

**A Comprehensive Safety,  
Security & Self-defense  
Training Program for Library  
Employees**

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# What I'll be Covering Today

- Highlights of EWU's safety/security training sessions. Goals:
  - ❖ What we did.
  - ❖ Why it's useful.
  - ❖ Lessons learned.
  - ❖ Ideas for what types of training you could do at your library.
- Wrap-up: Tips on how to implement training, logistical considerations, etc.
- Further reading, useful Websites, etc.

# EWU's Environment

- A small, regional comprehensive university.
- ~12,000 students
- Cheney, WA is a small town of ~10,000 people.
- Located ~17 miles from the larger city of Spokane, WA.
- Cheney has its own police department. Part of the town's police force is dedicated specifically to the university. The campus police (14 officers) have full law enforcement powers.
- EWU Libraries Employees: ~15 faculty librarians, 20 staff & 87 student employees. Total = 122 (not counting employees in the Learning Commons)
- We have offered safety/security training for the last 6 years. Made possible because we have a great relationship with our police department.

# Overview of Safety/Security Training Program

- Safe Environment Training
- Self-Defense Training
- Workplace Safety Training
- Active Shooter Training:
  - ❖ Law Enforcement & Emergency Personnel
  - ❖ Library Employees
    - Viewing of Shots Fired Video
    - First Aid Training
    - Participate in Police/Fire Dept. Training
    - Library employee specific training

# Safe Environment Training (SET)

- Trainer: Outside consultant Joe Fithian, Head of Security for Seattle Public Library & former police officer.
- Cost: \$2500 plus expenses (hotel, mileage & meals). Paid for by the Dean of Libraries.
- Attendees: 32 Staff & faculty.
- Length of training: 7 hours (1 day)
- Purpose of training: To make library employees more comfortable & effective at handling rule violations while also staying safe.

# SET Content

- Content covered:
  - ❖ Tips for handling rule violations
  - ❖ Recognizing the five warning signs of escalating behavior
  - ❖ Knowing when to call police & what information to provide
  - ❖ Roleplaying scenarios

# Tips for Handling a Rules Violation

- Be sure the area is safe (weapons, etc.)
- Choose open spaces for interactions
- Focus on the bad behavior
- Treat people with respect
- Have a plan of action ready so you know what you're going to do.
- Bring a co-worker with you for back-up
- If you get in trouble, then get help! Have a hand signal and code word for emergencies so someone knows to call the police.

# Five Warning Signs of Escalating Behavior

1. Confusion
  2. Frustration
  3. Blame
  4. Anger
  5. Hostility
- We reviewed the characteristics of each behavior & how best to handle it.



# When to Call the Police

- Advice is needed
- The presence of an officer will help the situation
- A potential problem seems imminent
- For all life safety issues
- A crime has been committed

**\*Tips:**

- ❖ Trust your instincts & take action early
- ❖ Call from a safe place

# What information to give the police/security

- Exact location
- What's happening. Things to mention:
  - ❖ Weapons or other threats
  - ❖ How many people are involved and where they're located
  - ❖ Description of people involved (clothing, etc.)
  - ❖ Description of victims and injuries

# Role-play Scenarios

- We worked with the security consultant & polled our staff/faculty to create role-playing scenarios that were relevant/common to our work environment. Common situations included:
  1. Noise/Creating a disturbance
  2. Violations of the food/beverage policy
  3. Misuse of library equipment or resources
  4. Verbally aggressive or threatening behavior

# Role-play Scenarios

- After the classroom training, library employees paired up with a colleague. One person played the library employee & the other the patron. They role-played common customer service problems. Staff's role was to use de-escalating techniques to resolve the issue (if possible).
- Sample scenario:  
“A student comes to the Lower Level Service Desk because she's received a bill for \$700 for an overdue laptop. She begins to talk loudly and becomes more and more distraught because she cannot pay the bill.”

# Self-Defense Training

- Trainer: EWU Police Dept.
- Attendees: Library \*Student workers, staff & faculty. Attendance varies, but often 5-12.
- Length of the classes: 1 ½ - 2 hours
- Frequency: This training is ongoing & is offered at least once a year (perishable skills).
- Cost: Free
- Purpose of training: Give employees a sense of confidence in being able to defend themselves if attacked.

