

TN.CJ1. 10) Demonstrate a variety of appropriate and effective methods of communicating with the public, including techniques such as professional demeanor, active listening, empathy, projecting a confident tone of voice, paraphrasing, and the proper use of nonverbal body language. Identify different types of non-verbal communication skills such as body language and micro expressions. Demonstrate these skills in a peer interview setting. Articulate changes in body language and micro expressions in a brief observation report.

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## Communicating With the Public

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### Professional Demeanor

- Webster's Dictionary defines **demeanor** as behavior toward others
- Webster's Dictionary defines **professional** in this context as characterized by or conforming to the technical or ethical standards of a profession and exhibiting a courteous, conscientious, and generally businesslike manner in the workplace
- So **professional demeanor** is behavior toward others with technical or ethical standards of a profession and exhibiting a courteous, conscientious, and generally businesslike manner
- In the criminal justice field and all other careers it is important to be seen as a professional.

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### Professional Demeanor

- Monster, a career advisement website, advises to be seen as professional there are a few things to avoid that commonly lead to the perception of someone being unprofessional:
- Finishing tasks or projects late, for instance. Being unprepared when attending meetings. Spending time gossiping at work.
- Treating people with disrespect. Keeping people waiting unnecessarily. Stealing someone's thunder by using their ideas without giving them credit. Saying one thing then doing the complete opposite. Breaking promises regularly.

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### Professional Demeanor

- Monster also expresses there are 10 common traits when it comes to being professional. This includes the following:
- 1. Competence. You're good at what you do – and you have the skills and knowledge that enable you to do your job well.
- 2. Reliability. People can depend on you to show up on time, submit your work when it's supposed to be ready, etc.
- 3. Honesty. You tell the truth and are upfront about where things stand.
- 4. Integrity. You are known for your consistent principles.

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### Professional Demeanor

- 5. Respect For Others. Treating all people as if they mattered is part of your approach.
- 6. Self-Upgrading. Rather than letting your skills or knowledge become outdated, you seek out ways of staying current.
- 7. Being Positive. No one likes a constant pessimist. Having an upbeat attitude and trying to be a problem-solver makes a big difference.

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### Professional Demeanor

- 8. Supporting Others. You share the spotlight with colleagues, take time to show others how to do things properly, and lend an ear when necessary.
- 9. Staying Work-Focused. Not letting your private life needlessly have an impact on your job, and not spending time at work attending to personal matters.
- 10. Listening Carefully. People want to be heard, so you give people a chance to explain their ideas properly.

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### Active Listening

- Remember, Active listening means correctly interpreting and understanding the needs of others in a conversation. It is key if you want to resolve a conflict.
- To be a good active listener you do not have to agree with what is being said, but during a conversation show the speaker that you understand what is being said.
- This will require more than smiling and nodding. It involves asking questions when you are not sure about the point the speaker is trying to get across.

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### Active Listening

- While listening it is important if possible to express empathy for the speaker. **Empathy** is the ability to not only understand someone else's feelings but to share those feeling as well. To understand what it's like to be in somebody else's shoes. If you are unable to empathize with the speaker at least show that you are able to sympathize with them. Feeling **sympathy** means you feel sorry for someone's situation, even if you've never been there yourself.
- Something that is commonly used during active listening is **paraphrasing**

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### Paraphrasing

- **Paraphrasing** is a restatement of a text, passage, or work giving the meaning in another form
- For police officers paraphrasing is used during active listening to gather information. The officer will often repeat the information back to the individual. When the officer repeats the information it is a shortened version of what was said highlighting the key points needed for the report.
- If possible when paraphrasing an officer should try to make the information as simple as possible to understand but still give the same information as the original source.

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### Projecting a Confident Tone of Voice

- One of the worst things someone can do when trying to speak to the public, especially for a police officer, is to lack confidence.
- When speaking it is important that you can be heard. Don't be timid. If you are not confident when you are speaking people are less likely to pay attention to you, or care what you have to say.
- Projecting is important. We are not always in a situation where we can use a microphone to speak to our audience. If the people in the back can not hear you, either they will refuse to listen or you will constantly have to repeat yourself.

