



V-VICTA®

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VirTra - Virtual Interactive Coursework Training Academy®

***ACTIVE THREAT/ACTIVE KILLER (ATAK)  
MODULE 1***

Training Manual

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VirTra

## DISCLAIMER

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- Absolutely no live weapons or ammunition shall be allowed within the vicinity of the training simulator. Violation of live firearms mixing with non-live firearms could result in injury or death.
- Never activate a laser emitting device towards your eyes or another person's eyes. This equipment contains products that emit invisible laser energy that could, if misused, damage the user's eyes. Users must never point a training firearm (or any other laser emitting device) at their own eye or another's eye.
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## AUTHOR

Lon Bartel; VirTra - Director of Training & Curriculum

## TRAINING COURSE CERTIFICATION

This "ATAK Module 1" training course has been certified by the IADLEST National Certification Program™.  
Certification Number: 23711-2310



**ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 1**

## TOPIC

Active Threat/Active Killer (ATAK) - Module 1

## ESTIMATED TIME

3 hours (up to 8 students and full class presentation).

1. Pre-test and introductions (5 minutes)
2. Lecture (40 minutes) - PowerPoint provided
3. Break (10 minutes)
4. Scenario event training (30-45 minutes)
5. Scenario test and written test (15-30 minutes)

## SCENARIO BANK TO BE USED

1. "Courthouse Crisis" - Run up to the point that the first subject is shot or event goes to end screen after stabbing the injured officer.
2. "Active Shooter Barricade" - Hostage/Barricade

## PERFORMANCE OBJECTIVE

At the end of the 3 hours of instruction in a video simulation with an on-screen contact officer, students will take roll of the cover officer and successfully:

- A. Use proper positioning
- B. Correctly identify the threat to the team
- C. Respond appropriately to any threat

## CLASS SIZE

Designed for pairs of officers with maximum class size of 8 (4 pairs). If class size is smaller than 8, scenarios can be cycled through.

The following training plan and lesson plan is designed to be used with the VirTra simulator. Where as many of the techniques have been used over many years in LE, this training plan maximizes training time and leverages the strengths of the VirTra Training System.

The instructor shall first ensure that students are familiar with the presented material. The outline provides the overview of basic Contact and Cover Concepts and is provided to supplement and provide context to the use of the simulation scenarios.

## ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 1

The simulation scenarios are used as a tool to facilitate the understanding of concepts. The first scenarios will be provided in a slower tempo with the use of the PLAY/PAUSE feature to elaborate on the training points. Once the first simulation is provided in this format, the remaining scenarios will be provided to each pair of officers. The Socratic methodology should be used for event debriefing.

“What did you know?”

“What did you see or hear?”

“What did you do and the reason behind it?”

“What would you do differently in the future?”

All officers will be allowed to watch the other pairs participate in the exercise. This is done to maximize the benefit of modeling for adult learners. Students may also ask questions at any point throughout, though there is a designated segment at the end of the lesson where the instructor will ask if the class has any questions.

## **SAMPLE STUDENT GROUP SET UP**

- A. Officer Yackley and Officer Emerson
  - B. Officer Danninger and Officer Ashley
  - C. Officer Bacon and Officer Adams
  - D. Officer Stephens and Officer Marks
- 
- 1. First scenario - Executed in “PLAY/PAUSE” methodology for all students - key concepts are applied and discussed
  - 2. Second Scenario - Group A participates while groups B, C and D watch
  - 3. Third Scenario - Group B participates while groups A, C and D watch
  - 4. Fourth Scenario - Group C participates while groups A, B and D watch
  - 5. Fifth Scenario - Group D participates while groups A, B and C watch
  - 6. Sixth Scenario - (Practical skills test) Class is sequestered with students brought one at a time (not pairs) to evaluate performance.

## **SCENARIO BANK TO BE USED**

- 1. “Courthouse Crisis” - Run up to the point that the first subject is shot or event goes to end screen after stabbing the injured officer.
- 2. “Active Shooter Barricade” - Hostage/Barricade

## **TACTICS, TRAINING AND PROCEDURES (TTP)**

### **“COURTHOUSE CRISIS”**

The student is at a courthouse speaking to two office workers when shots are fired and a radio transmission advising “shots fired” is heard. Radio transmission advises that there are multiple suspects.

