



## The updated Cal OES Active Shooter Awareness Guidance

ADA National Network/FEMA Webinar Series  
January 12, 2017

**L. Vance Taylor**  
Chief, Office of Access and Functional Needs  
[Vance.Taylor@CalOES.ca.gov](mailto:Vance.Taylor@CalOES.ca.gov)  
Office: (916) 845-8202

**Scott McCartney**  
Active Shooter Training Coordinator  
[Scott.McCartney@CalOES.ca.gov](mailto:Scott.McCartney@CalOES.ca.gov)  
Office: (916) 845-8619



## Presentation Outline

### Vance

- Introduction
- The Office of Access and Functional Needs (OAFN)
- Project Background
- An Integrated Guidance



### Scott

- The Active Shooter Awareness Guidance



### Vance

- Summary
- Conclusion



## Cal OES – Office of Access and Functional Needs (OAFN)

Established in 2008 to identify the needs of people with disabilities and others with access and functional needs before, during, and after a disaster.

OAFN integrates disability needs and resources into emergency management systems and offers guidance to emergency managers, planners, service providers.



## Inland Regional Center

- **On December 2, 2015, terrorists attacked the Inland Regional Center in San Bernardino, California:**
  - 2 active shooters attacked;
  - Initial reports indicated it was an attack on individuals with disabilities; and
  - 14 people were killed while 22 more were injured.



## A Lack of Integration

- **Leadership met to address the following:**

- Lack of access and functional needs-specific considerations with an active shooter attack
- “Run, Hide, Fight” video is not integrated



## And yet...

- **Individuals with disabilities and access and functional needs:**

- Go to work;
- Shop at malls;
- Stay in hotels; and
- Get together everywhere there is the potential for an active shooter attack.



## The Cal OES Active Shooter Awareness Workgroup

- To develop guidance that addressed access and functional needs:
  - The Cal OES Active Shooter Awareness Workgroup was created;
  - Partners include the State Council on Developmental Disabilities, Law Enforcement, Regional Centers, the California Specialized Training Institute, the Independent Living Centers and emergency managers.



## Key Considerations

- In working to develop guidance, there were key considerations:
  - **Audience.** Who was the guidance for?
  - **Scope.** Would we be addressing disability generally or specifically by type?
  - **Level of detail.** Did we want to be broad or prescriptive?



## The Role of Law Enforcement

- The guidance needed to strike a balance:
  - **Tactics.** Law Enforcement uses specific tactics when responding to active shooter attacks.
  - **Situational awareness.** The guidance stresses the importance addressing access and functional needs before, during and after response.



## Scope

- The guidance informs three audiences:
  - Workforce management;
  - Individuals with disabilities and access or functional needs; and
  - Law enforcement/first responders.



## Integration

- Upon completing its process, the agency had to make a decision:

- Release the guidance as a stand-alone product



*Or...*

- Integrate the new document into the existing Cal OES guidance



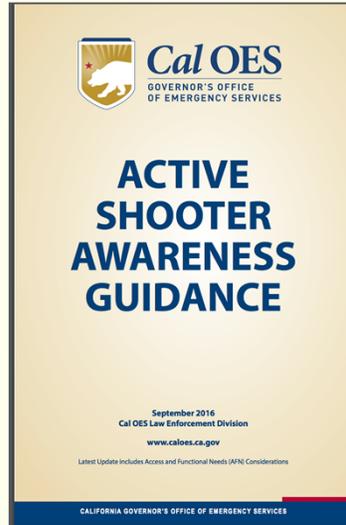
## An Easy Decision

- Cal OES does not believe in having separate guidance documents:

- We believe in integration.
- One team, one fight; one document.



## The Finished Product



## Profile of an Active Shooter

- It is important to understand:
  - An active shooter is an individual(s) actively engaged in killing people in a confined area;
  - Active shooter situations are unpredictable; and
  - Typically, law enforcement is required to stop the shooting and mitigate harm.



## Elements of an Active Shooting

- **Individuals threatened by an active shooter (s) have to function with little to no warning:**
  - Active shooter environments can push individuals to their limits.
  - Sensory considerations are relevant.
  - Understanding the active shooter environment enables individuals to prepare to act.