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### Proper Use of Nonverbal Body Language

- When communicating with the public it is important to pay attention to your own body language
- If you constantly make motions with your hands it can be distracting
- If you use hand motions make sure that they mean something and have something to do with what your are saying.
- Your posture and the way you carry yourself can be used to interpret the importance you place on what you are saying.
- Looking professional is important

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### History of Lie Detection

- Greeks would ask questions and “feel the subject’s pulse.”
- Torture:
  - Romans used crucifixion.
  - Strappado was a means of medieval inquisition torture which would dislocate joints. The rack would stretch the victim’s joints to breaking point. Red hot pinchers would be applied...
  - Modern torture attempts to leave the victim with no visible damage.

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- In 1948, following the horrific abuses of World War II, the General Assembly of the United Nations inserted the prohibition against torture in the landmark Universal Declaration of Human Rights. Article 5 states: "No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment." The prohibition against torture is well established under customary international law as *jus cogens*.
- The Supreme Court in 1963 ruled that a confession extracted under “truth serum” – drugs such as sodium pentothal, sodium amytal, and scopolamine - violated a defendant's constitutional right against self-incrimination.

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### Current Methods

**Modern polygraphs:** use physiological changes in the peripheral nervous system (PNS) to measure deception

1. Skin conductance changes (sweating)
2. Blood pressure
3. Respiration
4. Heart rate

**Facial Micro-expressions** (developed by Paul Ekman)

- Would have the advantage of not requiring any obvious intervention with the subject. Could be used secretly by videotaping.

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### “Neurotechnological Lie Detection” (NTLD):

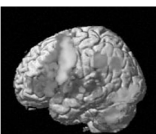
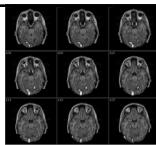
- Measurements of blood flow or electrical impulses in the brain to identify distinct indicators of deceptive communication.
  - Measure lying more directly by measuring brain activity rather than second-order indicators like pulse or respiration.
- Advantages over polygraph testing:*
- Fear or other strong emotions may affect physiological responses and thus may confound the data in polygraphs.
  - A polygraph requires trained experts to read the graphs, while NTLDs would only require computers.

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### NTLD

#### Blood Flow Patterns

- By studying **blood flow patterns** during deception and comparing them to blood flow patterns during non-deception in similar situations, researchers can learn which regions of the brain are activated when people are lying.
- **Functioning Magnetic Resonance Imaging (fMRI)** is currently the most commonly used method for measuring blood flow in the brain. Images are constructed based on blood-oxygenation-level dependent (BOLD) contrast. When a brain region is more metabolically active, there is a local increase in MR signal or BOLD contrast. When people lie, the anterior cingulate cortex is activated. **No Lie MRI** started offering its fMRI-based lie detection services in 2006.



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- **Near-infrared spectroscopy (NIRS)** focuses on activity in the prefrontal cortex and provides a way to measure changes in blood flow without the complex apparatus of an MRI machine. The basis of the technology is the measurement of how near infrared light is scattered or absorbed by various materials. Small devices are attached to the subject’s skull, which shine near-infrared light through the skull and into the brain. This scattered laser light is picked up by sensors on the subject’s skull. The pattern of scattering reveals the pattern of blood flow through the outer regions of the brain.

- **Thermal imaging:** When people lie their eyes give off more heat.

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### Patterns of Recognition

- Use event related potentials (ERPs) through electroencephalogram (EEG) to identify patterns of recognition for the wave pattern of the P300 wave. With EEG, the researcher uses electrodes placed on the subject's scalp to detect and measure patterns of electrical activity emanating from the brain.
- **"Brain fingerprinting"** attempts to discern whether a person has knowledge of a particular event or an image stored in his brain. The P300 wave occurs when a subject recognizes information or a familiar stimulus. It is the only technique considered for admission into evidence.

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### Is this ethical?

- Should personal privacy be sacrificed for the better of society because NTLDs could serve forensic, security, and military purposes? ***Is personal privacy even being invaded?***
- What about the self-incrimination clause of the **Fifth Amendment** that states that no person "shall be compelled in any criminal case to be a witness against himself?"
- Previously, in order for the contents of a person's mind to be exposed, he had to communicate that content actively, whether by speaking, writing, or some other deliberate means. Is this still considered communicating?

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### Validity of lie detectors?

