

**FROM THREAT PREVENTION and  
RESPONSE TO OPTIONS-BASED DECISION  
MAKING**

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**OBJECTIVES**

- Identify and Prepare for Crisis/Dangerous Situations
- Build Situational Awareness Skills
- Review Options-Based Decision Making
- Increase district-wide capacity to respond effectively to all forms of danger

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**Why Is This Important?**

- ✓ Physical and Psychological Safety
- ✓ Confidence
- ✓ Teachers can teach
- ✓ Students can learn
- ✓ In Loco Parentis

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**Schools are the safest place for our students**

**Yet... horrific events occur**

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**When we know and understand the risks we face and how to prepare and respond, we are better able to identify, prevent, mitigate, and recover in emergencies.**

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**This increases our confidence and decreases our stress.**

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**Situational Awareness**

**Collecting information from your surroundings to improve your decision making and circumstances by:**

- Using your senses (sight, smell, sound, taste, and touch).
- Monitoring the messages that others are providing through their behavior and communications.
- Being attentive to environmental circumstances that may indicate challenges, opportunity, or danger.

<http://www.hse.gov.uk/construction/lwit/assets/downloads/situational-awareness.pdf>

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### Reticular Activating System

A pathway in your brain that:

- Filters incoming information.
- Turns on the “pay attention” button.
- Expands your intuition.
- Improves the message system between your subconscious brain and your conscious brain.

<http://www.meaningfulhq.com/reticular-activating-system-function.html>

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### Levels of Awareness



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### Know the Baseline

The normal state of a situation when things are typical or non-threatening.



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### Situational Awareness Interference

- Failing to monitor your baseline.
- Denial and false negatives.
- Distraction that is so engrossing that it removes awareness from the environment.

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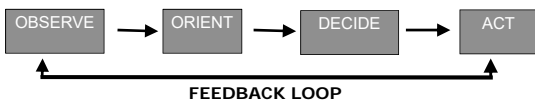
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### OODA Loop



<https://taylorpearson.me/ooda-loop/>

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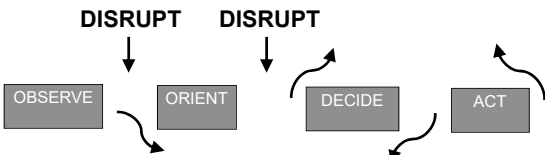
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### OODA Loop



Disruption of the OODA Loop can be caused by:

- Conversation, questions
- Movement
- Noise
- Obstacles
- Airborne Objects
- Other methods?

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**PIZZA DISRUPTS THE  
OODA LOOP**

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**KEY POINTS**

- Know your baseline.
- Remain in a state of relaxed awareness, unless you need to increase your awareness to a higher state.
- Be situationally aware, “recognize” where you are (don’t just “know” where you are).
- Recognize the OODA Loop and practice how to disrupt it.
- Use Situational Awareness as an everyday skill.

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**Options-Based Decision Making**

- Permission
- Skill Development: Training and Resources
- Pre-consider and Develop Options
- Generate Options During Crisis
- Table Top, Practice, Rehearsal

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### Preparing for Dangerous Situations and Crisis

**Good Start:** Defaulting to our practiced or drilled actions.

**Better Option:** Act with known and practiced actions but be flexible and prepared to change course as you continue to develop your situational awareness.

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### Preparing by knowing, improving, and rehearsing options for specific situations.

- How do we improve our options?
- What do we drill and rehearse?