## Taking Action in an Active Shooter Environment



## Run (Evacuate: 1 of 4)

- **The ideal response to an active shooter situation is to evacuate:**

- Evacuate regardless of whether others agree to follow;
- Leave all non-lifesaving belongings behind;
- Help others escape, (if possible use “buddy system”); and
- Follow the instructions of law enforcement.



## Run (Evacuate: 2 of 4)

- **Workplace management.**  
*Managers need to ensure staff is prepared to evacuate and should:*

- Integrate accommodations for individuals with disabilities or persons with access and functional needs;
- Establish a “buddy system”; and
- Ensure everyone is accounted for inside and outside of the workplace at all times.



## Run (Evacuate: 3 of 4)

- **Individuals with a disability or access and functional needs.** *Individuals with access and functional needs are most aware of their needs and should:*
  - Inform management regarding gaps in the organization's emergency plans;
  - Have an accessible escape route in mind specific to their respective needs.



## Run (Evacuate: 4 of 4)

- **Law enforcement/first responders.** *Law enforcement's primary responsibility will be to eliminate the threat. However, they should:*
  - Understand that, depending on any one individual's disability, they may not be able to understand or follow commands;
  - Ask how they can assist during evacuation;
  - Give concrete, plain directions; and
  - Use visual or gestural cues to assist during evacuation.



## Hide (1 of 5)

- **When evacuating is not possible, individuals should hide for safety.**  
*Everyone should consider the following:*

- Hiding places should be out of the active shooter's view;
- An ideal hiding place will not restrict an options for movement; and
- The area should provide protection if shots are fired.



## Hide (2 of 5)

- **To minimize the chances of being found:**

- Silence cell phones (turn off vibrate);
- Turn off any source of noise (i.e., computers, radios, televisions, assistive devices);
- Pull down shades or coverings;
- Hide behind large items (i.e., cabinets, desks); and
- Remain quiet.



## Hide (3 of 5)

- **Workplace management.**  
*Management should integrate hiding within their training and:*

- Reiterate that concealment could prevent injury or death;
- Create “safe rooms”; and
- Include concealment in emergency preparedness plans.



## Hide (4 of 5)

- **Individuals with a disability or an access and functional need.** *Some may find it hard to hide (e.g. individuals who use wheelchairs):*

- Identify areas to hide at work;
- Plan with colleagues/“buddies” to help with concealment;
- Use assistive equipment to secure hiding spots; and
- Practice self-soothing techniques to remain calm.



## Hide (5 of 5)

- **Law enforcement/first responders.** *Need to use direct, plain language to announce when it is safe and consider that:*
  - Some individuals may not be able to hear or understand verbal instructions;
  - Some may require assistance to exit their place of hiding;
  - They should always ask individuals if they need assistance before grabbing or moving them; and
  - Individuals should not be separated from their personal care assistant, service animal or assistive device(s).



## Fight

- **When evacuating or hiding are not options and an individual's life is in imminent danger, the last resort is to disrupt the active shooter(s).** *This action should be decisive and encompass the following:*
  - Improvising weapons (e.g. fire extinguisher);
  - Yelling and throwing items;
  - Fighting within their ability; and
  - Having a “Not Today” attitude (deciding that today is not the day they are going to die).



## Fight (continued)

- **Workplace management.** *Management should underscore the importance of thinking creatively and being committed when physically taking action against an active shooter.*
- **Individuals with a disability or an access and functional need.** Individuals should consider using all resources to attack an active shooter (e.g. a power chair to ram an active shooter).
- **Law enforcement/first responders.** Law enforcement and first responders need to avoid confusing someone taking action against an active shooter with an assailant.



## When Law Enforcement Arrives

- **Law enforcement's role is to stop the shooter. Remember:**
  - Officers will usually arrive in teams of four and wear tactical gear;
  - They may be armed with rifles, shotguns, etc.; and
  - Officers will shout commands and may push individuals to the ground for their safety.



## Assisting Law Enforcement

- Individuals can assist law enforcement by doing the following:
  - Putting down all items;
  - If possible, raising their hands and spreading fingers;
  - Keeping hands visible;
  - Avoiding quick movements toward officers; and
  - Avoiding asking officers for help or directions.



