Student Affairs
Active Shooter Workshop

2/2/16 from 1pm-3:30pm
Pauley Pavilion Club
Welcome

Grab Coffee, Tea, or Water

Complete the online pre-assessment

http://studentvoice.com/ucla/shooter16
Active Shooter Presenters

- **Lieutenant Mark Littlestone**
  - University of California Police Dept. (UCPD)

- **Chris Silva & Sara Haider**
  - Behavioral Intervention Team (BIT)
  - Employee and Labor Relations

- **Elizabeth Gong-Guy**
  - Campus and Student Resilience

- **Mark Veldkamp**
  - Consultation and Response Team (CRT)

- **Jorge Cherbosque & Nan Levine**
  - Staff and Faculty Counseling Center
Student Affairs Emergency
Zone Coordinators

http://emergency.studentaffairs.ucla.edu/

ZONE 1 - Murphy Hall
KC Bui
310.206.2059
kbui@asconet.ucla.edu
Thomas Rodriguez
310.206.5191
trodriguez@asconet.ucla.edu

ZONE 2 - Student Activities Center
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ZONE 3 - Asha Cantor
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Agenda

I. Violence Prevention and Response

II. Active Shooter Video

III. Emotional Response to Violent Situations

IV. Prevention – People in Distress

V. Active Shooter Exercise

VI. Takeaways
Active Shooter: Violence Prevention and Response

Lt. Mark Littlestone
UCLA PD
Welcome To
IT COULD NEVER HAPPEN HERE, USA
A Suburb of Seattle, Honolulu, Fort Worth, Los Angeles, Atlanta, etc. etc.
LIGHT AGAINST DARKNESS...

SAN BERNARDINO
PARIS
RUSSIAN FLIGHT
OVER EGYPT
MALI
BEIRUT
Studies

160 incidents occurred between 2000 and 2013

An average of 11.4 incidents occurred annually, with an increasing trend from 2000 to 2013.

1,043 Casualties, including killed and wounded (shooters were not included in this total)

486 were killed in 160 incidents

557 were wounded in 160 incidents.
A Study of 160 Active Shooter Incidents in the United States Between 2000 - 2013:

Incidents Annually

Source: Federal Bureau of Investigation, 2014
Locations

A Study of 160 Active Shooter Incidents in the United States Between 2000 - 2013: Location Categories

- **Education**: 24.4% (39) - Schools (Pre-K to 12), 16.9% (17)
- **Commerce**: 45.6% (73)
  - Businesses, Open to pedestrian traffic, 27.5% (44)
  - Malls, 3.8% (6)
  - Businesses, Closed to pedestrian traffic, 14.4% (23)
- **Government**: 10.0% (16)
  - Other Government Properties, 6.9% (11)
  - Military, 3.1% (5)
- **Open Space**: 9.4% (15)
- **Residences**: 4.4% (7)
- **Health Care Facilities**: 2.5% (4)
- **Houses of Worship**: 3.8% (6)

Source: Federal Bureau of Investigation, 2014
SB County Sheriff
@sbcountysheriff

@SanBernardinoPD has confirmed an active shooter in the area of Orange Show Rd/ Waterman Ave near Park center. #SBCSD assisting.

1,018 RETWEETS 201 LIKES

11:26 AM - 2 Dec 2015
Prevention

- Workplace Violence Recognition
- Pathway to Violence
- Report to Existing Teams
  - Campus Behavioral Intervention Team
  - Consultation and Response Team

- Address Issues Beforehand
Preparation

- Survey your surroundings
- Assess your likelihood of being a target
- Do what you can to minimize the risk
- Prepare with your co-workers
Planning & Training

- Make a plan
- Make a second plan
- Communicate your plan
- Train to your plan
During the incident

- What to communicate to PD
  - Location
  - Circumstances
  - Suspect(s) description
- First Aid
- Hands
- Orders
LASD VIDEO

- Things to watch for
- Suspect(s) Behavior
- Victim(s) Behavior
- Police Response
- Relate to your workspace
Police Response

- Accuracy of “LASD” video
- UCPD Response
  - Uniformed
  - Plainclothes
- Types of Police Response
  - Active
  - Barricade
  - Rescue/Clear
Options
Your Options

- **RUN** if you can;
- **HIDE** if you can’t;
- **FIGHT** if you must!

