

# Naugatuck Valley Community College Workplace Violence Prevention

Presented by: Frank Rudewicz

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# Outline for Today



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- Introduction
  - ASIS Standards
- State of CT and NVCC Policies
- Early Warning Signs of Violence
- Threat Assessment Process
  - Elements of a School Threat Assessment
- Dealing with Angry Students, Parents, Co-Workers
- Active Shooter and Classroom Strategies

# WVPI Standards Committee



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ASIS and SHRM constituency reflects an interdisciplinary objective. Committee members represent the following sectors:

- Security
- Human Resources
- Psychology/Psychiatry
- Law
- Occupational Safety and Health
- Law Enforcement
- Academia
- Social Services (domestic violence)

# Standard Scope and Purpose


Given the prevalence of “workplace violence,” to provide private and public-sector organizations with “best practices” they can adopt to:

- More effectively prevent threatening misconduct and violence affecting the workplace; and
- Better respond to and resolve incidents involving threatening misconduct and violence.



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# Some Key Objectives



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- Adopting an appropriate definition of “workplace violence”.
- Providing the right level of detail.
- Achieving consensus regarding “best practices” for prevention and intervention.

# The Workplace Violence Spectrum



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FIGURE 1. THE WORKPLACE VIOLENCE SPECTRUM



# Elements of the Standard

## 1. Workplace Violence – An Important Concern for Employers

- Definition of “workplace violence”
- Workplace violence typology
- Statistics (prevalence and impact)
- Awareness and action (attention garnered)
- Legal obligations for employers



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# Elements of the Standard



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## 2. The Need for an Interdisciplinary Approach: Numerous “Stakeholders”


- Security personnel
- Human resources
- Legal counsel
- Executive management/business owners
- Occupational safety and health personnel
- Union leaders
- EAP
- PR/corporate communications
- Risk management professionals



# Elements of the Standard

## 3. Preparedness and Prevention

- Needs assessment/organizational gap analysis
- Behavioral “warning signs” and opportunities for violence prevention
- Elements of a formal Workplace Violence Prevention Program
- Strategies for successful Program implementation



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# Elements of the Standard

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## 4. Threat Response and Incident Management

- Incident notification
- Initial data gathering and assessment
- Intervention strategies for designated threat
- Management Team
- Violence risk assessment
- Incident resolution
- Responding to a violent incident

# Workplace Violence Defined



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“...any physical assault, threatening behavior, or verbal abuse occurring in the work setting. It includes, but is not limited to: beatings, stabbings, suicides, shootings, rapes, near suicides, psychological traumas, such as threats, obscene phone calls, an intimidating presence, and harassment of any nature, such as being followed, sworn at, or shouted at.”

*National Institute for Occupational  
Safety and Health (NIOSH)*



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# Violence

The term “violence” refers to a range of inappropriate behaviors that include but are not limited to the following:


- Intimidating or threatening behavior
- Physical or Verbal Abuse
- Vandalism
- Arson
- Sabotage
- Carrying or possessing weapons or dangerous instruments of any kind on NVCC property, unless properly authorized
- Using such weapons
- Any other act(s) which a reasonable person would consider as inappropriate and/or posing a danger/violence in the workplace

# Executive Order No. 16

The State of Connecticut has adopted a statewide zero tolerance policy for workplace violence.

Except as required as a condition of employment:

- No employee shall bring into any state worksite any weapon or dangerous instrument.
- No employee shall use , attempt to use, or threaten to use any such weapon or dangerous instrument in a state worksite.
- No employee shall cause or threaten to cause death or physical injury to any individual in a state worksite.




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# Executive Order No. 16

Any employee who feels subjected to or witnesses violent, threatening, harassing, or intimidating behavior in the workplace must immediately report the incident or statement to their supervisor, manager, or the Human Resources office.

Any employee who believes there is a serious threat to their safety or the safety of others that requires immediate attention must notify proper law enforcement authorities and his or her manager or supervisor.



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# What is a weapon?

The use or possession of weapons (as defined in Section 53-206 of the Connecticut General Statutes) is prohibited on college campuses or at college activities except as authorized by Board or college policies.

