

# Dealing with Difficult People And Dangerous Situations

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# Dealing with Difficult People and Dangerous Situations

## FBI Study of Active Shooter Incidents 2000 - 2013

- 2000 to 2007 Average of 6.4 Incidents Annually
- 2008 to 2013 Average of 16.4 Incidents Annually

Of the shooting incidents they were able to determine duration

**44 ended in 5 minutes or less**  
**22 ended in 2 minutes or less**

Texas State University and Federal Bureau of Investigation, U.S. Department of Justice, Washington D.C. 2014

## FBI Study of Active Shooter Incidents 2000 - 2013

Even when law enforcement was present or able to respond within minutes, civilians often had to make life and death decisions, and, therefore, should be engaged in **training, discussions and exercises on decisions they may face.**

## Focused Responsibility/Important Role

Contributing to the overall safety & security of **YOU**, your facility, occupants and assets.

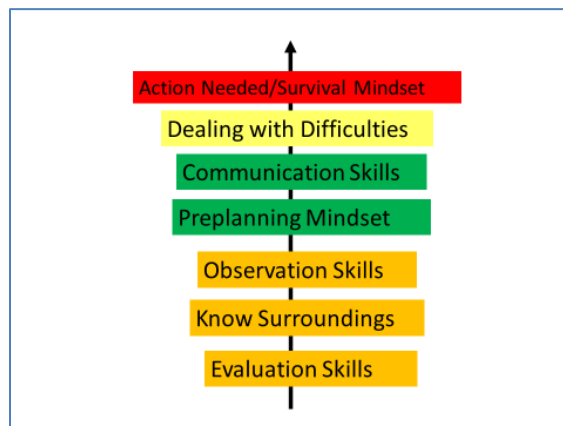
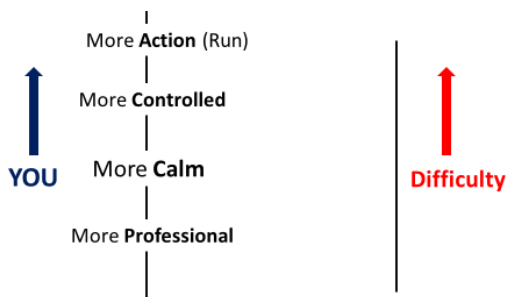
## Overview

Improved Preplanning Skills  
 Improved **SAFETY**

Improved communication skills  
 Improved focus

Improved danger awareness  
 Much more.....

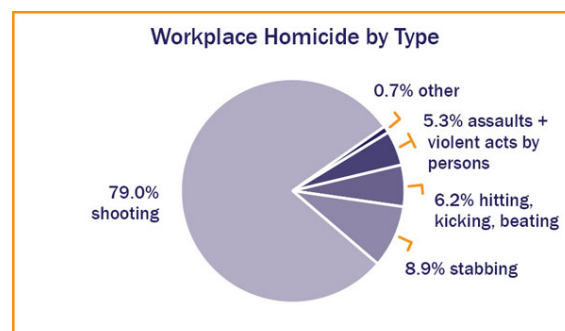
### Dangerous – Difficult – Emergent Situations



Number one thing you can do to protect yourself = **Prepare / Plan Ahead = Success**

## What is the likelihood of workplace issues / emergencies:

- |                |               |                     |           |                   |                    |
|----------------|---------------|---------------------|-----------|-------------------|--------------------|
| Bomb Threats   | Earthquakes   | Fire                | Lockdowns | Natural Disasters | Medical Emergency  |
| Hostile People | Weapons found | Threats of Violence |           |                   | Suspicious Persons |
|                |               |                     |           |                   | Evacuations        |



## Dealing with Difficult People and Dangerous Situations

### Current Trends in Community Violence

Homicide is one of the top three causes of occupational injury deaths. It is the number one cause of death for women in the workplace.

79% of all workplace homicides are committed with a firearm

95% of all workplace violent incidents were aggravated (19%) or simple assaults (76%)

\_\_\_\_\_ % of offenses are committed by lone offenders

Strangers committed the greatest proportion of nonfatal workplace violence against males (53 %) females (41%)

1 in 5 victims of workplace homicide was a government employee

**The rate of workplace violence against government employees is more than \_\_\_\_\_ the rate for private-sector employees**

*Bureau of Justice Statistics*

### •What Is Workplace or Community Violence?

Death

Physical Assault

Threatening Behavior

Verbal Abuse

\_\_\_\_\_

#### •Categories of Violence

Violence by \_\_\_\_\_

Violence by Customers, Clients, Congregation

Violence by Employees and Supervisors

Violence by **Spouses, Significant Others, Domestic Partners or Relatives of Employees**

### • Violence Prevention Strategies:

What are your violence risks = **Preplan and Prepare**

#### Warning Signs of **Confusion**

The person appears bewildered or distracted.