*Your survival is what counts*
Everyone’s Responsibility

- Our whole community sharing and gathering information early
- Overcoming our reluctance to seek consultation or call for assistance
- Trusting your intuition
- Overcoming your tolerance for distress from inappropriate behavior
Emotional Response to Violent Situations

Jorge Cherbosque & Nan Levine

Staff and Faculty Counseling Center
Emotional Support When Dealing with Concerns About Safety

• Emotional responses to potentially violent situations
  o Anxiety, fear, hyper vigilance
  o Confusion, “second guessing”, disbelief
  o Avoidance, “head in the sand”

• Emotional response to Active Shooter Video?
  o This awareness confronts our sense of safety and the defenses that protect us from our potential vulnerability and fragility in the world
Talk About 5 Things:

1. Overcoming our hesitancy to refer persons of concern early on to SFCC and to seek consultation early on from the BIT when there are signs of distress.

- Importance of prevention and offering distressed people support and help.
- Appreciate the significance of people’s reactions to loss, humiliation/rejection, and triggering events.

- How Can We Prevent Dismissing what we Observe and Waiting Too Long to Intervene?
  - “What if I’m mistaken?”
  - “I can deal with it myself”
  - “I don’t want to make things worse”
  - “I’m afraid to get involved”
  - “Oh, he’s always been like that”
  - “It’s not affecting his work”
  - “It’s none of my business”
  - “I can manage my discomfort & apprehension”
  - “What if I get hurt in the process of helping others?”
Talk About 5 Things:

2. Lessons from Retrospect

• Lots of signs were there but were dismissed because the person wasn’t menacing
• A marked change in performance was overlooked
• Substance abuse or psychological problems were suspected but the quality of the person’s work was not impacted
• Not understanding the psychology of loss
• Behavioral signs were not addressed for a long time until a major triggering event
Talk About 5 Things:

3. Things to Keep in Mind When Responding to Hostile & Aggressive Situations

• Don’t ignore your “gut” feeling
• Don’t tolerate or excuse inappropriate behavior even when it is infrequent
• Don’t dismiss your own safety
• Don’t ignore warning signals that a person is about to explode (e.g., clenched fist, increasing facial & body tension, elevated screaming, statements like “I’m warning you!”)
• When someone begins to lose control of their impulses, it is a clear sign that the situation is escalating.
Talk About 5 Things:

4. The Importance of Supportive & Respectful Work Environments in Preventing Violence- Attending to How We Treat People & Creating a Climate of Respect & Care

- Respectful, equitable and fair treatment
- Always maintain another’s self esteem
- Appropriate limits & consequences for all inappropriate hostile/aggressive and violent behavior
- Sensitivity to emotionally fragile/unstable individuals
- Appreciate the impact losses, problems, changes have on individuals
- “Care-frontations” vs. confrontation - supportive interventions
- Importance of listening to other’s concerns & referring to existing channels for problem solving and support
Talk About 5 Things:

5. Post Incident Support

• Why Is it recommended?
  o Its goal is to help restore individual and workgroup functioning

• What it involves:
  o Support to avoid symptoms of post-traumatic stress
  o Counseling for impacted employees suffering from post-traumatic stress symptoms
  o Restoring the department to optimal functioning, healing, and return to normal operations
  o Provide information, and teach coping skills to improve functioning and healing.
Staff and Faculty in Distress

Chris Silva & Sara Haider

Behavioral Intervention Team (BIT)
Behavioral Intervention Team

• What is the BIT?
  • Through referrals, the multidisciplinary team reviews and discusses situations involving faculty, staff and others that have raised concern they may be at risk of harming themselves or others or pose a significant disruption to the campus environment. Behavior does not need to be illegal to be of concern.

