Response options

…. We create second chances

Surviving the Active Shooter
(Staff Booklet)

Common Sense, but not Common Knowledge

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The Need to Move Beyond Lockdown

32 murdered at Virginia Tech University. 5 students killed at school in Pennsylvania. 1 student killed and others sexually assaulted at their school in Colorado. 5 people are killed at a school in Red Lake, Minnesota. 10 students killed in the school library in Littleton, Colorado.

These are the headlines every parent dreads hearing. These are the headlines every administrator dreads commenting about. These are the headlines every student hopes they never experience. While these tragic events can happen at any school, any time, anywhere, the outcomes do not always have to be so horrific. Almost all of these victims died either acting passively, or while complying with bad guy’s demands. Yet in today’s mainstream school safety procedures, we tell our staffs and students to stay behind the locked door until help arrives, and/or comply with demands, and that’s as far as the training goes. But what if there is no locked door and compliance is just getting people shot? What’s the mainstream advice now? Silence.

We believe more information must be offered. Were these bad guys successful in their mission of carnage because they were skilled individuals, or because the limited information afforded the building occupants did not require the bad guy to be very skilled at all?

Our company is called Response Options. We have been featured on Good Morning America, Fox and Friends,
Geraldo-at-Large, CBS Early Show, BBC World News and numerous radio and print sources. Since 2004, we train staff and students how to respond to an active shooter amongst them. This training is not in lieu of traditional responses, it is the missing link. Perimeter security, electronic surveillance, and school resource officers are all part of the school safety puzzle. But none of these methods have proven to be guarantees against our children getting hurt. Law enforcement will respond quickly, but not immediately. And it’s during that window of time that our children and teachers are vulnerable and at the mercy of a madman. They should, and must, have more options than hiding in a corner.

Purpose of this Training
The goal of this training is to begin your mental preparation of recognizing, assessing, and responding to threats against you and/or your responsibilities (students). While almost every one of us possess some degree of physical skill we can employ to evade or escape danger, the mental skills required to do so are lacking. This is not the individual’s fault. This is a testament to the safe society we live in. Most of us have the great fortune of not having to devote time each day to the mental preparation of: When this bad thing happens to me today, then I will do …. You’ll notice it’s not a game of What, If? The mental game is When, Then!

Why Planning is so Important
Proper response to a threatening situation requires both knowledge and training.

- The potential for a crisis is always there
- 515 victims of life-threatening attacks in schools between 1992-2004
• Researchers estimate between 100,000 and 250,000 guns come into US schools every day
• Over 500,000 (1%) students and 2% of teachers face direct violence in school every year
• Violence in schools is worldwide
• Lack of knowledge and training will lead to fear and confusion
• Fear of the unknown is the natural response; “shock effect”
• Fear is best managed through education, communication, and mental preparation
• Experience is something you get usually right after you needed it.
• Reality: your school is always a high-risk potential target

Mental Preparation

Mental preparation is the most important thing that will decide if you will survive a violent encounter. The ability to quickly make decisions while under extreme duress, stress, and fear separates survivors from statistics. So while violent attacks on schools are statistically very rare, the fact that they do occur, and occur on such a random basis, requires that every one of us who has the charge of responsibility to look out for the safety of kids prepare for the worst. Otherwise, how can we be ready?

The will to win compares poorly with the will to prepare to win. If asked, we all would say we want to survive any event that may come our way, but have we done enough
preparation to match that desire? We should create a mental imprint of our future to allow faster decision-making for the real event because just one moment of doubt can change life forever.

As leaders of people, you are more accustomed to being able to handle confrontations verbally. Most times a command for someone in a position of authority is enough to stop bad behavior, especially amongst children. But in the event of someone intent on harming you, your authority may not lead to compliance. It often leads to apathy or anger towards you. Your authority actually can make you a priority target. Have you devoted enough preparation time to face the event where an irate student, an angry parent, a disgruntled co-worker or a madman is in your face, and about to do you harm? Think about this question: Did you survive your last confrontation because you were better equipped (mentally or physically) than your opponent, or because he gave up?