They are unsure or uncertain of the next course of action.

#### Responses to **Confusion**

Listen attentively to the person

Ask clarifying questions

Give factual information

#### Five Warning Signs of Escalating Behavior

**Confusion**

**Frustration**

**Blame**

**Anger**

**Hostility**

## Dealing with Difficult People and Dangerous Situations

### Warning Signs of **Frustration**

The person is impatient and reactive  
The person resists information you are giving them

### Responses to **Frustration**

Move the person to a quiet location  
Reassure them, talk in a calm voice  
Attempt to clarify their concerns

### Warning Signs of **Anger**

The person may show a visible change in  
body posture

Actions may include **pounding fists, pointing fingers, shouting or screaming**

This signals **VERY RISKY BEHAVIOR!**

### Responses to **Anger**

Don't argue with the person  
Don't offer solutions  
Prepare to evacuate the area or isolate the person  
Contact your supervisor and security personnel

What would be the most likely scenario of  
violence for your Workspace?

**What is your action plan?**

### Warning Signs of **Blame**

The person places responsibility on everyone else/You  
They may accuse you or hold you responsible  
They may find fault with others

### Responses to **Blame**

Disengage with the person and bring a second party into  
the discussion  
Use a teamwork approach  
Draw the person back to the facts  
Show respect and concern  
Focus on areas of agreement to help resolve the situation

### Warning Signs of **Hostility**

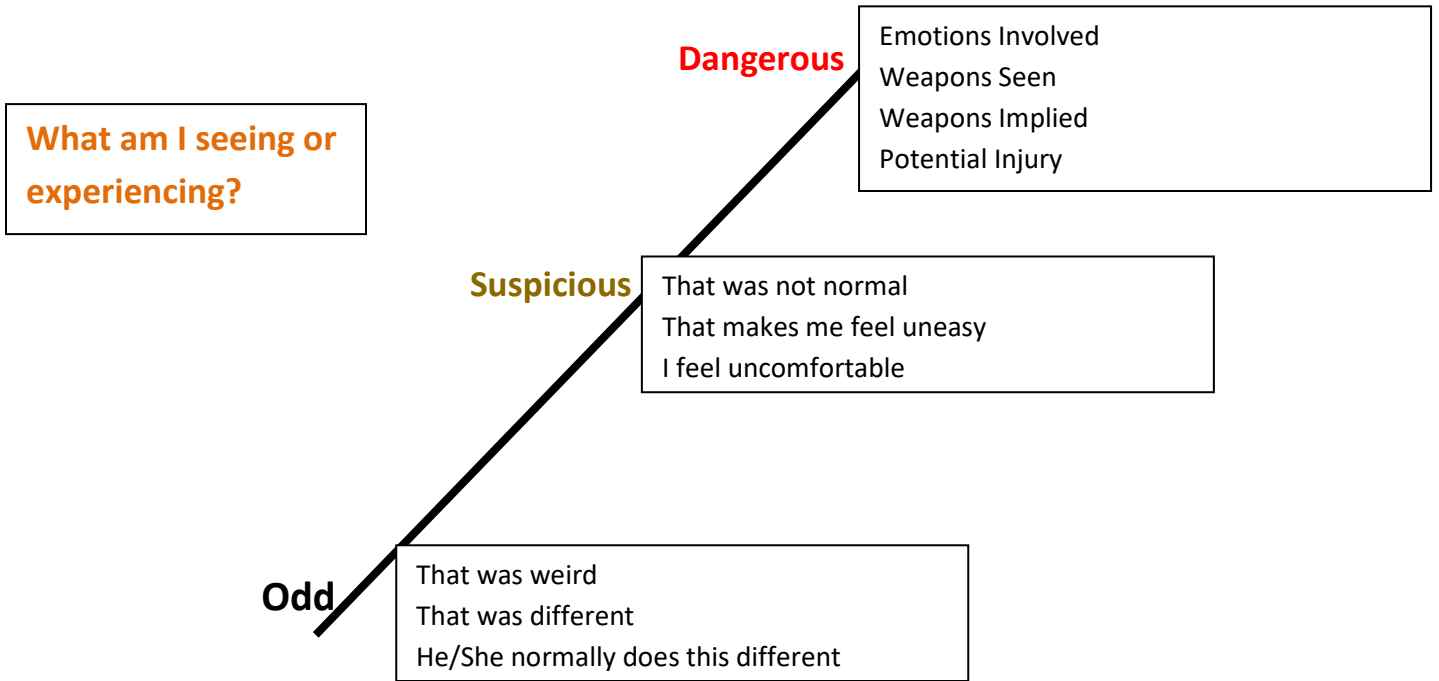
Physical actions or threats appear imminent  
There is immediate danger of physical  
harm/property damage  
Out-of-control behavior signals the person  
crossed the line

