2022

CRISIS PREPAREDNESS & RESPONSE: Mass Shooting: Strategies for Response and Prevention

Police Services

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Part of the Law Enforcement and Corrections Commons
August 1, 1966

16 Killed – 32 Wounded
Historical Perspective

FBI classification - "mass murderer" (not a spree killer or serial killer), kills 4 or more people in a single incident, not including him/herself, typically in a single location.*

* Excludes homicides occurring during traditional criminal acts, such as robbery. The objective is to commit mass murder.
Active Shooter Studies

75% had some sort of connection to the site of attack

25% had diagnosed disorders prior to incident

60% ended before law enforcement arrival

Average of occurrences increased from 6.4 to 61 annually

Settling grievances, notoriety, infamy are predominate goals
2021 FBI Active Shooter Report

61 Incidents

243 Casualties (140 wounded, 103 deaths)

52% occurred in commerce related environments

2 occurred in educational environment

Citizens acted and successfully ended 6 of the 61 incidents

11 Committed suicide, 14 killed by police, 4 killed by citizens
2021 FBI Active Shooter Report

Youngest shooter was 12. Oldest was 67.

2 wore body armor.

1 had 4 IEDs.

32 apprehended by law enforcement.

6 employees, 4 former employees, 2 current students
What can you expect from UoM in terms of communication:

• Direct message to phone via LiveSafe app
• Alertus on network devices (computer)
• Campus email
• Twitter
HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Quickly determine the most reasonable way to protect your own life.

Remember that others are likely to follow the lead of employees and managers during an active shooter situation.

Three options:

1. Evacuate - RUN
2. Hide out - HIDE
3. Take action against the shooter - FIGHT
HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

1. **RUN** – (escape confinement)

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
- Do not let others enter an area where the active shooter may be
- Keep your hands visible
- Follow the instructions of any police officers
- Do not attempt to move wounded people
- Call 911 when you are safe
HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

2. HIDE

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
2. Hide (continued)

If the active shooter is nearby:

• Lock the door & barricade it.
• If the door cannot be locked, try tying it closed with belts, purse straps, etc.
• Move to the same wall as the interior door, as far from the door as possible.
• Silence your cell phone and any other electronic devices.
• Turn off any source of noise (e.g., phones, radios, televisions).
• Hide behind large items (e.g., cabinets, desks).
• Remain quiet.
Classroom and auditorium door lock replacement

New locks

<table>
<thead>
<tr>
<th>Interior</th>
<th>Exterior</th>
</tr>
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</table>

[Image of interior lock] [Image of exterior lock]
HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

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 so the dispatcher can listen.

3. **FIGHT** (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
HOW TO RESPOND WHEN AN ACTIVE SHOOTER IS IN YOUR VICINITY

Department of Homeland Security:  Good Practices

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.

CALL 911 WHEN IT IS SAFE TO DO SO!
# UofM PLANNING & PREPARATION for HIGH-RISK INCIDENTS - HIGHLIGHTS

<table>
<thead>
<tr>
<th>Staffing</th>
<th>42 POST-certified officers; even distribution on each shift (24/7); contract security officers (Allied) patrol and at entrances</th>
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<tbody>
<tr>
<td>Training</td>
<td>40 hours annual with MPD; Active shooter training since early 2000s; scenario based training; specialized training and equipment</td>
</tr>
<tr>
<td>Notification systems</td>
<td>LiveSafe app for smart phones; E-mail; Outdoor Warning System; social media via UofM official account</td>
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<tr>
<td>Emergency planning</td>
<td>All hazards, comprehensive crisis management plan; semi-annual exercises (2017 = Tornado/Severe Weather); tabletops and full-scale; hazard specific appendices (Active Shooter #13, pp. 146-147 in 2015 edition); <a href="http://www.memphis.edu/crisis/index.php">http://www.memphis.edu/crisis/index.php</a></td>
</tr>
<tr>
<td>Other safety measures</td>
<td>Safety escorts (Tiger Escort, guards, and police); Police Services website resources (DHS Run-Hide-Fight video and publications*); on-demand training; Silent Witness; 700+ web-based, digital cameras; blue light emergency phones *DHS booklet, DHS pamphlet, DHS poster, DHS video</td>
</tr>
</tbody>
</table>
| Behavioral Intervention Team (BIT) | Students and employees in crisis; meets weekly during semesters; can mandate counseling and other services; BIT members are:  
  • Associate Vice President for Student Affairs/Dean of Students – Chair  
  • Director of the Counseling Center (or designee)  
  • Chief of Police (or designee)  
  • Director of Residence Life  
  • Associate Dean of Students for Student Conduct  
  • University Legal Counsel |
Behavioral Intervention Team

BIT - How to Make a Referral

Referrals can be made by contacting the Office of the Dean of Students at 901.678.2187 or by e-mail at: bit@memphis.edu

If there is an imminent threat of violence or a concern for the immediate safety of any community member, contact Police Services at 678.4357 or call 911.

