



V-VICTA®

VirTra - Virtual Interactive Coursework Training Academy®

***ACTIVE THREAT/ACTIVE KILLER (ATAK)
MODULE 2***

Training Manual

VirTra

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TRAINING COURSE CERTIFICATION

This "ATAK Module 2" training course has been certified by the IADLEST National Certification Program™ on 1/7/2024. Certification Number: 24738-2401



ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 2

TOPIC

Active Threat/Active Killer (ATAK) - Module 2

ESTIMATED TIME

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

1. Pre-test and introductions (5 minutes)
2. Lecture (70 minutes) - PowerPoint provided
3. Break (10 minutes)
4. Scenario event training (30-45 minutes)
5. Scenario test and written test (15-30 minutes)

PERFORMANCE OBJECTIVE

At the end of the 3 hours of instruction in a video simulation, students will take the role of the contact officer and successfully:

- A. With legal justification, use proper decision making on use of deadly force
- B. Use cyclic sigh / autogenic / combat breathing
- C. Use positive self-talk - "I got this" mindset

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 which is provided to supplement and provide context to the use of the simulation scenarios.

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.

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- “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. “Midnight Madness” - Run up to the point that the first subject is shot or event goes to end screen after stabbing the injured officer.

TACTICS, TRAINING AND PROCEDURES (TTP)

“MIDNIGHT MADNESS”

The “Midnight Madness” event will be used four (4) times with the following branch changes.

- I. First Run Through
 - A. Stop after the engagement with first subject hidden in lobby
- II. Second Run Through
 - A. Engage subject in the lobby
 - B. Off duty officer steps out with badge in hand
 - C. Stop after subject runs outside
- III. Third Run Through
 - A. Engage subject in the lobby
 - B. Off duty office steps out with badge around neck

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- C. Suspect shoots
 - D. Driver surrenders
- IV. Fourth Run Through
- A. Engage subject in the lobby
 - B. Off duty officer steps out with badge on belt
 - C. Suspect shoots
 - D. Driver shoots

“MIDNIGHT MADNESS” - BRANCHING CHART

I. Lobby Main Branch 1

- A. Instructor Options = None
- B. Hit Zones
 - 1. Innocent behind food counter
 - 2. Hostage behind arcade

II. Lobby Main Branch 2

- A. Instructor Options = None
- B. Hit Zones
 - 1. Body shot hostage taker
 - A. Body shot 2 hostage taker
 - 2. Headshot hostage taker
 - 3. Hostage behind arcade

III. Hallway Off-Duty Officer

- A. Instructor OD Officer enters badge on hip
 - 1. Hit Zones
 - A. OD Officer
 - B. Innocent
- B. OD Officer enters badge on neck
 - 1. Hit Zones
 - A. OD Officer
 - B. Innocent
- C. OD Officer enters badge in hand
 - 1. Hit Zones
 - A. OD Officer

B. Innocent

IV. Girl Gets Shot by S2

A. Instructor Options = None

B. Hit Zones

1. Hostile headshot
2. Hostile body shot 1

A. Hostile body shot 2

V. Driver Pleads with Suspect

A. Hit Zones

1. Suspect headshot
2. Suspect body shot 1

A. Suspect body shot 2

3. Suspect near-miss

A. Suspect goes hostile

B. Hit Zones

- i. Suspect headshot
- ii. Suspect body shot 1

a. Suspect body shot 2

B. Instructor Options

1. Hostile

A. Hit Zones

i. Suspect body shot 1

a. Suspect body shot 2

ii. Suspect headshot

2. Comply

A. Instructor Options = None

B. Hit Zones

- i. Suspect
- ii. Vehicle Occupant

VI. Driver

A. Instructor Options

1. Driver Comply
 - A. Hit Zone
 - i. Driver
 2. Driver Hostile
 - A. Hit Zone
 - i. Driver
- B. Hit Zones
1. Firearm door
 - A. Driver goes hostile
 - i. Hitzone
 - a. Driver