### Responses to **Hostility**

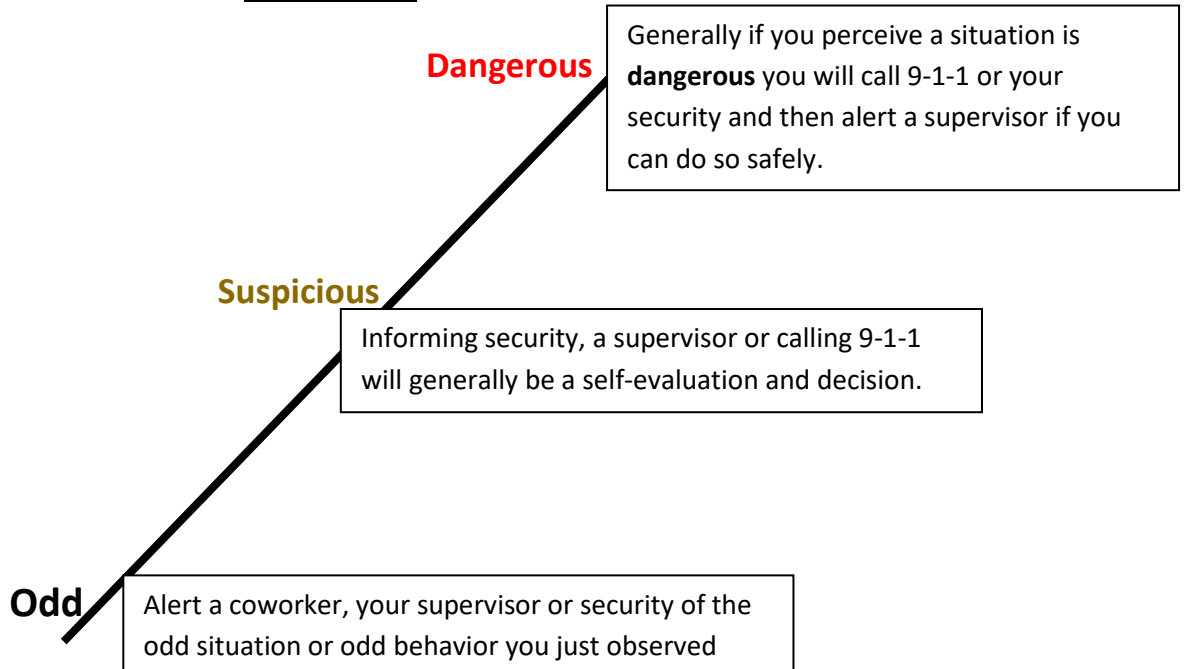
Disengage with the person and evacuate the area  
Attempt to isolate the person if it can be done  
safely  
Alert your supervisor and contact security  
immediately

# Dealing with Difficult People and Dangerous Situations

## Evaluating The Situation & Surroundings



## Reacting to the Situation



## Dealing with Difficult People and Dangerous Situations

### The Result of conflict

If we have a win / lose attitude – is it productive?

Who is the loser?

How do we treat the loser?

How do we talk about the loser?

How do we interact with the loser?

### Why Bother Controlling our Responses?

Holding a grudge hurts YOU

It's not about you .... The difficulty is about them

Anger Feeds Anger & Negativity Feeds Negativity

Attention & Focus Spends Energy

Negativity Spreads

Remember "Freedom of Speech"

People have the rights!

### What Difficult Behavior?

- Uncooperative: Angry or Passive
- People who do not go along with "the program"
- People who know everything - Always right
- Bossy people - Puts others down
- Challenge your authority
- Complainers & Whiners
- Liars & Deceptive People

Is this person being **DIFFICULT**?

OR

Is this person just **DIFFERENT** than I am?

### Let's Start With You

Do you like your authority?

Do you have biases against the people you deal with?

Are you having a bad day?                      Are you critical & judgmental?

Does your body language scream that you have an attitude?