#### United States v. Scheffer (1998):

- A host of studies show that polygraph testing shows 85% to 90% accuracy while critics state that it is 70%.
- More likely to show innocent people guilty than vice versa.
- False positive- Leads to an incorrect accusation against the communicator. These may be more serious than false negative.
- False Negative- The "liar" gets away with the lie. This has been the traditional focus for assessment of the accuracy of a communication.
- "Polygraph tests can discriminate lying from truth telling at rates well above chance but well below perfection."
- If a guilty person passed the test, there would be no confession to guilt. Showing that the test was wrong?
- **Brain fingerprinting:** Is this an accurate method when people have "memory problems"? What if someone is telling the truth but is factually wrong?

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### Legal Issues

**United States v. Scheffer (1998):** Military Rule of Evidence 707 ("failure to take, or taking a polygraph examination shall not be admitted into evidence") v. 6<sup>th</sup> Amendment (right to defend oneself)

After **United States v. Scheffer**, most jurisdictions exclude all polygraphic evidence. However, two federal circuits held that polygraphic tests could be admitted on a case-by-case basis and New Mexico admitted polygraphic evidence.

#### The Employee Polygraph Protection Act of 1988:

- Established guidelines for polygraph testing and imposed restrictions on private employers such as companies and corporations
- Does **NOT** affect public employers such as police agencies or other governmental institutions.
- ***Should public employers be trusted more than private employers?***

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### Micro Expressions

#### Facial Expressions and Emotion - Paul Ekman

- Found facial expressions of emotion are *not culturally determined, but universal across human cultures and thus biological in origin.*
- Expressions he found to be universal included those indicating anger, disgust, fear, joy, sadness, and surprise. Findings on contempt are less clear, though there is at least some preliminary evidence that this emotion and its expression are universally recognized.

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### How to tell when someone is lying

#### General Verbal Responses

- May take longer to start answering
- May answer too quickly or before the question is completed
- Often ask the questioner to repeat the question or they repeat it themselves
- Overly polite or apologetic dialog
- Persistent complaints
- Unnatural silence

**Deceptive people typically follow certain behavioral patterns:**

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**Macro Patterns**

## General Behaviors:

- Increased discomfort and anxiety, hostility, unmerited anger towards you, persistent evasiveness, resistance

## Posture:

- Early signs of extreme rigidity followed by alternating stiffness and relaxation. Hands, legs, objects put in front of body to form a barrier (folding arms, crossing legs, etc.). Feigned lack of interest. Posture changes caused by topic changes. Not facing you. Distancing or leaning away from you.

## Gestures and Movements:

- Rubbing the forehead near the temple region. Squeezing the face, rubbing the neck, or stroking the back of the head with the hand. Using fewer hand movements to illustrate their actions than usual. Movement away from you. Lip licking and hard swallowing. Wringing hands. Hiding the eyes

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**Micro Patterns -expressed on the face**

## General Expressions:

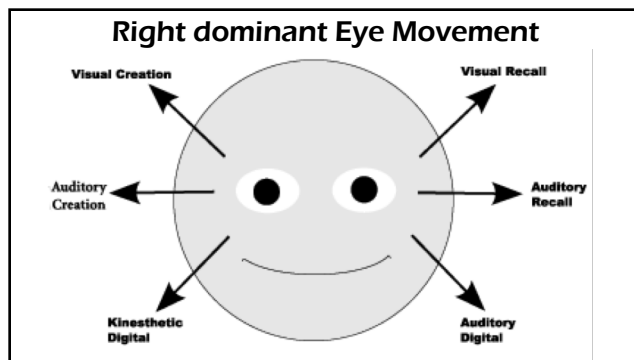
- Focusing the eyes - some will try to stare down to show control. (A truthful person stares only half the time on average)

- Micro Expressions such as anger, disgust, fear, joy, sadness, and surprise.

## Eye-Accessing Cues

- By the direction of where the person's eyes are looking, you can determine whether they are using vision, sound or kinesthetic (feeling) to trigger their thinking.
- Keep in mind that this is reversed for left-dominant people (left handed). So before you can use this, be aware of which of their sides is the dominant one.

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TN.DOE.CJ1 11) Research de-escalation techniques and their application in various settings. Demonstrate the techniques using role-play. Create a list of possible school based conflicts and discuss how de-escalation techniques could be applied to each.

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## Verbal Judo and Tactical Communication

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**What is Verbal Judo?**

- Tactical communication training that enables officers to further preserve law and order while maintaining their own and the public's safety by using appropriate presence and words as force options.
- Verbal Judo is an established method of providing law enforcement officers with proper communication skills to help them in their day to day activities.
- Using one's words to prevent, de-escalate, or end an attempted assault.
- Defined as a way of using words to maintain mental and emotional safety.

