Training Partners Program

TPP Times

IS-904: Active Shooter Prevention: You Can Make a Difference and *IS-905: Responding to an Active Shooter: You Can Make a Difference* provide learners with tools they can use before and during active shooter incidents.

FEMA Develops and Delivers Training to Address Active Shooter Incidents

The increasing frequency of active shooter incidents continues to drive the need for education and training programs in the United States to help prevent and improve response for these incidents.

The FBI defines an active shooter as "one or more individuals actively engaged in killing or attempting to kill people in a populated area." In 2021, 61 shootings were designated as active shooter incidents, resulting in 103 fatalities and 140 wounded (excluding the shooters), according to a 2022 FBI report. These incidents represent a 52.5% increase from 2020 and a 96.8% increase from 2017.

In response to this alarming trend, FEMA developed several courses to help people and communities through training and education. Frank Zachar, a Management Analyst with FEMA's Office of Counterterrorism and Security Preparedness, led the development of independent study course *IS-904: Active Shooter Prevention: You Can Make a Difference*.

This course focuses on reducing the likelihood of active shooter incidents in the workplace and is available through the [Emergency Management Institute (EMI) Independent Study Program](#) website.

"We wanted to go after prevention, thinking that there are more active shooter events that are prevented than we know, because they don't make the news," Zachar said in a recent interview.

IS-904, along with another course, *IS-905: Responding to an Active Shooter: You Can Make a Difference*, are the first tier of a three-tier process that Zachar and Christopher Robinson, a Safety and Occupational Health Manager at FEMA, support to improve FEMA's prevention and response efforts to active shooter incidents.

"Generally, when an active shooter event occurs, there is not enough time for us to do a lot of considering about whether we're going to run, hide or fight," Zachar said. "There needs to be something that's just innate. It's trained. So, we focused on creating resilience by having folks in IS-905 imagine the events. And that's wiring an ability to get past the fear and anxiety which causes us to be paralyzed in a moment of great stress."

Robinson added they want participants to be familiar with the psychological process of the survival arc, a concept developed by Amanda Ripley in her book *The Unthinkable: Who Survives When Disaster Strikes—and Why*. Based on this concept, survivors face denial, deliberation and then the decisive moment to act. "When one is dealing with a situation such as an active shooter, which is extremely fluid and completely unpredictable, it's a high stress situation. Our goal is to train our personnel to not freeze up."

A second tier of training is focused on tactical emergency casualty care (TECC). TECC encompasses a wide range of incidents that may result in trauma due to occupant emergency incidents. FEMA leverages training from [*Stop the Bleed*](#), which includes training for the

public as well as for instructors through a train-the-trainer course. TECC training provides evidence-based material to prepare participants to respond to a trauma-related incident.

"The intent is to bring awareness and get organizations to have one member trained with this capability," Zachar said.

Prior to the COVID-19 pandemic, a third-tier course, *Active Shooter Training for Leaders—Prevention, Preparation, and Response*, was developed for leadership. This course is currently offered only as an in-person event.

You Are the
Help Until Help
Arrives
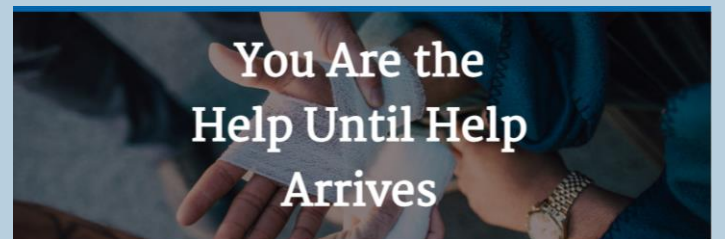
Return to Welcome

How can I provide first care Until Help Arrives?

FEMA also offers [*You Are the Help Until Help Arrives*](#), a suite of resources, including a web-based training course, available to the public online. The course covers simple, potentially life-saving actions that bystanders can take before emergency responders arrive.

TEEX Training Focuses on Increasing Survivability

Two major obstacles exist when responding to an active shooter incident: The shooter(s) and time.

