enter the area or the hallway where the shooter is positioned. It might be safer for you to remain in place because you’re well hidden and well protected. In any case, if you can’t get out, then you must find a place to **hide out**.

Find a place that will keep you hidden from the shooter’s view and provide some measure of protection should the shooter fire in your direction. If possible, avoid places that might trap you or restrict your options of movement.

TRAINER PERSONALIZATION



6. Enabling Objective: Describe “keep out.” **CTS: 2e.**

Once you’ve found your spot to hide out, you’ll want to **keep out** the shooter.

Hiding in a room that can be locked and that has plenty of things to hide behind is best. Blockade the door with heavy furniture (even if the door can be locked). If the shooter is nearby, just lock the door and become totally silent. Turn out the lights. Turn off any radios or other noise-producing objects in the room that might alert the shooter to your presence. Don’t forget to silence your cell phone or pager, if you have one. As soon as you have the opportunity, and without attracting the shooter’s attention, call the 911 emergency number with the information described earlier in this lesson.



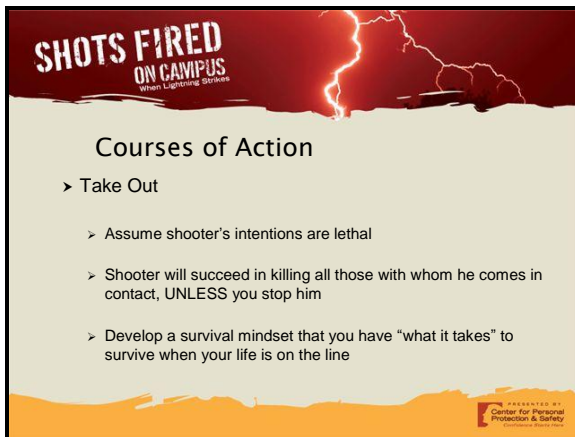
7. Enabling Objective: Describe “spread out.” **CTS: 2f.**

TRAINER PERSONALIZATION

If there are two or more of you in the same place, do not huddle together for mutual protection or moral support. **Spread out!** It's much easier for a shooter to fire on a group of people who are huddled in one place than it is to fire on those who are scattered throughout the room. Even if you're in a small room, spreading out will give you options and make it harder for the shooter if he does get into your hiding place.

While spreading out in a room, quietly talk about what you'll do if the shooter enters. Whatever action you're taking, whether it's get out or hide out and keep out, you should **help out** where you can. Help others escape as you go. Help prevent others from entering the danger area. If someone near you has a life-threatening injury, and if it's possible for you to provide first-aid to keep them alive, then do so.

Let others around you know what is happening and try to remain calm. Demonstrating calmness can have a contagious effect on others; it will help them to remain focused on survival.



Keep in mind that as events unfold, you must continue to **figure out** what is happening so you can adjust your actions accordingly.

A college campus has some unique characteristics that are important to consider. For example, what if an incident begins while you're on your way to class or walking across campus? If someone starts shooting, stay in motion and find protection.

TRAINER PERSONALIZATION

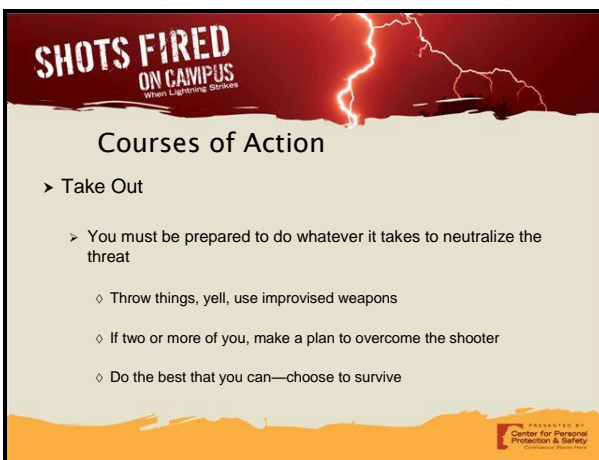
The protection could be a tree, or a wall, or anything that will give you some safety while you figure out the situation and see if you need to do more.