This training is not designed to scare you into thinking there is a violent situation lurking around every corner. It is designed to prepare you to be a leader should a violent situation find you and the students for whom you are responsible. At school, you are acting in loco parentis. You are assumed to be willing to care for your students as if they were your own - an incredible responsibility.

In order to meet that responsibility, we believe you must be afforded with as much information as possible, both before and during an event. That is the purpose of this training.
Rules to Live By:

- You have the right and duty to survive any critical incident
- Prior preparation & planning prevents poor performance
- Be proactive; DO SOMETHING
- There are the “Shepherds” & “Sheep” – & there are “Wolves”
- Interrupt the bad guy’s plan
- Instead of “What-If?”, think “When – then”
- Break the chain of consequences as early as you can
- You don’t have to be a superhero
- Do what you can, as long as you must
Who is the Active Shooter?

Short answer, Anyone! Numerous studies have revealed one consistent factor about the type of people who will enter a school and hurt our kids: the inconsistency in the type of person they are, their motivations, and their actions. Here is an often used list

Myth No. 1. “He didn’t fit the profile.”
In fact, there is no profile. “There is no accurate or useful ‘profile’ of students who engaged in targeted school violence,” the researchers found. The stereotypes of teens in Goth makeup or other types of dress are not useful in preventing attacks. Just as in other areas of security -- workplace violence, airplane hijacking, even presidential assassination -- too many innocent students will fit any profile you can come up with, and too many attackers will not.

“The demographic, personality, school history, and social characteristics of the attackers varied substantially,” the report said. Attackers were of all races and family situations, with academic achievement ranging from failing to excellent. Most, but not all, have been male, though that fact alone doesn't help an adult rule in or out someone as dangerous.

Myth No. 2. “He just snapped.”
Rarely were incidents of school violence sudden, impulsive acts. Attackers do not “just snap,” but progress from forming an idea, to planning an attack, to gathering weapons. This process can happen quickly, but sometimes the planning or gathering weapons are discoverable.
**Myth No. 3. “No one knew.”**
Before most of the attacks, someone else knew about the idea or the plan. "In most cases, those who knew were other kids: friends, schoolmates, siblings and others. However, this information rarely made its way to an adult." Most attackers engaged in some behavior prior to the incident that caused concern or indicated a need for help.

**Myth No. 4. “He hadn’t threatened anyone.”**
Too much emphasis is placed on threats. Most attackers did not threaten, and most who threatened did not attack. A child, who talks of bringing a gun to school, or seeking revenge on teachers or classmates, poses a threat, whether or not a threat is made.

**Myth No. 5. “He was a loner.”**
In many cases, students were considered in the mainstream of the student population and were active in sports, school clubs or other activities. Only one-quarter of the students hung out with a group of students considered to be part of a “fringe group.”

**Myth No. 6. “He was crazy.”**
Only one-third of the attackers had ever been seen by a mental health professional, and only one-fifth had been diagnosed with a mental disorder. Substance abuse problems were also not prevalent. “However, most attackers showed some history of suicidal attempts or thoughts, or a history of feeling extreme depression or desperation.” Most attackers had difficulty coping with significant losses or personal failures.
Myth No. 7. “If only we’d had a SWAT team or metal detectors.”
Despite prompt law enforcement responses, most shooting incidents were over well before a SWAT team could have arrived. Metal detectors have not deterred students who were committed to killing themselves and others.

Myth No. 8. “He’d never touched a gun.”
Most attackers had access to weapons, and had used them prior to the attack. Most of the attackers acquired their guns from home.

Myth No. 9. “We did everything we could to help him.”
"Many attackers felt bullied, persecuted or injured by others prior to the attack," and said they had tried without success to get someone to intervene. Administrators and teachers were targeted in more than half the incidents.