"In active shooter events, people think only about getting the bad guy quickly," said Training Manager Brian Kimbrough of the National Emergency Response and Recovery Training Center (NERRTC) at the Texas A&M Engineering Extension Service (TEEX). "That's

Participants in a Salt Lake City Utah training delivery work through one of the course's 12 scenarios.

obviously important, but the bad guy is not the only thing that kills people. Time also kills."

This is the first lesson taught to participants who enroll in a 24-hour performance-level, direct-delivery course, *PER-353: Active Shooter Incident Management*, which is designed to provide a model framework to manage active shooter event response and address the numerous inherent challenges.

NERRTC developed this course to focus on capable incident management (i.e., skilled coordination of people and resources) to ensure the threat is neutralized and medical interventions are brought into place.

This coordinated effort of law enforcement, fire, and Emergency Medical Services (EMS) responders leads to increased survivability.

"We want survivors, not victims," Kimbrough said.

In this course, participants spend three days learning to manage the clock and practice new skills via six modules and 12 full-scale scenarios.

Each module builds on the knowledge and skills of the previous, with participants having the opportunity to immediately apply what they learned in one of each

module's two scenarios. Each scenario begins with incident dispatch and concludes after the last patient is transported to the hospital. A hot wash is conducted after each scenario, and this includes performance measurement charts that are generated from data collected during the scenario.

"The first scenario on Day 1 is as simple as you can make an active shooter event," Kimbrough said. On Day 3, participants are challenged with a complex coordinated attack scenario. "You have multiple attackers simultaneously attacking multiple sites and dozens injured from gunfire and explosions."

The challenge of a complex coordinated attack is that it splits the responders' resources. "It's done specifically to distract," said Rebecca Tate, Director of Training Support for NERRTC. "Your resources have to split and deal with multiple things going on at the same time."

Despite the increased challenge of the capstone scenario, it is common to see participants respond and transport victims faster on Day 3 than during Day 1's simplified scenario, Kimbrough said.

Scenarios are implemented using computer-based simulations, with each participant playing the role of an avatar within a 3D-rendered scenario environment.

"You're [responding] in the computer but guiding where you go and communicating with the others that are there in the hot zone with you," Tate said.

"I would seriously compare this to a movie showing a busy day on Wall Street—lots of talking, lots of activity going on," Kimbrough added. "It's intense. Some folks in there, you can see some sweat rolling down their heads."

The training is supported by a trailer full of equipment, provided by TEEX. The goal is to make the scenarios as realistic as possible, so course equipment includes laptops, handheld radios, steering wheels for vehicle simulation, and a helicopter simulator.

A participant applies a tourniquet to a shooting victim in one of the course's virtual scenarios.

It is a large course, with each delivery designed to include between 50 to 60 participants, made up of approximately 30 law enforcement officers, 20 fire and EMS personnel, five dispatchers, two public information officers, and two emergency planners.

"We're really taking the whole group of who would be responding, putting them together and teaching them these concepts and putting them through the paces," Tate said.

When asked if there was friction between the different responder groups, Kimbrough was quick to say, "No, not at all. Once the scenario starts, and it gets going, there's not really any time for that. All the disciplines come together and contribute."

The course has been well received by participants and has been in high demand since its first offering in 2017. It also has led to results in real-world situations. The after-action report for the 2019 shooting at the Henry Pratt Company in Aurora, Illinois, states: "Once contact teams were formed, the subject was never able to gain a tactical advantage on the officers. This was due to repetitive practice and Active Shooter Incident Management Training provided by the National Domestic Preparedness Consortium."

Following a 2022 shooting in Arizona, Glendale Police Department Public Information Officer Tiffany Ngalula wrote to the course instructor that "having both our fire and police departments go through [*Active Shooter Incident Management*] a few months back I believe made a huge difference. … For myself, I feel the same. I was able to recall the order of information to release and the important information, and instead of having to prep for hours before providing sound, I was able to get the initial briefing out about an hour after the incident first began."