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### Need for Verbal Judo

- In any of these definitions it is agreed that verbal judo is a necessary means of enforcing personal boundaries and limits.
- The redirection of a person's behavior with words is a law enforcement officer's most important weapon for keeping him/herself and the public safe.
- Speech is power. Power to persuade, convert and to compel (Ralph Waldo Emerson)

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### The concepts of the Generating Voluntary Compliance and Cooperation

Compliance: The action of complying with a wish or command.

- The tone of your voice when you first speak with someone will set the stage of your interaction.
- The expression on your face will also aid in the ongoing interaction.
- Body language is also an important component of the first impression to gain compliance.

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Cooperation: The process of working together to the same end.

- The words you use in your initial conversation with your subject can and will lead to cooperation if done correctly.
- Ask, don't tell. Adults don't like to be told what to do. Avoid making others defensive.
- If you are not open and professional, getting people to convert to your way of thinking is nearly impossible.

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Collaboration : The action of working with someone to produce or create something.

- Motivation is essential to collaboration.
  - Displaying a willingness to help others can open a door to collaboration
  - Improve your aptitude for listening to the viewpoints of others.
- L.E.A.P.S. is an acronym for tools used to accomplishing the 3 C's:
- L. Listen
  - E. Empathize
  - A. Ask
  - P. Paraphrase
  - S. Summarize

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### Listen

- Listening is not a natural act.
- It is highly artificial and artistic.
- In fact, listening is not the opposite of talking.
- In our culture, the opposite of talking is more like waiting to interrupt. (G.J Thompson Ph.D)
- Being open and unbiased
- Hearing literally
- Interpreting the data
- Acting on the data.

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### Empathize

- You don't have to agree; just try and understand where the person is coming from.
- If a person believes in you, in your service to them, in your desire to help often times that is enough to generate voluntary compliance.
- If you can show someone that what you are doing is ultimately going to benefit them there is a good chance that you can win them over.

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### Ask

- Who, what, when, where, why, and how?
  - This allows your subject to choose his answer and lets them feel in control.
- Opinion seeking
  - How do you think this should be handled?
  - This is very powerful type of question because it allows you're subject to state his opinion.
- Direct. Yes or No?
  - These can be useful in their own right but too many in a row can be counterproductive.
- Leading. Isn't it true that?
  - This type of question should be used with a number of other methods.
  - Jumping directly into leading questions will have a chance to anger people do to the fact you are essentially putting words in someone's mouth.

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### Paraphrase

- When your subject explains his problem repeat the problem back, even if you don't understand it.
- Even if you don't care about your subject's problem you should still appear to care by explaining the problem back to them.

### Summarize

- Be brief.
- Be concise.
- Be inarguable

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### If possible avoid these phrases

1. Come here!
2. You wouldn't understand.
3. Because those are the rules.
4. It's none of your business.
5. What do you want me to do about it?
6. Calm Down.
7. What's your problem?
8. You never or you always.
9. I'm not going to say this again.
10. I'm doing this for your own good.
11. Why don't you be reasonable?

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TN.DOE.CJ1 12) Analyze critical thinking and problem solving skills used to manage emergency situations. In a simulated emergency response situation, utilize written, electronic, and verbal communication skills while applying critical thinking and problem resolution.

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- Using the data for 2009 to 2011, from the National Fire Incident Reporting System (NFIRS) database, school property fires caused an estimated annual average of 75 injuries and **five fatalities**
- Unfortunately these statistics can be misleading the estimate of fire deaths on school properties reflects the data as it is reported to NFIRS. One reported fire death occurred outside on school property resulting from suicide by fire, with the other reported deaths occurring in a residential day care facility.

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- Lt. Col. Dave Grossman, a Pulitzer Prize nominated author, West Point psychology professor, stated in 2013 that not one single kid has been killed by school fire anywhere in North America dating back 50 years.
- Safe Havens International put out a report in 2014 that stated The U.S. Fire Administration website was accessed and searched for data pertaining to school fire fatalities. School-related fatalities by fire are rare, and no documented instances have been found from 1998-2012.