C.G.S., Section 53.206 defines a weapon as


"sling shot, air rifle, BB gun, black jack, sand bag, metal or brass knuckles, or any dirk knife, or any switch knife having an automatic spring release device by which a blade is released from the handle, having a blade of over one and one-half inches in length, or stiletto, or any knife the edged portion of which is four inches or over in length, or any martial arts weapon or electronic defense weapon, as defined in section 53a-3, or any other dangerous or deadly weapon or instrument."



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# What is a Dangerous Instrument?

**“Dangerous Instrument”** means any instrument, article, or substance that, under the circumstances, is capable of causing death or serious physical injury.



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# Prohibited Conduct



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- Physical abuse
- Intimidating, harassing or threatening behaviors
- Verbal Abuse
- Carrying or possessing weapons or dangerous instruments
- Using such weapons
- Any other act that a reasonable person would consider to constitute a threat of violence

# Early Warning Signs of Workplace Violence

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# The Challenge

**Differentiating between**

**the “difficult” individual**

**the individual who poses an immediate threat**

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# 4 Types of Perpetrators

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1. Strangers
2. Visitors
3. Students/Employees
4. Personal relations



# 3 Types of Threats

1. Direct Threat
2. Conditional Threat
3. Veiled or Hidden Threat

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- Keep in mind that some persons:
- *threaten and actually carry threats out*
- *threaten but do not carry threats out*
- *commit violence but never make a threat*



# Recognizing Threatening Behavior

**Verbal and Non-Verbal Threats**

**Intimidating Behavior**



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# Recognizing Threatening Behavior

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**A threat is a communicated intent to inflict physical or other harm on another person. A threat can be communicated either verbally or by gesture, or a combination of the two. If sufficiently egregious, a threat can constitute a criminal act (See, e.g., Section 53a-62 of the Connecticut General Statutes**



# Recognizing Threatening Behavior

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**A threatening situation is a situation where one person, through intimidating words or gestures has induced fear and apprehension of physical or other harm in another person but there is no immediate danger of such harm being inflicted**







# Levels of H.A.R.M.

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**H**arassment

**A**ggression

**R**age

**M**ayhem



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# Harassment

*Irritating behaviors that may or may not cause harm or discomfort for another person, but that are generally inappropriate in the workplace.*

- Being condescending to a customer
- Banging on an office door
- Storming around the office
- Shaking a fist at another employee



# Harassment

- Staring at another employee
- Continually interrupting co-workers
- Lying about another co-worker
- Moving office supplies, so no one can find them
- Playing “practical jokes”

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# Aggression

*Hostile behaviors that certainly cause harm or discomfort for another person or the company, and that are absolutely inappropriate in the workplace.*

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- Shouting at a customer
- Slamming a door in someone's face
- Slamming a door or banging file cabinets and phones



# Aggression

- Yelling and poking at another employee
- Staring angrily at another employee
- Incessantly interrupting a targeted co-worker
- Spreading rumors about a co-worker
- Damaging someone's personal belongings



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# Rage

*Intense behaviors that often cause fear in other persons, and that may result in physical and/or emotional harm to people or damage to property.*

- Pushing and shoving a student
- Throwing books, files, or phones across the office
- Shoving an employee



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# Rage

- Going nose-to-nose in a threatening manner
- Sabotaging a co-worker's presentation
- Actively destroying a co-worker's reputation
- Breaking minor equipment
- Leaving "hate" statements on someone's desk





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# Mayhem

*Violent destruction of people or property.*

- Choking/slapping/knocking down a student
- Using a door/equipment to injure people
- Completely ransacking an office or laboratory/etc.







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# Mayhem

- Knocking down and pummeling an employee
- Landing a co-worker in the hospital because of physical harm



# Levels of H.A.R.M.

**H**arassment

**A**ggression

**R**age

**M**ayhem



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# Warning Signs of Domestic Violence

- Injuries such as bruises, black eyes, and broken bones
- Absenteeism or lateness, poor concentration, and inconsistent work quality
- Requests for time off to attend court
- Signs of emotional distress, such as unusual quietness and isolation
- Statements by the employee that a partner is engaging in unwanted contact
- An unusual number of phone calls, emails, texts, voicemails etc
- Abrupt changes of addresses by the employee
- Unwelcome visits by the employee's partner to the workplace