"An active shooter event is something that should be practiced well before faced with a real-life scenario," Kimbrough said.

"Just as any team prepares, responders that are involved in intense practice with professional coaching and repetition will be much more prepared when faced with an active shooter event."

Active Shooter Incident Management is designed to provide participants with that coaching, opportunities to learn and practice skills through repetition, and ultimately prepare them to respond effectively in the real world.

More information about this and other training offered by TEEX can be found at firstrespondertraining.gov.

NCBRT/ACE Offers a Diverse Suite of Active Shooter Training

Practice makes perfect.

From virtual reality courses to providing all types of real-life environments to hone skills, a nationally recognized center for emergency preparedness and response training in Baton Rouge, La., is in the forefront of providing active shooter education and training programs.

Participants practice breaching a door during a delivery of *Law Enforcement Active Shooter Emergency Response* (PER-275).

The Louisiana State University's (LSU) National Center for Biomedical Research and Training/Academy of Counter-Terrorist Education (NCBRT/ACE) targets a wide range of stakeholders, such as law enforcement, fire, emergency medical services (EMS) and school campus personnel, to "influence human safety, security, and resilience in a positive manner."

"Recent active shooter incidents, along with an increase in multiple victim gun violence, highlight the continued need for providing up-to-date training that improves the whole community's ability to take actions that prevent further loss of life," said Jason Krause, Associate Director of Operations and Plans at NCBRT/ACE.

The Center's courses include the following:

- Active Threats on Campuses: Protective Measures and Response (PER-374);

- Law Enforcement Active Shooter Emergency Response (PER-275);

- Active Threat Integrated Response Course (PER-340); and

- Surviving an Active Threat: Run. Hide. Fight (PER-375).

Since these courses were launched, thousands of professionals have been trained. More than 36,000 individuals have completed PER-275, and 10,600 have completed PER-375. Nearly 6,300 people have completed PER-340, and about 950 have completed PER-374.

Each course targets specific gaps in active shooter education and training. For example, PER-374 provides training to personnel working in a campus environment to improve their preparedness for potential active threat incident. PER-375 trains non-traditional first responders how to effectively respond to active shooter incidents using various methods.

PER-275 and PER-340 are designed to train law enforcement to effectively respond to active shooter incidents. PER-275 has a customized 3-day instructor-led version that uses virtual reality technology for training scenarios. Participants wear virtual reality headsets and encounter the scenarios in a fully rendered virtual environment.

Scenarios can take place in a variety of simulated locations, such as shopping centers, office buildings, subway stations, or schools. They can also be populated with large numbers of computer-controlled bystanders, including children, something not possible in traditional live scenarios.

"We make the training as realistic as possible … to get participants' adrenaline up," so it feels real, Krause said. "Training weapons are either designed to look and function exactly like a lethal weapon, or they've been converted where they can no longer shoot a lethal round."

The virtual environment also allows instructors to review in detail every action taken by participants, including their field of vision at any given moment. Following each scenario, participants go to an after-action station where they can review their performance in detail. For example, instructors will be able to show a participant when they failed to properly clear a corner, or when they

inadvertently had their muzzle pointed at themselves or a fellow officer.

The course teaches some skills at the tactical level, but also some strategies within the critical thinking area of how best to respond to that type of active shooter situation, Krause said. He noted the course is designed specifically for patrol, although tactical team members may also take the course. "Most patrol are very limited in the training that they get for these types of situations. … And they are most likely to be first on the scene."

Krause explained that when patrol arrive on a scene, they must make the initial commands and control decisions, then follow through until threat is contained or eliminated. Even after this, the job is not over.

"You still have to manage the room," he said. "You still have to attend to casualties. You still have to manage the entire building."

Thus far, more than 1,000 law enforcement officers have been trained, including 500 from the New York City Police Department, 500 in Washington, D.C., and 100 in Phoenix. More than 10 locations for PER-275 course delivery are planned for 2022 and 2023.

A PER-275 participant applies a tourniquet.