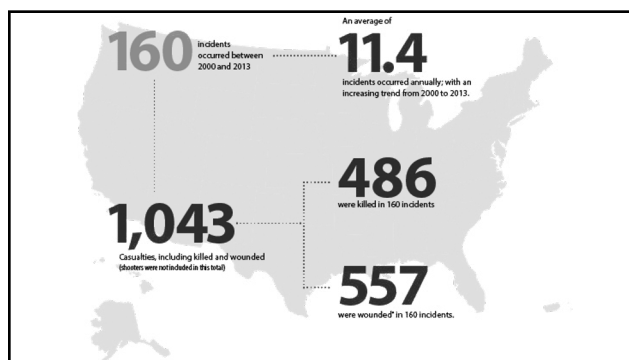
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- Does all of this data suggest that we should stop running fire drills or checking that schools are up to the most current fire code?
- Absolutely not. The reason fire related deaths in schools is not a problem is due to the constant checks of systems and continuous fire drills.
- Safety and mass casualty situations are always on the minds of those in schools around the world. Natural disasters and horrific human action happen often in our world today. The number of active shooter instances continue to rise according to the FBI.

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- An active shooter is “an individual actively engaged in killing or attempting to kill in a confined or populated area.”
- The FBI identified 160 active shooter incidents between 2000 and 2013
- An average of 11.4 incidents occurred annually.
- An average of 6.4 incidents occurred in the first 7 years studied, and an average of 16.4 occurred in the last 7 years.
- 70.0% of the incidents occurred in either a commerce/business or educational environment.
- Shootings occurred in 40 of 50 states and the District of Columbia.
- 60.0% of the incidents ended before police arrived.

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#### 2018 Statistics:

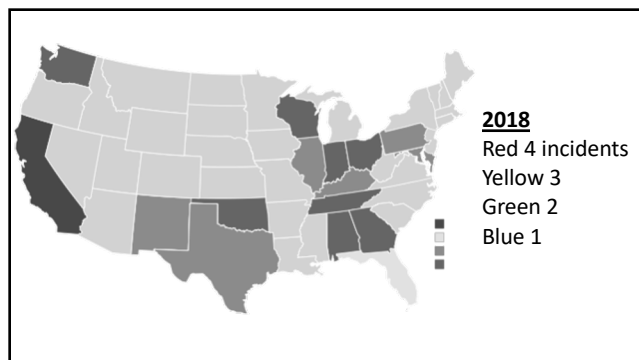
- The FBI has designated 27 shootings in 2018 as active shooter incidents
- The majority of these incidents end before law enforcement can arrive
- 27 incidents in 16 states
- 213 casualties – excluding the shooters
- 85 killed
  - 2 law enforcement officers
  - 1 unarmed security officer

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- 128 wounded
  - 6 law enforcement officers
- 27 shooters – 23 male, 3 female, 1 at large
  - 10 committed suicide 11 apprehended by police
  - 4 killed by police, 1 killed by citizens, 1 at large
- 9 incidents ended with the exchange of gunfire between the shooters and law enforcement

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- The 27 active shooter incidents occurred in 16 states.
- Four incidents occurred in California.
- Three incidents occurred in Florida.
- Two incidents occurred in each of the following states: Illinois, Kentucky, Maryland, New Mexico, Pennsylvania, and Texas.
- One incident occurred in each of the following states: Alabama, Georgia, Indiana, Ohio, Oklahoma, Tennessee, Washington, and Wisconsin.
- Ten of the 27 incidents met the criteria cited in the federal definition of “mass killings,” that is, “three or more killings in a single incident.”

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- As in past years, citizens were faced with split-second, life-and-death decisions. In 2018, citizens risked their lives to safely and successfully end the shootings in five of the 27 active shooter incidents. They saved many lives. Given this reality, it is vital that citizens be afforded training so they understand the risks they face and the options they have available when active shooter incidents are unfolding. (FBI)
- Five of the 27 incidents occurred in **education environments**, resulting in 29 killed and 52 wounded.

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#### Warning Signs

- Before an incident, active shooters usually exhibit traits of potentially violent behavior over an extended period of time.
- Know the warning signs and **if you see something say something.**
- You should report signs of potentially violent behavior
- These signs may indicate issues that can be treated or managed with medication or therapy.

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#### Warning Signs

This list only presents common signs of violent behavior: it is neither comprehensive nor to be used as a diagnostic tool.