Myth No. 10. “School violence is rampant.”
It may seem so, with media attention focused on a spate of school shootings. In fact, school shootings are extremely rare. (Rare but Real)

So if spotting and preventing the active shooter is near impossible, how do we defend against this act of extreme violence?
Current Standard Procedure: LOCKDOWN

You are probably very familiar with the term “Lockdown.” It is the word announced all over the country in our schools that starts a process through which staff and students secure in place. Staff and students secure themselves behind a lock door and remain there until police tell them it’s OK to come out, a very simple plan. Let’s look at this process in the diagram below:

You’ll notice the INCIDENT takes place normally at the Classroom level. Once the INCIDENT occurs, the information must flow out through whatever mechanisms are available until the Police are informed. Then ACTION on the part of the Police may begin. When the Police reach the Campus, the Building, and ultimately the location of the
INCIDENT, Police protocol may dictate terms of entry or engagement. All of these factors equate to one thing: **TIME**. Time that staff and students are exposed to extreme violence. At Virginia Tech, Cho fired at least 170 rounds over at least a 9 minute period. This was during a time when within one-half a mile away a double-homicide was being investigated. There was probably never before a more active police presence on the campus, yet due to the time allowed, Cho achieved great carnage.

*And during this time, what have staff and students been informed they can do? Stay put and stay quiet. Is this really the best plan?*

**So What Can We Do?**

In building a plan of action for responding to an active shooter, we must understand what common motivations do exist in these situations whether the shooter is an unsophisticated attacker, or a sophisticated attacker as in a planned terrorist assault. So why do these evil folks prey on schools? There are three primary reasons:

1. **High Profile, Good Publicity for Cause**
2. **Potential for Mass Casualties**
3. **Traditionally, Low Resistance by School Occupants**

**So How Does Lockdown Affect these Reasons?**

1. High Profile, Much Publicity for Cause
   *Does not diminish chance of notoriety*
2. Many Targets
   *Targets are told to be “Static” = Easy*
3. Low to No Resistance by Targets
   Easy Targets leverage Shooter’s abilities!

= Low Chance Bad Guy’s Plan Will Fail

*Lockdown does very little to mitigate either the active shooter’s choice of a school for the target or the chances of staff and students becoming statistics.*

**A Better Choice?**

So what are the alternatives? Why don’t we just make our schools impenetrable? Sounds easy, but in reality, it is a practical impossibility. And if we tried to make our schools like Fort Knox, who would want to learn in that kind of an environment? We must operate from the viewpoint, that if a bad guy wants in our school, he will get in. So what do we do?

One often professed remedy is to allow Licensed-to-Carry staff and students the ability to carry their weapons on campus. Again, like creating Fort Knox, it sounds like a quick fix, but it also is unrealistic. Even if a small percentage of the building were armed, will that ensure the safety of all? Of course it does not. And to what degree of proficiency will the armed be trained? The ability to hit a static target from the 10-yard line is much different than the skill necessary to engage a dynamic target in a dynamic environment with innocent kids in the immediate area. Most people, even most police officers, do not possess the necessary skills.
So what are the alternatives? What can we do that is practical, easy to learn, lessens schools as the target of choice, and if still chosen, makes the occupants harder targets? Here’s a model that addresses the needs:

You’ll notice the differences between this model and the Lockdown model is that there is now:

1. A return flow of information to the INCIDENT location.
2. There is ACTION on behalf of the Staff and Students.
These additional components provide for two primary benefits:

1. Real-time event information back to those in the immediate danger zone enables them to make informed decisions as to ACTIONS to take which are in the best interest of their safety.
2. Enabling Staff and Students with ACTION plans encourages them to do something proactive for their survival, other than doing nothing and awaiting the Police, who probably will not arrive in time.

**We call this the A.L.C.E. plan.**

<table>
<thead>
<tr>
<th>ALERT</th>
<th>GET THE WORD OUT! USE CLEAR, CONCISE LANGUAGE TO CONVEY THE TYPE AND LOCATION OF THE EVENT.</th>
</tr>
</thead>
<tbody>
<tr>
<td>LOCKDOWN</td>
<td>GOOD STARTING POINT, ALLOWS AGGRESSIVE USE OF CURRENT TECHNOLOGY AND PROCEDURES.</td>
</tr>
<tr>
<td>INFORM</td>
<td>COMMUNICATION KEEPS THE SHOOTER OFF BALANCE, BE AGGRESSIVE. ALLOWS FOR GOOD DECISION MAKING.</td>
</tr>
</tbody>
</table>
**COUNTER**

APPLY SKILLS TO DISTRACT, CONFUSE, AND GAIN CONTROL.