Classrooms and lecture halls are unique to college campuses and they've also been the location of prior critical incidents. What could you do if a shooter enters a classroom or lecture hall? There might be some opportunities to get out either through other doors or a window. But realistically, people in the center of the classroom may not have the opportunity to get out. In that case, your only option might be to spread out, take cover, or take out the shooter.

8. Enabling Objective: Describe "take out."
CTS: 2g.

You may find yourself in the same room as the shooter—maybe even come face-to-face.

You have to assume that his intentions are lethal to you and that his very presence is a real threat to your life. If a shooter has decided to shoot everyone he comes in contact with, he will probably succeed, **unless** you stop him. Therefore, you must prepare your mindset now.



If you can't hide out, and you have absolutely no other option, you may have to confront your assailant. Convince yourself that you have what it takes to survive when your life is on the line.

This is a life and death decision only you can make. It's so important to understand that, in this kind of situation, any action you take, or don't take, will involve life-threatening risk.

Before the police arrive, it's you against the shooter. You need to do everything you can to try to stop him because you can't just sit by and let him harm you or take your life or your friend's life.

If you determine there is no other option than to **take out** the shooter, then you must be prepared to do whatever is necessary to neutralize the threat. To do this, you'll need to become more aggressive than you ever thought possible. This means you either disrupt his actions or incapacitate him. Throwing things, yelling, using improvised weapons can all be effective in this situation, but total commitment and absolute resolve are critical.

If there are two or more of you, spread out and make a plan. Act as a team to overcome the shooter. Once again, you and the group will have to make a total commitment to your chosen action and do absolutely whatever it takes, without hesitation.

Law enforcement suggests that if there are several of you in a room, and you have nowhere to go, develop an action plan. If a shooter begins beating on the door and enters, get ready to act. Once he comes into the room, your best option may be to rush him and do the best you can.

A commonality among people who survived critical incidents was a single-mindedness or purpose to survive. No matter if they were physically injured, they were not going to stop; they were not just going to throw their hands up and quit. They were going to see it through.

You must believe that you will survive, that you will never give up, and that you will live.

ASSIGNMENT: None

TRAINER PERSONALIZATION



TRAINER PERSONALIZATION

SUMMARY: This lesson has outlined an array of possible survival actions. Therefore, as events unfold, you must continue to **figure out** what's happening, using your personal assessment process. You can then adjust your actions according to your particular situation.

No two active shooter incidents are the same. Consequently, there is no one action or group of actions that will guarantee survival.

REMOTIVATION: To better understand this concept, think of the terrorist attacks on September 11th. Up until that day, the conventional wisdom about plane hijackings was that you should be calm, non-threatening, and wait for the plane to arrive at the hijacker's destination. Obviously that guidance didn't apply that day. In fact, the passengers on United Flight 93 realized this and used a process similar to what we've described in this lesson. They quickly figured out what was happening. Once they realized that the purpose of the hijacking was to kill as many people as possible, the passengers took decisive action to neutralize the threat and prevent further loss of life.

CLOSURE:



Center for Personal
Protection & Safety

Law Enforcement Response



And

Distinctions Between An Active Shooter and a Hostage-Taker



Trainer Guide 2
July 2008

PART I - TRAINER GUIDE

<p><u>Course Title:</u> Shots Fired On Campus</p>	<p><u>Lesson Title:</u> Law Enforcement Response; Distinctions Between an Active Shooter and a Hostage-Taker</p>
Course Content	Hours
<p>Lecture 2: Law Enforcement Response; Distinctions Between an Active Shooter and a Hostage-Taker</p> <ul style="list-style-type: none"> • Explain how to react to law enforcement responders. • Describe key information needed by law enforcement responders. • Describe the distinctions between an active shooter and a hostage-taker. • Describe pre-incident indicators/behaviors of concern. • Describe preventive measures to avert violence. <p align="center">Support Materials and Guidance</p> <p><u>Student Instructional Material:</u> None</p> <p><u>Audiovisual Aids:</u> PowerPoint Presentation (<i>Law Enforcement Response; Distinctions Between an Active Shooter and Hostage-Taker</i>)</p> <p><u>Training Methodology:</u> Lecture</p> <p><u>Evaluation:</u> N/A</p> <p><u>Training Equipment:</u> LCD Projector</p> <p><u>Instructor Guidance:</u></p> <p>PREPARATION: Ensure audiovisual aids are available and in good condition, all training equipment is available, and the classroom promotes a good learning environment.</p> <p>PRESENTATION: Begin by describing the objective of the lesson; explain the students' responsibilities and what they can expect to learn during this lesson. Emphasize class participation, shared experiences, good note taking, and the importance of questions.</p>	<p>.45</p>

