

# Campus Safety CONFERENCE CSC

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## The Evolution of Active Threat Response

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# About Me

- Named by the Ohio Department of Homeland Security and Ohio Attorney General's Office as an expert in civilian and law enforcement response to active threats.
- Best Recommended Expert Service Provider for the Insurance Industry, also works as an expert witness in criminal and civil cases.
- Currently a Principal appointed to the Cross Functional Emergency Preparedness and Response (ACT-AAA) Committee for NFPA3000 to write the national standard for civilian, law enforcement, fire service and emergency medical service. Issued the classification of Special Expert by NFPA.
- Co-author of the first published scientific blind peer reviewed study on active shooter response. Has been published in AM Best, Campus Safety Magazine, Security Management, Doors & Hardware, Security Magazine and has been interviewed by NPR, Security Info Watch, Time Magazine, Police1, among others.



## Attendees Will Learn:

- The origin of lockdown for active threat response.
- The Evolution Timeline.
- What a trauma-informed training approach is and why it is essential regardless of who you are or your age.
- The importance of making safety training about life lesson portability.

# My First Lockdown

## **Hallway at 9:15 AM on a Tuesday, Sometime in Early 2009**

Mr. Brown is in the Hallway

Teachers step into Hall to lock doors

Lights get turned off

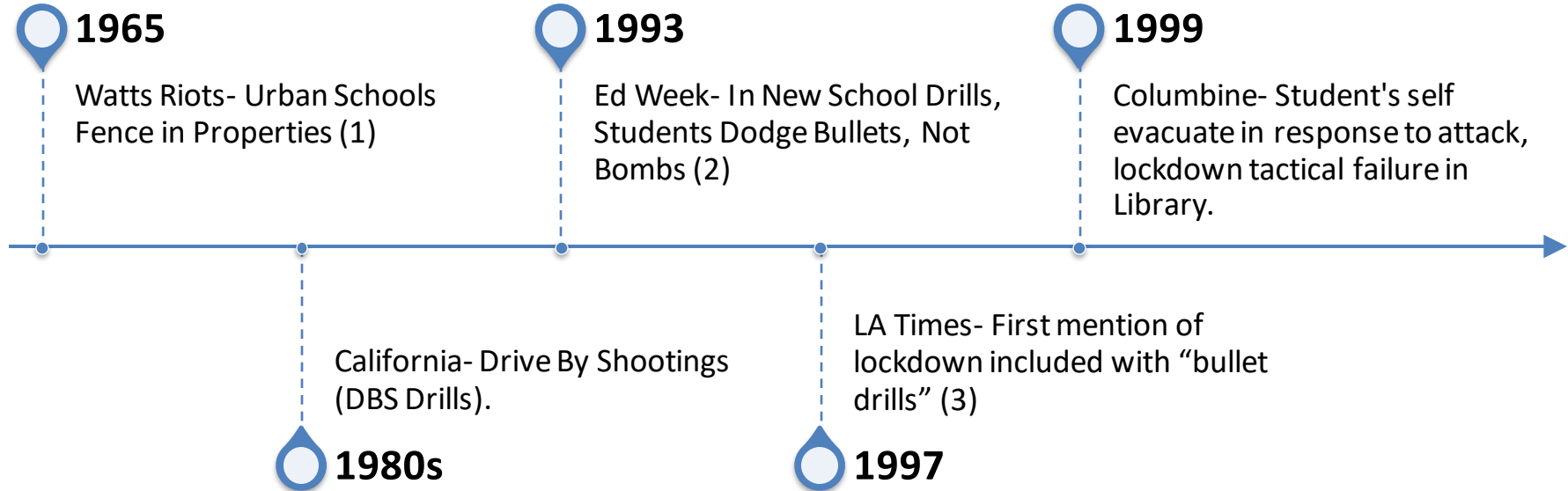
Students huddle in a group on the floor in a corner away from door