**EVACUATE**

REDUCE THE NUMBER OF POTENTIAL TARGETS FOR THE SHOOTER, AND REDUCE THE CHANCES OF VICTIMS RESULTING FROM FRIENDLY FIRE WHEN HELP ARRIVES.

The philosophy behind the ALICE plan is:

- Utilize technology and information in ways that allow staff and students to make informed decisions
- Remove as many people as possible from the DANGER zone to minimize targets of opportunity
- Provide realistic training so that those “stuck” in the CRISIS Zone, if confronted by a madman or terrorist, have options available to them to enhance their chances of surviving this violent encounter
Dealing with a Threat: What should staff and students do, and not do, when confronted by an armed attacker?

Escape or Evading is always an option!

First thing that needs to occur is a change of mindset. The Good Guys need to understand just because the Bad Guy has a weapon and we don’t, it does not mean he automatically wins. Being shot at does not mean you’ve been shot. As long as a person can move, they need to move and try to escape. Just having to hit a moving target over a static, passive target raises the necessary skill level of the Bad Guy exponentially.

Interrupt Decision Cycle of the Shooter

The Bad Guy has come to your school with a plan: To hurt as many people as possible in the time afforded to him. He is under the belief that either everyone is going to do nothing to counter his plan, or they will do exactly as he instructs because today he is in-charge. By engaging in ACTIONS that do not fall into line with his expectations, we will cause him to commit mental functions to this new dynamic
he’s facing. This will cause hesitation, which equates to time.

**Turn Chaos and Mayhem into an Advantage**

So what ACTIONS can we undertake to cause this hesitation? There should be no specific mandate as this limits the imagination. A series of options should be offered. Our goal is to cause sensory overload on behalf of the Bad Guy. We want him to see things he did not plan to see, hear things he did not plan to hear, and feel things he did not plan to feel. The simple act of throwing any object at a person’s face causes an instinctual reaction- protect the head. Shooting is a physical skill. It requires certain acts to done competently. If a person is reacting instinctually to stimuli we are providing, will he be able to competently engage in the skill of firing a weapon at a dynamic target? This is called distraction. Distractions are proven tactics used to gain the element of surprise or confuse the opponent, both good things for staff and students encountering an attack.
Why Distract?
In order to shoot accurately, a person must be able to complete a physical process:

1. Find the target
2. Put the front sight on target
3. Focus on front sight
4. Remain steady
5. Squeeze trigger

So the way we prevent an Active shooter from hurting us is to prevent one of the above necessary steps from happening. The great thing is that it is really very easy to interrupt this process. Now interrupting the process does not mean stopping the ability to shoot. It means stopping the ability to shoot accurately, big difference. The reason to state this is to let you know that we cannot guarantee there will be no casualties when you enact your plan of action. But common sense tells you that by interrupting the Active Shooter’s ability to shoot accurately, and also severely limiting the time he will have to fire his weapon, we limit his ability to hurt large numbers of people. This is how we win.

How to Interrupt the Process
Let’s take the above steps one at a time and discuss our options.
1. **Find the target:** We need to do whatever is natural and easy. This means it will not require a lot of skill on our part to do. The easiest way for us to make it hard for the bad guy to find us is for us to get out of the area, ESCAPE. Using the information that is made available to you over the PA or other means, and the advice of your classroom leader, if the opportunity for escape presents itself you should do so, and head to pre-determined Community Rally Points. Now that may mean using unconventional means, such as jumping out a window or climbing down a rope. You do what you have to do. We are all used to evacuating the school from our fire drills. If you can follow that route based on the information you have, do it and get away from the school in the opposite direction of where the information told you the bad guy was. Don’t forget to help those around you who may be having trouble. Remember the police are coming from off the campus. The quicker you can get behind them, the quicker you are behind the defensive lines, and the quicker you are safe. **Distance between shooter and target requires greater skill to hurt you.**

2. **Put the Front Sight on Target:** If escape was not possible and the bad guy is pointing a weapon at you, you need to make it as hard as possible for him, MOVE, DO NOT STAY STILL. The **skill needed to hit a moving target versus a stationary target is much greater.** Just by running and/or moving in a zig-zag pattern, you have made it very difficult to get off an accurate shot.
3. **Focus on Front Sight:** In addition to moving, we want to limit the shooter’s ability to focus on the front sight of the weapon. We can achieve this by distracting him, and causing him to look at other things. You should throw anything you can get your hands on at his head. Let him see it coming. **His ability to ignore this and focus on the front sight of the weapon will require great skill and experience.** Traits we don’t normally see with Active School Shooters.