II. ACTIVE THREAT/ACTIVE KILLER (ATAK) INTRODUCTION

III. COURSE GOALS

- A. PROVIDE THE OPPORTUNITY FOR FIRST RESPONDERS TO MENTALLY PREPARE TO RESPOND TO

- B. PROVIDE THE OPPORTUNITY FOR FIRST RESPONDERS TO LEARN AND PRACTICE THE SKILLS

- C. LEARNING OBJECTIVES

- D. PERFORMANCE OBJECTIVES



IV. ROLE OF COLUMBINE AND MARJORY STONEMAN DOUGLAS HIGH SCHOOL

V. DECISION MAKING AND ATAK EVENTS

VI. IT'S NOT JUST THE HARDWARE

- A. THE EQUIPMENT ALONE IS NOT THE SOLUTION

- B. SKILL SET AND WILLINGNESS TO USE IT

C. FOCUS ON SKILLS FIRST

D. ITEMS TO ASSIST

VII. THE “SOFTWARE” CONSISTS OF FOUR PARTS

A. PHYSICAL SKILLS

B. CLEAR UNDERSTANDING OF LEGAL PARAMETERS

C. DECISION-MAKING ABILITIES

VIII. CHALLENGES TO HUMAN PERFORMANCE

A. MENTAL RESOLUTION TO SOLVE THE PROBLEM

B. HUMAN BEING RESPONSE TO A THREATENING ENVIRONMENT

C. INEFFECTUAL BEHAVIOR LOOPS



IX. COMBATING THE COMPROMISE TO DECISION MAKING

A. TRAIN RIGHT

B. IF YOU THINK YOU CAN OR THINK YOU CAN'T...YOU ARE RIGHT

C. BLLT - BREATHE, LOOK, LISTEN, THINK

D. MOVE ONLY AS FAST AS YOU CAN SHOOT AND THINK ACCURATELY

X. DECISION MAKING IN AN ATAK EVENT



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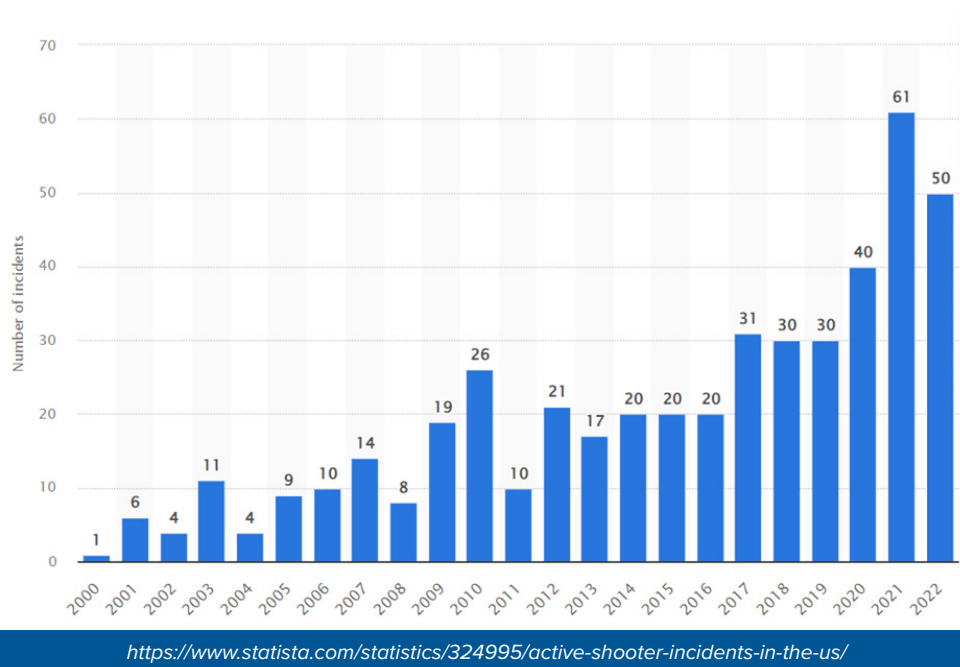
I. INSTRUCTOR INTRODUCTION

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. These events do not appear to be diminishing and actually appears to have an upward trend since 2000. Active shooters in 2016 totaled 20 incidents and there were 30 reported in 2017!

