

Active Shooter Response Awareness

NOVA Police

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When seconds count.....

- When seconds count, the police arrive in minutes.
 - Police are responders; cannot prevent AS
 - You can, through attentive situational awareness.
 - Average LE response time is 2-4 minutes, *after dispatch*
- Stopwatch of Death: 1 shooting/12-15 seconds.
- You must *already* have a plan; not just for school.
 - Mall
 - Church
- You will play a key role in saving yourself/others₂

Uumqua Community College Roseburg, OR (Oct 1, 2015)

- Shooter: 26 year old student
- 9 killed/9 injured (m and f; 18-67 yoa)
- Police arrived in 6 minutes (1 unarmed UCC security ofc.)
- 5 pistols + 1 long gun (not used) at scene; 8 at apt.
- Enough ammo for “prolonged” gunfight
- Shooter wore ballistic protection
- Suicide after brief gun battle with PD; *event lasted 9 mins.*
- Shooter on academic probation, mental issues, isolated, anti-religious, racial animosities
- OR allows CCP holders to have weapons on campus

Some statistics

- Virginia Tech: 7.9 deaths/minute
- Aurora, CO theater: 8.9 deaths/minute
- 90% of active shooters are armed with multiple weapons
- Few active shooters flee the scene
- 85% of AS incidents end with force

Active Shooter Definition

- An active shooter is “an individual engaged in the killing or attempted killing of people in a confined and populated area. There is no pattern or method to victim selection.”
(DHS) **High body count is the goal; negotiation is not.**
 - 2009 shooting at WO was attempted murder; not AS
- Continues attacking, even upon arrival of first responders.
- An active incident can occur anywhere and without warning
- To stop the shooting and mitigate harm requires *immediate action by potential victims* and rapid deployment of law enforcement
 - “Stopwatch of Death”

The Facts About Active Violence

2018 USSS Survey of 28 Incidents (2017)

147 dead

~700 injured

Who?

- Gender (all male)/ Age:
 - 15-67 (average age: 37); Equal distro within age groups
- 71%: violent & non-violent criminal offenses
 - > 30%: domestic violence histories
- 54%: history of illicit drug use/substance abuse
- 39%: fixations: personal vendettas, romantic conflict, personal failures, perceived injustice, delusions, etc.

Who? (cont.)

- 100%: exhibited stressors w/in past 5 years
 - Work; family; school, personal, criminal justice
- 57%: financial instability
- 82%: aggressively self-centered
- 79%: threatening/concerning communications
 - History of making threats (50%)
 - Threats specific to target (36%)
 - Concerning communications (75%)
- 79%: elicited concern (re. safety: 46%)

What (happened)?

- 36% departed scene
- 25% committed suicide
- 18% ended by LE
- 7% ended by bystanders
- 14% ended when firearm or vehicle became inoperable

When?

- 61% of attacks: 0700-1500
- LE response times: 4-6 minutes
- Duration:
 - 50%: violence ended w/in 5 minutes
 - 21%: 5-14 minutes
 - 29%: 15+ minutes

Where?

(31 public sites*)

- Businesses: 13 (46%)
- Open spaces: 9 (attractions, outdoor events, sidewalks) (32%)
- Schools: 4 (14%)
 - 2 elementary; 1 HS; 1 college (knife attack)
- Transportation: 3
- Churches: 2

* *Shooters were familiar with killing field.*

How?

- Weapons
 - 82%: firearms (> 40% possessed them illegally)
 - Multiple weapons (33%)
 - Rifles (26%)
 - Underage, felons, POs
 - Little recognizable pattern or selection of victims
 - 11%: vehicles
 - 7%: knives
- Body armor (5%)
- Explosives (3%)

Why?