# Skills to Stay Safe & Avoid Trouble

- Preventive measures to stay safe & avoid being a victim:
  - ❖ Maintain situational awareness .
  - ❖ Carry yourself confidently & don't look like a victim.
  - ❖ Don't ignore your danger sense.
  - ❖ Come up with a plan of action to avoid danger (if possible).
  - ❖ Choose whether to cooperate or if fighting is necessary (if possible).

# Skills Learned Cont.

- When challenged or threatened, present yourself as someone the bad guy doesn't want to mess with:
  - ❖ Be assertive when responding to a predator
  - ❖ Get into a defensive stance & be ready to fight
  - ❖ If you choose to fight, be aggressive & go on the offensive (it's not what the attacker expects)
  - ❖ Keep a survival mindset: You're going to survive this encounter!

# Strikes & Defenses

- Defending yourself when physically assaulted:
  - ❖ Strikes: Palm strikes, cat strikes, elbows, knees, etc. Strikes practiced on pads.
  - ❖ Defending yourself from common attacks: Wrist grabs, chokes, etc. Participants practiced the techniques with a partner. Later they practiced on someone in a red padded suit.



# Practicing strikes on Pads



# Workplace Safety Training

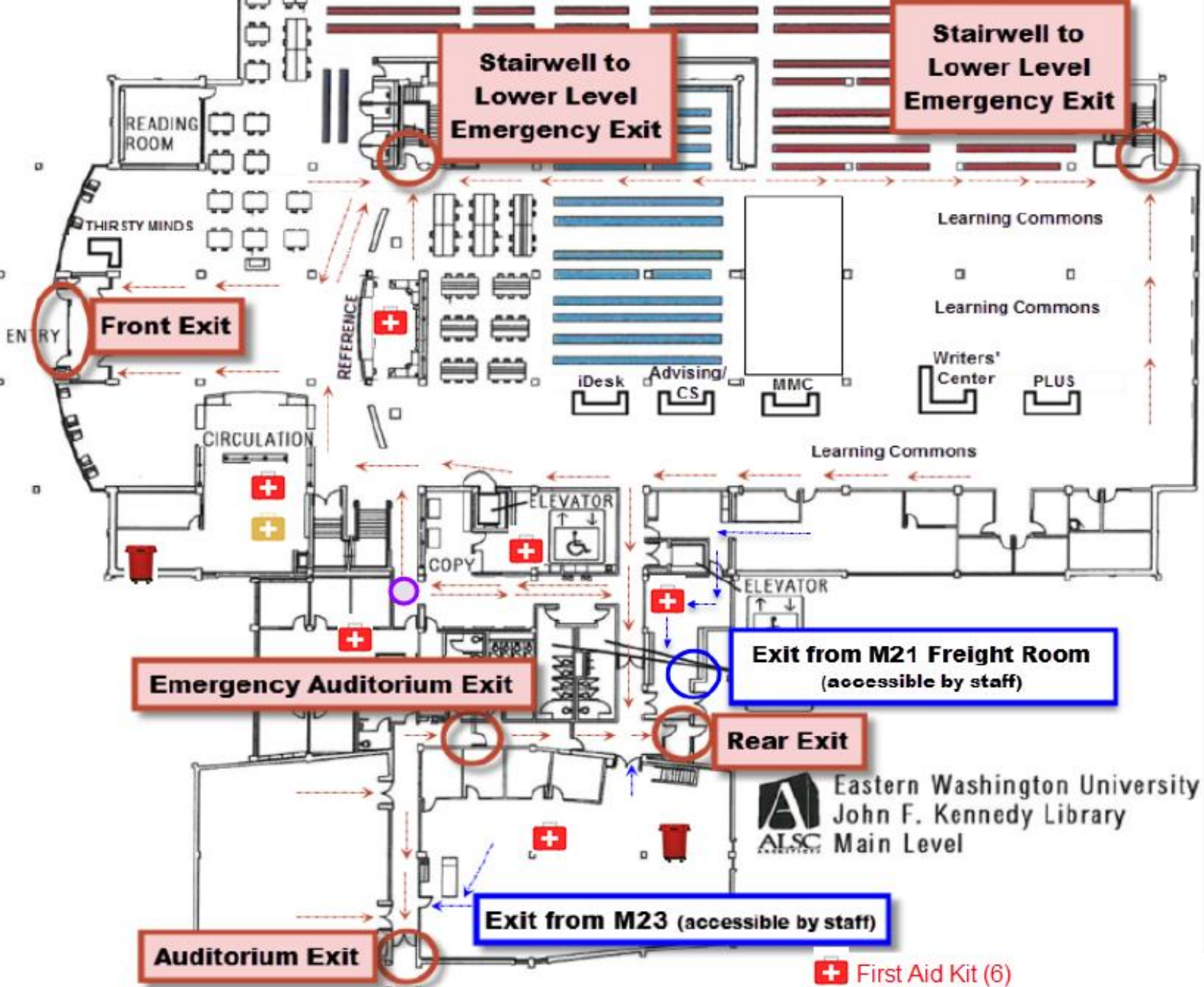
- Goal: Have the EWU Police analyze library service points & work space.
- Purpose of training: Know how to react properly to a violent person or dangerous situation. Examples:
  - Angry/violent patrons or an Active shooter
  - Patrons who are mentally impaired:
    - ❖ Mental disorder
    - ❖ Under the influence of drugs or alcohol
- Attendees: 24 staff & faculty.
- Cost: Free