### The dynamic of authority

---

- Do you have biases against "**THEM**"
- Do the things people say become **HOT BUTTONS**
- Do past experiences trigger emotions?
- Do your beliefs cause issues in communication?

These are **NORMAL** emotions for you to feel

But you have to break through & compensate for them

## Difficult Types - The Identification & Interaction of each

### Identification

#### **The Hostile or Aggressive person**      *The Tank, The Dictator, The General*

- Arrogant & Indifferent to your position
- Belittles you in front of others
- Demanding & Critical of you
- Views other people as incapable & incompetent
- Intimidating you – Aggressive - Assertive
- Yells about you doing a poor job
- Driven to eliminate opposition

### Interaction

- Empathetic Listening & Active Listening is a GO TO tactic if you can
- Get them to sit down/ Is it an option for you      If possible let them vent - Don't take it personally
- Identify their issue – the facts of the matter      Explain your point of view & the benefits
- Express your perspective & thoughts in factual terms – not emotional terms
- Allow aggressor to save face if you see the opportunity
- Protect yourself & your space – especially if you are not prepared for taking action against this person

#### **The Know It All person**

### Identification

- Expert on everything & has absolute certainty
- Condescending and pompous
- Seeks respect – They are frequently right
- Dominating conversation to control people
- Tries to find flaws

### Interaction

- Present options politely
- Acknowledge their competence
- Know your facts – Be accurate & complete
- Listen carefully and paraphrase the main points.
- Question firmly & confidently – ask for specifics
- Don't compete - subordinate yourself to avoid static

#### **The YES person**

### Identification

- Quick to commit - Answers “Yes” without thinking
- Has deep-seated anxiety and a lot of resentment
- Seeks approval and avoids disapproval (AGREEABLE)
- If promises can be kept, the “Yes-Person” no longer has a life
- The YES person rarely delivers on agreements

### Interaction – Yes person

- Make honesty a non-threatening option
- Work to get to the underlying issues.
- Tell how much you value them as people.
- Give them permission to say “No.”
- Recap your agreement - Maybe even get it in writing
- Listen for hidden messages in humor

## The Whiner & Complainer

### Identification

- Avoids taking responsibility & is powerless
- Accusatory & wants sympathy
- Some complaints may be legitimate
- Finds fault with everything
- It important to get their opinions across.
- If you ignore them, they increase their “noise.”

### Interaction – Whiner/Complainer

- Listening and Empathetic Listening are good tactics
- Focus on problem solving with them
- Identify specifics with them....they tend to generalize
- Don't sympathize if they're at fault & don't dismiss their ideas.
- Make a list of all complaints - before you discuss the problem
- Ask them to propose solutions so they can fix the problem

## The Passive person *The “Clam”*

### Identification

- Timid, uncomfortable, uncertain, unresponsive
- Avoids commitment
- Wants to avoid conflict, risk or hurting anyone
- Feels angry because of “the wrong decision”
- Some can't relate authentically or speak honestly

### Interaction – Passive Person

- Try to draw out topics - non-threatening
- Ask open-ended questions
- Don't rush to fill silences
- Wait for a response – calmly
- If you get no response, comment
- Offer observations

## The Indecisive person *The Staller*

### Identification

- Could be an overwhelmed “Yes-Person”
- Could be a procrastinator
- Has reservations about the project
- Doesn't organize or prioritize work

### Interaction - The Indecisive person

- Help document their goals and deadlines
- Listen for indirect words, hesitations
- Ask them how you can help them achieve their goals
- Follow-up on and hold them to intermediate deadlines
- Make it easy for them to tell you what is preventing their action





## Dealing with Difficult People and Dangerous Situations

### **Be Assertive**

- ▶ **Speak firmly & to the point**      **Keep your safety in mind**

#### **Assertive Responses**

- ▶ That's your opinion
- ▶ Your negativity is not helpful to me OR not helpful to this situation.
- ▶ Your anger makes this conversation difficult
- ▶ I agree with part of what you said
- ▶ I will give this more thought and get back with you
- ▶ I'm choosing not to listen to more negativity in life
- ▶ I accept your choice, but I do not agree with it
- ▶ That's not helpful to the situation right now
- ▶ Your outbursts do not help us to be efficient
- ▶



### **REMEMBER.....“ATTITUDE”**

- ▶ -You are not going to change THEM.      -You are the professional and have to work with THEM.
- ▶ -You are the one who can make changes for the positive      -You can direct the conversation to the positive
  
- ▶ **Technical Tactics to Influence Difficult Behavior**
- ▶ Active Listening      - SEEKING TO UNDERSTAND

## **Quick Tip: Argue vs. Deflect**

That may be ...however.....