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

PROVIDE THE OPPORTUNITY FOR FIRST RESPONDERS TO MENTALLY PREPARE TO RESPOND TO ACTIVE THREATS

1. Use of force decision making that must include legal justifications
2. Mental preparation for a potential lose-lose event
3. Decision making on communications, movement, and threat assessment
4. Exposure to the chaos that comes in an ATAK environment to build resiliency

ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 2

PROVIDE THE OPPORTUNITY FOR FIRST RESPONDERS TO LEARN AND PRACTICE THE SKILLS NEEDED TO RESPOND TO AN ACTIVE THREAT

1. Threshold evaluation
2. Weapon handling skills
3. Communication
4. Threat evaluation

A. LEARNING OBJECTIVES

1. Define different types of active threats, including active shooters and hostage barricades.
2. Understand the Priority of Life Scale and its importance in emergency response.
3. Learn about the history and methodology of active threats.
4. Identify the sequence of events typically seen in active threat situations.
5. Recognize the roles of first responders, including contact teams focused on eliminating threats and rescue teams responsible for saving lives and recovering injured individuals.
6. Understand the challenges in communication during an active threat incident and differentiate between information and intelligence.
7. Gain an overview of team structures involved in active threat response.
8. Learn search concepts to effectively locate and neutralize threats.
9. Understand room entry concepts for safe and effective entry into potentially dangerous areas.
10. Learn about considerations and response strategies for dealing with improvised explosive devices (IEDs).
11. Develop tactics to facilitate effective response and resolution of active threat situations.

B. PERFORMANCE OBJECTIVES

1. Actively identify the difference between 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 entry on a valid active threat.
4. Demonstrate proper weapon handling skills to mitigate accidental/unintentional shootings.
5. Demonstrate proper use of deadly force on various active threat subjects in a simulated environment.
6. Demonstrate the ability to locate and avoid IED's in a simulated environment.

IV. ROLE OF COLUMBINE AND MARJORY STONEMAN DOUGLAS HIGH SCHOOL

Columbine and the Marjory Stoneman Douglas High School play a stark contrast with each other. Law enforcement responded to Columbine (April 20, 1999) with methods that were trained and expected at the time. Columbine response was consistent with respond, surround and call SWAT. The results of the initial response led to drastic changes to the training and the decision making behind an ATAK response. Many argued that the initial response to Marjory Stoneman Douglas HS (Feb 14, 2018) was not consistent with training and principles that we hold today. Ultimately, the mitigation of loss of life hinges significantly on initial decision-making related to the event.

V. DECISION MAKING AND ATAK EVENTS

This course is a foundation of understanding decision making and how that process can be compromised as well as how to mitigate those compromises.

VI. IT'S NOT JUST THE HARDWARE

The ATAK program is overwhelmingly about the software needed to respond to an active threat. Equipment can assist in the tasks but cannot perform them.

A. THE EQUIPMENT ALONE IS NOT THE SOLUTION

It is easy to focus on the equipment “needed” to respond to any type of law enforcement event. These tangible items are purchasable and can be shown or seen as evidence of preparedness, but this could be a mistake. Items can be a false hope if it is believed the equipment is the solution.

B. SKILL SET AND WILLINGNESS TO USE IT

All of the high-tech equipment in the world is useless without the skill set and willingness to use it. The primary focus should be on software of the officers not hardware. Hardware can make a task easier but it cannot do the task. Not every agency has access to the same hardware.

C. FOCUS ON SKILLS FIRST

There is no question that a well skilled and well-equipped team can make a difference, but the focus should be on skills first and items second.