- Increased use of drugs or alcohol
- Decreased attention to personal appearance or hygiene habits
- Resistance to policy or procedural changes
- Increased severe mood swings
- Unprovoked outbursts of anger or rage
- Paranoid behavior
- Talk of previous violent incidents and empathy towards individuals committing them

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- Increased talk of personal, financial, or domestic issues in the work place
- Increased absences with vague or no explanation
- Feelings of depression or withdrawal
- Repeated disregard for organizational policy
- Unstable or over-emotional reactions
- Talk of suicide or preparing for death
- Increased unprompted talk of firearms, other weapons, or violent crimes

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- Active shooters are usually associated with the location of the incident.
- Active shooter incidents are rarely prolonged. Many are over in a matter of minutes, often before law enforcement can arrive.
- They often end when active shooters stop shooting and flee the scene or take their own lives.

**RUN, HIDE, FIGHT!!!**

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**Tips:**

- Try to determine your route before starting to move
- Even if others decide not to follow, continue
- Leave behind any belongings not already on you
- If possible, help others to escape
- Try to keep others from moving towards areas where the shooter might be.
- If you encounter any police officers, follow any instructions they give.
- Keep your **hands visible**.

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**Hiding**

- A safe hiding place should:
- Be out of view from the shooter.
- Protect you from gunfire in your direction (e.g., an office with no interior windows and a closed, locked door).
- Allow safe access to possible evacuation routes.
- If the shooter approaches your hiding place:
- If possible, lock and blockade the door.
- Set any mobile devices (e.g., cell phones, pagers) to silent, and turn off any other sources of noise, such as computers, TVs, or radios.
- Find a large item to hide behind.
- Stay quiet.

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- If possible, call 911 to notify police of the shooter's location. Do not call 911 unless it is safe to do so.
- In an active shooter incident, your own safety should be your first priority.
- Make sure you can find a safe hiding place before calling 911.
- If you are unable to speak or if it is unsafe to do so, keep the line open to allow the dispatcher to listen in.

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Let the dispatcher know the following:

- Location of the shooter
- Number of shooters (if more than one)
- Physical description of the shooter
- Number and type of weapons held by the shooter
- Number of potential victims at the location

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- Attempting to incapacitate an active shooter is strictly a last resort. Never attempt to confront a shooter unless your life is in immediate danger and there are no safe evacuation routes or hiding places. You may have to **work together!**
- If you have no other options, the Department of Homeland Security recommends the following strategies:
  - Acting as aggressively as possible against him/her
  - Throwing items and improvising weapons
  - Yelling
  - Committing to your actions
- Remember that your goal is to **completely incapacitate** the shooter, not just to inflict harm.

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**When Law Enforcement Arrives:**

- Law enforcement and other emergency responders will be dispatched to the scene of the incident as soon as they are notified.
- Police officers may be outfitted with tactical equipment and high-powered firearms.
- Upon their arrival, officers will proceed directly to the shooter's last known location and **will not** stop to tend to wounded individuals. (you need to know how to do this yourself until it is safe for First Responders to do so)

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**When Law Enforcement Arrives:**

- If you encounter police officers:
- Officers may shout at or push individuals to make sure they are out of harm's way. Keep calm and obey any instructions they may give you.
- Put down any items you might be carrying and raise your hands and spread your fingers. Keep your hands visible at all times.
- Do not make any sudden or quick movements in the direction of the officers, and avoid screaming, yelling, or pointing.
- Continue in the direction from which the officers are coming from and do not stop them for help.

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**Once you have reached a safe location:**

- Law enforcement will likely keep you at the assembly point until the incident is over and all witnesses have been identified and questioned. Be patient and do not try to leave unless authorized to do so by the authorities on the scene.

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**Rescue teams:**

- Emergency medical personnel, as well as additional police officers, will enter the premises behind the initial police team to treat and remove any wounded individuals from the scene.
- They may also enlist capable individuals at the scene to help in moving the wounded to a safe location.



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**Columbine High School**

April 20, 1999 - At approximately 11:19 a.m., two students, carrying guns and bombs, open fire inside Columbine High School, killing 13 and wounding 23 others before killing themselves.

- Twelve students and one teacher were killed by 2 students a 17 year old, and an 18 year old.
- The pair made home videos prior to the attack making references to what they were going to do and apologizing to their parents for it.
- The shooters killed themselves with gunshot wounds to the head in the school's library at approximately 12:08 p.m. on the day of the shootings.
- SWAT teams entered the school 47 minutes after the shootings started. Five hours passed before law enforcement declared the school under control.