4. ** Remain Steady:** Throwing items at the shooter will also limit his ability to be steady. Can you visualize a person trying to accurately shoot while being bombarded with books, desks, backpacks etc.? Do you think he’s shooting exactly what he wants to?

5. ** Squeeze Trigger:** Another by-product of our bombardment will be the shooter’s ability to be smooth on the trigger. Another key to accurate shooting.

**OK, I made him mad. Now What!?**

Good question. You’re right; you probably have made him mad. But guess what? Remember that element of surprise that he had on you? In reacting in an aggressive, pro-active manner, you have now surprised him. That confusion and hesitation you experienced, he is now experiencing. And we are going to use it to our advantage. While he’s busy ducking and covering his head from our air assault, we must now begin the ground assault.
Utilize Numbers and Training to Gain Control

One great tactical advantage the good guys always have over the bad guys in an Active Shooter event in a school is numbers. The good guys always outnumber bad guys. So why are attackers like Cho, or Harris and Klebold so successful? Because while we have the numerical advantage, we allow them to attack our staff and students one on one, with little or no resistance, armed against unarmed. It’s really difficult under these circumstances for the Bad Guy to lose. Through information and training we can change this dynamic. If we can only motivate a small number of the attacked to become the attackers if necessary, we will decide when and how this event ends. The few only defeat the many if we let them. While the elimination of casualties cannot be guaranteed, common sense dictates that if we end the event sooner than the Bad Guy had planned to stop, we have mitigated the numbers hurt or killed. If staff and students need to stop someone from hurting them, they must be, and can be, trained in very easy methods to enable
them to gain control of another person quickly and effectively.

“Comply and Die”

Madmen and Terrorists don’t make deals, so don’t try! This advice goes against much of the common wisdom. But times have changed. You must assume that if someone comes into your school with a gun, he is not there to rob you or steal textbooks, he is there to hurt as many staff and students as possible. Recent tragic events (Bailey CO, Amish School) have shown that complying with the demands of the Bad Guy does very little to deter his evil intentions. Always be proactive: Anything Beats Nothing: Every Time!

Trauma First Aid: Emergency Medical

Services will not be allowed in until the threat is secured, so staff and students need to know basic first aid techniques designed to do one thing: keep an injured person alive as long as possible. This is done through two primary mechanisms: Get air in, Keep blood in and moving. Simple techniques are easily taught to help the injured until medical attention can be brought into the building or the injured taken to medical personnel.
Remember:
You
Are The
Real
“First Responder”

In the crisis, you must think as such, act as such, and lead as such for you and your students to survive.
The Threat Continuum

There is a 3 step process in order to respond to any threat:

1. **Recognize: Know it when you see it**
2. **Assess: Know how bad it can be**
3. **Respond: Know what to do in response**

**Threat Recognition:**
- Be alert to unknown persons and suspicious events
- Do not be shy – BE AGGRESSIVE
- Do not second guess gut-instinct
- Share Information

**The Process:**
- Once threat recognized, quickly assess level
- Once threat assessed, immediately initiate response
- Perception is reality
- Response spectrum from subtle to extreme

**Defend Yourself and Others**
- Aggressive touching signals violent intent
- Get separation quickly
- Fight, Flight, or both. Do not Freeze
- You can defeat a larger opponent
  - Skill: What do I know to do?
  - Attitude: I will win!
  - Aggressiveness: I am the better person!
  - Pain: What’s that?
A Word about Classroom Layouts

Teachers should be mindful about how they layout their classrooms to maximize safety. You may wonder what the layout of my classroom has to do with an Active Shooter event. It can do a lot for you. Always keep in mind that the Bad Guy will decide when and where he tries to start his mission. The opportunity to even get into Lockdown only exists if you are not the first target of opportunity.