D. ITEMS TO ASSIST

1. Long Gun (rifle/shotgun) - Handguns are carried by LE not because they are a highly effective way of immediately stopping deadly behavior, but because they are convenient and more socially accepted. Rifles provide major advantages to officers: accuracy, capacity, penetration.
 - A. Rifles do provide advantages to LEO in these incidents.
 - B. In locations that do not allow officers to utilize a patrol rifle, a shotgun with a rifled slug is an alternative.
2. GO BAG - Water, extra ammunition, marker, rope or strong cord, chemlights.
3. First-aid Supplies - Tourniquets, gauze, occlusive dressings/chest seals.
4. Plate carrier in quick connect configuration, ballistic rated helmet.

VII. THE “SOFTWARE” CONSISTS OF FOUR PARTS

A. PHYSICAL SKILLS

The trained actions that are needed to effectively complete a task. We should strive to train these skills to a level of automaticity. Where training opportunity may not allow this, it should still be the goal.

1. Weapon
 - A. Marksmanship
 - B. Weapon handling
2. Movement to and around thresholds
3. Movement during entry

B. CLEAR UNDERSTANDING OF LEGAL PARAMETERS

These highly taxing and difficult situations still require that officers fully understand the framework that guides all uses of force.

1. Use of force in these circumstances must be in line with:
 - A. Federal Law - Graham V. Connor, Tennessee V. Garner
 - B. State Law - Varies from State to State.
 - C. Departmental Policy - Full comprehension of and the ability to apply these standards in training are critical to outcomes in real life incidents.

2. Priority of Life Scale for Law Enforcement¹ - This priority of life scale has been applied to the concept of active threats. It is not a catch all that applies to every law enforcement situation. It is part of an acquired mindset that gives the officer the best chance to quickly mitigate the risks to the majority of parties involved. It is rank order guide of who law enforcement is to protect first.
 - A. Hostages/Victims
 - i. The hostages/victims are not free to leave and are at the most immediate risk.
 - ii. They are also the most vulnerable-they need the most assistance.

 - B. Innocent Civilians
 - i. Innocent civilians are also at risk.
 - ii. They have the ability to flee the area.

 - C. First Responders
 - i. EMS/Fire
 - ii. Police

 - D. Hostage Taker/Assailant- Their life is important as well.
 - i. An assailant that is shot will be provided medical treatment.
 - ii. When it is safe to do so.
 - iii. It does not risk the other lives (safe and protected).

 - E. Property is not a consideration in these events.

C. DECISION-MAKING ABILITIES

Decision-making schemes include more than one method. In an ATAK situation it is possible that the officer will have to vacillate between the methods based on operational time demands.

1. Ecological rationality supports that the process people use to make decisions are matched to the environments within which they make these decisions.²
 - A. Ecological rationality is based on three basic tenets as related to decision making.³
 - i. The minds decision strategies are adapted to particular environments.
 - ii. In certain environments, simple decision strategies are able to compete with complex strategies - less is (sometimes) more.
 - iii. Humans respond adaptively to task and environmental characteristics