I understand... however.....

I appreciate that....but.....

I see you are angry....However.....

**Gets you back on track - Deflects negativity/anger**

#### **Why Use Them?**

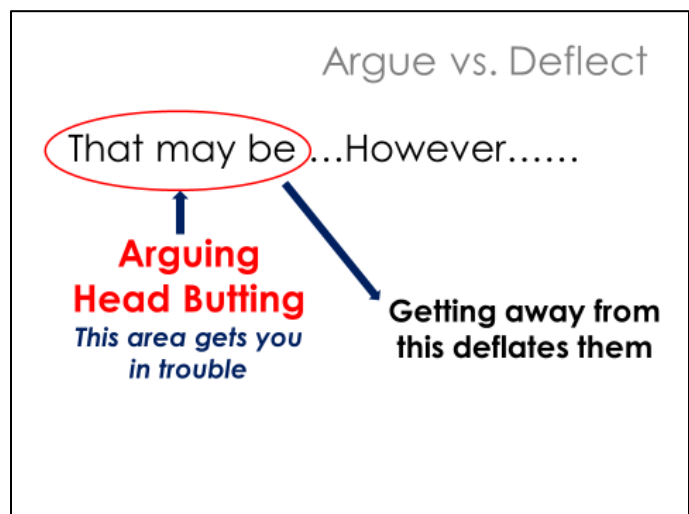
Gives you confidence/control

You know what you are doing

Professional

Decreases the power of “them”

It sounds good/Professional



## Emergencies

### Planning Ahead

*Post these numbers near your phone*



Gather non-emergency phone numbers

- Police
- \_\_\_\_\_
- Medical
- Your Security or Campus Safety
- \_\_\_\_\_ (Direct Line or Cell Phone)

### Planning Ahead

Envision what you will do in these circumstances:

Threats of Violence      Bomb Threat      Mass Shooting Threat      Lockdown  
Suspicious Person or Circumstances

### Planning Ahead

Choose one of those possible emergency topics daily or weekly, and take a moment to think it through.

1. In your mind picture what you would do if one of those emergencies did occur.
  - a. Choose a different topic each week to consider.
2. What action steps would you take?
3. Would you make phone calls, lock doors, leave immediately, pull an alarm, tell people to evacuate the building?
4. Your \_\_\_\_\_ is important – how would you keep yourself safe?

**Thinking ahead and challenging yourself is a great way to be prepared to act/think under pressure if the event should actually occur.**

### Know Your Surroundings

1. Where are the safest exits for evacuation?
2. In the event of an intruder where is a safe place for me to “lock in place” or hide?
3. Where is the safest phone for me to call 9-1-1?

## Dealing with Difficult People and Dangerous Situations

### Lock Down

Certain emergencies may require you to stay in place or “lock in place”.

Find a closet, small room, classroom and lock the door if possible.

Consider turning out lights and closing blinds.

Remain quiet, calm and consider silencing a cell phone ringer if you have one in your possession.

Maintain your lockdown until notified by an official or emergency response personnel.

### Suspicious Person

Do not \_\_\_\_\_ a suspicious person

Call Security, a Supervisor or 9-1-1

Provide as much information to the person you called.

If the suspicious person is leaving, **DO NOT** try to stop them, **DO NOT** try to block their exit.

*Generally the best thing to do is be a good “witness”,  
Observations and calm reporting of the information is the best for all involved.*

### Threats of Violence

Threats of violence toward you, staff, the building, or occupants may come in many different forms:

1. Face to face threats.
2. Emailed threats of violence.
3. Phoned in threats.
4. A paper note or other written form.

**Generally, this would be a time to contact 9-1-1, security, a supervisor or a coworker for assistance.**

Create distance between you and the threat

Do not attempt to interfere with fights or disturbances by means of physical intervention.