(Motivation Components)

- Grievances (13/46%)
 - Workplace (6)
 - Domestic (5)
 - Personal (2)
- Ideological or Racially-Based (6/21%)
 - 2 @: white supremacy; radical black nationalism; followers of ISIS
- Mental Health/Psychosis (4/14%)
- Political (1/4%)
- Fame (1/4%)
- Unknown (4/14%)

Potential Workplace Violence (considered by TAT)

- In many instances, AS assaults were anticipated by acquaintances.
 - AS often display precursor behaviors that suggest potentially violent behavior.
- Signs of potentially violent behaviors may include some of the following:
 - Increased use of alcohol and/or illegal drugs
 - Unexplained increase in absenteeism, vague physical complaints
 - Noticeable decrease in attention to appearance and hygiene
 - Depression/ withdrawal
 - Resistance and overreaction to changes in policy and procedures
 - Repeated violations of company/school policies
 - Increased severe mood swings
 - Noticeably unstable, emotional responses
 - Explosive outburst of anger or rage without provocation
 - Suicidal; comments about “putting things in order”
 - Behavior which is suspect of paranoia “everybody is against me”
 - Increasingly talks of problems at home
 - Escalation of domestic problems in the workplace; talk of severe financial problems
 - Talk of previous incidents of violence
 - Empathy with individuals committing violence
 - Increase in unsolicited comments about firearms, other dangerous weapons and violent crimes
- *People are not suspicious; behavior is.*

First, A Little Perspective

- ~100K schools in US + 5000 colleges
- 28 million college students
- 2011-2015 active shooter stats
 - ~20 events/year; Colleges – 8/year (probability of event: .0015)
 - 100 deaths/year (including shooter); Colleges = <10/year
 - $10/28,000,000 = .000000036$
 - ~150 wounded/year; Colleges = 13/year
- 500,000 killed/wounded annually by distracted drivers; 11 die every day
 - If only 1 per thousand injuries result in death, you are >60 times more likely to die due to a distracted driver.

**YOU NEED TO PAY ATTENTION, ALL
THE TIME!**

SITUATIONAL AWARENESS IS KEY

Read this:



**PARIS
IN THE
THE SPRING**

Observe/Report Concerning Behavior

Can you describe an active shooter?

Is this your Active Shooter? (Expect the Unexpected)



An Integrated Community Approach: Everybody Has A Role

	Prevent/Deter	Respond	Mitigate	Recover
Police/security	Patrol, Investigate, Provide Info	Joint Operations	Solicit resources, Command	Investigate, Self-assessment
Administrators	Supportive Environment	Provide policy decisions	Solicit resources, Command	Reallocate resources
Emergency Management	Provide info, Drills	Engage	Command	Hot wash
Registrar	Monitor	Report		
Student services	Provide info, Monitor	Report		Support
Finance	Monitor	Provide resources		Reallocate

An Integrated Community Approach: Everybody Has A Role

	Prevent/Deter	Respond	Mitigate	Recover
SAS/Title IX	Provide info	Investigate		Secure services
IT	Monitor, Support security	Report		
Parking	Monitor	Report	Control traffic	Control traffic
Facilities	Monitor	Report	Support security	Repair
Mental Health	Provide info	Secure services		Secure services
PIO			Provide info	Provide info

Priorities

- Differ *between* phases
- Differ *between* actors
- Examples
 - Prevention: Buildings want open spaces vs. dangers to police
 - Recovery: Facilities wants to clean building vs. police want to protect evidence
 - Legal wants to protect against liability vs. PIO needs to be open

Response Options

Evolved Since Columbine

- Victim Response
 - Shelter in place -----→ Evacuate, if possible
 - NOVA adopted this national standard in 2012
 - Reasons: Better chance of survival
 - Moving targets; faster medical care
- Police Response
 - First units establish perimeter; await SWAT
 - Diamond/4-officer formation
 - Today: immediate entry by 1 or 2 officers