# Workplace Safety Training Cont.

- Service points analyzed:
  - ❖ Reference
  - ❖ Circulation
  - ❖ Dean's office
  - ❖ Cataloguing & Acquisitions
  - ❖ IT
  - ❖ Archives
- 2 service points were analyzed each day over a 3 day period.
- Length of training: 1 ¼-1 ½ hours per day.
- Training began with a police presentation in a classroom & then moved on to the service point.

# Topics Covered during the Workplace Safety Training

- Patrons access to the service points.
- Learn escape routes: Staff may not be aware of all of the exits; especially in large buildings.
  - ❖ Primary vs secondary escape options
  - ❖ We repeat this type of training yearly.
- Hiding places or safe rooms (if escape isn't possible)
  - ❖ Example: Laptop room (lower level)
- Panic buttons at service points (goes to campus police).
- Phones to call 911
- Self-defense options



Eastern Washington University  
John F. Kennedy Library  
Main Level

- + First Aid Kit (6)
- + Trauma Kit (1)
- O Automated External Defibrillator (1)
- ♻️ Disaster Recovery Kit (2)

# Analyzing Cataloguing & Acquisitions Department



# Workplace Safety Training: Self-Defense Options

- If cornered/attacked, use your workplace to fight back:
  - ❖ Barriers: Desk, chairs, file cabinets, etc.
  - ❖ Improvised weapons: Scissors, staplers, tape dispenser, computer monitors, books, etc.



# Workplace Safety Training: Student Workers

- Safety protocols for student workers:
  - ❖ Students take walkie-talkies with them when doing building sweeps. If staffing allows, then you could send them out in pairs.
  - ❖ Students don't engage hostile patrons, get help from staff or the police.
  - ❖ Signaling for help (non-verbal communication): Hand signal & code word.
  - ❖ After the library closes, students/staff walk out to cars/dorm together or call for a police/security escort.



# Workplace Safety Training: Student Workers (cont.)

- Some recent trouble of harassment with one of our student workers.
- Phone protocols: We won't give out information about student workers to strangers. We won't:
  - ❖ Verify work status
  - ❖ Work schedules
  - ❖ Contact information
- Report any such problems to police immediately! Don't take it lightly!

# Workplace Safety Training: Lessons Learned

- Notification systems for emergencies (PA, cell phones, EWU Alerts, etc.). **Ongoing**
- Create lockable safe rooms for staff to hide. **Done**
- Apply red dots next to duress buttons so they are easily found. **Done**
- Move office space to see the door. **Done**
- Install mirrors for staff to see around corners. **Done**
- Get rope ladders for high windows for staff to escape if the normal exits are blocked. **Not Done**
- Repair broken door latches. **Done**
- Get trauma kits. **Done**
- Do drills with the police. **Done, but ongoing.**

# Shots Fired Video

- Eight years ago the EWU Police made a video to teach students and employees what to do if confronted with an active shooter situation.
- Frequency of training: Free screenings & discussions are held on campus each quarter during the academic year.
- Purpose of the training:
  - ❖ To prepare people how to act properly during that type of situation. **Perishable Skills:** Without training we won't remember how to perform tasks under stress. **Muscle memory:** Repetition of tasks engrains the skills. It's like a fire drill or the crash speech before flying.
  - ❖ To **reduce fear and anxiety** through training and repetition.
  - ❖ Instill a **survival mindset:** We need to be prepared to do what it takes to survive an emergency.