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# Group Exercise



Video for ppt.mpg



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# 7 Steps to Disaster

1. An individual experiences trauma, creating extreme tension or anxiety
  - One major event (layoff or termination; actual or perceived)
  - Cumulative minor events
2. Perception that problems are unsolvable
3. All responsibility is projected onto the situation

Source: *“Breaking Point: The Workplace Violence Epidemic and What To Do About It”*  
by Joseph A. Kinney



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# 7 Steps to Disaster

4. Frame of reference becomes increasingly egocentric
5. Self-preservation and self-protection become the sole objectives
6. Violent act is now perceived as the only way out
7. Violent act is attempted or committed

Source: *“Breaking Point: The Workplace Violence Epidemic and What To Do About It”*  
by Joseph A. Kinney



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# Reporting

A person who feels that he or she has subjected to threats or acts of violence as defined, or a person who witnesses such threats or acts must report the incident to a supervisor, Manager, or to the Human Resources office.

Supervisors and managers who receive such reports shall seek advise from the HR office regarding investigating the incident and initiating appropriate action.



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# THREAT ASSESSMENT PROCESS

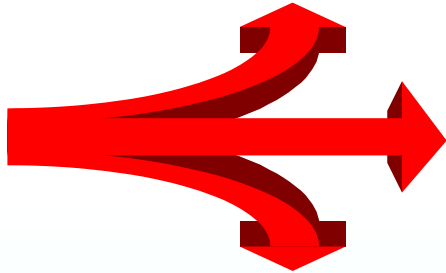




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# 3 Goals of a Threat Assessment

1. Identify potential perpetrator
2. Evaluate risks posed by a given individual
3. Manage both the individual and the risk posed to employees



## Four Essential Areas of Inquiry

- Facts of the situation that initially brought attention
- Identifiers
- Background Information
- Current life situation and circumstances



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## Conducting a School Threat Assessment

- **The facts that drew attention to the student, the situation, and possibly the targets.**
- **Information about the student.**
  - Identifying information
  - Background information
  - Current life information
- **Information about “attack-related” behaviors**



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## Conducting a School Threat Assessment

- **Motives**
- **Target Selection**
  - School Information
  - Collateral School Interviews
  - Parent/Guardian Interview
  - Interviews with the Student of Concern
  - Potential Target Interview
  - What are the Student's Motive(s) and goals?



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## Conducting a School Threat Assessment (Cont.)

- **Have there been any communications suggesting ideas or intent to attack?**
- **Has the student engaged in attack-related behaviors?**
- **Does the student have the capacity to carry out an act of targeted violence?**
- **Is the student experiencing hopelessness, desperation and/or despair?**



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## Conducting a School Threat Assessment (Cont.)

- **Does the student have a trusting relationship with at least one responsible adult?**
- **Does the student see violence as acceptable or desirable or the only way to solve problems?**
- **Is the student's words and "story" consistent with his or her actions?**
- **Are other people concerned about the student's potential for violence?**
- **What circumstances might affect the likelihood of an attack?**

# Assessment Grid



## Escalating Aggression Discover the Marcum Difference

- One or two indirect threats or intimidating actions
- Intimidating style, at least occasionally
- One or two angry outbursts/ hostile style
- One or two incidents of perceived harassment
- Unacceptable physical actions short of body contact or property damage (e.g., door slamming, throwing small objects)

- Two or more threats with increasing specificity
- Conscious intimidation or repeated bullying; impulsive
- Repeated angry outbursts/overt angry style, inappropriate to context
- Repeated pattern of harassment
- Intentional bumping or restricting movement of another person

- Clear, direct, multiple threats; ultimatums – especially to authority; evidence of a violent plan
- Intense undissipated anger
- Repeated fear-inducing boundary crossing or seeking direct contact; stalking; violating physical security protocols with malicious intent
- Grabbing, grappling, striking, hitting, slapping, or clearly using harmful force

## Weapons Involvement

- Firearm in home
- Long term, sanctioned use (e.g., hunting, target shooting, etc.)

