

Active Shooter

Instructor: Perry Hollowell

Retired, Chief Perry Hollowell has developed numerous training programs, written manuals, produced videos and authored periodicals on the topic of active shooters. Programs have been provided to a vast audience of students both nationally and internationally. His students have come from every sector of the population with one program winning accolades and a commendation for his work with the staffs of high-ranking government officials. While serving as the director of training for the Indiana Law Enforcement Academy, he was recognized as the subject matter expert in active shooter events. After forty years of law enforcement experience, Perry retired, having served with three different jurisdictions. During his career, he held several positions to include chief of police, sheriff, chief deputy, captain, lieutenant, and sergeant. He also developed three different emergency response units and served as the commander for them. Perry has trained and trained with numerous special response units across the United States. After more than twenty years of military service, Perry retired having served in several positions, to include that of a military police officer. His training background includes law enforcement, military, and college students. Believing in education/training, he has been a certified law enforcement instructor since 1984 and now holds the highest level of certification, master instructor. As a believer in education, Perry has attended many top-level training programs such as the FBI National Academy, U.S. Army Sergeants Major Academy and earned a master's degree in business management.

Course Objectives:

What is an Active Shooter - While it may seem an easy task, there are a number of issues that must be taken into consideration. The elements of an active shooter situation must contain (1) Shooter is not contained (2) there is immediate risk of death or serious bodily injury to others. Students will be provided with the needed information to make important distinctions between other shooting situations often confused with the active shooter (hostage situations, barricade suspect, etc.). These situations are totally different and require a much different approach. While most recently linked to schools the active shooter situation can take place in a variety of environments.

Exploring Theory - Students will receive several theories for their consideration regarding what causes an offender to become an active shooter. Examined, among others, will be profiling, violent video games, bullying and the entertainment industry. The role of each theory will be discussed in relationship to its potential to identify or stimulate the active shooter.

Identifying the Active Shooter - Students will use behavioral traits in "the here and now" to help identify potential shooters. A system that uses ten points to assess behavioral personality changes will be explained in detail. These are actions currently being displayed and can be evaluated in their present environment. One of the keys to success for this system is communication between all the stakeholders. Stakeholders are those that have some interest in the situation, such as educators, law enforcement, parents, school administrators and others. Students will test the system through practical exercise.

Facility/Physical Security - Students will be provided options on how to develop and maintain facility/physical security. Since no two facilities have the exact requirements, we will emphasize using a plan that concentrates on your situation. Identifying and analyzing your requirements is the only way to develop a competent plan.

Developing SOP - Students will be provided with numerous options for all critical aspects of formulation of operational procedures. This class is a key part of bringing all plans together providing standard direction for all concerned. Updating training on and monitoring SOP will be discussed in detail. As a practical exercise student will develop a segment of an SOP.

Case Studies - Students will examine past case history to determine if their SOP suggestions would have had any effect on the outcome. If history is truly an indicator of the future, then there are valuable lessons to be learned through these studies.

Tactics and Formations - Students will be exposed to the widely used diamond formation. While typically this formation is comprised of five persons students will use four, three and two person configurations. Terminology such as Tee Up, wheel, cutting the pie, bump up and others will be defined. The role of each team member will be discussed and explained in detail. Tactics used during movement and contact will also be defined.

Training Requirements - Students will be exposed to the "who and what" of training. Many law enforcement agencies have recognized the need to change their tactics and the importance of training in those tactics. However, there are many others who have not accepted this fact and need substantial improvements in this area if we are to make progress in preventing active shooter situations. While stakeholders need substantially different training it is up to one of the major "players" to step up and take charge. Law enforcement is the most likely entity to take this challenge. We will discuss who gets trained in what they should be trained and methods for achieving training goals.

Active Shooter

Upon Completion:

Attendees will be able to:

- Identify a true active shooter situation per source definition
- List at least three situations commonly confused with the active shooter
- Identify at least three locations where active shooter situations have occurred
- Name at least four ways an active shooter situation may be terminated
- Select two theories and either dispel them or defend them as being valid
- Discuss their theory of what leads to the development of active shooters
- List ten behavior elements involved in the "here and now" system
- Provide definitions for each of the ten behavior elements
- Determine probability of an individual becoming involved in an active shooter Situation using this system
- Develop a plan to open communications between the stakeholders
- List those things necessary to have a competent physical security plan
- Determine their physical facility security requirements
- Develop a written plan to meet their security requirements
- List issues that must be addressed when developing SOP
- Identify those who should be involved in SOP development
- Develop a model SOP
- Analyze given situations and use them to formulate possible solutions to their issues
- Discuss how history benefits future planning
- List the four types of standard formations
- Explain the common terms used while conducting a diamond formation
- Distinguish between entry and rescue teams
- Demonstrate a five-person formation and explain each position
- Explain each officers role during room entry from the diamond formation
- Identify the four major stakeholders in preventing the active shooter
- Identify at least four of the major areas that must be trained in
- Explain the need to train outside the law enforcement community

Day 1

8:00 a.m.—8:30 a.m.	Registration
8:30 a.m.—10:30 a.m.	Elements of Active Shooter
10:30 a.m.—12:00 p.m.	What Causes an Offender to Become an Active Shooter?
12:00 p.m.—1:00 p.m.	Lunch (On Your Own)
1:00 p.m.—4:00 p.m.	Identifying the Active Shooter
4:00 p.m.—5:00 p.m.	Facility/Physical Security Plan

Day 2

8:00 a.m.—11:00 a.m.	Developing Standard Operating Procedures
11:00 a.m.—12:00 p.m.	Case Studies
12:00 p.m.—1:00 p.m.	Lunch (On Your Own)

Active Shooter

1:00 p.m.—4:00 p.m. Tactics and Formations

4:00 p.m.—5:00 p.m. Training Requirement

5:00 p.m. **Certificate Presentation**