Curtains get pulled

Green cards slid under door

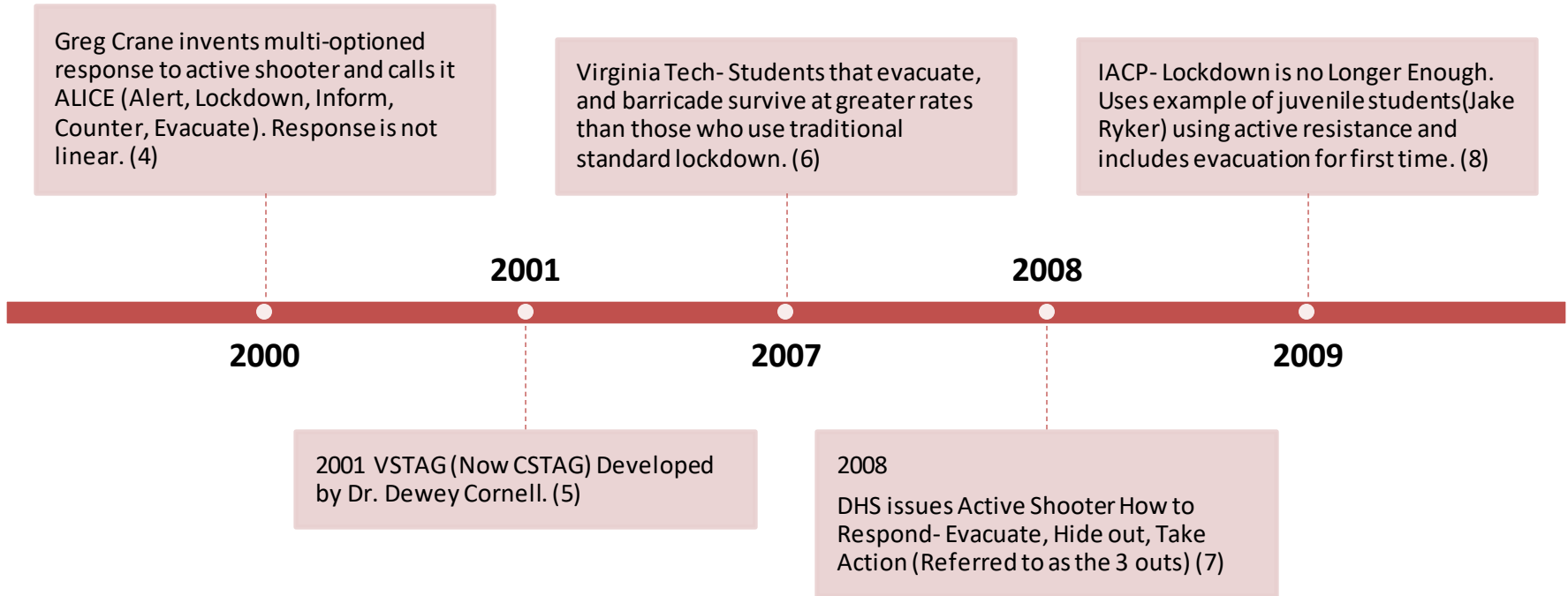
I thought they were messing with me

## Be quiet, sit on the floor in the corner, and don't move...



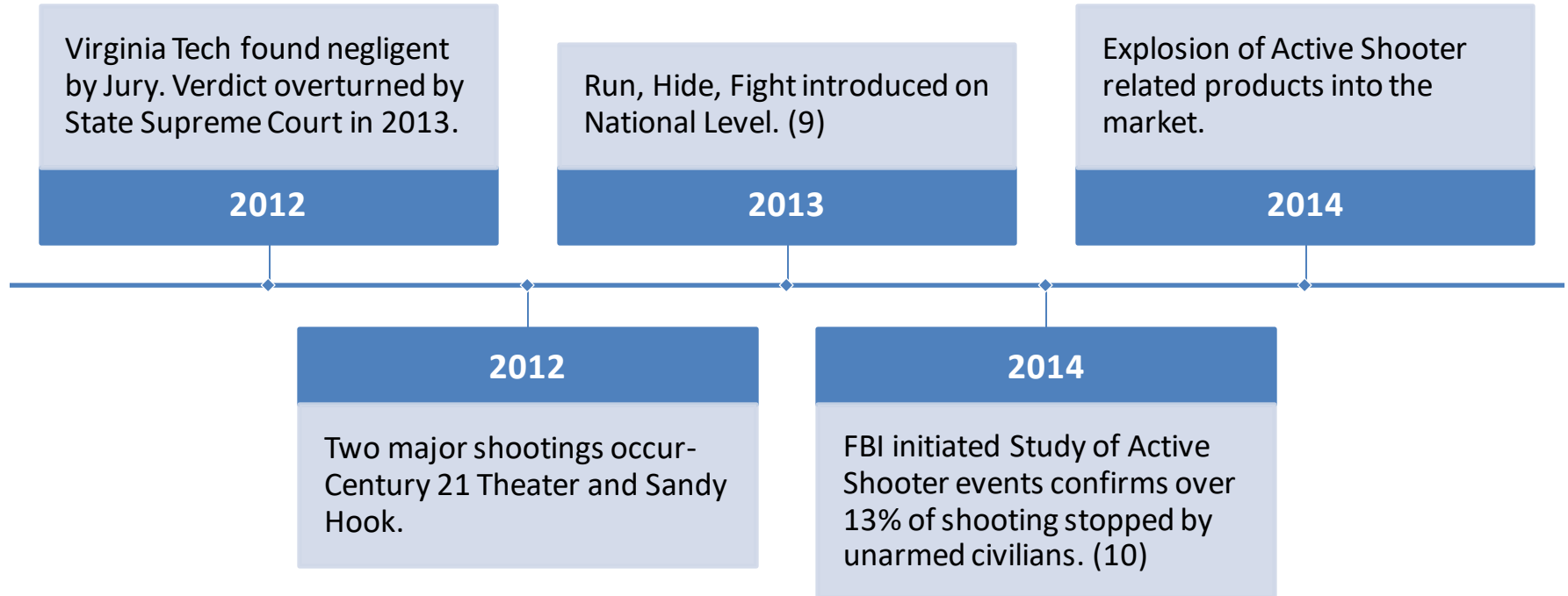
# Civilian Response... Debate Phase

## A change begins...



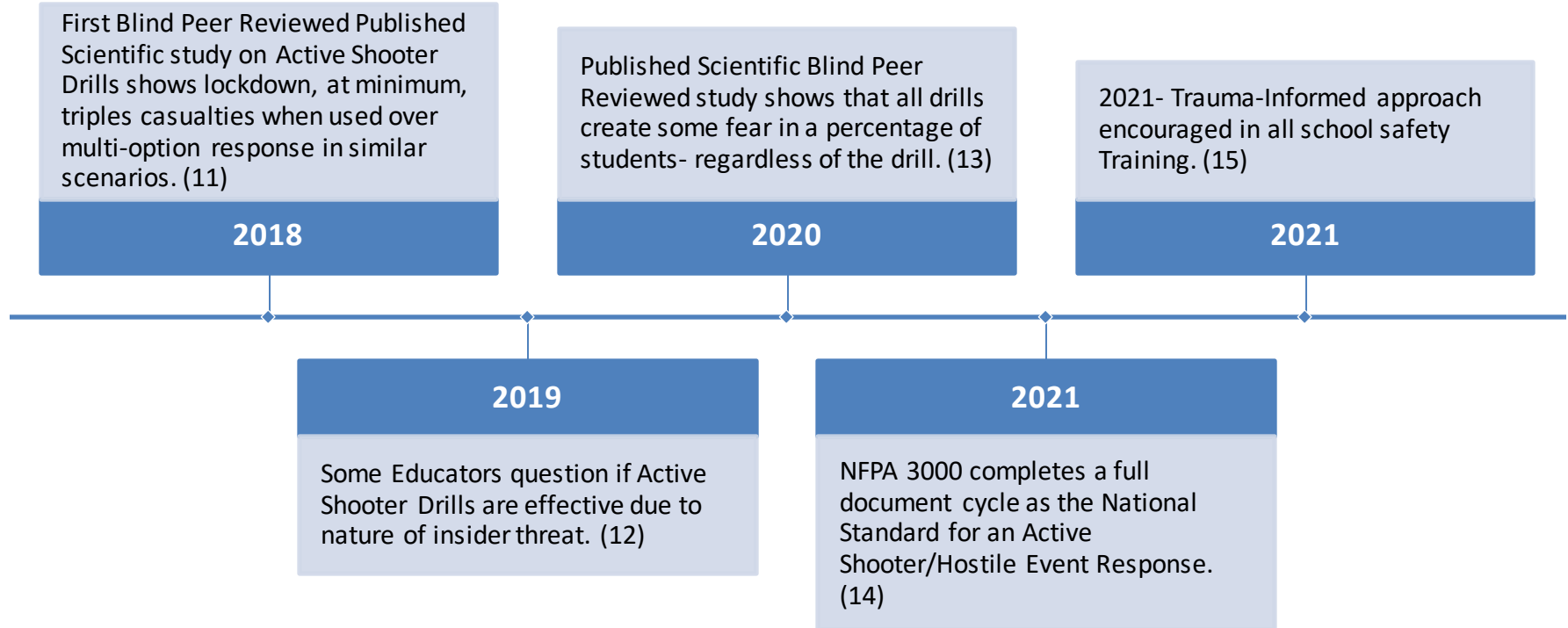


## Legal, Technology, and Studies

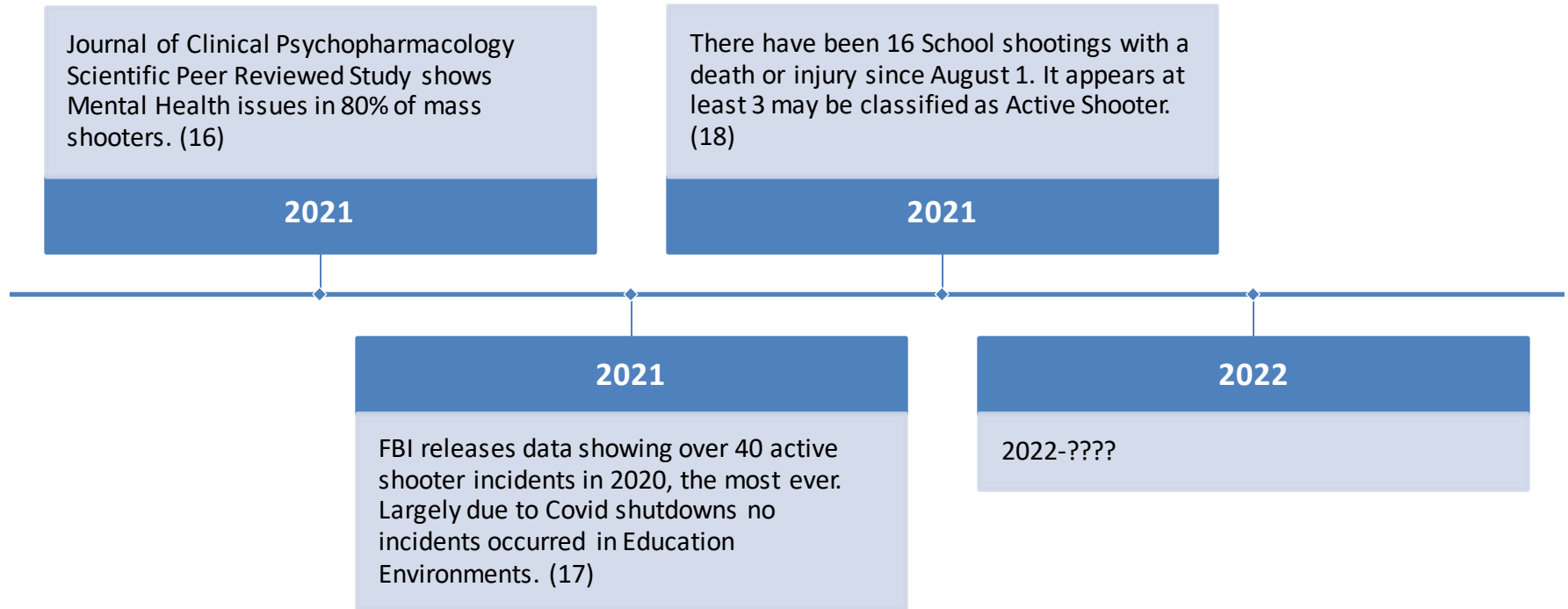




## Science, Mental Health, Trauma-Informed Training



## Risk Assessment, Threat Assessment, Training, Recovery



- According to the National Child Traumatic Stress Network, [one in four children](#) has been exposed to trauma that may affect their behavior. As such, it's crucial that safety training utilizes a trauma-informed approach to maintain a school environment that meets students' physical, emotional, and social safety needs.
- The Four R's
  - Realize
  - Recognize
  - Respond
  - Resist re-traumatization

# Train, Drill, Exercise- Know the Difference

- Training
  - Lecture, Instructor Demonstrations, Walk-throughs
- Drills