• Campus Colleagues participating on the BIT:
  • The BIT consists of representatives from Campus Counsel, Staff & Faculty Counseling, Insurance & Risk Management, UCLA Police Department and Employee & Labor Relations.
Recognizing the Warning Signs

• History of Violence
• Bullying & Intimidating behavior
• Emotional Instability
• Paranoia concerning Co-Workers
• Stopped taking Medications for Personality Disorders
• Unhealthy Fascination with Firearms
• High Interest in Military, Law

• Enforcement or Hate Groups
• Approval of Violence or Aggressiveness by others
• Frequently Blaming Others for their issues
• Deteriorating work habits
• Increasing or Escalating Performance issues
• Escalating Distraction or Nervousness
Question: Is this workplace violence?

- Co-workers say that employee Jones is lazy and doesn’t do his share of the work
- One co-worker will not eat her lunch in a particular break room because Jones is often in there speaking in loud, profanity laced tones which makes her uncomfortable
- Another co-worker stated that Jones sometimes gets angry then pounds things with his fists or kicks the dishwasher when he’s frustrated; this frightens her and she tries to avoid him whenever possible
- Jones frequently tells his coworkers that he is the Director’s favorite and he’s protected; he can do whatever he wants without fear of discipline
- Shortly after being hired Jones got into a disagreement with co-worker Smith. Afterward, Jones complained about Smith stating if management doesn’t fix the problem I’ll fix it, I know where she lives
- Jones announced to several fellow co-workers that if anybody reported him for not doing his work or any other reason he would take care of them outside of work (simultaneously making a throat-slashing gesture) then saying he knows people who can hurt people for him
Answer: Yes!

- **Violent Behavior**
  Physically aggressive acts against a person or a physical action intended to damage property

- **Threats**
  Any physical, written or verbal conduct, whether direct, indirect or conditional that conveys intent or is reasonably perceived to place one in fear for his or her safety or that of others

- **Disruptive Behavior**
  Conduct that prevents normal workplace functions and can include threatening verbal outbursts, excessive displays of anger, vandalizing University property or any behavior that instills reasonable fear that a person might act out violently
BIT

Website: www.chr.ucla.edu/behavioral-intervention-team
Contact: ccsilva@chr.ucla.edu (Chris Silva)
Phone: 310-794-0422
Students in Distress

Mark Veldkamp
Consultation and Response Team (CRT)

Elizabeth Gong-Guy
Campus and Student Resilience
Students in Distress

- UCLA Consultation & Response Team (CRT)
- CRT Membership
- Care Managers
- UCLA Red Folder
Assisting Students in Distress

SEE
Awareness
Personal and academic challenges may lead to distress. In undergraduate and graduate students. You are in a unique position to identify students who may be in need of help.

SAY
Communication
Sharing your concern directly with the student or reaching out to campus and community partners can be an important first step in helping students access help and services. Our campus partners can help ensure the safety of the student and our campus and provide a coordinated response.

DO
Engagement
Students may not know that help is available, or where to find it. Reach out to a student when you believe they may be in distress, using the guidelines provided below.

Distressed Students
May exhibit self-harm, targeted violence, or absences for extended periods of time. May show a decline in quality of checks, be irritable, withdraw from social settings, or have a marked change in appearance. May make threats or direct threats to self or others.

Consultation and Referrals:
Consultation & Response Team: 310-825-5068 or 310-203-2000
Chaplaincy: 310-203-2050
Counseling & Psychological Services: 310-203-4620
www.counseling.ucla.edu

Undergraduate Student Conduct:
Dean of Students: 310-203-2069
www.deanofstudents.ucla.edu

DO
Engagement
Students may not know that help is available, or where to find it. Reach out to a student when you believe they may be in distress, using the guidelines provided below.