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**Columbine High School Victims:**

Cassie Bernall, 17  
 Steven Curnow, 14  
 Corey DePooter, 17  
 Kelly Fleming, 16  
 Matthew Kechter, 16  
 Daniel Mauser, 15  
 Daniel Rohrbough, 15  
 William "Dave" Sanders, 47  
 Rachel Scott, 17  
 Isaiah Shoels, 18  
 John Tomlin, 16  
 Lauren Townsend, 18  
 Kyle Velasquez, 16

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- **Campbell County Comprehensive High School (Education)**  
On November 8, 2005, at 2:14 p.m., a 14 year old, armed with a handgun, began shooting in Campbell County Comprehensive High School in Jacksboro, Tennessee. Before the shooting, he had been called to the office when administrators received a report that he had a gun. When confronted, he shot and killed an assistant principal and wounded the principal and another assistant principal. The shooter was restrained by students and administrators until police arrived and took him into custody.
- **Virginia Polytechnic Institute and State University (Education)**  
On April 16, 2007, at 7:15 a.m., 23 year old, armed with two handguns, began shooting in a dormitory at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. Two-and-a-half hours later, he chained the doors shut in a classroom building and began shooting at the students and faculty inside. Thirty-two people were killed; 17 were wounded. In addition, six students were injured jumping from a second floor classroom and were not included in other reported injury totals. The shooter committed suicide as police entered the building.

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- **Cinemark Century 16 (Commerce)**  
On July 20, 2012, at 12:30 a.m., 24 year old, armed with a rifle, a shotgun, and a handgun, allegedly began shooting after releasing tear gas canisters in a theater at the Cinemark Century 16 movie theaters in Aurora, Colorado. Twelve people were killed; 58 were wounded. The shooter, who was wearing body armor, was apprehended by police. Police later found the shooter's apartment booby-trapped with explosives
- **Fort Hood Soldier Readiness Processing Center (Government)**  
On November 5, 2009, at 1:20 p.m., 39 year old, armed with two handguns, began shooting inside the Fort Hood Soldier Readiness Processing Center in Fort Hood, Texas. Thirteen people were killed; 32 were wounded, including one police officer. During an exchange of gunfire, the shooter was wounded and taken into custody.

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- **Sandy Hook Elementary School and Residence (Education)**  
On December 14, 2012, at 9:30 a.m., 20 year old, armed with two handguns and a rifle, shot through the secured front door to enter Sandy Hook Elementary School in Newtown, Connecticut. He killed 20 students and six adults, and wounded two adults inside the school. Prior to the shooting, the shooter killed his mother at their home. In total, 27 people were killed; two were wounded. The shooter committed suicide after police arrived.

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#### Some Active Shooter Incidents in the United States in 2018

- **Marshall County High School (Education)**  
On January 23, 2018, at 7:57 a.m., 15 year old, armed with a handgun, began shooting classmates at Marshall County High School in Benton, Kentucky. Two students were killed; 21 students were wounded (seven from injuries incidental to the shooting). The shooter was apprehended by law enforcement at the scene.
- **Marjory Stoneman Douglas High School (Education)**  
On February 14, 2018, at 2:30 p.m., 19 year old, armed with a rifle, began shooting students and teachers at Marjory Stoneman Douglas High School in Parkland, Florida. Seventeen people (14 students, two coaches, and one teacher) were killed; 17 (16 students and one teacher) were wounded. The shooter, a former student who had been expelled from the school in 2017 for disciplinary reasons, fled the scene, blending in with students evacuating the building. He was apprehended approximately 75 minutes later by law enforcement at another location.

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- **Dixon High School (Education)**  
On May 16, 2018, at 8:00 a.m., 19 year old, armed with a rifle, began shooting inside Dixon High School in Dixon, Illinois. The shooter, a former student, then exchanged gunfire with the school resource officer. No one was killed; no one was wounded. The school resource officer shot and wounded the shooter, then apprehended him.
- **Santa Fe High School (Education)**  
On May 18, 2018, at 7:30 a.m., 17 year old, armed with a shotgun and handgun, began shooting classmates and teachers at Santa Fe High School in Santa Fe, Texas. The shooter also deployed improvised explosive devices and Molotov Cocktails; however, they failed to detonate or combust. The shooter shot and wounded a school resource officer as he was about to engage the shooter. Ten people (eight students and two substitute teachers) were killed; 12 (ten students, one substitute teacher, and one school resource officer) were wounded. The shooter was apprehended by law enforcement after surrendering at the scene.

