

TRAINING NON-SECURITY STAFF TO THINK WITH A SECURITY LENS: VIOLENCE PREVENTION AND MITIGATION THROUGH OPTIONS-BASED DECISION-MAKING

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OBJECTIVES

- **Understand the Systems that are in place and your role**
- **Identify and Prepare for Crisis/Dangerous Situations**
- **Build Situational Awareness Skills**
- **Review Options-Based Decision Making**
- **Increase district-wide capacity to respond effectively to all forms of danger**



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Why Is This Important?

- ✓ **Physical and Psychological Safety**
- ✓ **Confidence**
- ✓ **Teachers can teach**
- ✓ **Students can learn**
- ✓ **In Loco Parentis**



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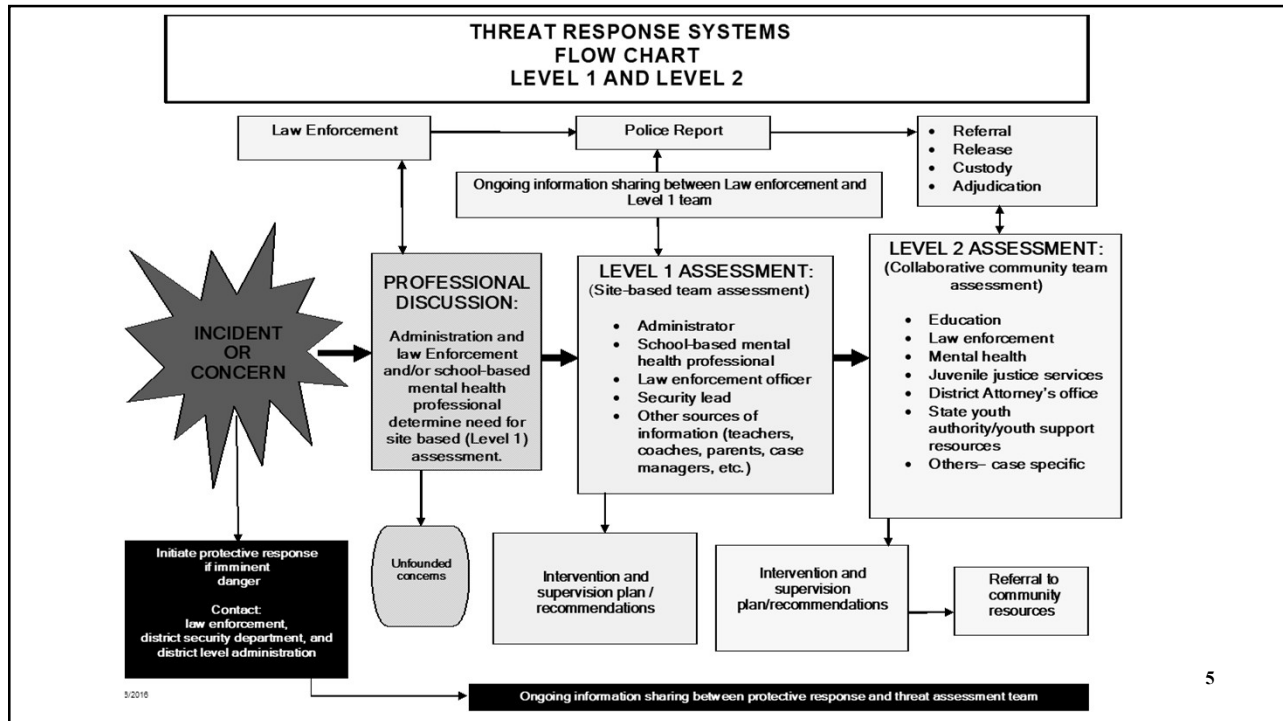
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Prevention
Preparation
Response
Recovery




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**YOUTH VIOLENCE
PREVENTION**