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### LOCK DOWN

**CONDITION 1 - Bring everyone in and lock school doors. Stay in classrooms and continue academic activity.**

**CONDITION 2 – Shelter-In-Place. Lock doors, turn off lights, close blinds, stay away from windows and move to predesignated safe areas within the classroom or school that are out of sight. Stay quiet. Do not continue academic instruction.**

**CONDITION 3 - BARRICADE DOORWAYS. Shelter-In-Place. Lock doors, turn off lights, close blinds, hide, stay away from windows and move to predesignated safe areas within the classroom, school or off campus that are out of sight. Stay quiet. Do not continue academic instruction.**

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### BEYOND SHELTER-IN-PLACE

- You are the Adult Leader
- Adopt a survival mindset
- Develop your Situational Awareness
- Develop Options
- Make a Decision



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### BEYOND SHELTER-IN-PLACE

#### Options to Consider:

- Stay where you are
- Find another place to shelter
- Evacuate
- Distract / Disrupt

**Adopt a survival mindset**

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### Purpose and Focus of Table Top Exercise

- Enhance general awareness and priorities
- Validate school/organization emergency procedures
- Explore and rehearse options
- Assign roles
- Practice Situational Awareness
- Identify strengths and areas for improvement

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### TABLE TOP EXERCISE IDEAS

**Inside school:**

- Angry parent escalating to aggressive posturing
- Angry and escalating student
- ✓ Angry parent with dangerous object potentially being used as a weapon
- Potentially disruptive or harmful intruder
- ✓ Violent intruder / active shooter within the school
- ✓ Violent intruder / active shooter entering as school is being dismissed
- ✓ Violent intruder headed to unlocked gym or cafeteria

**Outside of school:**

- Potentially violent person within the neighborhood of the school
- ✓ Potentially violent person near or just outside of the school

**Other:**

- Earthquake
- Hazardous material / natural gas

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### Review: Basics of Handling a Dangerous Situation

1. Effectively activating a plan
2. Informed and effective decision making
3. Flexible and adaptable management strategies
4. Deploying resources quickly and efficiently
5. Accounting for self and others you are responsible for
6. Assisting others who are in crisis or have special needs
7. Making a decision and taking action

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### Surviving is in our DNA

- Do the best you can with your options
- Options are determined by 4 factors:
  1. The situation you are in
  2. The information you have
  3. The resources at your disposal
  4. The skills you've developed
- Use situational awareness to improve all four.
- Use education to improve all four.
- Use mental rehearsal and table top discussion to improve all four.

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### KEY POINTS

- Know your baseline and remain in a state of relaxed awareness, unless you need to increase your awareness to a higher state.
- Be situationally aware.
- Understand the OODA Loop sequence in everyday activity and use OODA Loop disruption to mitigate conflict and crisis.
- Know lockdown conditions.
- Mentally rehearse safety options for extreme crisis situations, such as a violent intruder.

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### PHYSICAL AND PSYCHOLOGICAL SAFETY

- Confidence
- Psychological well-being
  - Teachers can teach
  - Students can learn

### IN LOCO PARENTIS

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### RESOURCES FOR FURTHER STUDY AND TRAINING

1. *Options thinking and Situational Awareness.* Michael Dorn, et al. Safe Havens International, Inc.
2. *The Gift of Fear.* Gavin deBecker. Dell Publishing.
3. *Assessing Student Threats: Implementing The Salem-Keizer System.* Van Dreal, et al. Rowman and Littlefield.
4. Training and team-building: de-escalation strategies for escalating adults. Safety and Risk Management Services, Salem-Keizer School District.
5. Training: lockdown procedures and emergency management. Safety and Risk Management Services, Salem-Keizer School District.
6. Training: threat assessment and Student Threat Response System. Safety and Risk Management Services, Salem-Keizer School District.
7. Managing Conflict and Mitigating the Risk of Violence. Holvi at [www.holviprotective.com](http://www.holviprotective.com)
8. *Positive Behavioral Interventions and Supports.* [www.pbis.org](http://www.pbis.org)
9. *Cognitive Behavioral Therapy in K-12 School Settings, A Practitioner's Toolkit.* Diana Joyce-Beaulieu. Springer Publishing.
10. *Cognitive-Behavioral Interventions in Educational Settings, A handbook for Practice.* Rosemary B. Mennuti. Taylor and Francis.

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
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**Questions and Comments?**



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