- I. Overview
  - a. Courthouse building
  - b. High number of potential victim’s present
  - c. This training event has no instructor branching options and is student-driven up to the

hostage taker.

- II. Event structure
  - a. After shots are fired student moves to an area where the subject is believed to be. Other officers are already there.
  - b. Suspect shoots at on screen deputy who drops their own gun.
  - c. A second deputy shows up and is shot.
  - d. Suspect leaves concealment and starts to approach shot deputy with one hand concealed.
  - e. The student should engage the subject and the instructor should end the scenario here.
  - f. If the student fails to engage the subject, the scenario should be ended here.
  
- III. Debrief points for “Courthouse Crisis”
  - a. This is an ATAK event
    - i. Ongoing supply of victims
    - ii. People are being seriously harmed
  - b. Student contacts the officer using the pillar has cover.
  - c. Student recognizes the threat to the officer on the ground.

### “ACTIVE SHOOTER BARRICADE”

The student responds to a Domestic Violence call and upon scene arrival witnesses the male suspect takes a female hostage at gunpoint and barricade himself inside of a house.

- I. Overview
  - a. Residential neighborhood setting.
  - b. The scene is the front of a house with a wrought iron fence surrounding the front yard
  - c. Student view is across the street behind a brick pony wall.
  
- II. Dispatch Response Options
  - a. Send Additional Units
  - b. Notify SWAT
  - c. SWAT 30 minute ETA
  - d. Prior DV Reports
  - e. Runaway Juvenile Report
  - f. Advise Position Of Perimeter Units
  - g. Subject Is On The Line
  - h. Subject ID/Wants Police To Leave
  - i. Subject Didn't Call Police
  - j. Park In Front And Use PA
  - k. Unknown At This Time
  - l. Muffled Shot
  
- III. SWAT Command Options
  - a. SWAT 45 Minutes Out
  - b. SWAT Command En Route
  - c. Where Is Command Post?
  - d. SWAT On Scene
  - e. Muffled Shot

- IV. Perimeter/Responding Officer Options
  - a. ETA 1 Minute
  - b. Where Are Other Units?
  - c. On Scene
  - d. Taking Perimeter Behind House
  - e. Covering Southwest Corner
  - f. Neighbor Keeps Looking
  - g. I Hear A Male Shouting
  - h. Kids Toys In Backyard
  - i. Doggy Door On Residence
  - j. Muffled Shot
  
- V. Scenario End Options
  - a. Hostage Released
    - i. Suspect Surrenders/End Scenario
  - b. Suspect Surrenders/End Scenario
  
- VI. Debrief Points for “Active Shooter Barricade”
  - a. This is not an ATAK event
    - i. Potentially a homicide/Aggravated Assault in progress
    - ii. There is no ongoing supply of victims
  - b. Forcing ATAK tactics where not appropriate has questionable benefits
  - c. Could pose an unnecessary risk to
    - i. Potential Victims
    - ii. General Public
    - iii. Officers
    - iv. Suspects
  - d. Not all information is intelligence. Intelligence has operational value.
    - i. Can just be noise
    - ii. Takes up valuable air time
    - iii. Adds to the chaos

**I. INSTRUCTOR INTRODUCTION**

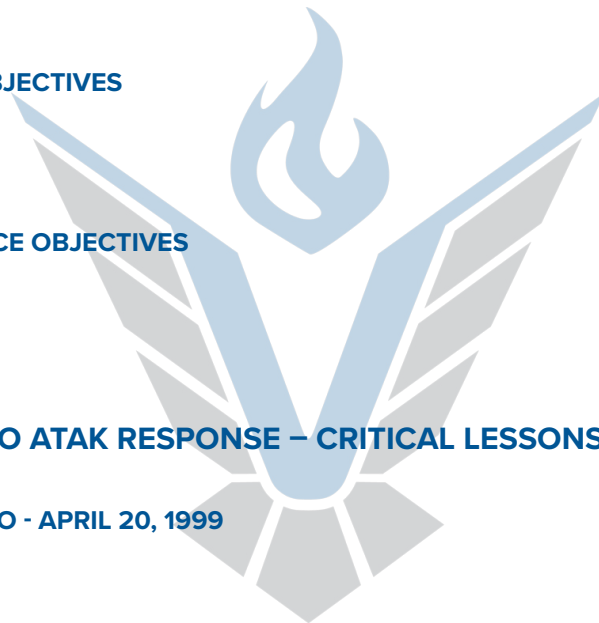
**II. ACTIVE THREAT/ACTIVE KILLER (ATAK) INTRODUCTION**