If you feel safe from a distance, observe and wait for help

## Dealing with Difficult People and Dangerous Situations

### Bomb Threats

Take threats of violence seriously

If someone specifically identifies a package as a bomb

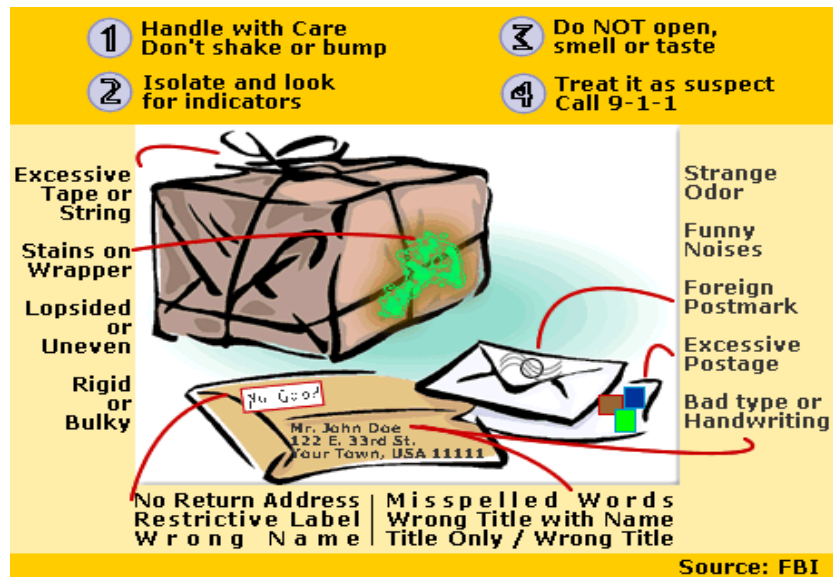
Call 9-1-1 and evacuate immediately

Consider calling 9-1-1 from outside the building

**Remember electronic devices may trigger a bomb**

Do not use \_\_\_\_\_ in close proximity to a bomb or suspicious package.

If you feel safe/policy allows: Stay on line, stay calm and ask a few questions regarding when will it go off, where it is located, etc.



### Safety: Evacuations

*Which direction should I evacuate?*

If you feel your safety is not at risk and you choose to evacuate a building, consider the following:

- Make sure you also yell into restrooms to inform occupants.
- Direct people to the safest exit (since you are familiar with the location).
- Move a safe distance from the building before gathering.

**Make sure someone has called 9-1-1, security or other appropriate supervisors.**

### Code Words for Assistance

Code words are good to alert others to:

1. Come to your office

2. Stay with you

3. Call Police

## Dealing with Mentally ILL Persons

### Schizophrenia

#### General Indicators:

Breakdown of personality  
Withdrawal from reality  
Distortion of thought (absurd, illogical, bizarre)  
Hallucinations; Sight, Smell, Hearing  
Auditory problems; “God (Voices in my head) told me....”  
Delusions; False beliefs with no reality, grandeur  
Delusions and behavior is Anxiety and Suspiciousness  
Excessively religious  
Frequent hostile or aggressive behavior

### Bipolar Disorder (Depressive)

#### General Indicators:

Lasting sad, anxious or empty mood  
Feeling hopelessness and/or guilt and fatigued  
Loss of interest in their normal activities  
Chronic pain – Persistent body problems/symptoms  
Thoughts of death, suicide or suicide attempts  
Difficulty concentrating, remembering or making decisions  
Change in appetite – Unintended weight loss  
Sleep too much or not at all  
Talking fast, irritable and increased increase in energy  
Excessive alcohol or drug abuse  
Denies that anything is wrong

### DON'T or Should Not's

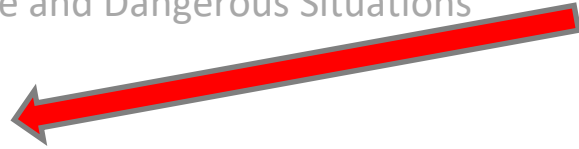
- Don't join into their behavior related to their crisis
- Don't stare at them – normal eye contact (50%)
- Don't confuse them (follow through -Directions/commands)
- Don't Touch unless you are moving them forcefully
- Don't give them multiple choices
- Don't whisper, joke or laugh
- Don't deceive them – Don't make promises you cant' keep
- Don't demand their obedience or power struggle
- Don't call their bluff, act afraid, act laugh inappropriately
- Don't take issues personally with them

### DO or Should DO's

Always assess for the degree of danger when contacting

- Maintain adequate space for your safety/level of training
- **BE CALM**
- Be helpful to them (ask about their basic needs)
- When time.....give firm and clear directions
- Respond to general feelings not content of their discussion
- Respond to hallucinations & delusions by discussing them as their FEELINGS rather than what they are saying.

## Preplanning Practice Exercise



With another attendee answer the following questions in relation to your real workplace environment – Take 1-2 minutes to describe what you would do should any of these events happen at work:

1. Your supervisor calls and says police are chasing a suspect with a gun, she wants you to lock in place.
2. A male who you have not seen before, is acting nervous, leaves his backpack by the door and leaves.
3. You believe that you hear gunshots or fire crackers going off in the front of the building, where should you evacuate to?