- B. This is why it is critical that our training for ATAK events consists of a significant portion of scenario-based training/simulated event training. Providing SBT/SET help to establish schema that the responding officers can draw from to help find solutions is critical to better outcomes.
2. Analytical Decision Making - This method falls under events when we have discretionary time.
- A. This is not often a luxury that LE has in an ATAK event.
 - B. It should be noted that often this is the criteria that is often incorrectly used to judge an officer's action. However, this was addressed by the SCOTUS in *Graham V. Connor (1989)* when they spoke to the fact that officers must make decisions under "tense, uncertain and rapidly evolving" circumstances. SCOTUS also guarded against judging an officer's actions with the luxury of "20/20 hindsight."
 - C. Analytical decision making steps - Time intensive
 - i. Evaluate situation
 - ii. Formulate options
 - iii. Pick the best option
 - iv. Execute the plan
 - D. We want to create additional discretionary time when we can, and use that time to make the best decision. Having discretionary time allows us to engage in analytical decision making.
3. Recognition Primed Decision Making (RPD) - This mode occurs rapidly but still is applied when seconds count. The leading researcher in this is Dr. Gary Klein. Klein's work was with military, firefighters and LE dealing with how they make decisions when faced with uncertainty and time compression.
- A. Process
 - i. Mental simulation - (based on experiential data)
 - ii. Experience
 - iii. Training
 - iv. Action script --> selection or rejection
 - v. If rejection, then alter the action script
 - B. No comparison of alternatives
 - C. Uses the first option that is not rejected - "satisfices"
 - D. RPD works well where a quick decision is essential, goals are poorly defined and information may be incomplete.
4. Fast and Frugal Heuristics - Occur within fractions of seconds. Heuristics allow people to make quick decisions even when there are significant time constraints, limited information and cognitive capacity. The gaze heuristic ability falls under some of the same capabilities and allows baseball players the ability to judge the trajectory of a ball while on the run.⁴
- A. Exploit evolved human capacities-usually biologically evolved, or based on individual learning.⁵
 - B. Exploit structures of the environment
 - C. Made of a set of process rules
 - D. They are simple, but can be prone to fail

VIII. CHALLENGES TO HUMAN PERFORMANCE

A. MENTAL RESOLUTION TO SOLVE THE PROBLEM

The will, conviction and dedication to complete the task.

1. The willingness to respond to an active threat equates to courage.
 - A. Courage is not the lack of fear but the willingness to do what is right even when you are afraid.
 - B. "I learned that courage is not the absence of fear, but the triumph over it."- Nelson Mandela
2. Active threats are inundated with goal-conflict.
 - A. Stopping to treat someone bleeding out is in conflict with driving to the threat and stopping it.
 - B. It is the choice of the responding officers if we are going to lose little or we are going to lose big.
 - C. Delaying the response to an active threat increases the chance we are going to lose big.
 - D. Doing little or waiting until SWAT arrives means you will most likely lose big.

B. HUMAN BEING RESPONSE TO A THREATENING ENVIRONMENT

As human beings we will respond to a threatening environment in specific ways that are established via the evolutionary process. This hyperarousal or acute stress response has survival value for human beings and is hardwired into us. This state of being is focused on the immediate, not long term or about cause and effect relationships. The goal is to put all resources into changing the immediate threat.

1. If we do not have some pre-programmed event "loaded up" to respond to the stimuli we are presented, we might engage in a specific pattern of response-freeze, flight, submit, fight.
2. An initial response in many of these events is commonly to "FREEZE." This initial freeze is seen in the animal kingdom and has served to diminish a predator noticing prey because they do not move. Think of this as a tactical pause, which allows us to process options, take in process information (stimuli) or escape detection. This pause could be so short that it is not noticeable or it could be significant.
 - A. This "freeze" may only last fractions of seconds or it can last longer depending on our training, context and mindset.
 - B. If our mind is able to get beyond this initial moment to process (freeze) the event, we can move to one of the other three responses.
 - C. Freeze is not a guaranteed response, the presence of a startle or flinch response disproves that we always freeze.
3. There are other potential responses. They are to take flight, submit or fight. This is ingrained in our response via evolution, and appear in most animal species as well. It is so powerful and is part of the drive behind the response we teach civilians to respond to an ATAK event. We teach them to "Run, Hide, Fight."
 - A. Flight - A high survival response that allows us to remove ourselves from the environment we are being exposed to danger. There is no denying the powerful emotional drive to flee the threatening environment. This will be an emotionally powerful factor as other people fleeing an ATAKS will be running from the area they believe the threat is located.