References:

1. Speer, R. et al, American Society of Industrial Security, Workplace Violence Prevention and Response Guideline, www.asisonline.org, Alexandria, Virginia, 2005
2. Illinois State Police Academy, Rapid Deployment as a Response to an Active Shooter Incident, Springfield, Illinois, 2003
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PART II – TRAINER GUIDE**Law Enforcement Response; Distinctions Between an Active Shooter and a Hostage-Taker (45 Minutes)**

ATTENTION: An armed person on your campus. Is he an active shooter or does he intend to take hostages? What criteria will you use to “figure out” what is truly taking place? What actions should you take when Law Enforcement officers arrive on the scene?

OVERVIEW: Armed individuals on a campus pose a deadly threat, regardless of their motives. However, it is in your best interest to understand the difference between the active shooter who has and continues to use deadly force and a hostage-taker, who may or may not have used deadly force. Law Enforcement officers will respond to neutralize the active shooter or contain and negotiate with a hostage-taker. What can you do to assist these first responders while also contributing to your own safety?

MOTIVATION: Your survival may depend on your ability to distinguish between an active shooter and a hostage-taker. The actions you take when faced with an active shooter will significantly differ from those actions taken that will increase your survivability in a hostage situation. Responding Law Enforcement officers’ intent will be to identify and neutralize the threat. What must you do to distinguish yourself from the armed offender?

TRANSITION:

PRESENTATION

Lesson Objectives:

1. Explain the role of law enforcement in a crisis response. CTS: 3.

2. Describe key information needed by law enforcement responders. CTS: 3.

3. Describe the distinctions between an active shooter and a hostage-taker. CTS: 4.

4. Describe Pre-Incident Indicators/ Behaviors of Concern. CTS: 5.

5. Describe preventive measures to avert violence. CTS: 5.



1. Enabling Objective: Explain how to react to law enforcement responders. CTS: 3a.

There is another possible resolution to an active shooter situation, and that's when law enforcement responders arrive and take action to end the shooting.

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION

**SHOTS FIRED
ON CAMPUS**
When Lightning Strikes

Law Enforcement Responders

- Interacting with Law Enforcement Responders
 - Do NOT expect officers to assist you as you get out
 - ◊ Primary job is to locate the shooter and neutralize the threat
 - ◊ Medical assistance will follow once the threat is neutralized
 - Law Enforcement must assume everyone is a threat to their safety
 - ◊ Be prepared to:
 - ✓ have weapons pointed in your direction
 - ✓ be subject to search
 - ✓ be handcuffed

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Do not expect officers to assist you as you get out. Their primary job is to locate the shooter and neutralize the threat. In all likelihood, medical assistance will follow once the threat has been neutralized.

**SHOTS FIRED
ON CAMPUS**
When Lightning Strikes

Law Enforcement Responders

- Interacting with Law Enforcement Responders
 - When Law Enforcement officers enter the room, do not present a threat to them
 - ◊ Do NOT
 - ✓ Point at them or the shooter
 - ✓ Make quick movements
 - ✓ Run towards them or attempt to hug them
 - ✓ Scream or yell

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If you are in a room and officers or a SWAT team comes in, you must not present a threat to them. Do not point at them or the shooter. Do not scream or yell. Be quiet and compliant. Do exactly as they say. Remember that they have no way of immediately knowing whether you are one of the shooters.



TRAINER PERSONALIZATION


The officers have been taught that “hands kill” and they are trained to first look at people’s hands. Raise your arms, spread your fingers, clearly show your hands as you drop to the floor, and spread your arms and legs. They will know immediately that you are not armed or aggressive. That will help them focus on anyone who is armed and prevent them from mistaking you as one of the shooters in a very dangerous situation.