## Active Listening

### *Types of Communication*

Speaking                  Listening                  Reading/Writing                  Non Verbal

<u>Mode</u>	<u>Yrs of Training</u>	<u>% Used</u>
Writing	12 Yrs	_____
Reading	6-8 Yrs	_____
Speaking	1-2 Yrs	_____
Listening	0-1/2 Yr	_____

### **Essential Role of Listening**

Listening is seriously lacking, yet:  
Most important skill for entry-level jobs.  
Most critical skill distinguishing who's effective & who is not.  
Most critical for managerial competency

### **Benefits of Listening**

1. To make effective decisions you need data gleaned from your subject
2. It makes you more dependable.
3. You garner respect from those who you deal with
4. Good listening makes you better informed, more sophisticated
5. Having facts spares you embarrassment & looking unprofessional
6. Promote mutual understanding between people.

## Dealing with Difficult People and Dangerous Situations

### Quick Thoughts about Listening:

The Most Important Attribute of an Effective Manager – They are good listeners

Listening Dramatically Reduces Anxiety and Stress

Listening Encourages Self Confidence

### What Is Listening

- Taking in information from.....while remaining unbiased & empathetic
- Interacting in a way that encourages further information
- With limited input to the talker

### Your Listening Development

Listening as an infant gets you no attention

- *"Don't interrupt"* - *"Shut Up & Listen"*

- *"You're too young to understand"*

Level 1 Listening

Level 2 Listening

Level 3 Listening

### OK Attitudes & Listening

Not OK – typically closes off communication/listening

OK – OK style is open, relaxed, understanding, logical, empathetic & nonjudgmental

### Not OK – Not OK

- Detrimental to Listening & Communicating
- Listen from **Level 3**
- Perceived as negative, pessimistic
- Problems don't get resolved
- Same problems crop up over & over
- I can't do anything – no one can do anything.

### I'm Not OK – You're OK

- Reluctant to Speak/Thinks they're stupid
- Listens from **Level 2 or 3**
- Carries out instructions poorly
- Messages taken poorly
- Frequent criticism from supervisor

## Dealing with Difficult People and Dangerous Situations

### I'm OK – You're not OK

- Not OK people don't have good ideas
- Listens from **Level 2 or 3**
- You may tend to listen with an attitude
- People feel resentful & frustrated
- Quickly judges & criticizes.

### I'm OK – You're OK

- Focuses attention on speaker
- Listens from **Level 1**
- Communicates through nonverbal the importance of the talker/speaker

## Level 1 Listening

### Barriers to Listening

- Differential *speaking/listening*:
  - speak \_\_\_\_\_ words per minute
  - process \_\_\_\_\_ words per minute
- Motivation: listening is hard work.
- Lack of willingness: would rather talk
- Internal distractions
- External distractions, mannerism
- Debate/rebuttal
- Time constraints.

### Effective Listening: Nonverbal

*Psychology Today* “Categories That Influence The Communication Process”:

- *Words* \_\_\_\_\_ %
- *Vocal (Tone of Voice)* \_\_\_\_\_ %
- *Facial Expressions, Posture, Eye Contact & Gestures* \_\_\_\_\_ %

### Nonverbal Aspects of Communication Are Generally Unconscious Not Manipulated

### Methods to Improve Listening Skills

- Search for something useful; find areas of common interest
- Take the initiative



## Dealing with Difficult People and Dangerous Situations

- Work at listening
- Focus on ideas
- Make Notes (if applicable)
- Resist Distractions

### **Empathetic Listening Mode**

A powerful tool for improving people skills

Empathetic Listening demonstrates interest in what the talker is saying

**With the EYES and the \_\_\_\_\_**

### **The DO'S**

#### **BE ATTENTIVE**

When you are alert, attentive, non-distracted & have eye contact

The other person feels important and more positive

#### **BE INTERESTED IN THEIR NEEDS**

Listen with understanding

#### **USE NON VERBAL ACKNOWLEDGEMENTS**

Head nodding

Open & relaxed body movement

Eye contact

Touching

#### **USE INVITATIONS TO SAY MORE**

“Tell me about it”

“I'd like to hear what you are thinking”

“Would you like to talk about it?”

“I'd be interested in what you have to say”

### **The DONT'S**

DON'T Interrupt

DON'T take the subject in other directions

DON'T get into internal distractions

DON'T interrogate

DON'T preach

DON'T give advice

### **What is Active Listening?**

- Means that you are seeking to understand
- Make sure you get the correct message

Includes:

- “Opening the door” to good conversation
- Drawing out a speaker with questions
- Reflecting feeling that you hear and see
- Paraphrasing to capture content.