## Law Enforcement Response

- **Workplace management.**  
*Management should how law enforcement will respond and indicate that:*
  - There may be loud noises;
  - There may be smoke that irritates the eyes and throat; and
  - Individuals may be pushed to the ground by for their safety.
- **Individuals with a disability or an access and functional need.**  
*Individuals need to understand the importance of:*
  - Remaining calm;
  - Staying put until cleared by law enforcement;
  - Following officers' instructions; and
  - Using the "Buddy System"



## Communicating with Law Enforcement

- **Workplace management.**  
*Management should communicate emergency plans with law enforcement and:*

- Law enforcement should learn about the disability needs in the community.
- Management should institute a “roll call” to accounting for staff.



## Communicating with Law Enforcement (continued)

- **Individuals with a disability or an access and functional need.**  
All witnesses will be held and interviewed.
- When possible, communicate the following to 911 operators:
  - Description/Location/Number of shooters;
  - Type of weapons being used;
  - Number of potential victims; and
  - AFN-specific needs.



## Effective Communication (1 of 6)

When communicating with individuals with a disability or an access or functional needs during active shooter situations, consider the following tips:

- **Blind/Low Vision**
  - Announce your presence;
  - Avoid grabbing or guiding them without permission;
  - Offer your arm; and
  - Advise of any obstacles (i.e. stairs, doorways, narrow passages, ramps, etc.).



## Effective Communication (2 of 6)

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• <b>Cognitive Disabilities. Signs of elevated stress:</b> <ul style="list-style-type: none"> <li>– Fleeting eye contact;</li> <li>– Repetitive or self-stimulation behaviors;</li> <li>– Self-injurious behaviors;</li> <li>– Non-responsiveness;</li> <li>– Aggression;</li> <li>– Running away; and</li> <li>– Covering ears or screeching.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• <b>Cognitive Disabilities. To enhance communication:</b> <ul style="list-style-type: none"> <li>– Make eye contact;</li> <li>– Be patient;</li> <li>– Speak slowly, use plain and concrete language;</li> <li>– Give one-step direction               <ul style="list-style-type: none"> <li>– wait two seconds and repeat;</li> </ul> </li> <li>– Do not touch; and</li> <li>– Model the expected response.</li> </ul> </li> </ul> |
|--|--|



## Effective Communication (3 of 6)

- ***Deaf or Hard of Hearing.***
  - Flick lights to get the individual's attention;
  - Establish eye contact with the individual, not with the interpreter;
  - Use facial expressions as visual cues; and
  - Offer pencil/paper for written communication.



## Effective Communication (4 of 6)

- ***Mental/Behavioral Health.***
  - Speak slowly and calmly;
  - Be straightforward, clear and brief;
  - Ask or state one command at a time; and
  - Have a forward leaning body position to show interest.



## Effective Communication (5 of 6)

- **Physical Disabilities**
  - Ask how you can help before assisting;
  - Ask the individual if he/she is able to stand or walk with or without the use of a mobility device; and
  - Sit or kneel to speak to the person at eye level.



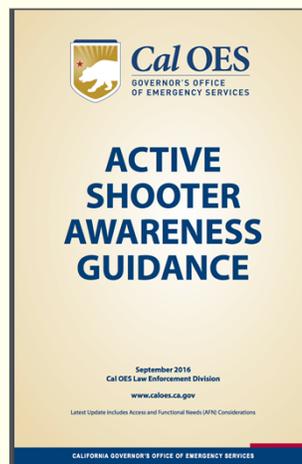
## Effective Communication (6 of 6)

- **Pregnant Women**
  - Be as calming as possible as expectant mothers may become anxious during emergencies;
  - Provide reassurance of assistance and meeting identified needs; and
  - Provide fluids once she has arrived to a safe location.



## Conclusion

- **Integration**
  - Cal OES is committed to promoting the safety and security of the whole community;
  - We fail or we succeed, but we do it together;
  - Download, read and use the [guidance](http://www.caloes.ca.gov/Cal-OES-Divisions/Access-Functional-Needs) at:  
<http://www.caloes.ca.gov/Cal-OES-Divisions/Access-Functional-Needs>



## Questions?

**L. Vance Taylor**  
 Chief, Office of Access and Functional Needs  
[Vance.Taylor@CalOES.ca.gov](mailto:Vance.Taylor@CalOES.ca.gov)  
 Office: (916) 845-8202

**Scott McCartney**  
 Active Shooter Training Coordinator  
[Scott.McCartney@CalOES.ca.gov](mailto:Scott.McCartney@CalOES.ca.gov)  
 Office: (916) 845-8619