**III. COURSE GOALS**

**A. PROVIDE OPPORTUNITY FOR FIRST RESPONDERS TO MENTALLY PREPARE TO RESPOND TO ACTIVE THREATS**

**B. LEARNING OBJECTIVES**

**C. PERFORMANCE OBJECTIVES**



**IV. INTRODUCTION TO ATAK RESPONSE – CRITICAL LESSONS**

**A. LITTLETON, CO - APRIL 20, 1999**

**B. MUMBAI (BOMBAY) INDIA - NOVEMBER 26-29, 2008**

**V. ACTIVE THREAT/ACTIVE KILLER (ATAK)**

**VI. HOSTAGE/BARRICADE VS. ACTIVE THREAT/ACTIVE KILLER**

A. "HOSTAGE"

B. "BARRICADED SUBJECT"

C. HOSTAGE/BARRICADE

D. CHARACTERISTICS OF ACTIVE THREAT/ACTIVE KILLER

E. ACTIVE THREAT/ACTIVE KILLER (ATAK)

**VII. ATAK EVENT VS. HOSTAGE BARRICADE**

**VIII. ACTIVE THREAT/ACTIVE KILLER REQUIREMENTS**

A. EFFECTIVE METHODOLOGY FOR HARMING INNOCENTS (GUNS, IED, KNIVES, FIRE, CARS).

B. ACCESS TO A SUPPLY OF VICTIMS

**IX. LAW ENFORCEMENT RESPONSE TO DECREASE THE SUCCESS OF THE ATTACK**



**A. PREVENTION DURING ONE OF THE 5 PHASE OF AN ACTIVE THREAT**

1. Fantasy Phase
2. Planning Phase
3. Preparation Phase
4. Approach Phase
5. Implementation Phase

**B. IF EARLY INTERVENTION IS NOT POSSIBLE THEN LOSS MITIGATION BECOMES WHAT IS REQUIRED**

**C. FIRST RESPONDER ROLL CONCEPTS**

1. Contact Element
2. Rescue/Reaction Team

**X. TRIAGE AND TREATMENT FOR THE INJURED**

**A. THESE CRITICAL LIFE-SAVING MEASURES CAN MAKE A HUGE DIFFERENCE IN THE**

PRESERVATION OF LIFE

- B. THE THREAT MUST BE NEUTRALIZED OR CONTAINED FIRST

XI. HISTORY OF ACTIVE THREATS/ACTIVE KILLERS

- A. ATTACHMENT A CONTAINS RECORDS OBTAINED VIA OPEN SOURCE AND GOVERNMENT DATABASES
  
- B. IT IS IMPORTANT TO NOTE THAT WHERE MOST OF THE EVENTS ARE BASED ON SHOOTINGS MANY OTHERS ARE NOT
  
- C. UNDERSTANDING AND EVALUATING PAST ATTACKS HELPS TO PREPARE FOR FUTURE ATTACKS



XII. SIMULATOR EXERCISE

- A. THE TWO SCENARIOS PROVIDED WERE PICKED TO PROVIDE A CONTRAST WITH EACH OTHER

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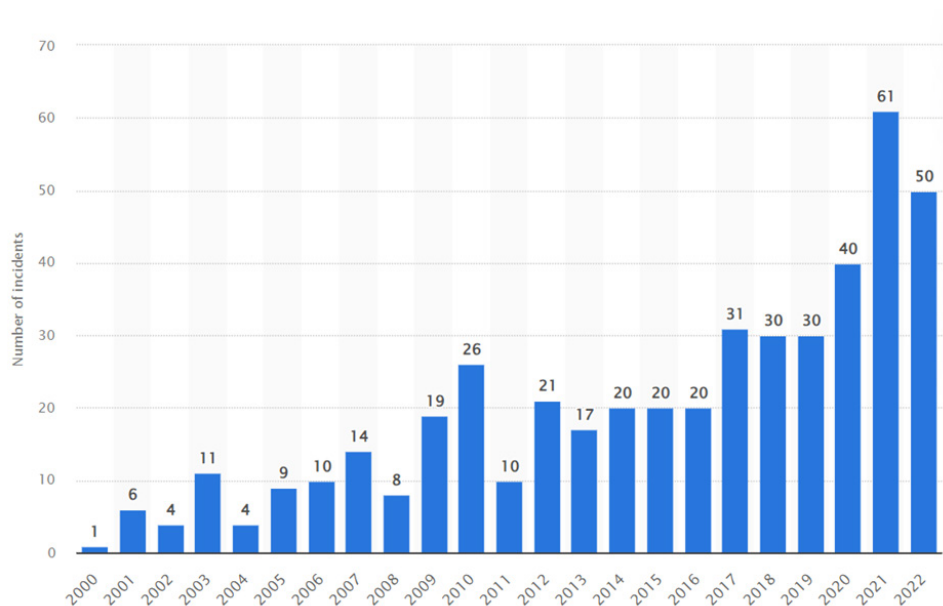
## I. INSTRUCTOR INTRODUCTION

Instructor will introduce themselves to the class. This introduction should be no more than 2-3 minutes long and establish why they are qualified to teach the course and how long they have been with the organization. This not a moment to brag but to build confidence and trust from the attending students.

## II. ACTIVE THREAT/ACTIVE KILLER (ATAK) INTRODUCTION

Active Threat/Active Killer (ATAK) response is a critical tool that must be part of first responder training. Did you know that these events actually have had an upward trend since 2000? Active shooters in 2021 totaled 61 incidents and there were 50 reported in 2022!

- A. The trend has been increasing since 2000
- B. Law Enforcement must prepare appropriately for these challenges to mitigate the loss.
- C. These events are lose-lose, it is up to us if we will lose a little or if we lose big.