- Firearm in vehicle
- Increased training without known reason (e.g., not hunting season, competition approaching, etc.)
- Emotionally stimulated by the use of a weapon for any purpose
- Acquire new weapons or improve weapon(s)
- Inappropriate display not directed toward others

- Carries firearm on person outside of home
- Escalated practice or training in association with emotional release or issue preoccupation
- Intense preoccupation with or repeated comments on violent use of weapons
- Use of display of any weapon to intimidate or harm

# Assessment Grid



## Negative Mental Status

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<ul style="list-style-type: none"> <li>▪ Tendencies toward depression, agitation, or “hyper” behavior</li> <li>▪ Tendencies toward suspiciousness, blaming others, jealousy or defensiveness</li> <li>▪ Low/moderate substance use without links to violence related behaviors</li> <li>▪ Anger, some felt entitlement or humiliation over any negative employment action or relationship setback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Depressed, mood swings, “hyper”, or agitated</li> <li>▪ Paranoid thinking, bizarre views, defensiveness, blaming others, hostile attitude; hostile jealousy</li> <li>▪ Substance abuse, especially amphetamine, cocaine, or alcohol</li> <li>▪ Unremorseful but compliant to avoid punishment (e.g. jail)</li> <li>▪ Mental preoccupation, persistent anger, entitlement, or humiliation over any negative employment action or relationship setback</li> </ul>	<ul style="list-style-type: none"> <li>▪ Depression unrelenting or with notable anger, high agitation or wide mood swings</li> <li>▪ High paranoia; homicidal/suicidal thoughts; psychotic violent thoughts</li> <li>▪ Substance abuse drives or exacerbates aggression/violence, or verified amphetamine or cocaine dependence</li> <li>▪ Obsession &amp; strong feelings of anger, injustice, or humiliation over any negative employment action or relationship setback; feels desperate, trapped</li> </ul>
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## Negative Employment Status

<ul style="list-style-type: none"> <li>▪ Possible discipline, negative performance review or termination, non-violence related</li> <li>▪ Bypassed for raise, promotion, recognition, or opportunity</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recent/pending disciplinary action or negative review</li> <li>▪ Probable/pending termination or demotion, reinstatement unlikely</li> <li>▪ Unstable employment in last year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Separation/termination inevitable</li> <li>▪ Terminated &amp; all legal &amp; other resources for reinstatement or compensation exhausted &amp; rules against subject</li> </ul>
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## Personal Stressors

<ul style="list-style-type: none"> <li>▪ Mild disruption in primary intimate relationship</li> <li>▪ Mild financial problems</li> <li>▪ Minor legal issues</li> <li>▪ Minor health problems</li> <li>▪ Inconsistent support system</li> </ul>	<ul style="list-style-type: none"> <li>▪ Primary relationship disruption (birth, separation, betrayal)</li> <li>▪ Significant financial pressures – to increase with job loss</li> <li>▪ Legal problems</li> <li>▪ Demoralizing health problems</li> <li>▪ No or marginal support system</li> <li>▪ Negative coping style</li> </ul>	<ul style="list-style-type: none"> <li>▪ Recent relationship loss (death, divorce, betrayal, abandonment)</li> <li>▪ Serious financial crisis</li> <li>▪ Serious legal problems</li> <li>▪ Serious health problems</li> <li>▪ No support system</li> <li>▪ Destructive coping style</li> <li>▪ Target of high provocation by associates or intimates</li> </ul>
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# Assessment Grid