Law enforcement officers have to begin by assuming that everyone is a threat to their safety. Therefore, be prepared to have weapons pointed in your direction; be subject to a search; and/or possibly to be handcuffed. Do not be offended by these actions or offer any resistance.

SWAT personnel suggest you make no quick movements when they enter a room and that you have your hands in the air. Don’t have anything in your hands or make any moves toward them. Don’t try to hug or grab them; do exactly what they tell you to do.

2. Enabling Objective: Describe key information you need to relay to law enforcement responders. CTS: 3b.

When officers arrive, be prepared to calmly, quickly, and accurately tell them what they need to know:



Law Enforcement Responders

- ◇ Description of shooter
 - ◇ Location of shooter
 - ◇ Number and types of weapons carried by shooter
 - ◇ Name of shooter (if known)
 - ◇ Number of shooters
 - ◇ Description of shooter
 - ◇ Location of shooter
 - ◇ Number and types of weapons carried by shooter
- ◇ Description of shooter
 - ◇ Location of shooter
 - ◇ Number and types of weapons carried by shooter

PRESENTED BY
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TRAINER PERSONALIZATION

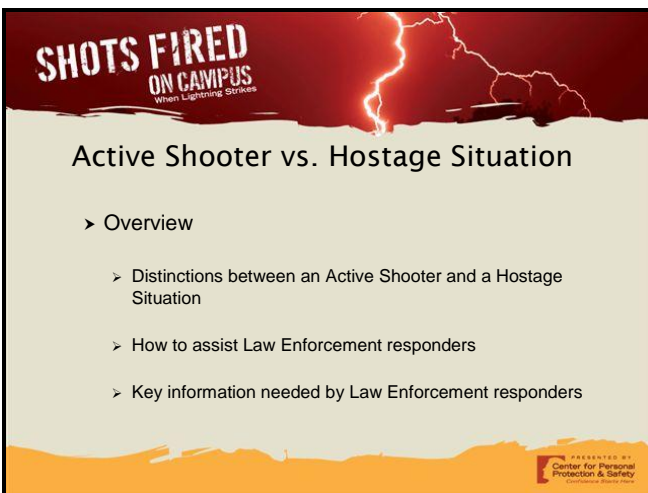
- Name of shooter (if known)
- Number of shooters
- Description of shooter
- Location of shooter
- Number and types of weapons carried by shooter



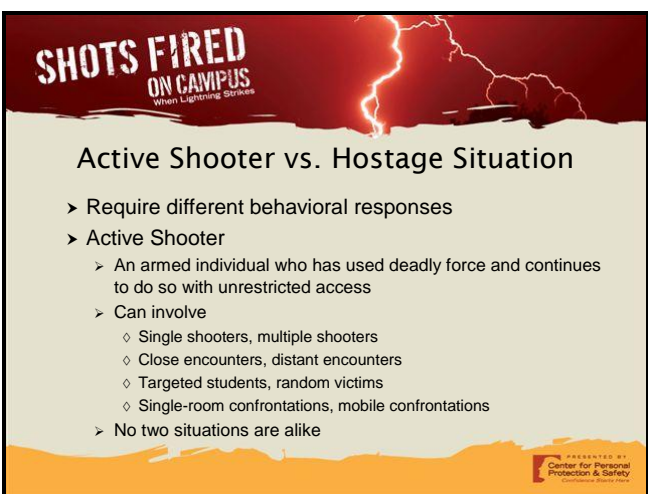
Distinctions Between an Active Shooter and a Hostage Situation



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3. Enabling Objective: Describe the key differences between an active shooter and a hostage-taker. CTS: 4a.



It is important to understand that there is a distinct difference between an active shooter and a hostage-taker. Each requires different behavioral responses on the part of the victims.

Active Shooter: An active shooter has been defined as an armed individual who has used deadly force and continues to do so with unrestricted access to additional victims.

TRAINER PERSONALIZATION

Active shooter situations have involved single shooters, multiple shooters, close encounters, distant encounters, targeted students, random victims, single-room confrontations, and mobile confrontations. The only certainty seems to be that no two situations are alike.