- D. This document will refer to any incident where a subject/s are killing or attempting to kill people and there is an ongoing supply of potential victims as an "Active Threat/Active Killer" or ATAK.



## III. COURSE GOALS

- A. **PROVIDE OPPORTUNITY FOR FIRST RESPONDERS TO MENTALLY PREPARE TO RESPOND TO ACTIVE THREATS**
  - 1. Legal justifications
  - 2. Mental preparation for a potential lose-lose event
  - 3. Decision making
  - 4. Exposure to the chaos

## B. LEARNING OBJECTIVES

1. Define an active threat
  - A. Define an active threat/active killer
  - B. Define a Hostage Barricade
2. Establish a history and methodology of active threats
3. Establish the sequence of events of active threats
4. Establish First Responder roles
5. Establish the challenges in communication
  - A. Understand the difference between information and intelligence.
  - B. Understand the problems with unnecessary radio traffic.

## C. PERFORMANCE OBJECTIVES

1. Actively identify the difference between an active threat and a hostage barricade
2. Actively identify when to move to the indication of an active threat (noise, light, movement) and when to be in search mode (probe to contact).
3. Demonstrate when to make an entry on a valid ATAK.
4. Use appropriate room entry and room clearing tactics.
5. Demonstrate proper weapon handling skills to mitigate accidental/unintentional shootings.
6. Demonstrate proper use of deadly force on various active threat subjects in a simulated environment.

## IV. INTRODUCTION TO ATAK RESPONSE – CRITICAL LESSONS

### A. LITTLETON, CO - APRIL 20, 1999

An event that occurred on April 20, 1999 in Littleton, Colorado was a catalyst that changed Law Enforcement Tactics.

1. Two heavily armed and prepared students entered their school with the intent to kill as many of their fellow students and various teachers as possible.
2. The responding agencies established the accepted protocol at the time of “Contain and Call SWAT.” At the end of this event at Columbine High School, 12 innocent students and 1 teacher lost their lives. The names of the two subjects are intentionally left out of this document and related training material. Their names should be forgotten, but the lessons to Law Enforcement should always be remembered.
3. Officers must be prepared mentally and physically for such eventualities.
4. The targeting of children in schools has been repeated many times since this attack and will continue throughout the United States and the rest of the World. But schools are not the only target of these mass killings.
5. It is critical to note that where the frequency of active threats at schools (24.4%) garner much media attention the majority of these events historically are at businesses (45.6%).<sup>2</sup> To only train for a school environment or to only place the context of these events in a school environment does not properly prepare the officer for the challenges they will face.