Privacy Laws and Confidentiality
The Health Information and Practices Act (HIPPA) protects communication about a student of concern in connection with a health and safety emergency. Observations of student’s conduct or statements made in student are not HIPPA protected. Such information should be shared with appropriate reporting parties.

Preparing to Reach Out
- Know who is available to consult on the referral process and the referral process.
- If you call, you need to share all the details of the incident.
- If you decide to file a direct contact with the student, refer the information to the Consultation & Response Team.
- Contact UCDC if a student presents a direct threat to self or others or acts in a disturbing, traditional, or disruptive manner.

Connecting with the Student
- Create a shared reference to the behavior to the observer.
- Direct students to experience a very difficult and challenging experience.
- Ask if the student wants to talk about something or another action in a similar setting.
- Document all incidents and attempts to resolve the situation.

Making the Referral
- Recommend services and provide direct referrals. Assist student in contacting resources.
- Some options are allowed and acceptable.
- Make sure the student understands what actions are necessary.
- Be mindful of the student’s ability to take ownership.
- Encourage and assist student to make and keep an appointment and talk to others about the issue.
Consultation & Response Team Contact

Website: www.studentincrisis.ucla.edu
Contact: CRTeam@ucla.edu
Phone: 310-825-7291
Risk, Prevention & Resilience
National Trends: Increasing Indication of Risk

- Serious SI
- Suicide Attempt
- Self Injury
- Serious HI
- Injured another

<table>
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<th>Year</th>
<th>Serious SI</th>
<th>Suicide Attempt</th>
<th>Self Injury</th>
<th>Serious HI</th>
<th>Injured another</th>
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<td>8%</td>
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<td>9%</td>
<td>23%</td>
<td>9%</td>
<td>3%</td>
</tr>
</tbody>
</table>

- 2010-2011
- 2011-2012
- 2012-2013
- 2012-13 ACHA
Risk Implications

- Mental health and mental illness are campus community issues.
- National Trends: Increasing Indication of Risk
- For a significant proportion of students, the severity of symptoms, risk, and intensity of care required are high.
- Prevention approaches emphasizing resiliency are critical
Disrupting the Pathway to Violence

- Grievance
- Ideation
- Research & Planning
- Preparation
- Breach
- Attack
Active Shooter Exercise

What action would you take:

1. If you heard gunshots at the top of the stairs?

2. If an active shooter was descending the staircase?

3. If an active shooter was 5 feet from you?
Department Homework

• **Department Office Scenario**
  • Within the next two weeks, meet with your staff to discuss an action plan for an active shooter scenario within your department.
    • **What action would you take:**
      • If you heard gunshots outside of your main office door?
      • If the active shooter entered your office suite?
      • If the active shooter is about to enter your hiding space?
Takeaways

- **UCPD**
  - Run, Hide, Fight are options
  - We need to do our “homework” to have a plan at own spaces

- **BIT Team**
  - Co-workers exhibiting violence, bullying, intimidation or emotional instability should be reported
  - Permissive attitudes like dismissing behaviors of concerns cannot be tolerated

- **Staff & Faculty Counseling Center**
  - “Trust your gut” and consult early on when there are signs of concern
  - Create a work climate of respect, support, accountability, and care

- **CRT and Campus & Student Resilience**
  - Consult with CRT when encountering students in crisis or students exhibiting concerning behavior.
  - Know your limits. Keep in mind what your role is when working with students. Trained professionals are available to help.
  - When in doubt, reach out!
Post Assessment

1) Open Internet Browser
   srs.campuslabs.com

2) What’s Your Name?
   First Name: A
   Last Name: A

3) Enter a Connect ID
   8384
Contact Information

**Monroe Gorden** (mgorden@saonet.ucla.edu)
Associate Vice Chancellor Student Affairs Administration

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Student Affairs Program Coordinator

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**Sara Haider** (shaider@chr.ucla.edu) &
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**Mark Veldkamp** (mveldkamp@saonet.ucla.edu)
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**Jorge Cherbosque & Nan Levine**
Staff and Faculty Counseling Center
Make an appointment at 310-794-0245