<p>History of Violence Discover</p>	<ul style="list-style-type: none"> <li>▪ Early life problems at home/school</li> <li>▪ Pattern of mildly conflictual work relationships in past</li> <li>▪ Behavior related job turnovers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Victim or witness to family violence as child or adolescent</li> <li>▪ History/pattern of litigiousness</li> <li>▪ Arrests/convictions, non-violence</li> <li>▪ History of serious work conflicts</li> </ul>	<ul style="list-style-type: none"> <li>▪ Has violated protective orders</li> <li>▪ Arrests/convictions for violence</li> <li>▪ Credible evidence of violent history</li> <li>▪ Failed parole/probation programs</li> <li>▪ Highly isolated; "loner" style</li> </ul>
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<p>the Buffers &amp; Difference Conflict</p>	<ul style="list-style-type: none"> <li>▪ Evidence of respect or restraint shown</li> <li>▪ Responded favorably to limit setting, especially recently</li> <li>▪ Wants to avoid negative consequences for threatening behavior (e.g. jail, legal actions)</li> <li>▪ Genuine remorse for scaring people</li> <li>▪ Genuine understanding that violence or threats is not an acceptable course of action</li> <li>▪ Lack of inappropriate emotional associations or attachment to weapons</li> <li>▪ Appropriate seeking of legal help or other guidance with issue</li> </ul>	<ul style="list-style-type: none"> <li>▪ Wants to genuinely negotiate or appropriately resolve differences</li> <li>▪ Job/relationship not essential to self-worth or survival strategy</li> <li>▪ Engages in planning for future</li> <li>▪ Adequate coping responses</li> <li>▪ Positive family/personal relationships; good support system</li> <li>▪ Religious beliefs prohibit violence, provide solace</li> <li>▪ No financial, health, or legal problems</li> </ul>
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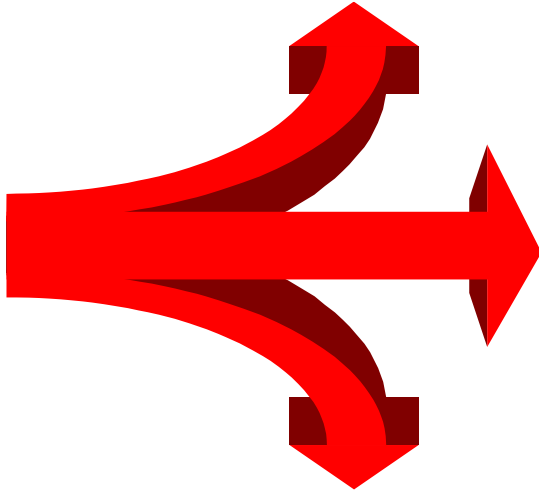
<p>Organizational Impact</p>	<ul style="list-style-type: none"> <li>▪ Employee(s) fear of violence</li> <li>▪ Supervisory/management personal fear of violence</li> <li>▪ Highly vulnerable specific target(s) of serious harassment/stalking/predatory searching</li> <li>▪ Fear-induced employee(s) performance disruption, job avoidance/absenteeism</li> </ul>
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<p>Organizational Influences</p>	<ul style="list-style-type: none"> <li>▪ Heavy workload, high stress environment</li> <li>▪ Generally adversarial/conflictual/mistrustful work environment</li> <li>▪ Counterproductive employee attempts to intervene/prevent violence</li> <li>▪ Co-worker or supervisor provocation of subject</li> <li>▪ Co-worker (or others) support of or encouragement of violent course of action</li> <li>▪ Management lack of knowledge of workplace violence dynamics or warning signs</li> </ul>	<ul style="list-style-type: none"> <li>▪ Management denial or minimization of potential seriousness of situation</li> <li>▪ Management lack of crisis management experience/skills/tolerance level</li> <li>▪ Management active negative case management responses</li> <li>▪ Management resistance to accepting appropriate/specialized assistance</li> <li>▪ Management unavailability/remoteness from location of situation/key individuals</li> </ul>
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# 3 C's of Investigative Management



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- Competence
- Corroboration
- Common Sense



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# Dealing with Angry Workers, Students or Family Members

# WAYS TO DEAL WITH AN ANGRY PERSON



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Stay calm yourself

Phrase questions so they encourage talking, try not to put the other person on the defensive

Address the substance, not the symptoms of anger

Allow the other person to “save face” when at all possible

Don't try to resolve the crisis at this anger stage

Give limited options



# HOW TO INTERVENE OR DE-ESCALATE IMMEDIATELY

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- Move angry person to a neutral environment
- Create a cooling-off period
- Stay out of the angry person's physical space
- Use non-threatening words, tone of voice and body language
- Respect that the angry person's perceptions are real to him/her



# HOW TO FOLLOW-UP AFTER AN ANGRY SCENARIO HAS BEEN DIFFUSED

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- Follow-up on the episode after a designated period of time
- Help the rest of the employees get back to work
- Don't avoid the angry person after the episode
- Reinforce appropriate behavior
- Eliminate the conflict conditions that may have caused the outburst
- Choose behaviors that reduce anger
- Be both tough and tender
- Practice tolerance