## **B. MUMBAI (BOMBAY) INDIA - NOVEMBER 26-29, 2008**

Another event that provided LE with vital lessons was that of the Mumbai (Bombay) India attacks on November 26-29, 2008. This event that spanned 4 days ended with 174 people killed and more than 300 people injured.<sup>3</sup>

1. Nine of the ten terrorists were killed and one was taken into custody. These ten terrorists broke into small highly mobile groups. Utilized a shoot and scoot methodology to make it difficult to pin them down.
2. They targeted highly populated areas to include the Chhatrapati Shivaji Terminus railway station. This attack alone lasted 90 minutes and resulted in 58 dead.<sup>4</sup>
3. Luxury hotels and hospitals were also targeted.<sup>5</sup>
4. These guerilla-style attacks were coordinated and left the response by authorities off balance. Due to the disbursement of the attacks, the response personnel were spread thin.
5. The importance of ensuring the ability to muster an additional response to multiple locations must not be overlooked. This has been come to be known as MACTAC (Multi-Assault Counter-Terrorism Action Capabilities).

## **V. ACTIVE THREAT/ACTIVE KILLER (ATAK)**

An individual or group actively engaged in killing or attempting to kill people in a confined and populated area. Most killers use firearms (explosives and edged weapons are also used) and usually there is no discernible pattern or method to the selection of victims.<sup>6</sup>

## **VI. HOSTAGE/BARRICADE VS. ACTIVE THREAT/ACTIVE KILLER**

### **A. “HOSTAGE”**

A person held by force or fear by a hostage taker as security that a specified term or an ultimatum will be met.<sup>7</sup>

### **B. “BARRICADED SUBJECT”**

A barricade situation may be defined as the standoff created by an armed or potentially armed suspect in any location, whether fortified or not, who is refusing to comply with lawful orders for surrender.<sup>8</sup>

### **C. HOSTAGE/BARRICADE**

Motivations can vary widely on a hostage/barricade event. (not a complete list)

1. They can start as a failed criminal attempt (bank robbery) that morphs into a contained subject creating a stronghold for protection or wrestling for control from authorities at the expense of the hostages.
2. Or it can be created from what started as a domestic disturbance only to escalate due to the emotional aspect of personal relationships.

- A. These desperate and emotional subjects are filled with various emotions (fear, rage, etc).
- B. These events could easily turn into a murder/suicide where the subject kills the hostages at hand then ends their own life.
- 3. There is not an ongoing supply of victims

#### **D. CHARACTERISTICS OF ACTIVE THREAT/ACTIVE KILLER <sup>9, 10</sup>**

- 1. Most likely to occur at a business, educational institution, or location open to the public.
- 2. Intentions are usually an expression of hatred/rage or political agenda as opposed to the furtherance of financial crime. This is an argument for why the traditional contain and negotiate are inappropriate to deal with these situations.
- 3. Active threats often have a detailed plan for the attack.
- 4. Often better armed than the initial police response (Patrol Units are usually primary response).
- 5. Usually familiar with the chosen location.
- 6. Location often is chosen for some territorial/tactical advantage or personal meaning.
- 7. Willing to die or commit suicide once confronted.

#### **E. ACTIVE THREAT/ACTIVE KILLER (ATAK)**

The goal of an active threat/active killer does not vary. It is to create as much lethality as possible with any method possible in as short of time as possible. Firearms are the most common weapon used, but knives, vehicles and explosives have also been used.

### **VII. ATAK EVENT VS. HOSTAGE BARRICADE**

Some may confuse an ATAK event with a hostage barricade. A barricade subject with no or little access to potential victims that starts shooting does not automatically establish an ATAK event. Agencies must individually decide how their personnel will respond to a hostage barricade event where shots are fired. This response will be dictated by SOP, training, personnel, and equipment.

### **VIII. ACTIVE THREAT/ACTIVE KILLER REQUIREMENTS**

Requirements for Active Threat/Active Killer to be successful once the decision to carry out the attack is made:

- A. EFFECTIVE METHODOLOGY FOR HARMING INNOCENTS (GUNS, IED, KNIVES, FIRE, CARS)**
- B. ACCESS TO A SUPPLY OF VICTIMS**



## IX. LAW ENFORCEMENT RESPONSE TO DECREASE THE SUCCESS OF THE ATTACK

The ATAK can be either prevented or mitigated.