Response to An Active Shooter

- How might you be alerted to an AS?
 - Running people, Screaming, Sound of gunfire, Text message, Computer pop-ups, Video screens, Email, In-Person, Phone
- Quickly determine the best way to protect your life
 - There is no single optimum solution for everybody
 - Your response will be dictated by your specific circumstances.
 - Is the shooter in your classroom, building, or across campus?
 - Students/visitors will follow the lead of faculty/staff in an AS situation
 - Ethical considerations
- You have options: Run, Fight, Hide
 - <https://www.youtube.com/watch?v=5VcSwejU2D0>

Run, Hide, Fight Concerns

- Run/Hide/Fight are not separate options
- Run/Hide/Fight doesn't tell people *how* to accomplish these strategies
- Survival strategy: one size does *not* fit all
 - Factors:
 - The person
 - The threat
 - The location

RUN: Can You Evacuate? (*Your best option*)

- Have an escape route and plan in mind for each location you frequent
- If there is an accessible escape path, evacuate the premises
 - Evacuate if safe to do so and regardless of whether others agree to follow
 - Leave your bags, backpacks in the classroom
 - If shot, your chances of survival improve if you can get outside for medical attention
 - Help others escape, if possible
 - Prevent individuals from entering an area where the active shooter may be
 - Follow instructions of police officers/first responders, **but remain on campus**
 - Keep hands visible at all times; make no sudden moves toward first responders
 - Do not attempt to move wounded people
 - Call 911 or 703-764-5000
 - Building Name
 - Location of Shooter
 - Number of Shooters, if more than one
 - Number of potential victims
 - Number/types of weapons
 - Physical description of shooters: Weight, height, race, gender, clothing color & style

How to Run

- Do not carry anything (officers may assume you are carrying a bomb or weapon)
- Keep hands high/ fingers spread
- Stay away from walls (bullets ricochet)
- Move from cover to cover, if available
- Swing wide before turning corners
- Do not run in a straight line if you see the shooter
- If shot, compress wound but keep moving
- Stay on the phone with dispatch
- Do not hinder arriving officers
- Make no sudden hand movements toward officers
- Avoid elevators
- Follow responders' instructions
- Can you kick a hole in the wall?
- Break window in upper corner
- Jump 2.5 times your height
- Improvise armor
- Do not leave campus until instructed to do so
- Don't cluster in evac areas
- Be prepared to fight for your life

What Dispatch Needs to Know

- How many shooters are there?
- Where is the shooter/s right now?
- Do you know the shooter/s?
- What do they look like?
- What do the guns look like?
- Was the shooter carrying anything else?
- Was he wearing a vest or military-style gear?
- Was he wearing anything on his head like a helmet or a mask?
- Did you hear any other noises besides gunshots?
- Can you run away?
- Can you barricade the room you are in?
- Are you hurt? Is anyone else hurt?

Info for Dispatch (cont.)

- Have you turned off the lights?
- Who is in the room with you?
- Is your cell phone on silent?
- What have you heard?
- What can you hear right now?
- Did the subject say anything? If so, what did they say?
- If you have to move, can you take the phone with you?
- If not, can you call us back after you move?
- Does the subject have hostages?
- Has anything changed?
- Did they arrive in a vehicle? Which one is it?
- Are they leaving? If so, how?
- Direction of travel?

HIDE: Shelter in Place

- If you cannot evacuate, find a secure hiding place where the active shooter is less likely to find you
 - Preferably, a locked room with no windows
- Your hiding place should:
 - Be out of the active shooter's view
 - Provide protection (i.e., cover) if shots are fired at you
 - Not trap you/restrict your options or movement
 - **Do not cluster**
- If the active shooter is nearby
 - Lock the door and turn off lights
 - Silence your cell phone and/or pager
 - Turn off sources of noise (radio, televisions)
 - Hide behind large items (desk, cabinets)
 - Remain quiet
- To prevent an AS from entering your hiding place
 - Lock/blockade the door with heavy furniture