# Viewing & Discussion of “Shots Fired” Video

Topics discussed:

- Situational Awareness
- Survival Arc during critical incidents:
  - ❖ Detection: You realize you're in danger
  - ❖ Denial/Disbelief: “This isn't happening!”
  - ❖ Deliberation: Figure out what to do.
  - ❖ Decisive action
    - **Goal:** To get through the arc as quickly as possible.

# Shots Fired Video: Run!

- How to react properly during an active shooter scenario:
  1. **Get out:**
    - Don't wait for someone to tell you to leave
    - Leave your belongings
    - Know your exits
    - If fired upon, use motion & cover to protect you.
  - Get to a safe place & call 911. Tell the police:
    - ❖ What's happening
    - ❖ Location
    - ❖ Description of shooter
    - ❖ # of shooters
    - ❖ Type of weapons he has



# Shots Fired Video: Hide!

2. **Hide out:** If you can't get out, then find a good hiding place.
  - Keep hidden from view.
  - Lock or barricade the door (if possible).
  - Turn the lights out.
  - Silence cell phones.
  - \*Remember: The shooter only has a limited time to get his victims before police show up. He's less likely to try to break into what appears to be an empty office.

# Shots Fired Video: Hide cont.

- If you encounter police looking for the shooter, then follow this advice:
  - ❖ Show police your hands (they don't know if you're a bad guy).
  - ❖ Stay calm, quiet & compliant to police commands.
  - ❖ Don't act in an aggressive or threatening manner towards police (loud, pointing fingers or running at to them).
  - ❖ If possible, describe the shooter & where you last saw him.

# Shots Fired Video: Fight!

## 3. **Fight** (last resort)

- If you're with a group of people, then come up with a plan of attack & coordinate your efforts to take out the shooter. Spread out & be ready to dog pile the attacker when he enters the room.
- Resolve to survive. Being shot doesn't mean that you're automatically going to die. Deciding not to give up mentally goes a long way to help you survive.



# First Aid Training

- Trainer: Cheney Fire Department
- Attendees: 19 mostly faculty & staff.
- Length of Training: 1 hour each session (AM & PM)
- Frequency: Only held once so far, but likely to repeat in the future.
- Purpose of the training: Teach employees how to stop bleeding.
- Cost: Free

# First Aid Training: How to Stop Bleeding

- Background: This training was done prior to our active shooter events.
- Problem: In a mass casualty event, it may take time to get medical attention to victims. And there may not be enough medical personnel to handle it. So victims may die from blood loss.
- Solution: Civilians are already on the scene and may be able to help if they have basic training:
  - ❖ Bandages/gauze (real & improvised ones)
  - ❖ Pressure
  - ❖ Elevation
  - ❖ Tourniquets (real & improvised ones)

# Improvised Bandages & Tourniquets



# First Aid & Trauma Kits

- A. First aid kits are located at all service points & office areas. Treats mostly minor wounds/health issues.
- B. 3 SRO Crisis Response Kits: One on each level of our library. Used to treat massive blood loss (gun shot wounds, etc.)
  - ❖ Upper level: Dean's office
  - ❖ Main level: Circulation Dept.
  - ❖ Lower level: Lower level service desk.

# Trauma Kits



# Trauma Kits: Cost



- Cost of the large trauma kits: \$333 each.
- We got a good discount for ordering multiple kits (\$100+ off each kit: Almost a buy two, get the third for the free).
- If you don't have a lot of money to purchase kits, then you can make up your own kits.
  - C.A.T. tourniquets for ~\$30 each.
  - Trauma dressings/compressed gauze. Products impregnated or coated with chitosan hemostatic agents may perform better than regular ones.

\*Consult medical personnel for recommendations.

# Active Shooter Training for Law Enforcement & Fire Departments

- Background/frequency: Our local law enforcement do yearly training drills in our town. They are usually held at different locations (usually schools).
- Purpose of training: To prepare law enforcement and emergency personnel (paramedics, etc.) to react properly to an active shooter situation.
- Format of training: Reality Based Training program.
- Location: JFK Library on the EWU campus.