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Active Shooter vs. Hostage Situation

- Hostage Situation
 - Involves an armed and dangerous individual who may or may not have already used deadly force
 - In most cases, his access will be restricted; significant difference is the containment of the offender and victim
 - Motive can vary between substantive or expressive

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Hostage-Taker: A hostage situation involves an armed and dangerous individual, who may or may not have already used deadly force. In most instances, his access will be restricted due to his own choosing or changing events, such as the arrival of law enforcement. A significant distinction in a hostage situation is the containment of the offender and victim. The motive of hostage-takers can vary between substantive or expressive.

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Active Shooter vs. Hostage Situation

- Substantive motives include those things the hostage-taker cannot obtain for himself (money, escape, etc.)
 - ◇ Holds hostages to force fulfillment of demands upon a third party
 - ◇ Makes direct or implied threats to harm hostages if demands are not met
 - ◇ Primary goal is to achieve demands; **not** to harm hostages

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TRAINER PERSONALIZATION

Substantive motives include things that hostage-takers cannot obtain for themselves, such as money, escape, and political or social change. During hostage situations, subjects hold another person or persons for the purpose of forcing the fulfillment of substantive demands upon a third party, usually law enforcement.

Typically, subjects make direct or implied threats to harm hostages if their demands are not met. Hostage-takers demonstrate goal-oriented and purposeful behavior. They use hostages as leverage to force a third party to fulfill their demands. While the hostages remain at risk, the primary goal of hostage-takers is not to harm the hostages.



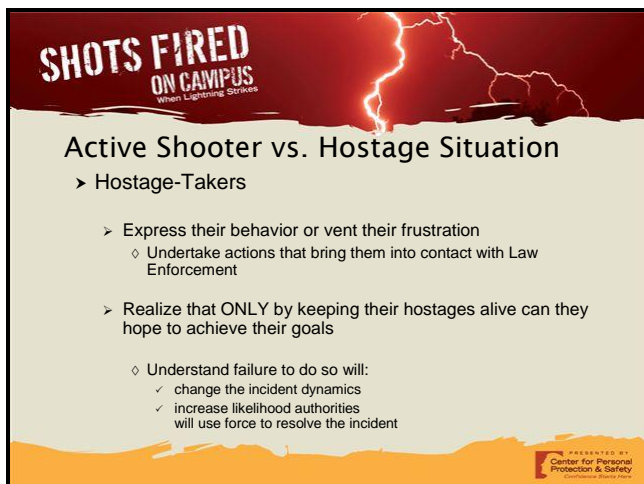
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Active Shooter vs. Hostage Situation

- Expressive motives include compensating for a loss
 - ◇ Act in an emotional, senseless, and self-destructive way
 - ◇ No clear goals; exhibit purposeless/self-defeating behavior
- ◇ No substantive or escape demands OR totally unrealistic demands
- ◇ Believe they have been wronged; strong emotions disrupt their ability to reason

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Expressive motives include compensating for a loss (disgruntled individuals, jilted lovers, rejected spouses, aggrieved individuals, idealistic fanatics, individuals with mental illness, etc.)



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Active Shooter vs. Hostage Situation

- Hostage-Takers
 - Express their behavior or vent their frustration
 - ◇ Undertake actions that bring them into contact with Law Enforcement
 - Realize that ONLY by keeping their hostages alive can they hope to achieve their goals
 - ◇ Understand failure to do so will:
 - ✓ change the incident dynamics
 - ✓ increase likelihood authorities will use force to resolve the incident

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TRAINER PERSONALIZATION

Hostage-takers act in an emotional, senseless, and often self-destructive way. Unable to control their emotions in response to life's many stressors, they are motivated by anger, rage, frustration, hurt, confusion, or depression.

They have no clear goals and often exhibit purposeless, self-defeating behavior. Such individuals have either no substantive or escape demands or totally unrealistic demands for which they would have no reasonable expectation of fulfillment.

They believe they have been wronged by others or events. Their displeasure at their circumstances places them in acute stress and disrupts their ability to function normally. They may express their anger and vent their frustrations by undertaking actions that bring them into conflict with law enforcement.