How to Hide

- Do not open door until you can confirm police presence
- Combat breathing
- Do NOT cluster (makes easier target for the shooter and undermines defensive options; undermines ability to evacuate if shooter gains entry)
- Secure door by wedging something (a shoe with a rubber sole, newspaper, etc.) under it or looping belt around outside handle and pulling it tight from within the classroom
- Barricade inward opening doors: positioning someone on floor across it **Tie the hydraulic arm with a belt**
- **Seek out cover**, if available; if not, conceal yourself (along hall-side wall)
- Once door is secured, do not open it until you confirm arrival of police
- Turn off cell phones and lights
- Throw stuff on floor to distract shooter
- Disregard alarms during lockdown/hiding (may be attempt to draw you out)
- **Be prepared to fight for your life**

FIGHT (i.e., RESIST)

- Fight: possible with other response options
 - One needs to be prepared to fight when running as well as hiding
- As a last resort, and **ONLY** when your life is in imminent danger, disrupt and/or incapacitate the active shooter by:
 - Acting as aggressively as possible against the shooter
 - Yell
 - Attack and secure the shooter
 - Throw items
 - Improvise weapons
 - Fight as if your life depends on it. *It does.*
 - **Improvise weapons** (e.g., thick books as vests, spray fire extinguisher)
 - **~40% of AS incidents have been resolved by the victims**

How to Fight

- Key targets: neck, eyes and groin
- Throw items at shooter (disrupt his focus)
- Available weapons: pens, rolled up newspaper, text books, heavy bag, laptop, finger nails, car keys, knee, elbow, coke can in a sock (prison weapon)
- Attack/swarm with a group of people, if possible
- Tie hands with belts, ties, electronic cables, shoe laces
- Know when to run; when to fight (if you find yourself within shooter's personal zone; shooter is reloading)

So what should you do?

Decision Factors:

- You
- The threat
- Your location

Decision Factors:

You

- Health/strength
- Attitude (lamb; warrior)
- Ability to run/mobility
- Willing to use weapon
- Relevant training/ experience (e.g., military, martial arts, first aid, medical, police presentations)
- Obligations to others
- Alone?
- NOVA Alert/LiveSafe (get info?)

The shooter/threat

- Size/age/strength?
- Visible?
- Distance from you?
- How many?
- Types of weapons?
- Explosions?
- Reloading?

Decision Factors: Location

- Armed police on campus
- # of entrances/exits
- Proximity of entrances/exits
- Composition of walls (sheet rock; cinder block; glass)
- Ability to hide view into your location
- Composition of windows
- Able to open windows/break glass
- Floor # (able to jump? (how high; landing area?))
- Distance to stairs (avoid elevators)
- Concealment available (hides you)
- Availability of cover (stops a bullet)
- Other people available to help
- Ability to secure door
- Weapons available (fire extinguishers, pens, keys,
- Proximity of police
- # of police immediately available
- Emergency response posters/instructions by LE/OEMS

Assessing Your Situation

- Location of cover
- Location of concealment
- Security of the door
- Available weapons
- Escape possible? (Route? Exits? Story?)
- Strategy

San Bernardino AS Event (Dec 2, 2015)

- 14 dead/21 injured
- Suspects fired 65-75 rounds in the building
- 1 pipe bomb found containing 3 smaller pipe bombs; attached to a remote control car (Did not detonate; found in a bag in suspects' vehicle)
- Suspects carried approximately 1400 rounds of .223/200 rounds of 9 mm
- ***Police response:***
 - ***Over 300 officers responded from multiple agencies***
 - ***76 rounds fired by suspects at officers***
 - ***23 officers fired their weapons (total 380 rounds)***
 - ***2 officers injured***
- Suspects' home:
 - 12 pipe bombs in the making found in suspects' home
 - 2000+ 9mm rounds; /2500+ rounds of .223; hundreds of rounds of .22 found in house