# Active Shooter Training Cont.

## Participants:

- Police:
  - ❖ EWU/Cheney
  - ❖ City of Spokane
  - ❖ Spokane Valley
  - ❖ County sheriff's & SWAT
  - ❖ WA State patrol
- Fire Departments:
  - ❖ Cheney
  - ❖ City of Spokane
  - ❖ Spokane Valley
- Other law enforcement attendees:
  - ❖ U.S. Marshalls
  - ❖ Border Patrol
  - ❖ University police or security personnel

Total number of law enforcement & emergency attendees:  
135



# Typical Response of Emergency Personnel to an Active Shooter Scenario

- Police go into the hot zone to find and stop the shooter. Emergency personnel cannot give medical attention to victims until the police secure the scene and make it safe for emergency personnel to treat injured. This process can take a long time & victims can die waiting for help.

# A Unique Model of Active Shooter Training

- **Solution:** Have a combined team of police & medical personnel enter the hot zone immediately.
  1. Contact team (2+ responding police officers): Their main goal is to find & stop the shooter.

# Contact Team



# Stop the Bad Guy!



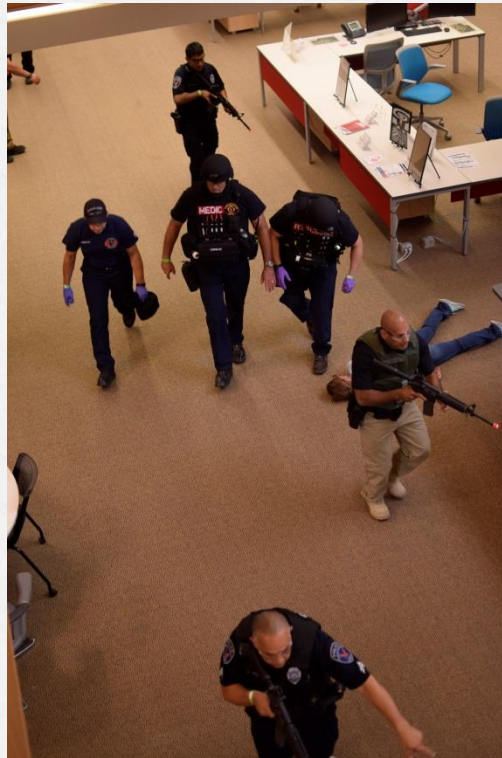
# Rescue Task Force (RTF)

1. If the contact team finds wounded, then they call & activate the RTF teams. Each RTF team is composed of two groups:
  - ❖ Police escort (armed)
  - ❖ Medical personnel (unarmed, but wearing Kevlar vests & helmets). Medics assess victims (triage) & evacuate the wounded to a safe zone.
  - ❖ The RTF model trains medical personnel more like SWAT or military combat medics [Army Rangers: Tactical Combat Casualty Care (TCCC)].

# Rescue Task Force



# RTF Formation



# Safety Concerns

## **Topics covered in the safety briefing:**

- Secure the building during the training.
- Security checks for everyone entering the training area (no live weapons in the training area).
- Training weapons checked to make sure blanks are being used.
- Hearing & eye protection for all participants.
- Call for assistance if you see any unsafe conditions or a real injury occurs. King's X.



# Timeline for training

- 11 AM - 12 PM: Check-in & security screening for participants/actors/observers. All other entrances closed.
- 12-1 PM: Safety briefings.
- 1-3 PM: Classes for police & emergency personnel (cross-training)
  - ❖ Tactical movement
  - ❖ Tactical Emergency Casualty Care (TECC)
- 3-8 PM: Roleplaying scenarios that progress in difficulty as the day goes on.
  - ❖ Example: One bad guy versus multiple bad guys coordinating their attacks.