### A. PREVENTION DURING ONE OF THE 5 PHASES OF AN ACTIVE THREAT

If an active threat is identified early in one of the phases then the attack can be thwarted. The 5 phases are:<sup>11</sup>

#### 1. Fantasy Phase

This is the conceptional portion, where the would-be killer often writes, draws or even posts their desire to cause harm. They often will share these thoughts with others which creates an opportunity for intervention.

#### 2. Planning Phase

The Who, What, When, Where and How are developed. This planning phase as shown to vary significantly.<sup>12</sup>

- A. <24 hours- 12% of the incidents
- B. 1-7 days- 12% of the incidents
- C. 8-30 days- 15% of the incidents
- D. 1-2 months- 26% of the incidents
- E. 3-5 months- 18% of the incidents
- F. 6-12 months- 9% of the incidents
- G. 13-24 months- 9% of the incidents

#### 3. Preparation Phase

This phase can involve the gathering of resources and intelligence to facilitate the attack. Surveillance of the location may occur. Gathering of weapons will occur.

#### 4. Approach Phase

This is the point where the killer is en route to the attack location. This includes from leaving their home all the way to the arrival at the location and entry.

#### 5. Implementation Phase

Regardless of motivation, the trend has been to establish a bigger and bigger body count. What is needed at this point is an immediate, effective and efficient act of bravery to take the fight to the killer.

## **B. IF EARLY INTERVENTION IS NOT POSSIBLE THEN LOSS MITIGATION BECOMES WHAT IS REQUIRED**

1. Loss mitigation can occur with:
  - A. Quick neutralization of the threat
  - B. If you can eliminate the access to or effectiveness of the methodology (gun, knife, car, explosive) -or-
  - C. Eliminate the access to additional victims you can mitigate the loss.
2. A delay in the response only serves to increase the risk to the innocents.

## **C. FIRST RESPONDER ROLL CONCEPTS**

### **1. Contact Element**

The Contact team is solely focused on eliminating or mitigating the death caused by any active threats/active killers.

### **2. Rescue/Reaction Team**

Rescue takes place once the violence has stopped or has been somewhat contained. Recovery is only done after rescue operations.

- A. Rescue function is to save the lives of the injured. This includes triage and, in many cases, immediate first aid. Tourniquets, pressure dressings and hemostatic agents are some easy to carry and use products that LE has available. These are additional skills that need to be covered in training.
- B. Recovery of bodies is done well after the injured are taken care of.

## **X. TRIAGE AND TREATMENT FOR THE INJURED**

Once the threat has been neutralized the response of all personnel must shift to the preservation of the life of the injured. It must be understood by the Contact Elements that until the threat is neutralized first aid application serves to allow the killer additional access and time to harm more innocents.

### **A. THESE CRITICAL LIFE-SAVING MEASURES CAN MAKE A HUGE DIFFERENCE IN THE PRESERVATION OF LIFE**

1. Tourniquet application (see VirTra “Tourniquet Application Under Threat” course for additional training)
2. Chest seals
3. Wound packing
4. Etc.

### **B. THE THREAT MUST BE NEUTRALIZED OR CONTAINED FIRST**

## **XI. HISTORY OF ACTIVE THREATS/ACTIVE KILLERS**

### **A. ATTACHMENT A CONTAINS RECORDS OBTAINED VIA OPEN SOURCE AND GOVERNMENT DATABASES**

1. The names of the killers are provided only for the purpose to allow students to look at the incidents up for additional details if they desire.
2. The names of the killers should not be published or expressed, they are unimportant.
3. Only the victims and the lessons learned really matter.

### **B. IT IS IMPORTANT TO NOTE THAT WHERE MOST OF THE EVENTS ARE BASED ON SHOOTINGS MANY OTHERS ARE NOT**

1. To establish a mindset of “active shooter” may create a training scar and is not always accurate. For this reason, this VirTra course is referred to as ATAK (Active Threat/Active Killer).
2. In the Columbine incident, the subjects had explosives that were to be the initial threat. When the design plan on their explosive devices caused a device failure they entered the school and started the systematic shooting of students.<sup>13</sup>
  - A. Focusing on “active shooter” may not establish the proper mental framework.
  - B. Edged weapons and explosives have been used across the world in multi-casualty style attacks.