  - Participant demonstrations of learned skills
- Exercise
  - Takes place at a location using equipment and personnel as if it was a real event. Takes months of planning to conduct safely.



# Recommended Considerations

- Always announce every drill. Students, parents, and staff should always have notice of an upcoming drill.
- Reduce the length and dramatization of simulations.
- Discuss the training with students afterward.
- Provide age-appropriate safety training.
- Utilize calming strategies with students who struggle during training or drills.
- Offer Alternative means of learning for students who are vulnerable to stressors.

1. For a better understanding of School Design in LAUSD read Los Angeles Unified School District Historic Context Statement, 1870-1969 by Sapphos Environmental, Inc. for LAUSD Office of Environmental Health and Safety. March 2014
2. In New School Drills, Students Dodge Bullets, Not Bombs by Meg Sommerfeld. January 27, 1993, Education Week.
3. An Urban Drill: Students Taught to Duck Gunfire by Matea Gold. August 2, 1997, Los Angeles Times.
4. School Security: How to Build and Strengthen A School Safety Program (Second Edition) by Paul Timm, PSP Copyright 2021 p.183
5. The Comprehensive School Threat Assessment Guidelines (CSTAG), developed in 2001 and known as the Virginia Student Threat Assessment Guidelines until 2018, is an evidence-based model for schools to use in conducting threat assessments of students.

# 1. References

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7. [https://www.dhs.gov/xlibrary/assets/active\\_shooter\\_booklet.pdf](https://www.dhs.gov/xlibrary/assets/active_shooter_booklet.pdf)
8. [https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/IACP\\_School\\_Violence.pdf](https://bja.ojp.gov/sites/g/files/xyckuh186/files/Publications/IACP_School_Violence.pdf)
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10. <https://www.fbi.gov/file-repository/active-shooter-study-2000-2013-1.pdf/view>
11. Cheryl LeroJonson, Melissa M. Moon & Joseph A. Hendry (2018) One Size Does Not Fit All: Traditional Lockdown Versus Multioption Responses to School Shootings, Journal of School Violence, 19:2, 154-166, DOI: [10.1080/15388220.2018.1553719](https://doi.org/10.1080/15388220.2018.1553719)
12. <https://www.edweek.org/leadership/opinion-what-school-shooters-have-in-common/2019/10>



13. Cheryl LeroJonson, Melissa M. Moon & Brooke Miller Gialopsos (2020) Are Students Scared or Prepared? Psychological Impacts of a Multi-Option Active Assailant Protocol Compared to Other Crisis/Emergency Preparedness Practices, *Victims & Offenders*, 15:5, 639-662, DOI: [10.1080/15564886.2020.1753871](https://doi.org/10.1080/15564886.2020.1753871)
14. <https://catalog.nfpa.org/NFPA-3000-Standard-for-an-Active-ShooterHostile-Event-Response-ASHER-Program-P18697.aspx>
15. <https://www.schoolsafety.gov/respond-and-recover/training-exercises-and-drills>
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17. <https://www.fbi.gov/file-repository/active-shooter-incidents-in-the-us-2020-070121.pdf/view>
18. <https://www.edweek.org/leadership/school-shootings-this-year-how-many-and-where/2021/03>

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