**THE PATHWAY BACK THROUGH
INCLUSION AND CONNECTION**
JOHN VAN DREAL, COURTENAY MCCARTHY,
AND COLEEN VAN DREAL



***Youth Violence Prevention: The Pathway
Back through Inclusion and Connection***
By John Van Dreal, Courtenay McCarthy, Coleen
Van Dreal

Available at:
Amazon
Barnes & Noble
Rowman & Littlefield
Watermark Books and other book vendors

This is a book about behavioral threat assessment that focuses on prevention and early intervention. It's about thoughtful connection, inclusion, prosocial relationship building, and the restoration of meaningful and positive experiences for young people within the school environment. It's about the importance of staying objective, avoiding assumptions, and eliminating prejudice.

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Targeted and Reactive

- REACTIVE / IMPULSIVE/ (AFFECTIVE)
- TARGETED / PREMEDITATED /PREDATORY



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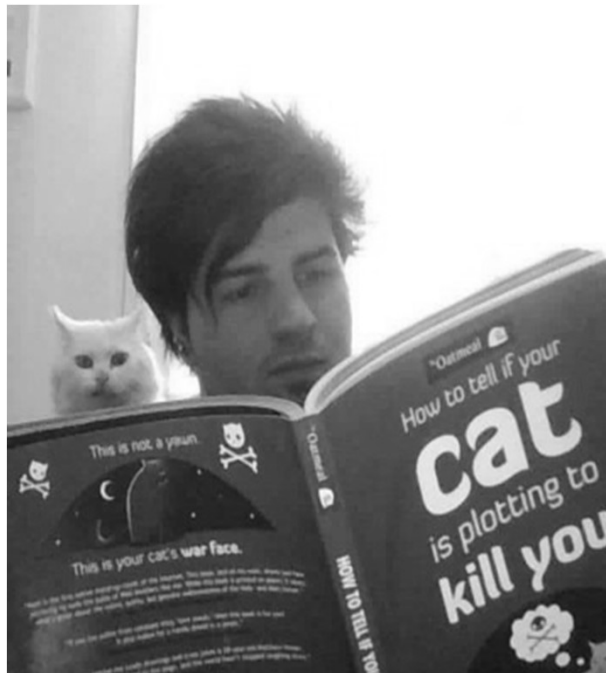
Targeted and Reactive

- REACTIVE / IMPULSIVE / (AFFECTIVE)
- TARGETED / PREMEDITATED / PREDATORY



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Targeted and Reactive Aggression



REACTIVE / IMPULSIVE/
(AFFECTIVE)



TARGETED / PREMEDITATED
/PREDATORY

(AFFECTIVE)



Prevention Preparation Response Recovery



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**When we know and understand
the risks we face and how to
prepare and respond,
we are better able to identify,
prevent, mitigate, and recover in
emergencies.**

**This increases our confidence
and decreases our stress.**



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Situational Awareness

Collecting information from your surroundings to improve your decision making and circumstances by:

- **Using your senses (sight, smell, sound, taste, and touch)**
- **Monitoring the messages that others are providing through their behavior and communications**
- **Being attentive to environmental circumstances that may indicate challenges, opportunity, or danger**

<http://www.hse.gov.uk/construction/lwit/assets/downloads/situational-awareness.pdf>

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Reticular Activating System

A pathway in your brain that:

- **Filters incoming information**
- **Turns on the “pay attention” button**
- **Expands your intuition**
- **Improves the message system between your subconscious brain and your conscious brain**

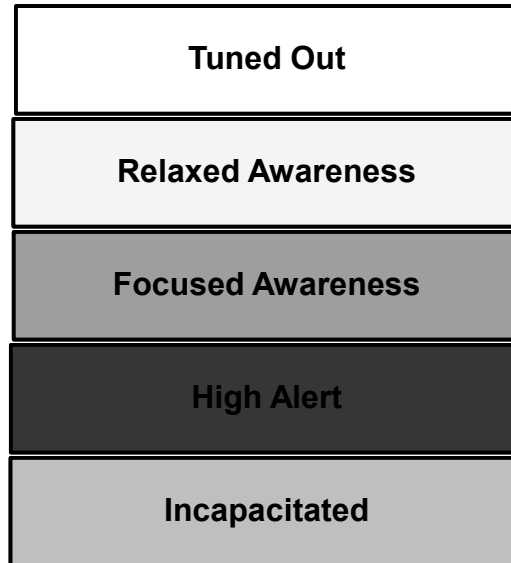
<http://www.meaningfulhq.com/reticular-activating-system-function.html>