### **C. UNDERSTANDING AND EVALUATING PAST ATTACKS HELPS TO PREPARE FOR FUTURE ATTACKS**

They should always be looked at from a position of lessons learned. To honor those that were lost we must always strive to become better and stop or mitigate the loss in the next event. These events are chaotic and confusing, the more we can learn the better our response for the future.

## **XII. SIMULATOR EXERCISE**

### **A. THE TWO SCENARIOS PROVIDED WERE PICKED TO PROVIDE A CONTRAST WITH EACH OTHER**

One is clearly an active shooter event, where the other is an armed hostage/barricade. An armed subject that is shooting does not in and of itself make an active shooter.

## B. DEBRIEF POINTS FOR “ACTIVE SHOOTER BARRICADE”

1. This is not an ATAK event
  - A. Potentially a homicide/Aggravated Assault in progress
  - B. There is no ongoing supply of victims
2. Forcing ATAK tactics where not appropriate has questionable benefits and could pose an unnecessary risk to:
  - A. Potential Victims
  - B. General Public
  - C. Officers
  - D. Suspects
3. Not all information is intelligence. Intelligence has operational value.
  - A. Can just be noise
  - B. Takes up valuable air time
  - C. Adds to the chaos

## XIII. QUESTIONS?

## XIV. CITATIONS

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3. <https://www.cnn.com/2013/09/18/world/asia/mumbai-terror-attacks/index.html>
4. <https://www.independent.co.uk/news/world/asia/site-by-site-breakdown-of-mumbai-attacks-1037430.html>
5. “Active Shooter How to Respond”, U.S. Department of Homeland Security. Washington, DC.
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8. <http://activeattackdata.org/allattacks.html>
9. United States Secret Service National Threat Assessment Center. Mass attacks in public spaces: 2016-202
10. US Department of Homeland Security, January 2023
11. The 5 Stages of a Shooter. – DIR-S. (2017, May 21). <https://www.dirsalert.co/2017/05/21/the-5-stages-of-a-shooter/>
12. Silver, J. Simons, A., and Craun, S. “A Study of the Pre-attack Behaviors of Active Shooters in the United States 2000-2013” FBI, U.S. Department of Justice, Washington, D.C. 20535.
13. Official Report on the Columbine High School Shootings, Jefferson County Sheriff’s Office, Colorado, may 15,2000. <http://edition.cnn.com/SPECIALS/2000/columbine.cd/Pages/TOC.htm>

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. April 20, 1999 at Columbine high school in Littleton, Colorado and Active Threat Active Killer was the major impetus for the creation of current ATAK response philosophy.  
  - A. True
  - B. False
  
2. Where the media focuses on “school shootings” the statistics show that ATAK events occur only 24.4% of the time at an educational facility but 45.6% at a business.  
  - A. True
  - B. False
  
3. An armed barricaded subject with 2-3 hostages that starts to shoot is a ATAK event.  
  - A. True
  - B. False
  
4. Referring to these events as “Active shooter” does not take into account the multiple methodologies that could be used in a ATAK event. History has shown the use of vehicles, edged weapons and explosives to carry out these acts.  
  - A. True
  - B. False
  
5. The goal of a ATAK usually does not vary, it is to create as much lethality as possible in the shortest time possible with any method possible.  
  - A. True
  - B. False

**PRE-TEST KEY**  
1. True 2. True 3. False 4. True 5. True

**\*Any written test and rubric scoresheets shall be kept in department records for 30 years\***

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

1. Characteristics of active threat/active/killer event include:
  - A. High concentration of potential victims
  - B. Intentions are expression of hatred/rage or political ideology as opposed to furtherance of a financial crime
  - C. Usually familiar with the chosen location
  - D. Willing to die or commit suicide once confronted.
  - E. All of the above
  - F. None of the above
  
2. Requirements for ATAK to be successful once the decision is made to carry out the attack are:
  - A. Effective method for killing innocents (guns, IED, knives, fire, vehicles)
  - B. Access to a supply of victims
  - C. Lack off officers
  - D. Rush hour traffic
  - E. A and B
  - F. B and C
  