- B. Submit - A risky prospect that relies completely on the good will or awareness (in the case of hiding) of the threat. Submitting and being non-threatening may lower the threat's evaluation of you as a risk, but it also leaves you defenseless and completely at their mercy for your fate.
 - C. Fight - This may not be the first response of most people, but this is often the right response for LE. We are more likely to engage early in this response if we are trained to respond.
4. There is a strong and powerful desire for self-preservation, it won't be overridden with a policy. To override that self-preservation response requires significant impactful training like what is found with high fidelity training. This high fidelity SBT/SET allows for stress/arousal to be induced into the training environment and the effects that come with it.

C. **INEFFECTUAL BEHAVIOR LOOPS**

Freeze, flight, submit and fight are not the only responses. Ineffectual response loops can also occur. These responses are usually seen as a repetitive action that is not effective, or a behavior that continues even after the desired result was achieved.

1. Many of us have seen officers engaged in the repetitive verbal command that is not effective or in some cases appropriate. Example - Officer screaming "Drop the knife!" over and over.
2. Acute stress response can cause high activation of the amygdala. This activation can create a cascade of factors leading to compromise of the prefrontal cortex. This can result in a compromise of error detection, compromised regulation of inappropriate responses, and compromise of the ability to direct attention effectively.⁶
 - A. If you don't attend to it, you don't see it.
 - B. Inability to detect an error can lead to repetition of behavior patterns.

IX. **COMBATING THE COMPROMISE TO DECISION MAKING**

A. **TRAIN RIGHT**

Silo style training that focuses on individual tasks should not be the majority of training time.

1. Integration of skills with real world pressures are needed.
2. Repetition paired with emotion has a long term transfer effects⁷

B. **IF YOU THINK YOU CAN OR THINK YOU CAN'T...YOU ARE RIGHT**

Research has shown the detrimental effects of acute stress response are decreased if the actors believe they can control the stressor.⁸

1. Even if in reality they actually cannot control the stressor, the negative effects of stress response are negated if they think they can.
2. "I got this!" mindset. If we believe we have control over the events, we can improve our performance, and in the process actually positively affect the events. You have literally nothing to lose and everything to gain with the "I got this!" mindset.

C. **BLLT - BREATHE, LOOK, LISTEN, THINK**

There are two factors that you have both conscious and subconscious control of.

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1. What can we control?
 - A. The first is blinking, you can blink when you want or do it automatically.
 - B. The second is breathing.

2. Breathing patterns
 - A. Many sources have seen the power that results in specialized breathing. Martial arts, yoga and Lamaze are all examples of controlled and deliberate breathing. Another area most notably pushed by Lt. Col. Dave Grossman is combat breathing.⁹
 - B. Combat breathing consists of a 3 -4 count breath cycle. By taking control over this cycle you can bring your physiological response to stress under better control.
 1. In, 2, 3, 4
 2. Hold, 2, 3, 4
 3. Out, 2, 3, 4
 4. Hold, 2 3, 4
 5. Repeats 3 cycles or more
 - C. This breathing strategy is to be incorporated inside the use of SBT/SET. Training is not what we say we do, it is what we actually do.
 1. Sitting in a classroom and practicing this controlled breathing will not ensure that it is a tool we use when we need it.
 2. Only by incorporating it with actual skills under realistic settings can we hope to ingrain it. (all SET will focus on the use of Combat Breathing)
 3. Psychologically. At a minimum, we want to pair the action of placing an implement in our hand with the use of this breath pattern. When our hand/s have cuffs, firearm, TASER, or baton we want it to be the stimulus that starts the response of this focused breath work.
 - D. The cyclic sigh, also known as cyclic sighing, involves practicing controlled breathing exercises that emphasize longer longer exhalations and a specific inhale/exhale ratio. This controlled breathing technique has been found to have positive effects on reducing stress levels and anxiety and improving overall well-being.¹⁰
 1. According to a study conducted at Stanford University, cyclic sighing has been shown to help lower stress levels and promote a better mood states. There is an inhale followed by a second quick inhale, in effect two inhales back to back. The second inhale in the cyclic sigh helps to re-inflate the air sacs (alveoli) in the lungs, leading to improved oxygenation and gas exchange. This, in turn, can contribute to a sense of overall body calmness.¹⁰
 2. The cyclic sighing technique is relatively simple to practice and can be done anywhere. It involves focusing on longer exhalations and following a specific inhale-to-exhale ratio. The exact ratio may vary, but a common approach is to exhale for twice the duration of the inhale.¹⁰