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Levels of Awareness



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Know the Baseline

**The normal state of a situation
when things are typical or non-
threatening**



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Situational Awareness Interference

- **Failing to monitor your baseline**
- **Denial and false negatives**
- **Distraction that is so engrossing that it removes awareness from the environment**



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Improve your awareness of baseline and context/situation

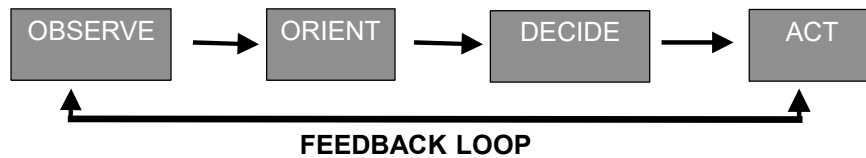
- Practice observing situations
- Identify or imagine concentric rings
- Watch for baseline and disruptions
- Imagine at-risk scenarios involving people or the environment
- Observe the people in meetings or groups
- Play the thumb game
- Note the information that you would need to make decisions and protect yourself and/or others



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OODA Loop



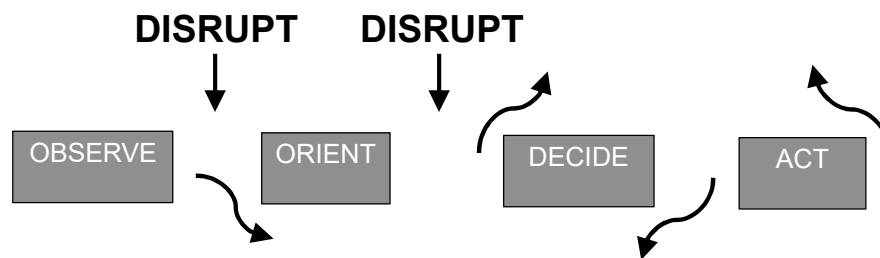
<https://taylorpearson.me/ooda-loop/>



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OODA Loop



Disruption of the OODA Loop

- Conversation, questions
- Movement
- Noise
- Obstacles
- Airborne Objects
- Other methods



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PIZZA DISRUPTS THE OODA LOOP



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KEY POINTS

- Know your baseline.
- Remain in a state of relaxed awareness, unless you need to increase your awareness to a higher state.
- Be situationally aware, “recognize” where you are (don’t just “know” where you are).
- Recognize the OODA Loop and practice how to disrupt it.
- Use Situational Awareness as an everyday skill.



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Options-Based Decision Making

- **Permission**
- **Skill Development: Training and Resources**
- **Pre-consider and Develop Options**
- **Generate Options During Crisis**
- **Table-Top, Practice, Rehearsal**



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Preparing for Dangerous Situations and Crisis

Good Start: Defaulting to our practiced or drilled actions.

Better Option: Act with known and practiced actions but be flexible and prepared to change course as you continue to develop your situational awareness.



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LOCK DOWN

CONDITION 1 - Bring everyone in and lock school doors. Stay in classrooms and continue academic activity.

CONDITION 2 – Shelter-In-Place. Lock doors, turn off lights, close blinds, stay away from windows and move to predesignated safe areas within the classroom or school that are out of sight. Stay quiet. Do not continue academic instruction.

CONDITION 3 - BARRICADE DOORWAYS. Shelter-In-Place. Lock doors, turn off lights, close blinds, hide, stay away from windows and move to predesignated safe areas within the classroom, school or off campus that are out of sight. Stay quiet. Do not continue academic instruction.