# HOW TO DEAL WITH THREATS



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- Take all threats seriously
- Have a plan in place in your organization/unit to develop a plan on how to address threats
- Train all employees to recognize danger signs and how to obtain assistance

When threatened:

- Always report it
- Provide for clear follow-up procedures which address the behavior with the employee



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# ACTIVE SHOOTER AND CLASSROOM STRATEGIES





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Cafe\_1b.mpg



Fire\_Cafe.mpg



Evac\_3.mpg



Evac\_1.mpg



Bomb\_sq.mpg



Air\_Space.mpg



tuck\_in\_shirt.wmv



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# Implications of Key Findings for the Use of Threat Assessment Protocols

- Incidents of targeted violence at school rarely are sudden, impulsive acts.
- Prior to most incidents, other people knew about the attacker's idea and/or plan to attack.
- Most attackers did not threaten their targets directly prior to advancing the attack.
- There is no accurate or useful "profile" of students who engage in targeted school violence.
- Most attackers engaged in some behavior, prior to the incident, that caused others concern or indicated a need for help.



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# Implications of Key Findings for the Use of Threat Assessment Protocols

- Most attackers had difficulty coping with significant losses or personal failures. Many had considered or attempted suicide.
- Many attackers felt bullied, persecuted, or injured by others prior to the attack.
- Most attackers had access to and had used weapons prior to the attack.
- In many cases, other students were involved in the attack in some capacity.
- Despite prompt law enforcement responses, most attacks were stopped by means other than law enforcement intervention and most were brief in duration.



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## PROFILE OF AN ACTIVE SHOOTER

An active shooter is an individual or individuals actively engaged in or attempting to kill people in a confined or populated area.

Active shooter situations tend to be unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims.

Because active shooter situations are often over within 10 – 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.



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## GOOD PRACTICES FOR COPING WITH AN ACTIVE SHOOTER SITUATION

Be aware of your environment and any possible dangers

Take note of the two nearest exits in any facility you visit

If you are in an office, stay there and secure the door

If you are in a hallway, get into a room and secure the door

As a last resort, attempt to take the active shooter down. When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her



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## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life. Remember that customers and clients are likely to follow the lead of employees and managers during an active shooter situation.

### *1. Evacuate*

If there is an accessible escape path, attempt to evacuate the premises. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active shooter may be
- Keep your hands visible and follow instructions of police
- Do not attempt to move wounded people
- Call 911 when you are safe





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## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY (CONT)

### 2. *Hide Out*

If evacuation is not possible, find a place to hide where the active shooter is less likely to find you.

Your hiding place should:

- Be out of the active shooter's view
- Provide protection if shots are fired in your direction (i.e. an office with a closed and locked door)
- Not trap you or restrict your options for movement

To prevent an active shooter from entering your hiding place:

- Lock the door
- Blockade the door with heavy furniture





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## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY (CONT)

If the active shooter is nearby:

- Lock the door
- Silence your cell phone and/or pager
- Turn off any source of noise (i.e. radios, televisions)
- Hide behind large items (i.e. cabinets, desks)
- Remain quiet

If evacuation and hiding out are not possible:

- Remain calm
- Dial 911, if possible, to alert police to the active shooter's location
- If you cannot speak, leave the line open and allow the dispatcher to listen





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## HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY (CONT)

### 3. Take action against the active shooter

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active shooter by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions



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## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES

Law enforcement's purpose is to stop the active shooter as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officer usually arrive in teams of four (4)
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety





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## HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES (CONT)


How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e. bags, jackets)
- Immediately raise hands and spread fingers
- Keep hands visible at all times
- Avoid making quick movements toward officers such as attempting to hold on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

# HOW TO RESPOND WHEN LAW ENFORCEMENT ARRIVES (CONT)

Information to provide to law enforcement or 911 operator:

- Location of the active shooter
- Number of shooters
- Physical description of shooter/s
- Number and type of weapons held by the shooter/s
- Number of potential victims at the location



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## FIRST OFFICERS TO ARRIVE ON THE SCENE

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.



Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave the safe location or assembly point until law enforcement authorities have instructed you to do so.