3. Visual Scan Patterns - The head and eyes should be scanning until specific tasks critical information can be picked up.
 - A. Scanning from behind the sights with the weapon and sights having to track the environment is slower and violates the basic firearm safety rules. It also tends to narrow our perception of the world

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- B. Scanning with head and eyes is faster than trying to track sights. “Head on a swivel.”
- C. “The gun has no eyeball on the end of it.”
 - 1. The gun cannot cover a location, your attention and intention should be behind its movement.
 - 2. Pointing your firearm at a door, while you are looking down a hallway 180 degrees the other direction is pointless. It can in effect make it easier for someone to take your weapon from you. If you don’t see the attack soon enough.

D. MOVE ONLY AS FAST AS YOU CAN SHOOT AND THINK ACCURATELY

- 1. The idea of moving so fast that your gunfire is ineffective seems ludicrous to anyone with any functional level of tactical acumen. However, the effects of acute stress response may in fact push officers to go faster than they should. Or a team member may try to set the pace faster than another officer can function effectively. This is addressed more in a later module.
- 2. If you are moving so quickly that it is effecting your ability to visually pick up detail, it is too fast.
 - A. Motion impairs perception.
 - B. If you are moving so fast that you cannot visually process the environment effectively, you are compromising your ability to make good decisions.
 - C. If you cannot see and actually process the environmental information, you can’t help but have a lessened decision-making process.
 - D. Better decisions need the salient points of an event taken into account to be effective.

X. DECISION MAKING IN AN ATAK EVENT

Decision making is critical to moving toward the best possible outcome in an ATAK event. To improve decision making we need to expose people to similar events to build schema and ensure they are using coping skills to mitigate the compromises that can occur to decision making.

XI. QUESTIONS?

XII. PRACTICAL APPLICATION - (USE RUBRIC FOR EVALUATION)

A. FIRST RUN THROUGH

- 1. Options
 - A. Stop after the engagement with first subject in lobby
 - B. End scenario
- 2. Event Break Down (use Rubric 1)

B. SECOND RUN THROUGH

- 1. Options
 - A. Engage subject in the lobby

- B. Off duty officer steps out with badge in hand
 - C. Stop after subject runs outside
 - D. End scenario
2. Event Break Down (use Rubric 2)

C. THIRD RUN THROUGH

1. Options
- A. Engage subject in the lobby
 - B. Off duty officer steps out with badge around neck
 - C. Suspect shoots
 - D. Driver surrenders
 - E. End scenario
2. Event Break Down (use Rubric 3)

D. FOURTH RUN THROUGH

1. Options
- A. "Move only as fast as you can shoot and think accurately" should be a guiding principle.
 - B. Engage subject in the lobby
 - C. Off duty officer steps out with badge on belt
 - D. Suspect shoots
 - E. Driver shoots
 - F. End scenario
2. Event Break Down (use Rubric 4)

XIII. CITATIONS

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STUDENT NAME: _____

DATE: _____

1. Equipment alone is not the solution to mitigation of an ATAK event.
A. True
B. False
2. A go-bag should be a consideration for ATAK response.
A. True
B. False
3. Legal parameters that influence all use of force only include case law.
A. True
B. False
4. Analytical Decision Making is the primary DM model in an ATAK event.
A. True
B. False
5. First responders should not feel fear when responding to and ATAK event.
A. True
B. False

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

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

STUDENT NAME: _____

DATE: _____

Written Test (2 pts each)

1. Equipment that should be part of a GO BAG are:
 - A. Water, rope, chemlights, markers
 - B. PA system, fire extinguishers, extra cell phones
 - C. Tourniquets, occlusive dressings/chest seals, pressure dressings
 - D. None of the above
 - E. A and B
 - F. A and C
 - G. B and C