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BARRICADE

- **Barricade means block, create barrier.**
- **If no door, block entry.**
- **Do it with full commitment.**
- **Hold that door! Obstruct that entry!**



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BEYOND SHELTER-IN-PLACE

- You are the Adult Leader.
- Adopt a survival mindset.
- Develop your Situational Awareness.
- Develop Options.
- Make a Decision.



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BEYOND SHELTER-IN-PLACE

Options to Consider:

- Stay where you are
- Find another place to shelter
- Evacuate
- Distract / Disrupt



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Purpose and Focus of Table Top Exercise

- Enhance general awareness and priorities
- Validate school/organization emergency procedures
- Explore and rehearse options
- Assign roles
- Practice Situational Awareness
- Identify strengths and areas for improvement



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TABLE TOP EXERCISE IDEAS

Inside school:

- Angry parent escalating to aggressive posturing
- Angry and escalating student
- ✓ Angry parent with dangerous object potentially being used as a weapon
- Potentially disruptive or harmful intruder
- ✓ Violent intruder / active shooter within the school
- ✓ Violent intruder / active shooter entering as school is being dismissed
- ✓ Violent intruder headed to unlocked gym or cafeteria

Outside of school:

- Potentially violent person within the neighborhood of the school
- ✓ Potentially violent person near or just outside of the school

Other:

- Earthquake
- Hazardous material / natural gas



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Review: Basics of Handling a Dangerous Situation

- 1. Effectively activating a plan**
- 2. Informed and effective decision making**
- 3. Flexible and adaptable management strategies**
- 4. Deploying resources quickly and efficiently**
- 5. Accounting for self and others you are responsible for**
- 6. Assisting others who are in crisis or have special needs**
- 7. Making a decision and taking action**



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Surviving is in our DNA

- Do the best you can with your options**
- Options are determined by 4 factors:**
 - 1. The situation you are in**
 - 2. The information you have**
 - 3. The resources at your disposal**
 - 4. The skills you've developed**
- Use situational awareness to improve all four.**
- Use education to improve all four.**
- Use mental rehearsal and tabletop discussion to improve all four.**



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KEY POINTS

- Know the risk factors for targeted violence and how to access the threat response system.
- Know your baseline and remain in a state of relaxed awareness, unless you need to increase your awareness to a higher state.
- Be situationally aware.
- Understand the OODA Loop sequence in everyday activity and use OODA Loop disruption to mitigate conflict and crisis.
- Know lockdown conditions.
- Mentally rehearse safety options for extreme crisis situations, such as a violent intruder.



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PHYSICAL AND PSYCHOLOGICAL SAFETY

- Confidence
 - Psychological well-being
 - Teachers can teach
 - Students can learn

IN LOCO PARENTIS



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QUESTIONS?



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RESOURCES FOR FURTHER STUDY AND TRAINING

- *Options thinking and Situational Awareness.* Michael Dorn, et al. Safe Havens International, Inc.
- *The Gift of Fear.* Gavin deBecker. Dell Publishing.
- *Youth Violence Prevention: The Pathway Back through Inclusion and Connection.* Van Dreal, McCarthy, and Van Dreal. Rowman and Littlefield.
- *Assessing Student Threats: Implementing The Salem-Keizer System, Second Edition.* Van Dreal, et al. Rowman and Littlefield.
- *Positive Behavioral Interventions and Supports.* www.pbis.org
- *Cognitive Behavioral Therapy in K-12 School Settings, A Practitioner's Toolkit.* Diana Joyce-Beaulieu. Springer Publishing.
- *Cognitive-Behavioral Interventions in Educational Settings, A handbook for Practice.* Rosemary B. Mennuti. Taylor and Francis.
- *Meditations.* Marcus Aurelius.
- *The Unthinkable: Who Survives when Disaster Strikes.* Amanda Ripley. Harmony Publishing.



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