# Tactical Movement Training: Room Clearing



# Tactical Movement Training: Stairs



# Tactical Movement Training: Corners



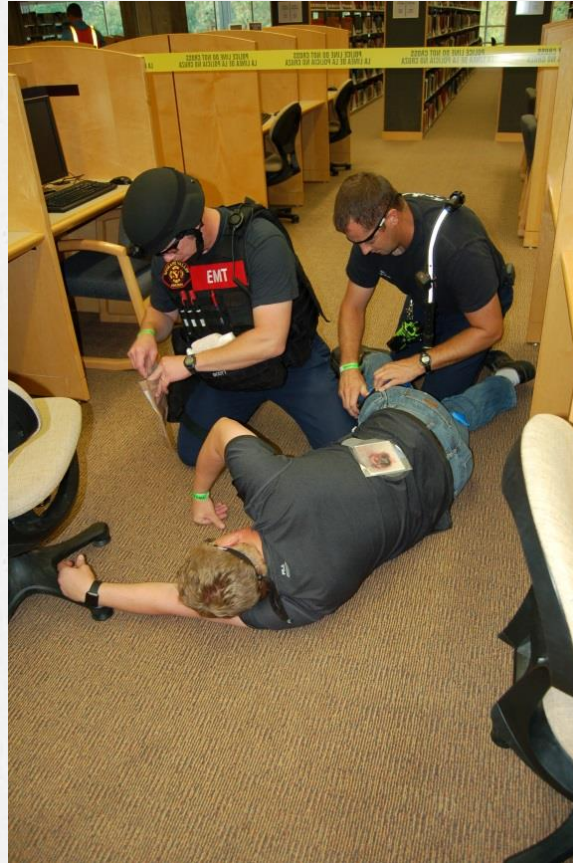
# Last Training Scenario: Mock I.E.D.'s



# Role of Library Employees in the Active Shooter Event

- 15 Library employees were actors participating in the training scenarios (injured civilians, innocents hiding from assailants, etc.).
  - ❖ Role players wore pictures of their injuries taped to their bodies (bullet wounds, etc.).
  - ❖ Actors were advised to stay in character & act out injuries. Each participant was given a card outlining the injury and how you should act/respond. Examples:
    - Responsive
    - Confused state
    - Only responds to verbal stimuli
    - Only responds to pain
    - Completely unresponsive

# Treating the “wounded”



# Treating the “wounded” cont.





# Treating the “wounded” cont.



# Treating the “wounded” cont.



# Lessons Learned

- Librarians:
  - ❖ How to react properly during an active shooter situation.
  - ❖ Understand police & emergency personnel's roles during that situation.
  - ❖ Get a small glimpse into how chaotic & stressful it would be during a real active shooter situation.

# Active Shooter Training for Library Employees

- EWU Police
- Purpose of training: We wanted to have a realistic training event for library employees so that we would be able to apply the skills we've learned in the Shots Fired video & workplace safety training.
- Attendees for training: 18 staff, faculty & students.
- Time originally budgeted for the event: 1 hour
- Actual time taken: ~1 ½ hours
- Cost: Free

# Active Shooter Training: Barriers

- Barriers: There was resistance from campus administration about doing this type of training.
  - ❖ Administrative concerns were centered around the relevancy of training and the risk of injury.
  - ❖ We had to work with the EWU Police to write a justification on why the training was important/necessary.

# Active Shooter Training: Proposal

- We wrote a proposal & discussed:
  - ❖ What we'd already done for safety/security training.
  - ❖ Why we needed the training: It's necessary to prepare us for this type of emergency.
  - ❖ The EWU Police wrote up a "lesson plan" explaining how they'd conduct the training and address safety issues. The police outlined these learning outcomes for participants:
    - Define levels of awareness & preparation.
    - Recognize the sound of shots fired indoors.
    - Have individuals come up with a plan of action.
    - Emphasize the need to take action quickly.
  - ❖ Permission was grudgingly given to hold the event.

# Initial Preparation & Safety

- Training was held after the library closed during Spring break (we close early).
- Building was locked down (no one enters).
- Police had signs for windows/exits indicating it was a training exercise. Local P.D. & F.D. were also notified of the training exercise in case any calls were received via 911.
- Police inspected all training weapons (AR-15's) & blank ammunition to make sure no live ammo was being used during the training exercise. Weapons were NOT pointed at people.
- All participants got a safety briefing & directions on what to do during the exercises.
- Before the training exercise began, announcements were made throughout the building that it was a drill.