When Law Enforcement Arrives

#1 Priority: stop the threat

- Officer(s) will proceed directly to area where the AS is/last heard
- Officers will arrive continuously
 - Officers may be dressed in regular patrol uniforms, external bulletproof vests, plain clothes, Kevlar helmets, and other tactical equipment
 - **The first officers to arrive will *not* stop to help injured people.**
- Officers may not know identity of shooter
 - Immediately raise hands, keep them visible, and spread fingers
- Officers will shout commands, may push evacuees to ground to be searched
- DO NOT:
 - carry items in your hands or on your person (bags, jackets)
 - make quick movements toward officers
 - grab officers
 - point, scream, yell, and/or try to stop the officers
 - **leave the area until released by the police**
 - **Officers need info for investigation. Those leaving campus may interfere with arriving responders**

You can create a “hard” campus

- AS training at each campus/center
- Teach related topics
- Articles in Campus Safety magazine
- Flat screen information
- Articles in Public Safety Newsletter; special mailings
- Police/Security General Order
- Annual all-hands police training (Police and Security)
- Exercise situational awareness
 - Program dispatch phone number into your cell
 - If you see something, say something!
 - Outreach to Parking and Facilities for surveillance

Create a “hard” campus (cont.)

- Exercises (TTX/CPX) with all campus actors
- Walk-throughs with local agencies
- Distribute mobile safety app
- Attend available training (other relevant topics)
- Add “Run-Hide-Fight” link to syllabus/discuss in class
 - <https://www.youtube.com/watch?v=5VcSwejU2D0>

What Roles for Wardens and Unarmed Security?

Potential Contributions

- Assisting Victims
 - Evacuation and Safety in evacuation area
- Assisting Responders
 - Report incident and provide reliable info (description, #, weapons, moving? direction?)
 - Monitor suspect (in the field)
 - Direct responding units: Hazards, locations of wounded/trapped, safe routes)
 - Aftermath: Witness/victim ID, reunification, investigation support

Active Shooter: Top Themes

- An active shooter (AS) situation can develop anytime, anyplace.
- Expect the unexpected. Look at people's *behavior* critically.
 - *If you see something, say something!*
- Police cannot prevent an AS, and will arrive while the incident is on-going.
- You can play a role in reducing the risk of an AS on campus.
 - Time is critical. You must act decisively.
- Have a plan for each location you frequent.
 - If you shelter in place, do not cluster. Look for available cover.
 - Negotiation is unlikely to save you.
 - Be prepared to fight for your life.
- Police will respond aggressively.
 - Do not get in the way or contribute to an already confusing situation.
 - Expect to be yelled at and searched.
 - Do not behave in a way that will make you be considered a suspect. Keep your hands visible, do not carry anything, and make no quick/unpredictable movements.
 - Stay on campus
- NOVA Police are fully engaged; have excellent response/tactical capabilities.
- NOVA security officers/wardens can assist responders and victims.

Back-up Slides

Lockdown

- Problems with lockdown: facilitates killing
 - Concentrates students
 - Reduces freedom of movement
- Origin: drive-by shooting in LA (1985)
 - Response to an *external* threat
- FEMA: “Guide for Developing High quality School Emergency Operations Plans (2013)”
 - “Lockdown is no longer enough.”
 - “Those in harm’s way should make their own decisions”.
- Lockdown: driven by accountability; not the same as survival
- Why not treat as fire drill? Get the students out!
easier to recover lost children than bury them.

Allow CCPs holders on campus?

- Low qualification standards (can get CCP without firing a shot)
- Military training does not imply handgun proficiency
- No proficiency demo for requalification
- No guarantees ammo used will be appropriate
- Potential for injury/death of innocent victims, responders, CCP holder
- Disruption of campus and police operations when weapons are spotted and police are required to respond
- CCP holders lack critical training (e.g., shoot/don't shoot, de-escalation)
- Adrenalin rush during actual combat reduces fine motor skills, peripheral vision, and accuracy
- Small weapons have deficiencies
 - Short sight radius, heavier/longer trigger pull
- Implied agent? Liability?