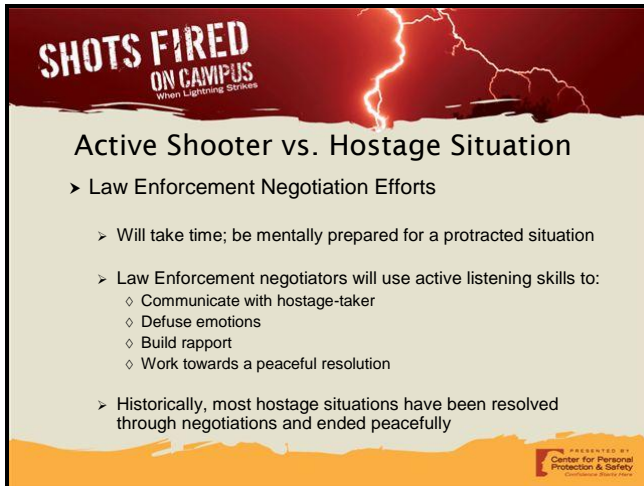
Hostage-takers realize that only through keeping the hostages alive can they hope to achieve their goals. They understand that if they harm the hostages, they will change the incident dynamics and increase the likelihood that the authorities will use force to resolve the incident. Therefore, it remains in the best interests of hostage-takers to keep the hostages alive and avoid actions that might trigger a violent response from police.



Hostage survival can be enhanced by taking the following actions:

- Remain calm
- Follow directions

- Avoid sudden movements
- Maintain eye contact (but don't stare)
Find the middle position (not too assertive/passive)
- Personalize yourself
- Don't argue
- Don't be a nuisance
- Don't turn your back



Patience is essential during hostage situations. Law enforcement's negotiation efforts will take time; be mentally prepared for a protracted situation. Law enforcement negotiators will use active listening skills in an effort to thoughtfully communicate with the hostage-taker, defuse the conflict, and work toward establishing a level of rapport that allows authorities to explore problem-solving options and progress to a nonviolent resolution. Historically, most hostage situations have been negotiated and ended peacefully.

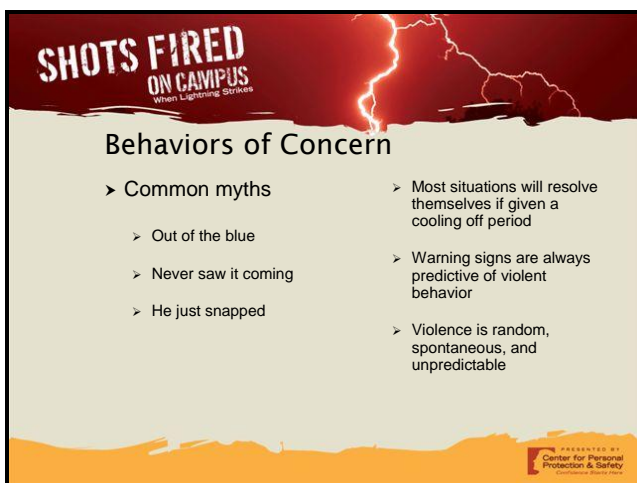
However, if the situation changes and someone is actually walking around with a gun shooting people, you're in an active shooter situation.

TRAINER PERSONALIZATION



4. Enabling Objective: Describe Behaviors of Concern. CTS: 5a.

The focus of this program has been primarily on surviving an active shooter situation. One of the most effective ways of dealing with this difficult problem is through effective prevention programs. Interestingly, the same survival mindset we've been talking about today can sometimes prevent a situation from becoming violent in the first place.

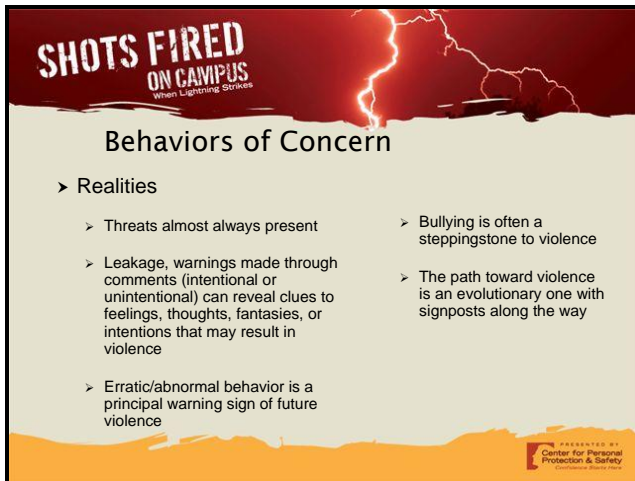


Before addressing the types of violence and the behaviors of concern, we will highlight some common myths and realities.