PER-340, a 3-day instructor-led course, is designed to improve integration between law enforcement, fire, and EMS in active shooter events. It provides law

enforcement officers with key medical skills based on tactical emergency casualty care guidelines that can be used at the point of injury to increase survivability of victims.

Additional information about these and other courses offered by LSU NCBRT/ACE can be found at firstrespondertraining.gov.

NIMS/ICS Training News & Notes

The Role of NIMS in Active Shooter Preparedness and Response

During disasters, the National Incident Management System (NIMS) continues to play a central role in incident management. However, the recent proliferation of active shooter incidents has called into question the effectiveness of incident response operations. These incidents include mass shootings in Uvalde, Texas, on May 24, 2022; Santa Fe, Texas, on May 18, 2018; Parkland, Florida, on Feb. 14, 2018; and Newtown, Connecticut., on Dec. 14, 2012. Of concern is what could have been done to prevent these incidents and reduce the number of deaths and injuries to innocent civilians.

Within NIMS, command and coordination are managed through the Incident Command System (ICS). This is especially true for active shooter incidents because they involve multiple agencies in incident response operations. Although ICS was established in the 1970s and predates the creation of NIMS, its integration into NIMS underscores the importance and effectiveness of using a standardized approach to the command, control, and coordination of emergency response operations.

The integration of ICS into active shooter training programs can bring considerable benefits to training providers and their participants. Training participants from multiple agencies together can improve their

understanding of ICS and the unified command structure, building an appreciation of their agency's role in a response. It also provides opportunities for participants to share information about their operations, experiences, capabilities and capacities to respond to active shooter incidents.

Integration of ICS into scenario-based exercises can also help organizations assess and evaluate specific elements of their active shooter response operations. These elements include various policies, procedures, personnel, equipment, facilities, logistics and communications capabilities.

An effective assessment of these elements can contribute to improving and maintaining the individual and organizational skills needed to coordinate active shooter response efforts effectively.

For organizations not familiar with ICS, integration of this standardized structure will allow them to acquire the information and knowledge needed to improve incident management operations. It will also allow them to better adapt their emergency response plans to ICS and training exercises to ensure their plans are relevant and functional and able to guide response operations during an active shooter incident.

NIMS Alerts

NIMS Alerts provide important information on NIMS. Subscribe to FEMA's email alerts to receive the latest guidance, tools and resources. Recent releases from FEMA's National Integration Center include:

NIMS Alert 19-22: FEMA Updates Resilience Analysis and Planning Tool

NIMS Alert 21-22: FEMA Releases Emergency Management Guide for Local Elected and Appointed Officials

NIMS Alert 22-22: FEMA Releases Emergency Operations Center How-to Quick Reference Guide

NIMS Alert 24-22: FEMA Releases National Continuous Improvement Guidance

NIMS Alert 25-22: FEMA, Argonne National Laboratory and AT&T Collaborate to Release New Climate Projections

NIMS Alert 26-22: FEMA Releases Document to Support Search and Rescue Missions

More information about NIMS can be found online, including up-to-date guidance, information on implementation and training, and tools and resources.

NTED Course Updates: New, Recertified and Retired

New

- AWR-414: Creating Economic Resilience: A Whole Community Approach
- AWR-423: Mass Care: Shelter and Relocation Communication
- MGT-472: Planning for Transitional and Long-Term Housing After Major Disasters
- MGT-477: Roles for State, Tribal, and Territorial Governments in the Implementation of Disaster Housing Programs
- MGT-483: Crisis Leadership: Accelerating Economic Recovery
- MGT-485: Creating Economic Resilience Preparing the Business Community (Part II)
- MGT-487: Mass Care: Shelter and Relocation Coordination
- PER-402-W: Pandemic Planning for Mass Sheltering
- PER-403-W: Addressing the Needs of Disaster Victims Through State, Tribal, and Territorial Housing Programs
- PER-395: Tactical Response to Suicide Bombing Incidents, Residential
- PER-406: Mass Care: Shelter and Relocation Capacity