What happens when I make a referral?

- The BIT has developed a protocol to ensure that concerning student behavior or mental health issues are addressed appropriately.
- When a referral is submitted to the BIT, a meeting of the team will be convened by the Dean of Students. The team evaluates each report and a member of the BIT will reach out to the student of concern to assess any resources needed and collaboratively develop an action plan with the student to reduce obstacles for them to receive appropriate assessment/care.
- BIT members will assist the student in coordinating with existing campus resources currently being utilized and then work with the student to monitor progress.
Submit a Report/Concern

The University of Memphis is committed to responding appropriately to concerns and complaints. Please use this site to inform the appropriate department of the issue, find University resources, and connect local crisis resources.

In an emergency situation, University Police Services (901.678.4357) or local law enforcement (9-1-1) should be contacted prior to submitting a concern or complaint.

The forms linked on the left menu are available for Students, Faculty, Staff, and Community Members to submit information to the appropriate University office or official:

- Concerns regarding unusual behavior or distressed Students of Concern will be forwarded to the Office for Student Outreach and Support.
- General Student Misbehavior and/or non-academic Misconduct will be forwarded to the Office for Student Accountability.
- Reports of Hazing will be forwarded to the Office of Student Leadership and Involvement and the Office for
We want you to share behaviors like:

- Suicidal Statements / Behaviors
- Eating Disorders
- Serious Loss and Grief
- Extremely Odd/Strange Behavior
- Alcohol or Drug abuse
- Depression and Anxiety
- Talking to Self
We want you to share behaviors like:

- Constant Frustration
- Anger and Rage
- Direct Threats to Harm Others
- Vague or Unclear Threats
- Yelling or Disrespectful Actions
- Sexual Aggression or Harassment
- Stalking, Hardened Point of View
We want you to share behaviors like:

- Social Isolation
- Hopelessness / Desperation
- Teasing or Bullying
- Impulsive or Rash Behaviors
- Excited or Irrational Speech
- Hysterical or Emotional Outbursts
- Delusional or Paranoid Speech
Faculty & Staff as Helping Resources

- Interactions may result in opportunities to advocate for, intervene with, and protect students in times of crisis.

- Response will vary according to level of student behavior.
- **Level 1 – Distressed**
  - This behavior causes concern solely for the personal well-being of the student.

- **Level 2 – Disturbed**
  - This behavior often makes those around the student feel vaguely uncomfortable.
  - It may seem that the student is acting irrationally.
Levels of Behavior

- **Level 3 – Disruptive**
  - This behavior always negatively impacts those around the student.
  - Routine work or instruction may be difficult.

- **Level 4 – Dangerous**
  - This behavior threatens the health and well-being of those around the student.
 Signs of Distressed Students

- Significant change in academic performance, class participation and/or attendance.
- Marked changes in personal hygiene.
- Students who appear overly nervous, tense or tearful.
Signs of Disturbed Students

- Impaired speech and disjointed thoughts.
- Inappropriate emotional responses.
- Expressed suicidal thoughts.
- Self-mutilating behaviors, including cutting or burning of self.
- Bizarre behavior that is obviously inappropriate for the situation (e.g., talking to something/someone that is not present).
- Extreme suspicion and/or paranoia.
- Disturbed behavior often makes others feel uncomfortable. Behavior may seem irrational.
Managing Distressed or Disturbed Student Behaviors

- Speak with the student privately. Document all conversations.
- Let the student know that you would like to help.
- Encourage the student to seek help through university or private counseling services.
- Report to a counselor when a student confides that s/he is considering suicide.
- Contact a counselor for consultation and assistance if you have concerns.
Things to Remember

- Address problems at an early stage;
- Provide students with written and/or verbal warnings that if disruptive behaviors persist other actions may be taken;
- Document any and all incidents;
- Call police services immediately if you fear for any student’s safety or your personal safety - 678-4357 (HELP)
Faculty Role and Resources

Things to Know and Actions to Take

– *LiveSafe*: enroll and encourage students to enroll.

– Crisis Management resources: [http://www.memphis.edu/crisis/](http://www.memphis.edu/crisis/)

– Behavioral Intervention Team, Campus Police Department, Crisis Management Team.
Faculty Role and Resources

- Include a classroom and building orientation as part of introduction at events/classes. *Discuss your plan.*

- Note on syllabi: http://www.memphis.edu/crisis/ just as you would note the Inclement Weather hotline (678-0888). *Highlight resources.*

- Classroom placards developed by Seminar in Emergency Management students in cooperation with Crisis Management Team, Provost’s Office, and Physical Plant. *Updated resources.*