Common Myths include:

- “Out of the blue”
- “Never saw it coming”

- “He just snapped”
- “Violence is random, spontaneous, and unpredictable”
- “Most situations will resolve themselves if given a cooling off period”
- “Warning signs are always predictive of violent behavior”



Realities are:

- Threats are almost always present
- Leakage, warnings made through comments (intentional or unintentional) can reveal clues to feelings, thoughts, fantasies, or intentions that may result in violence
- Erratic/abnormal behavior is a principal warning sign of future violence
- Bullying is often a steppingstone to violence
- The path toward violence is an evolutionary one with signposts along the way

There may be warning signs of behaviors of concern that something is wrong.

TRAINER PERSONALIZATION

TRAINER PERSONALIZATION

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Behaviors of Concern

- > Offenders
 - > Often exhibit angry or argumentative behavior
 - > Blame others for their problems
 - > Fail to take responsibility for their own actions
 - > Retaliate against perceived injustice

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Many offenders oftentimes exhibit angry or argumentative behavior. They often blame others for their problems; they fail to take responsibility for their own actions. They are what the FBI calls “injustice collectors.” They perceive every slight as a major issue upon which they must act.

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Behaviors of Concern

- > Other concerns
 - > Increasing belligerence
 - > Ominous, specific threats
 - > Hypersensitivity to criticism
 - > Recent acquisition/fascination with weapons

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Other behaviors of concern may include:

- Increasing belligerence
- Ominous, specific threats
- Hypersensitivity to criticism
- Recent acquisition/fascination with weapons

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Behaviors of Concern

- Other concerns
 - Preoccupation with violent themes
 - Interest in recently publicized violent events
 - Outburst of anger
 - Extreme disorganization
 - Noticeable changes in behavior
 - Homicidal/suicidal comments or threats

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- Preoccupation with violent themes
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Behaviors of Concern

- Suicide
 - May not be perceived as a threat to others
 - Serious danger sign
 - Described as violence directed inward
 - Many campus shootings end in offender suicide

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Although a suicidal threat may not be perceived as threatening to others, it is, nonetheless, a serious danger sign.



TRAINER PERSONALIZATION

5. Enabling Objective: Describe preventive measures to avert violence. CTS: 5b.

If you're suspicious about something or you really have an uncomfortable feeling, far better to report those types of observations and feelings than to just disregard them and hope they are going to go away.

You have many options when it comes to passing this information on to someone who can act on it. You have your campus law enforcement agencies, resident assistants, professors, and you have your counseling centers. Take advantage of one of those options. If you wish to maintain your anonymity, there are ways to do that and still get the information—this vital information—to someone who can take some action on it and potentially prevent a tragedy.

It's **okay** to say something. Law enforcement reports that there have been numerous shootings across the country that have been prevented by students sensing that something was wrong. The campus authorities cannot do this by themselves. A college campus is a community and in order to keep it safe, they need everyone's help. They need you to be their eyes and ears.

Hopefully most colleges or universities already have a violence prevention program in place that provides specific guidance on how to maintain a campus free of threats and violence.



Violence and threats of violence often result from frustration and a breakdown in communication. Effective communicators are non-threatening, nonjudgmental, worthy of respect, and willing to listen. An often overlooked area, where an individual can make a significant difference, is taking the time to listen to a “troubled” individual.

Let the individual tell you what’s bothering him; people want to be heard and understood. This type of venting can be therapeutic. The simple act of listening can be a highly effective contribution to a safe campus.

ASSIGNMENT: None

SUMMARY:



TRAINER PERSONALIZATION

REMOTIVATION: Shots fired on campus...a sound you hope to never hear. But, if lightning does strike, you will always have a weapon—a survival mindset. With this, you **can** survive.

CLOSURE: