



V-VICTA®

VirTra - Virtual Interactive Coursework Training Academy®

***ACTIVE THREAT/ACTIVE KILLER (ATAK)
MODULE 3***

Training Manual

VirTra

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TRAINING COURSE CERTIFICATION

This "ATAK Module 3" training course has been certified by the IADLEST National Certification Program™ on 6/12/2023. Certification Number: 23663-2306



ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 3

TOPIC

Active Threat/Active Killer (ATAK) - Module 3

ESTIMATED TIME

5.25 hours total

A.	Classroom	60 min
B.	Simulator headshot skill drills	
1.	Static	45 min
2.	Lateral displacement	30 min
3.	Moving forward	45 min
C.	Movement drills	
1.	Move away or move past	30 min
2.	Blast pressure mitigation	30 min
D.	Scenario training	60 min
E.	Scenario test	15 min

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.

“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.

ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 3

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

"Mad bomber" - The instructor will force a confrontation with the IED wearing bomber by selecting "Bomber shoots hostages." Students should recognize the need for a headshot with the IED vest being worn.

- a. Bomber Gives up
- b. Bomber Shoots hostages
- c. Skip Segment

"V-300 Day Watch Encounter"

- a. The two branches below will/can lead to an IED detonation on screen 3
 - i. "Hostile Trigger"
 - ii. "IED"

"V-300 Police Station Attack" - The instructor will let this event run to completion. Recognition of the threat should be rapid and with little delay.

"V-300 Terror Terminal Subway"

- a. Allow student to prioritize threat of the bomber
- b. If inaction by student, then select:
 - i. F3 Bomb Terrorist Detonates
 - ii. F4 Bomb Terrorist Reengage Comply

"Wrong Turn" - See rubric for details on use and evaluation

- I. INSTRUCTOR INTRODUCTION

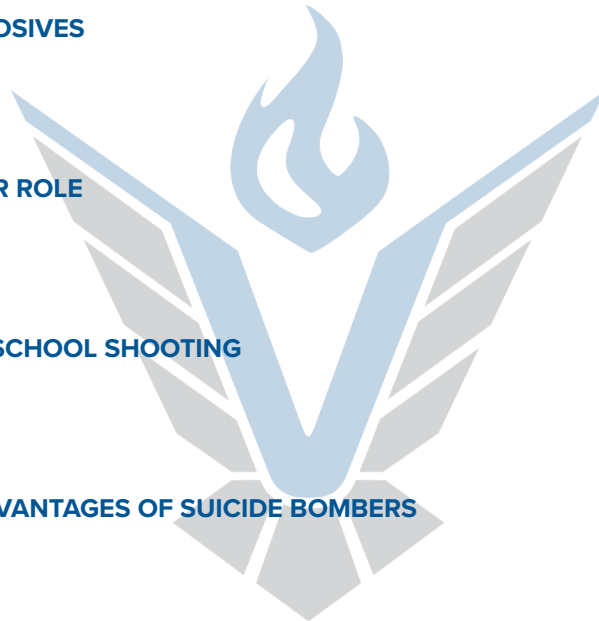
- II. COURSE GOALS

- III. ACTIVE THREAT / ACTIVE KILLER 3 INTRODUCTION

- IV. EXPLOSIVE CONSIDERATIONS FOR ATAK RESPONSE
 - A. USE OF EXPLOSIVES
 - B. THE SHOOTER ROLE
 - C. COLUMBINE SCHOOL SHOOTING
 - D. TACTICAL ADVANTAGES OF SUICIDE BOMBERS

- V. IMPROVISED EXPLOSIVE DEVICES
 - A. EXPLOSIVES AND IEDS

 - B. MITIGATING RISK



C. EXPLOSIVE VARIETY

VI. DEALING WITH THE THREATS

A. BLAST PRESSURE

B. ACTIVATION METHODS

C. SPECIAL CONSIDERATIONS

D. THE USE OF GUNFIRE TO STOP

E. CENTRAL NERVOUS SYSTEM SHUTDOWN

VII. CONCLUSION

VIII. DRILLS

A. HEADSHOT DRILLS

B. EXPLOSIVE BLAST MITIGATION



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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. Instructors shall ask questions at the end of each section, including taking a final moment for questions at the end of the lesson plan.

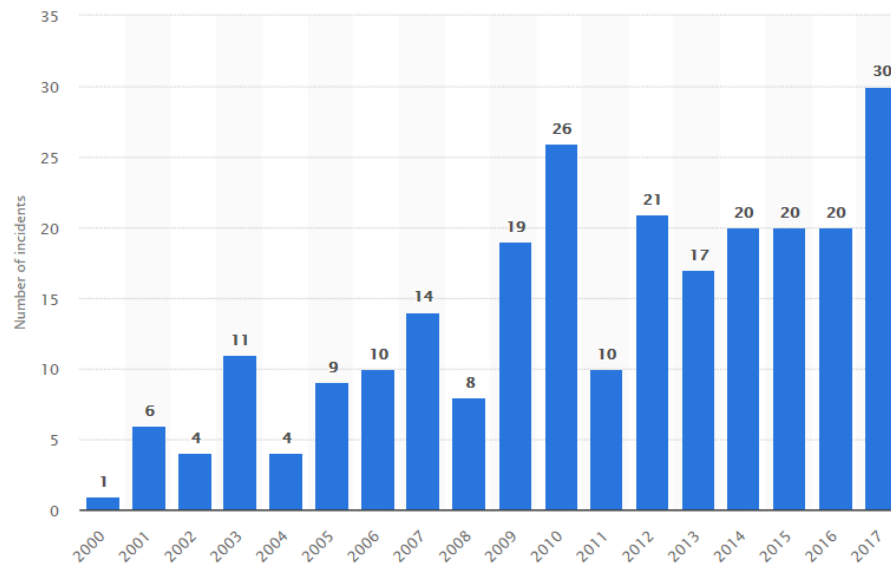
II. COURSE GOALS

This course is designed to provide real world examples and practical skills for dealing with an active threat / active killer event involving explosives. At the end of the blocks of instruction, students will:

- A. Recognize explosives in a simulated environment
- B. Use skills to mitigate the risk of explosives in a simulated environment
- C. Demonstrate basic knowledge of explosive risks via a written test

III. ACTIVE THREAT/ACTIVE KILLER 3 INTRODUCTION

(Slide 3) 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, 27 in 2018 and 28 in 2019.¹



<https://www.statista.com/statistics/324995/active-shooter-incidents-in-the-us/>

- 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.

ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 3

IV. EXPLOSIVE CONSIDERATIONS FOR ATAK RESPONSE

(Slides 4-7)

A. USE OF EXPLOSIVES

There have been several active threat/active killer (ATAK) events in the USA and uncounted attacks worldwide involving explosives of some type.

B. THE SHOOTER ROLE

Focusing on the role of the “shooter” and calling these events “active shooters” may not give officers the mindset or skills to deal with the killer using explosives. That is why VirTra refers to these events as “Active Threat / Active Killer.”

C. COLUMBINE SCHOOL SHOOTING

The infamous event of the “Columbine School Shooting” was initially planned to involve multiple improvised explosive devices.

1. The devices were designed to funnel the school attendees to a dedicated location where the two shooters were planning an ambush.
2. The faulty construction of the devices caused them not to detonate. The clock hands were made of plastic, so when the contact pin was reached by clock hand, no electricity could flow. This prevented detonation.
3. Pipe bombs were also used to keep the officers at bay.
4. 30 devices exploded at the school. 40 devices that did not explode were found at the school. 12 devices were found in Klebold’s vehicle; including parts for a VBIED (Vehicle Based IED). More were found at their residences.
5. A copy of the documents from the Jefferson County Sheriff’s Office can be found on CNN’s website, documenting the explosives.²

D. TACTICAL ADVANTAGES OF SUICIDE BOMBERS³

1. No escape required
2. Harder to detect
3. More difficult missions are possible
4. Extreme precision in targeting and timing
5. Bombers can choose alternate targets

V. IMPROVISED EXPLOSIVE DEVICES

(Slides 8-14) Often, these devices are improvised from items found at hobby stores and home supply stores. They will be referred to as “IED” in this training.

A. EXPLOSIVES AND IED'S⁴

VirTra conducted an interview with Ken Emerson, a retired Department of Public Safety Bomb Technician and the author of Arizona Senate Bills 11/53/1154 dealing with explosives. Emerson advised that:

1. The most common IED at this point in time in American history is the pipe bomb. It is usually made of PVC or galvanized steel construction with green bobby fuse as the initiator.
2. Novelty hand grenades sold as paper weights can also be turned into “live” explosives by filling the body with black or smokeless powder and green bobby fuse; all of which can be purchased over the counter or online.
3. Another common type of explosive is referred to as the “Cricket.” A spent CO₂ cartridge often found with pellet guns is filled with gun powder and green bobby fuse to initiate the device.
4. Overseas, particularly in war zones, IED's are made of or developed from military ordnance such as 155mm rounds, mortar rounds, landmines and live grenades.
5. Other IED's such as vehicle-borne IED's (VBIED) can be developed by placing military munitions into the body of a vehicle and using the vehicle itself as the delivery system and as shrapnel.
6. Other less notable IED's can be developed by melting the explosive filler, usual TNT, from the ordnance and pouring it into more common items that aren't typically associated with bombs; such as officer equipment or tool boxes.
7. Tannerite, a binary explosive, is a popular exploding target used by gun enthusiasts throughout the U.S. Though Tannerite is shopped and used in measured amounts, typically 1/2 pound containers, they can also be misused and turned into larger IED's.
 - a. Two parts: Ammonium nitrate and aluminum powder.
 - b. Homemade versions can be made with instant cold packs and aluminum powder.
8. Off-the-shelf products can also be used to create homemade explosives such as fertilizer, cold packs, peroxides and even hand/feet warmers⁵. These materials, when mixed properly with other compounds can be used to develop:
 - a. Ammonium nitrate / fuel oil (ANFO)
 - b. Triacetone triperoxide (TAPT)
 - c. Hexamethylene triperoxide diamine (HMTD)

B. DEALING WITH EXPLOSIVES

Dealing with explosives in an unfolding ATAK event is a question of mitigation of risk. The officer cannot leave, but they cannot give the device the typical response officers would use in dealing with a potential explosive. Emerson advised the following standard points:

1. If you can see the device, the device can “see” you. Time, distance and shielding are of high value.

- a. Time on target- If the responding officer finds or sees the device, they should limit the amount of time they spend near the device.
 - i. Do not call for assistance while standing at or near the device.
 - ii. Depending on the activation trigger, a high output radio wave could trigger it.
 - b. The further away from the device the officer is, the safer they are. However, officers must consider setting up buffer zones so responding officers and innocents caught in the active threat do not accidentally set it off.
 - c. The closer the officer is to the device, the more danger they are in. Officers must consider finding some kind of shielding to protect themselves in the event of a detonation. The patrol vehicle engine block offers much more protection from a blast than the car door.
2. Do not touch the device.
 - a. Do not attempt to pick it up, move it or kick it.
 - b. Anything attached to the device is now part of the device, including tables, doors, etc.
 3. Threat neutralization is critical. With the sensitivity of some explosives, headshots may be a highly valuable or critical skill that is called upon.
 - a. Precision shooting must be practiced.
 - b. Lateral movement needs to be incorporated.
 - c. A long gun with an optic can provide advantages over a pistol.

C. EXPLOSIVE VARIETY

Explosives come in various types. The two major differentiators are “High” explosives and “Low” explosives. This involves the rate at which the material is consumed or the chemical reaction takes place. High explosives will typically detonate, whereas low explosives deflagrate (burn).

A detonation produces a high damage “shock front” (faster than the speed of sound), where deflagration produces a “flame front.” A “front” is the outside perimeter or leading edge of the chemical reaction and corresponding events.

1. Both high and low explosives will burn.
2. High explosives typically require any combination of heat, shock and friction to detonate.

VI. DEALING WITH THE THREATS

(Slides 15-20)

A. BLAST PRESSURE CONSIDERATIONS

1. Injury considerations close to the blast⁶
 - a. Primary - Pressure considerations
 - i. Ears
 - ii. Lungs
 - iii. Abdominal organs

- iv. Central nervous system
 - b. Secondary - Shrapnel and fragmentation
 - c. Tertiary and Type IV - High energy, burns, toxins
- 2. Overcoming blast pressure - Not ideal, but it may not be avoidable
 - a. If you cannot avoid being in the blast area, you must mitigate the effects.
 - b. Blast wave: Effects that can kill or compromise your ability to fight.
 - c. Find a 90-degree angle or two
 - i. If you can make it by two 90-degree angles, the pressure has to turn two corners.
 - ii. Using the environmental geometry is an effective way to mitigate blast pressure.⁷
 - d. Protection of the officer's vision is vital. Turn, close and shield your eyes. If you cannot see after the blast, you cannot fight or self-rescue.
 - i. The officer needs to be able to deal with the subject when they are an immediate and visible threat.
 - e. Open your mouth - Doing this while being hit with the pressure wave will help diminish the overpressure effects on your ears and lungs.

B. ACTIVATION METHODS

1. **Active** - An active switch is mechanical and allows the subject to initiate the device upon command. Active switches also include those found in booby-trap style systems that are not command-initiated but human interaction is required for activation.
 - a. Burning fuse - Added to a device and ignited with a flame or spark.
 - b. Mechanical - Electrical or mechanical switch that allows the device to be manually command detonated.
 - c. Radio/Cellular - The use of a radio or cellular system allows the device to be command detonated.
2. **Deadman** - A passive switch that if reached by the subject (either intentionally or unintentionally), the device activates. It should be noted that current information supports that the majority of activation methods are an active mechanical or active electrical type.
 - a. It has been rare in U.S. law enforcement to come across a deadman switch.
 - b. It doesn't mean this can't change.

C. HEADSHOT CONSIDERATIONS

Some explosives are impact sensitive, such as the easily-obtained Tannerite. This means that high velocity rounds can cause them to detonate. This could negate the traditional response of a center mass shot placement. Headshot capability and capacity must be there for the officer - the need to use headshots warrants extra headshot training.

D. THE USE OF GUNFIRE

Contrary to the messaging of media, bullets are not always a reliable way to instantly stop people. The construction of the projectile, ballistic behaviors and target location determine wound severity and incapacitation.⁷ The use of gunfire to stop an attacker's deadly action happens in one of four ways:

1. **Hypovolemic shock** - This is achieved by blood loss and can result from the traditional center mass placement.
2. **Structure (anatomical) destruction** - This occurs when the muscle and bone of the body is destroyed to the point that it can no longer support movement or the ability to fight.
3. **Overcome the will to fight (pain)**- Pain and the real consequence of dying can alter the willingness of someone to fight the police.
4. **Central nervous system shutdown** - Fast but requires skill. This separates the communication from the brain to the body by either separating the two with damage or a loss of consciousness.

E. CENTRAL NERVOUS SYSTEM SHUTDOWN

When immediate incapacitation is required, then central nervous system shutdown is needed.

1. Of all the ways that gunfire can stop someone from continuing deadly actions, only central nervous system shutdown can be considered close to instantaneous.
2. This requires shot placement that would compromise the brainstem and/or the mid-brain. This shot placement must be trained.
3. The other methods for stopping deadly actions are not always reliable and can take minutes or longer.

VII. CONCLUSION

- A. Active Threat / Active Killer events are some of the most challenging and difficult events to prepare for. The utilization of explosives only increases the challenges faced by law enforcement.
- B. Understanding the additional issues brought about with blast pressure and fragmentation and how best to mitigate them is crucial. Enhancing awareness of the presentation of IED's and the need to sharpen an officer's ability to instantly incapacitate a threat equipped with a device are crucial for a successful resolution.

VIII. DRILLS

A. HEADSHOT DRILLS

The material speaks to the potential need for a headshot to instantly stop a subjects actions if armed with an IED. Shooting drills are conducted in the simulator but could be conducted live fire. A VirTra target with an IED vest (included on simulator) will be used in V-Marksmanship and placed at the 7 yard position.

All drills start in a "fighting platform" or "ready position." At the start of the drill the weight of the student's body should be equally distributed with their knees and torso bent slightly. The body position should provide a balance of mobility, stability and flexibility.

Drills will progress from slowest times to the fastest times at the rate that the student advances. This could take as little as 10-15 rounds at each stage or longer. This is not about round volume but about skill quality. The final and fastest time is the goal. It should be noted that this goal is a high level of difficulty and may not be attained by all. It is not required to hit this final time successfully to pass the course.

The mechanics of weapon presentation will be “eyes, feet, muzzle.” To address a threat the “eyes” must first find it and will be searching the environment. The body must square to the threat to ensure stable platforms, the feet should be pointed at the threat. The muzzle is then brought up onto the threat and addressed correctly.

On the sound of the timer or presentation of the turned target, the following conditions will be met:

1. **Static** (45 minutes) - This is a non-movement drill. A foundational drill where the student will recognize that the target is wearing an explosive device and will force a headshot.
 - a. Facing target
 - i. Fighting platform (shooting stance) at 7 yards
 - ii. Ready position
 - iii. One round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)
 - b. Facing right (target is on student's left)
 - i. Fighting platform (shooting stance) at 7 yards
 - ii. From ready position facing right, the student will turn toward the target and place one round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)
 - c. Facing left (target is on student's right)
 - i. Fighting platform (shooting stance) at 7 yards
 - ii. From ready position facing left, the student will turn toward the target and place one round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)
2. **Lateral displacement** (30 minutes) - Designed for the student to move offline (left or right) and place a headshot on a target that appears to be wearing a bomb vest.
 - a. Fighting platform (shooting stance) at 7 yards
 - b. From ready position
 - c. Facing target - Student will take a lateral step to the left or right while obtaining sight picture for the shot. One round:
 - i. 4 seconds
 - ii. 3 seconds
 - iii. 2 seconds (goal)
3. **Moving forward** (45 minutes) - Designed to recognize the need of the headshot with a target wearing an explosive device while closing the distance and successfully hit it.
 - a. Facing target
 - i. Fighting platform (shooting stance) at 7 yards

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- ii. While on the move
- iii. One round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)
- b. Facing right (target on student's left)
 - i. Fighting platform (shooting stance) at 7 yards
 - ii. Face target, close distance, then fire
 - iii. One round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)
- c. Facing left (target on student's right)
 - i. Fighting platform (shooting stance) at 7 yards
 - ii. Face target, close distance, then fire
 - iii. One round in:
 - 4 seconds
 - 3 seconds
 - 2 seconds
 - 1.5 seconds (goal)

B. EXPLOSIVE BLAST MITIGATION (30 MINUTES)

1. "Move away" or "move past" - This is set up for students to recognize an IED in a live environment and create space by going another direction or rapidly pushing past it. This is a contextual event where a 2-4 person team has responded to an ATAK event and are closing to contact the potential suspect. The decision to move away or move past needs to be done immediately.
 - a. The drill is set up using a symbolic IED that must be established and labeled as inert.
 - b. The inert device will be placed around a corner or next to an item/person that initially conceals.
 - c. Students will be placed in a position to be on the move and encounter, see and then announce "bomb" to other students and either change direction (move away) or push past (move past) it rapidly.
2. Mitigate blast pressure (30 minutes) - This is a contextual event where a suspect is throwing small explosives like a "cricket" at the officers or down the hall. The students will have an inert device thrown in their direction and they will:
 - a. Move to at least one 90-degree angle
 - b. Equalize pressure
 - i. Turn head away from device
 - ii. Open mouth
 - iii. Close eyes (maybe) to shield from light if suspect is not immediately visible.

IX. SCENARIO USE

Listed at the beginning of the lesson plan. Instructor shall run the scenarios themselves prior to presentation to ensure familiarity with them.

X. REFERENCES

1. U.S. Department of Justice FBI (2021). Active Shooter Incidents 20-Year Review, 2000-2019.
2. Jefferson County, Colorado (2000). Columbine Bomb Summary.
3. New Mexico Institute of Mining and Technology (2012). Prevention and Response to Suicide Bombing Incidents.
4. Personal interview with Ken Emerson (Retired lead bomb technician-AZDPS) on 10/31/2018. Ken Emerson was a certified bomb technician and instructed EOD for 14 years. He was instrumental in the creation of two laws on explosive in Arizona.
5. Cooper, P. (1996) Explosives Engineering. Wiley-VCH
6. National Academies & Department of Homeland Security (2019). IED Attack: Fact Sheet. Published https://www.dhs.gov/sites/default/files/publications/prep_ied_fact_sheet.pdf
7. Mostert, F. J. (2018). Challenges in blast protection research. Defence Technology, 14(5), 426–432. <https://doi.org/10.1016/j.dt.2018.05.007>
8. Stefanopoulos, P.K., Piniailidis, D.E., Hadjigeorgiou, G.F. et al. (2017) Wound ballistics 101: the mechanisms of soft tissue wounding by bullets. Eur J Trauma Emerg Surg 43, 579–586



STUDENT NAME: _____

DATE: _____

Written Pre-Test

1. What type of explosives are improvised from items such as hobby and home supply stores?
 - A. High explosives
 - B. IEDs
 - C. Deadmans
 - D. TNT

2. A long gun may work better than a pistol for threat neutralization.
 - A. True
 - B. False

3. The most instantaneous way to neutralize a threat is _____.
 - A. Finding a 90-degree angle
 - B. Overcome the threat's will to fight
 - C. Central nervous system shutdown
 - D. Hypovolemic shock

4. Only a low explosive will burn.
 - A. True
 - B. False

5. In terms of activation, it is rare for law enforcement to come across a _____ switch.
 - A. Mechanical
 - B. Passive
 - C. Cellular
 - D. Deadman

PRE-TEST KEY

1. B 2. A 3. C 4. B 5. D

STUDENT NAME: _____

DATE: _____

Written Test

1. What type of explosives are improvised from items such as hobby and home supply stores?
 - A. High explosives
 - B. IEDs
 - C. Deadmans
 - D. TNT

2. Blast pressure is a primary risk when confronting an IED.
 - A. True
 - B. False

3. A long gun may work better than a pistol for threat neutralization.
 - A. True
 - B. False

4. The use of geometry of an environment to create 90-degree angles from the blast wave can mediate some of the energy.
 - A. True
 - B. False

5. The most instantaneous way to neutralize a threat is _____.
 - A. Finding a 90-degree angle
 - B. Overcome the threat's will to fight
 - C. Central nervous system shutdown
 - D. Hypovolemic shock

STUDENT NAME: _____

DATE: _____

Written Test

6. Fragmentation from the device is a risk to the officer and subject nearby.
- A. True
 - B. False
7. Avoiding the blast is the best way to deal with it.
- A. True
 - B. False
8. The officer should protect their brain and eyes if they cannot avoid the blast by turning their head, opening their mouth and briefly closing their eyes.
- A. True
 - B. False
9. Only a low explosive will burn.
- A. True
 - B. False
10. In terms of activation, it is rare for law enforcement to come across a _____ switch.
- A. Mechanical
 - B. Passive
 - C. Cellular
 - D. Deadman

PRE-TEST KEY

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

XIII. TEST SCORING RUBRIC

STUDENT NAME: _____

DATE: _____

INSTRUCTOR USE RUBRIC Scenario used: Wrong Turn

In Wrong turn, once entry is made, the student must drop the suspect at the receptionist desk before proceeding into the office. Once the pano opens, a female backs out of a hallway and gets dropped by a suspect. After the student engages the suspect, he drops smoke.

The student has three options that the instructor will facilitate:

1. F1 is Empty Hallway
2. F2 is Hallway Smoke
3. F3 is Gunshot Empty Hallway

If F1 is chosen, a suspect appears backing out of an office with his hands up at a 90 degree to the student. When he centers up in the hall he turns toward student while producing a pistol and starts shooting. After the student engages him, they push to a "T" Intersection. At the "T," the student will have an empty hallway to your left and 1 hostage down and another hostage up against a wall on your right. Another suspect appears and kills the hostage. After a couple of seconds of him writhing around it goes to end tags. If student uses an "anchor round," it immediately goes to the end of the scenario.

If F2 is chosen, the student enters the hallway with smoke. It plays out for a few seconds then the IED detonates. This is a failure.

If F3 is chosen, there is a direct to threat stimulus in the form a gunshot. When moving that way, an officer appears with his gun drawn and passes left to right at the end of the hallway, this is clearly a shoot/no shoot. The student does not go any further down that hallway, but if the instructor continues to press F3, you get the stimulus without the officer reappearing. The instructor will need to press either F1 or F2 to continue the scenario.

15 pts needed to pass. If student fails, it will be run again to a successful resolution.

	Pass	Fail	Notes	Points
Approach-Victims are running out of structure	Attempts to get any information on suspect	Fails to attempt to get any information		2
Contact in lobby	Stops threat behind counter	Fails to recognize threat		3
Hallway contact	Does not engage victim	Shoots victim		3
Hallway contact	Engages threat	Fails to engage threat		2
Student is asked "What hallway direction?"	Other directions	Hallway with smoke and IED is picked	If hallway with smoke is picked, it is an overall failure	5
F1 Contact "Feigned compliance"	Good verbal commands/ neutralized the threat	Failed to recognize subject as a threat		2

	Pass	Fail	Notes	Points
Push to “T” intersection	Identifies Prioritizes and Addresses (IPA) multiple threat sequences.	Engages officer or allows hostage to be shot.		3
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

XIV. STUDENT ATTENDANCE ROSTER

TOPIC: ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 3 **DATE:** _____

Last	First	Badge	Email	Officer's Initials

I certify that each person listed on this roster was present in class for the entire number of training hours reflected, and if not, their training hours have been adjusted and recorded accordingly.

PRINT NAME: _____

SIGNATURE: _____

XV. CLASS SURVEY

TOPIC: ACTIVE THREAT/ACTIVE KILLER (ATAK) - MODULE 3

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					

XVI. CONTACT VIRTRA

If you have any questions/issues with any part of this manual, please see contact the VirTra Training Department.

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Email: training@virtra.com

The VirTra logo is displayed in a large, bold, blue sans-serif font. The letters 'V', 'i', and 'T' are significantly larger than the 'r' and 'a', creating a distinctive, stylized appearance.

VirTra

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