# Drill 1 (Static)

- **Set-up:** Employees set-up where they normally work (office).
- **Start of exercise:** Active shooters (police) began exercise by walking through the building & “firing” off rounds. The “shooters” had a random starting point & movement.
- **During the 1st exercise:** Library employees were stationary and only plan/take notes (no movement/escape). Write down where they thought the shots were coming from, what they’d do (how they would escape or hide, etc.).
- **Debrief:** Police reviewed the following topics with participants:
  - ❖ Discuss what people thought was happening vs what actually happened.
  - ❖ Lessons learned.
  - ❖ For people who made mistakes, they talked about what they could have done differently/better.



# Drill 2 (Dynamic)

- **Set-up:** Employees set-up at an alternative work location (service points).
- **Start of exercise:** Active shooters walk through the building & fire towards targets of opportunity. Once again, a random starting point & movement.
- **Goals for library employees:** Escape if possible. If escape isn't possible, then find a good hiding place.
- **Debrief**

# Active Shooter Training for Library Employees: Lessons Learned

- ❖ How hard it is to hear gunshots in a building & distinguish them from ordinary sounds. Some never heard the shots!
- ❖ How difficult it is to determine the exact location of the shots,
- ❖ Difficulty of scheduling training outside of regular business hours. Had to schedule during Spring break. Disadvantage: Hardly any student employees around at that time.

# Tips for Libraries: Getting Permission

- You'll need to seek permission from your leadership to hold these training events.
- Write up a justification for why you want to do it (save lives, etc.). Work with your local law enforcement or security experts to get help with what to say.
- Safety/Liability: The biggest concern that administrators will probably have is over risk & liability.
  - Work with your local law enforcement/security experts & appropriate city/university/legal entities to do a risk assessment.
  - Be sure to explain how you'll design training events to minimize risk & keep a safe environment.
  - Have waiver forms for appropriate events.

# Tips for Libraries to Get Training

- Private consultants are great, but cost \$\$\$.
- Local law enforcement will often provide free safety training to local groups if requested.
  - Large cities: Contact the department's public relations officer or your neighborhood patrolman (e.g. community policing).
  - Small/remote towns: Contact your local sheriff's department or other local agency.
  - Other options: If your local law enforcement doesn't offer self-defense training, then talk to local martial arts

# Tips for Libraries to Get Training cont.

- Local fire or ambulance department:
  - ❖ Can offer free or reduced cost first aid training.
- Other resources:
  - ❖ Does someone you know have medical training? Is your neighbor a doctor, EMT, army corpsman? Ask them to give your library staff some training.
  - ❖ Red Cross or similar organizations.

# Logistical Tips

- Day/time to hold training: It was a challenge to find the best time for faculty, students & staff to get training. Use Doodle Polls to make it easier & try to maximize attendance.
- Place: Where can you hold the training?
  - ❖ If it's in your library, then can you hold it during normal business hours or will you have to close the library to do it?
  - ❖ If it's outside the library, then what community or other space can you get for free or low cost?
- Assess sessions. Use Survey Monkey & other tools get feedback from attendees to improve sessions.

# Tips for Libraries to Get Money

- Finding money for first aid & trauma kits.
  - ❖ Local or state governments.
  - ❖ Ask for donations from local hospitals, fire departments, law enforcement or area businesses.
  - ❖ Write a grant.

# Further Reading

- Böckler, Nils, and Nils Böckler. *School Shootings : International Research, Case Studies, and Concepts for Prevention*. New York: New York : Springer, 2013.
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- Rubin, Rhea Joyce. *Defusing the Angry Patron: A how-to-do-it Manual for Librarians*. Second edition. ed. New York: Neal-Schuman Publishers Inc, 2011.



# Useful Websites

- American Red Cross:
  - ❖ Classes: <http://www.redcross.org/ux/take-a-class>
  - ❖ Workplace Training: <http://www.redcross.org/get-help/prepare-for-emergencies/workplaces-and-organizations>
- Center for Personal Protection & Safety:  
<http://www.cpps.com/products>
- North American Rescue:  
<https://www.narescue.com/>
- Rescue Essentials: <http://www.rescue-essentials.com/>
- Tactical Emergency Casualty Care (TECC):  
<http://www.c-tecc.org/guidelines>

# Contact Information for Joe Fithian (Safe Environment Training)

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  - ❖ [joe.fithian@spl.org](mailto:joe.fithian@spl.org)



Questions?