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- **Noblesville West Middle School (Education)**  
On May 25, 2018, at 9:06 a.m., a student age 13, armed with two handguns and a knife, began shooting a classmate and teacher in Noblesville West Middle School in Noblesville, Indiana. A teacher wrestled the shooter to the ground. No one was killed; two (a student and the teacher who restrained the shooter) were wounded. The shooter was apprehended by law enforcement at the scene.
- **Waffle House (Commerce)**  
On April 22, 2018, at 3:30 a.m., 29 year old, armed with a rifle, began shooting outside a Waffle House restaurant in Nashville, Tennessee. He fatally shot two people, then continued shooting inside the restaurant. When the shooter paused (presumably to reload or because the gun jammed), a citizen wrestled the gun away from him and tossed it over the counter. Four people (one employee and three customers) were killed; four were wounded (two from injuries incidental to the shooting). The shooter fled the scene. He was apprehended by law enforcement approximately 34 hours later at another location.

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- Many incidents other than shootings will illicit response from police officers. Earthquakes, Fires, Tornados, Explosions, Etc. Any of these accidents or emergencies could overwhelm local response capability. They would then be considered a multi or mass casualty incident or MCI.

#### Incident Command System (ICS):

- Creates and provides for compatibility and integration of all responding agencies
  - Structural approach to emergency response
    - Personal Roles
    - Lines of Authority
    - Effective Communication

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#### Field Triage

French, from trier, *to sort*

- *A method of quickly identifying victims who have immediately life-threatening injuries AND who have the best chance of surviving.*
  - Accomplish the greatest medical good for the greatest number of people
- Effective Field Triage
- Medically responsible
  - Rapid
  - Simple
  - Smooth Transitions

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#### START WHERE YOU STAND

- Walking Wounded

##### Primary Triage

- Rapid patient assessment and tagging
- Immediate life sustaining care, as necessary

##### Secondary Triage

- Document, reassess and sort patients by treatment needs
- Provide medical treatment as appropriate and available

##### Tertiary Triage

- Reassess condition of patients relevant to resources, transportation and medical facilities
- Determine priority for disposition of patients from incident site

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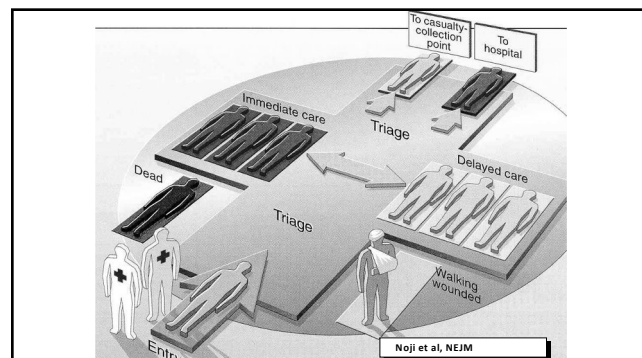
#### Tagging

- Complements Triage
- Rapid Identification of patient
- Color Coded / Bar Coded system
- Plastic "bands" can substitute tags

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- Red tags - (immediate) are used to label those who cannot survive without immediate treatment but who have a chance of survival.
- Yellow tags - (observation) for those who require observation (and possible later re-triage). Their condition is stable for the moment and, they are not in immediate danger of death. These victims will still need hospital care and would be treated immediately under normal circumstances.
- Green tags - (wait) are reserved for the "walking wounded" who will need medical care at some point, after more critical injuries have been treated.
- White tags - (dismiss) are given to those with minor injuries for whom a doctor's care is not required.
- Black tags - (expectant) are used for the deceased and for those whose injuries are so extensive that they will not be able to survive given the care that is available.

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### Contaminated Patients

- Patients with exposure (potential or real) to contaminants should be tagged as **BLUE**
- This category will continue to stay until patient is adequately decontaminated then follow START as usual
- Some recommend a “double tagging” with blue and the standard START color

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### Reverse Triage

- Used in mass-casualty lightning injuries
- The dead are treated first
- High potential for respiratory arrest
- Potential for resuscitative success

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