Should your classroom in fact become the first target of opportunity, the way you have things situated may assist you in three-step threat process: Recognize, Assess, Respond. You need time to do all three. Your classroom layout can provide you some time.

As the leader in the classroom, the teacher or other staff member are the usual first targets of the attacker. So configure your classroom so if someone uninvited with bad intentions enters your room, you are not immediately or easily accessible. Think about what you spend the most time doing when students are in the room, and where you do it. That area should be farthest from the entry point to the room. Remember, greater distance to target means greater safety.

Create a “minefield” if you will in order to get to your prominent location from the door. Use tables, computer carts, book shelves, etc. to create as long as possible route from the door to your location. This provides time. Remember, the more time we have, the greater our chance to survive.

While a bad guy has to close the distance through a circuitous route to get to you, the class has now a better chance of recognizing, assessing, and responding to the threat.
Here’s a diagram to give you an idea of the concept:

![Diagram of classroom layout]

Hopefully the diagram allows you to see how this type of classroom layout allows for TIME versus a layout where the teacher spends most of his/her time just inside the door.

You should always keep your door locked as well. While this is obviously not a guarantee against being attacked, it does provide a barrier that must be dealt with. This is another tool that provides you with TIME. The door also helps eliminate some of the element of surprise.
**“Go Bucket” Kit: Items to keep in the Classroom**

Items can be stored in a clean and preferably brightly-colored/well-marked 5-gallon plastic bucket with handle and lid. The side and top should be stenciled or clearly labeled with classroom number/code for easy visual identification. An alternative would be a brightly colored backpack to allow a teacher to keep hands free during a crisis; it can also be hung on a hook just inside the classroom door. *(One advantage of the bucket is that it can be emptied, lined with heavy-duty plastic bags such as are used for trash compactors, and used as an emergency toilet).*

The “Go-Bucket” goes with the class during all emergency situations. Don’t make it too heavy to carry; for grades K-4, think about splitting the items up by type among smaller containers, but ensure they are all kept in the same known location<sup>1</sup>. Tape closed and “witness-mark” to reduce tampering or pilfering, and ward off “inquisitive little hands”.

- Small first aid kit (bandages, tampons, gauze pads, iodine solution, sterile latex gloves, antiseptic cream, aspirin, Immodium™, Benadryl®<sup>2</sup>, eye pads, burn dressings, antiseptic lotion)
- Red-colored “biological waste” bag
- Hand-cleaning gel or wipes
- Small bottles of bleach and disinfectant
- A hat, vest, armband or other unique identifier for the teacher (and aide if applicable)
- A whistle

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<sup>1</sup> Make it part of your routine to check and replenish the stock at the beginning of every semester or more often if possible.

<sup>2</sup> Some items may have limited shelf life. Also, keep medicines and sharp objects secure in the container for safety
• Student & staff accounting paperwork - class list, contact information, key medical info
• Tarpaulins or ground covers/plastic sheeting (opaque rather than clear if possible)
• Age-appropriate “time-passers”
• Latex-free rubber kitchen gloves
• Sunscreen
• Flashlight - Hand-generated or with 2 sets of spare batteries and/or glow sticks
• Paper pad/notebook and pens
• Bottles of drinking water + flavored electrolyte crystals
• Survival blanket
• Orange plastic disposable ponchos
• Plastic garbage and trash compactor bags with strong wire ties
• Rolls of duct tape, rubber bands, Super-Glue™, light rope or parachute cord
• Indelible markers
• EMT shears or strong scissors
• Toilet paper
• Hard candy

“Go-Buckets” can be augmented by every child also possessing a small “Go-Pack”, with items such as a flashlight, disposable poncho, snack bar and personal medical info kept in their bookbags.