3. There are 5 phases of an ATAK event where LE can prevent the attack.
  - A. True
  - B. False
  
4. Planning Phase includes the who, what, when, where, why and how.
  - A. True
  - B. False
  
5. If prevention is not possible the next option is loss mitigation. This can occur with:
  - A. Quick neutralization of the threat
  - B. Elimination of the access to or effectiveness of the method used
  - C. Eliminate the access to additional victims
  - D. All of the above
  - E. None of the above
  - F. A and B
  - G. B and C
  - H. A and C

6. For the initial responding officers their role is that of a contact element. This elements primary role and goal is that of threat neutralization.
- A. True
  - B. False
7. To only refer to these events as “school shooting/active shootings” may not prepare officers for what they can face. History has seen these attacks carried out with the following methods:
- A. Fire
  - B. Explosive
  - C. Edge weapons
  - D. Vehicles
  - E. Firearms
  - F. All of the above
8. Rescue/Reaction teams role is that of loss mitigation of people already injured.
- A. True
  - B. False
9. Officer should treat an armed hostage barricade as if it were an ATAK event.
- A. True
  - B. False
10. The preparation phase is where assailants gather resources, gather intelligence and may surveil the location.
- A. True
  - B. False

**TEST KEY**

1. E 2. A 3. A 4. A 5. D  
6. A 7. B 8. A 9. B 10. A

**\*Any written test and rubric scoresheets shall be kept in department records for 30 years\***

## XVII. SCORING RUBRIC - "COURTHOUSE CRISIS"

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SKILL	Failure (0 pts)	Successful (5 pts)	Excellent (7 pts)	Score Received
Student recognizes it is an ATAK event.	Does not recognize	Recognizes and responds	Recognizes, responds, starts radio transmissions to convey location, movement, intel	
Student establishes communication with first officer	Does not establish communication	Attempts communication with first officer	Ask or provides important information about the event to the first officer	
Recognizes and addresses threat to injured officer	Failure to respond or fails to respond in time	Response is delayed but response is timely	Recognizes threat early and neutralizes the threat to the injured officer	
15 pts needed to pass. If student fails, it will be run again to a successful resolution.				

**\*Any written test and rubric scoresheets shall be kept in department records for 30 years\***



## XVIII. SCORING RUBRIC - "ACTIVE SHOOTER BARRICADE"

STUDENT NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

SKILL	Failure (0 pts)	Successful (5 pts)	Excellent (7 pts)	Score Received
<b>Student recognizes that this is NOT an ATAK event</b>	Speaks to the event as and ATAK. Decides to make expedient entry.	Recognizes event is an armed Hostage/ Barricade	Quickly recognizes event dynamics and starts to establish containment	
<b>Request or inquires on about a Quick Response Team (QRT)</b>	Fails to establish a QRT.	Establishes a QRT later into the event	Establishes a QRT early in the event	
<b>Communication with dispatch</b>	Minimal communications with dispatch	Communication is established but is long winded or disjointed	Clear and Concise communication is established with dispatch	
<b>Perimeter</b>	Fails to establish	Is delayed in establishing perimeter	Perimeter is quickly established	
<b>History request</b>	Fails to request	Requests	N/A	
<b>25 pts needed to pass. If student fails, it will be run again to a successful resolution.</b>				



**XX. CLASS SURVEY**

**TOPIC: ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 1**

INSTRUCTOR: \_\_\_\_\_

DATE: \_\_\_\_\_

COMMENTS

CLASS CONTENT	Excellent	Above Average	Good	Below Average	Poor
Class organization					
Class objectives were clearly stated					
Practical activities were relevant to objectives					
All materials/resources were provided					
Topic area was important to Law Enforcement					
CLASS INSTRUCTION					
Instructor was prepared					
Instructor was knowledgeable in the content area					
Manner of presentation of the material was clear					
Effective teaching strategies were used					
Instruction met class objectives					
STUDENT PARTICIPATION					
Level of effort you put into the course					
Your skill/knowledge of the topic at start of course					
Importance of the topic to your assignment					

## XXI. CONTACT VIRTRA

If you have any questions/issues with any part of this manual, please see contact below:

VirTra Training Department



295 E. Corporate Pl  
Chandler, AZ 85225 USA

Office: 480.968.1488  
Email: [training@virtra.com](mailto:training@virtra.com)  
V-RC: [portal.virtra.com](http://portal.virtra.com)



# VirTra

295 E. Corporate Pl  
Chandler, AZ 85225 USA

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