2. Good equipment is the best way to mitigate loss in an ATAK event.
 - A. True
 - B. False

3. Legal parameters that influence all police use of force include:
 - A. Federal law
 - B. State law
 - C. Department policy
 - D. All of the above

4. Ideally, when discretionary time exists we want to use an analytical decision making model.
 - A. True
 - B. False

5. RPDM establishes that under the tense, uncertain and rapidly evolving events we often don't pick the best option just the first one we don't reject. This is called:
 - A. Stabilization
 - B. Satisficing
 - C. Shearing
 - D. None of the above

6. Priority of life scale establishes the following hierarchy of parties involved:
- A. Hostage/victims, Innocent civilians, First responders, Hostage taker/assailants
 - B. First responders, victims, hostages, Hostage taker/assailant
 - C. Innocent civilians, first responders, hostages, Hostage taker/assailant
 - D. None of the above
7. Ecological rationality is based on three basic tenets as related to decision making-The minds decision strategies are adapted to particular environments, In certain environments simple strategies are able to compete with complex ones, Humans respond adaptively to task and environmental characteristics.
- A. True
 - B. False
8. It is critical that officers have the mental resolution to solve the problem and that fear is a reality that they will face and can overcome in response to an ATAK event.
- A. True
 - B. False
9. Freezing may be the initial response to an ATAK event, but can be overcome and if it occurs should be looked at as a momentary tactical pause.
- A. True
 - B. False
10. Effective breathing patterns should be integrated as an important part to response to ATAK event training.
- A. True
 - B. False
11. Silo training is the best way to train for an ATAK event.
- A. True
 - B. False
12. Your belief that you can control stressors has a major effect on if you can or cannot, the "I got this!" mindset can help our performance in these events.
- A. True
 - B. False

13. BLLT stands for:
- A. Be quiet, lean forward, learn and train
 - B. Buy the deep corner, lean the shallow corners, leap into the event and train
 - C. Breathe, look, listen, think
 - D. None of the above
14. One effective style of combat breathing consists of a 3-4 count breath cycle.
- A. True
 - B. False
15. You should only move as fast as you can to:
- A. Get good hits
 - B. Run past open doors
 - C. Get to the opening
 - D. Think and shoot accurately

TEST KEY

1. B 2. B 3. D 4. A 5. B
6. A 7. A 8. A 9. A 10. A
11. B 12. A 13. C 14. A 15. D

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

ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 2

XVI. SCORING RUBRIC

STUDENT NAME: _____

DATE: _____

SKILL	+10 Points	+5 Points	0 Points	-5 Points	Score Received
Autogenic Breathing	Used throughout	Used intermittently	Didn't use at all	Held breath/ Hyper ventilated	
Positive Self-Talk	Used in affirmative		Didn't use at all	Questioned ability	
Body Posture and Eye Scan	Aggressive forward lean/ Head on swivel	Aggressive lean not head swivel, or head swivel but no lean	Intermittent use of lean and head swivel	Fixation on one location for extensive time	
Proper weapon handling	Used throughout	Used intermittently	Careless weapon handling	Innocent shot	
Verbal Commands / Verbal Direction	Alpha commands with time to breathe in between	Alpha commands	No commands	Confusing or incomplete commands	
Decision Making (Lobby)	Proper decision and articulation of why	Proper decision	Failure to decide	Innocent shot	
Decision Making (Hallway)	Proper decision and articulation of why	Proper decision	Failure to decide/ wrong decision	Officer shot	
Decision Making (Outside Standing Subject)	Proper decision and articulation of why	Proper decision	Late decision	No decision	
Decision Making (Outside Subject Sitting in Car)	Proper decision and articulation of why	Proper decision	Late decision	No decision	
70 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. CLASS SURVEY

TOPIC: ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 2

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					

ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 2

XIX. CONTACT VIRTRA

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

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