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## TRAINING YOUR STAFF FOR AN ACTIVE SHOOTER SITUATION

To best prepare your staff for an active shooter situation, create an Emergency Action Plan (EAP), and conduct training exercises. Together, the EAP and training exercises will prepare your staff to effectively respond and help minimize loss of life.





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## COMPONENTS OF AN EMERGENCY ACTION PLAN (EAP)

An effective EAP includes:

- A preferred method for reporting fires and other emergencies
- An evacuation policy and procedure
- Emergency escape procedures and route assignments (i.e. floor plans, safe areas)
- Contact information for, and responsibilities of individuals to be contacted under the EAP
- Information concerning local area hospitals (i.e. name, telephone number, and distance from your location)
- An emergency notification system to alert various parties of an emergency including:
  - Individuals at remote locations within premises
  - Local law enforcement
  - Local area hospitals



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## COMPONENTS OF TRAINING EXERCISES

The most effective way to train your staff to respond to an active shooter situation is to conduct mock active shooter training exercises. Local law enforcement is an excellent resource in designing training exercises.

- Recognizing the sound of gunshots
- Reacting quickly when gunshots are heard and/or when a shooting is witnessed:
  - Evacuating the area
  - Hiding out
  - Acting against the shooter as a last resort
- Calling 911
- Reacting when law enforcement arrives
- Adopting the survival mind set during times of crisis



# ADDITIONAL WAYS TO PREPARE FOR AND PREVENT AN ACTIVE SHOOTER SITUATION



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## Preparedness

- Ensure that your facility has at least two evacuation routes
- Post evacuation routes in conspicuous locations throughout your facility
- Include local law enforcement and first responders during training exercises
- Encourage law enforcement, emergency responders, SWAT teams, K-9 teams, and bomb squads to train for an active shooter scenario at your location

## Prevention

- Foster a respectful workplace
- Be aware of indications of workplace violence and take remedial actions accordingly.



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## PREPARATION FOR AND MANAGING AN ACTIVE SHOOTER SITUATION

Your human resources department and facility managers should engage in planning for emergency situations, including an active shooter scenario. Planning for emergency situations will help to mitigate the likelihood of an incident by establishing the mechanisms described below:

- Conduct effective employee screening and background checks
- Create a system for reporting signs of potentially violent behavior
- Make counseling services available to employees
- Develop an EAP which includes policies and procedures for dealing with an active shooter situation, as well as after action planning



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## FACILITY MANAGER RESPONSIBILITIES

- Institute access controls (i.e. keys, security system pass codes)
- Distribute critical items to appropriate managers/employees, including:
  - Floor plans
  - Keys
  - Facility personnel lists and telephone numbers
- Coordinate with the facility's security department to ensure the physical security of the location
- Assemble crisis kits containing
  - Radios
  - Floor plans
  - Staff roster & staff emergency contact numbers
  - First aid kits
  - Flashlights
- Place removable floor plans near entrances and exits for emergency responders
- Activate the emergency notification system when an emergency situation occurs



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## REACTIONS OF MANAGERS DURING AN ACTIVE SHOOTER SITUATION

Employees and customers are likely to follow the lead of managers during an emergency situation. During an emergency, managers should be familiar with their EAP, and be prepared to:

- Take immediate action
- Remain calm
- Lock and barricade doors
- Evacuate staff and customers via a preplanned evacuation route to a safe area





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## ASSISTING INDIVIDUALS WITH SPECIAL NEEDS AND/OR DISABILITIES

Ensure that EAP's, evacuation instructions and any other relevant information address to individuals with special needs and/or disabilities

Your building should be handicap-accessible, in compliance with ADA requirements





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## MANAGING THE CONSEQUENCES OF AN ACTIVE SHOOTER SITUATION

After the active shooter has been incapacitated and is no longer a threat, human resources and/or management should engage in post-event assessments and activities, including:

- An accounting of all individuals at a designated assembly point to determine who, if anyone, is missing and potentially injured
- Determining a method for notifying families of individuals affected by the active shooter, including notification of any casualties
- Assessing the psychological state of individuals at the scene, and referring them to health care specialists accordingly



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tuck\_in\_shirt.wmv

<http://www.readyhouston.tx.gov/videos.html>

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