Based on input from concerned teachers, FEMA, Missouri Center for Safe Schools and Texas School Safety Center

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3 Identify all the children who have allergies or medical issues; keep a note in a sealed, marked envelope taped inside the lid of the Go-Bucket
4 Opaque sheeting can be used to provide shade from the sun and elements, provide privacy, as well as concealment.
Staff Member Safety Checklist

- I have identified my primary teaching location
- I have identified the primary exit of my classroom
- I have a classroom layout that maximizes safety
- I have identified secondary exit points of my classroom
- I have identified items in the classroom that could be used to distract an attacker
- I have communication available with the office
- I have communication available with the police
- I have communication available with other classrooms
- I have identified a “buddy classroom” where I can move my students should we need to leave our classroom but cannot evacuate
- I can lock my classroom door from the inside
- I have items I can use to barricade the door
- My door will always be locked when students are in the room
- If attacked, my students are aware of survival options
75 Ways to Avoid Becoming a Statistic

1. Make eye contact with everyone.
2. Be in the inside lane at a stop-light.
3. Always look in the back seat before entering a vehicle.
4. Use members of a group to your advantage.
5. Tell your group what you expect them to do.
7. If attacked, do whatever you can as long as you must.
8. Know you will win every encounter.
9. Accept that there are bad people out there.
10. Trust is earned, don’t give it away easily.
11. Never let someone touch you uninvited.
12. Assume an uninvited touch is an assault, act accordingly.
13. Find the loud voice within you.
14. If yelling for help, say it many times.
15. Yell for help in short loud bursts; not long and drawn-out.
16. When exiting a building, scan the area before proceeding.
17. Use a remote key that unlocks the driver’s door only.
18. Learn a secondary escape route from every location you spend time.
19. Carry a protection tool.
20. A tool can be an ordinary item used extra-ordinarily.
21. Commit yourself to the right to survive.
22. Don’t try to be a hero, just a winner.
23. Realize bad things happen anywhere at anytime.
24. Don’t let fear paralyze you.
25. Be prepared to be surprised.
26. Know basic field first-aid techniques.
27. The fight is never lost before it starts.
28. Violence is ugly, but ugly can’t hurt you.
29. Don’t be willing to take guidance from the uninformed.
30. You are your own first responder.
31. Develop your own survival plan for life’s bad moments.
32. Never second-guess your gut instinct.
33. Choose life over liability.
34. Don’t let a “fear-of-lawsuit” dictate your actions.
35. Planning should address survival, not avoiding a potential lawsuit.
36. Develop an aggressive mindset.
37. Think of ways to make the bad guy’s plan require more skill.
38. Know that pain is not forever.
39. Don’t be complacent, today will not always be like yesterday.
40. There are sheep, shepherds, and wolves. Know who is what.

41. Prior preparation and planning prevents poor performance.

42. Turn the element of surprise back on the bad guy.

43. If focus cannot be on the front gun-sight, a good shot cannot be made.

44. Always protect the head, heart, and lungs.

45. Never comply with an irrational person.

46. Never comply with an irrational demand.

47. Bad guys possess limited skills.

48. Don’t make it easy for them.

49. Action always beats reaction.

50. Intrusion into personal space starts at a distance of 30 feet.

51. Better planning, better skills, and a stronger desire will win every time.

52. Planning and knowledge creates confidence and pride.

53. What you don’t know can hurt you.

54. The Clavicle Notch technique is a great tool to move someone away from you.

55. An ugly trial beats a beautiful funeral.
56. Experience is something you get usually right after you needed it.

57. Common sense is not always common knowledge.

58. Inform yourself.

59. Your perception is your reality.

60. Any tool used on any target completes a tactic.

61. Don’t let the “Oh Crap!” Factor cause vapor lock.

62. Aggressive action will interrupt the bad guy’s plan and expectations.

63. Chaos can create sensory overload.

64. Inaction only feeds the bad guy’s need for power and control.

65. Try to get experience before the bad guy gives it to you.

66. It’s OK to win.

67. Train to win.

68. In a real fight, if you don’t resist you will lose.

69. Don’t plan on winning because your opponent will not be as good as you.

70. Win because you were better than the opponent.

71. Be careful what you practice, you may get good at the wrong thing.

72. Instead of “What-If” think “When-Then”.

73. Resisting violence is more mental than physical.
74. Don’t focus on what the bad guy is doing to you.
75. Focus on what you’re doing to the bad guy.

Response Options
CRITICAL INCIDENT TRAINING

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