Recertified

- AWR-315: Fundamentals of Criminal Intelligence
- AWR-329: Leveraging Tools for Community Disaster Communications
- AWR-356: Community Planning for Disaster Recovery
- AWR-233: Volcanic Crises Awareness
- AWR-386-W: Establishing Collaborative Case Management Services
- MGT-418: Readiness: Training Identification and Preparedness Planning

Retired

- MGT-464: Addressing Gaps in Housing Disaster Recovery: A Training Program for the Whole Community

Section 508 Quarterly

Accessibility Requirements for Audio-Only and Video-Only Content

Section 508 includes several standards related to audio and video media. Closed captions, for example, are one of the most visible and well-known requirements.

To understand which standards are relevant, though, you need to understand how the standards define different types of media.

There are three broad categories of "time based" media that are covered in the standards: audio-only content, video-only content, and synchronized media (i.e., audio and video together). What we often refer to casually as "video" is really considered synchronized media, and, therefore, it has different requirements than video-only content, as defined by the standards.

The standards for synchronized media have been discussed in previous articles in this series. Instead, this article focuses on prerecorded audio-only and prerecorded video-only content, the relevant standards, and what is required for each.

Prerecorded audio-only content is, as it sounds, content that has no video component. These files are typically in an audio-only format, such as MP3, WAV, AIFF, and M4A. These formats do not carry any video information and are not interactive.

A podcast is a common example of audio-only content, but it can include any recording of sound that conveys a meaning. For accessibility, this content requires what the standards call an alternative for time-based media. This alternative is a text-based description of the audio content, correctly sequenced and with enough information and context to be equivalent.

A transcript is the most common example of an alternative for audio-only content—this would be how to provide an alternative for the podcast example mentioned above. To be equivalent, the transcript (i.e., the alternative version) would include all the audio content rendered as text, including descriptions of any meaningful sounds or music.

If there are multiple speakers, the transcript should identify each when they speak. If you are dealing with scripted content, the script can often serve as the alternative version, provided that it's updated to reflect any changes made during production.

Prerecorded video-only content contains only video information. These non-interactive files can come in a variety of formats, such as MP4, MOV, WMV, and AVI. Animations are a common type of video-only content.

For accessibility, video-only content requires either an alternative for time-based media (i.e., a text-based description of the video's action) or an audio track that describes the action (like an audio description for synchronized media).

As with the audio-only content, the text alternative for video-only content should be equivalent, describing the action in sequence, and with enough detail that it can be understood in the same way as the original video. It is not required to be synchronized with the video.

Instead of a text alternative, you also have the option of creating an audio alternative. Like the text alternative, the audio alternative should describe the video in enough detail that it is equivalent. It is not required to be synchronized with the video, and importantly, it does not require a text alternative itself—a text equivalent is not required for audio that is itself an equivalent.

More information about the standards and the related success criterion is available from the World Wide Web Consortium. Audio-only and video-only content can be valuable to include in your course materials. Knowing the Section 508 requirements for ensures that your content is accessible to all potential users.

Want the latest on FEMA's Higher Education Program? Get monthly news and updates.

FEMA's Higher Education program works to engage emergency management academia, professional organizations, and practitioners to work together to foster a culture of continuous learning and innovation through education and research to meet the challenges that confront the Nation. The Higher Education Program publishes a monthly newsletter covering a wide variety of topics and updates. To sign up for the newsletter, go to Sign up for FEMA Email Updates (govdelivery.com). An archive of past issues is available online at the FEMA Emergency Management Education Newsletter Archive.

Questions, comments or story ideas for the *TPP Times*? Email: TPPTimes@fema.dhs.gov

Disclaimer: Please note that the Federal government provides links and informational data on various emergency management and first responder community resources and events and does not endorse any non-Federal events, entities, organizations, services or products. Please let us know about other events and services for individual and community preparedness that could be included in future newsletters by contacting TPPTimes@fema.dhs.gov.

www.firstrespondertraining.gov