## Active Listening

### *The Purpose*

Lower Emotions & Return subject to \_\_\_\_\_

Encourage behavioral change

Gather information

Establish rapport & influence

## Active Listening Skills

Emotion Labeling

Paraphrasing

Mirroring/Reflecting

Summary

Open Ended Questions

Minimal Encouragers

Effective Pauses

I Messages

## Active Listening

### Your #1 tool = VOICE

The **WAY** you say it (tone, inflection, rate) can be **5x** more important than **WHAT** is said.

Tone of voice, demeanor, & projected sincerity are more important than any single phrase that you may use.

## Emotion Labeling

### Statement of *emotions* heard.

“You sound angry... “You seem hurt...” “I hear loneliness...”

“ You sound betrayed...abandoned.”

Adverse reaction? - Easy to back off of: “*I didn’t say you were angry, I said you sound angry.*”

(Soft delivery)

### Identification of underlying feelings.

Subjects often have many emotions

**Extremely Effective** - Can build tremendous rapport by labeling emotions the subject is feeling but has not yet recognized.

*“I can hear anger in your voice, and it seems like this situation has hurt you also.”*

## Paraphrasing

Put meaning in **your** own words.

“...restatement...giving the meaning in another form.”

*Webster’s Collegiate Dictionary: Used for brief confirmations of meaning and attentiveness*

Subject: “*She’s always talking and not pay attention to what I say.*”

YOU: “*She doesn’t listen to you.*”

## Dealing with Difficult People and Dangerous Situations

### Mirror / Reflecting

#### Brief followings

Repeating the last few words.

Good initial technique - helps you get oriented to the subject.

Subject: "He doesn't pay attention to what I say and it makes me angry."

YOU: "It makes you angry."

### Summary

Periodically covering the main points.

HIS STORY + HIS FEELINGS - In YOUR words -

"Ok, what you've told me so far is this....and as a result, you feel..... Do I understand you correctly?"

### Open Ended Questions

Questions that require more than a "yes" or a "no"

"What...?" "How...?" "When...?"

"What happened today?"

"How would you like this to work out?"

#### Benefits

Conveys a sincere interest in gaining understanding,  
Gives a freedom of response while framing the scope,  
Limits feelings of interrogation.

### Minimal Encouragers

Brief responses (sounds) that indicate you're present and listening.

"Uh-huh...really?...yeah...OK, etc."

Best used when the person is talking through an extended thought or for an extended period of time.

People want to know that you are there & listening.

**Use wisely:** May invite opportunity for our own minds to wander or be distracted.

Are also what the subject is used to hearing when the listener is simply waiting for the chance to speak.

*(Effective in combination with another skill such as paraphrasing or mirroring/reflecting.) Timing is important.*

### Effective Pauses

Immediately *before* or *after* saying something meaningful.

Help focus thought and interaction. - Help show the subject that conversation is a turn taking process.

Can also be an appropriate response to anger (wait until the subject asks if you are still there).

### "I" Messages

"When you \_\_\_\_\_ I feel \_\_\_\_\_ because \_\_\_\_\_"

Used to confront the subject about a behavior that is counterproductive, without being accusatory.

Dr. Alan J. Lee

*"When you yell at me I feel frustrated because it stops me from listening to you"*

## Dealing with Difficult People and Dangerous Situations

### Improving Phrases

Calm Down

“I Understand”

“You Should not”

I can see (hear) how angry you are

**I’m listening**

What’s causing that?

### Calling 911

- Dispatchers / Telecommunications Personnel are highly trained to deal with you, your emergency and getting help on the way.
- They know what they need as far as information
- Stay calm and answer their questions
- Know your location

Important: **Be a good witness**

### Reading Body Language

**This is a Language** (Body Language)

You have to practice

You have to be able to think quickly about the clue to relate it to words and your need to analyze

Agreement - Disagreement

The earliest indicators we can see

### Seven Universal Emotions

Surprise

Fear

Anger

Sadness

Disgust

Happiness

Contempt



### Social Smile is a Cover Up Smile

#### Demeanor: Open – Positive - YES

**Open Palms Smiling**

Enhanced Eye Contact

**Leaning Forward**

Direct Body Positioning

Head Nodding

#### Demeanor: Closed – Negative - No

Folded Arms

Hand Holding up Chin

Hand on Knees

Tapping Fingers & Twiddling Thumbs

Hand over Mouth

Fidgeting

Constant Eye Movement

Scowl

Eye Squinting

Feet & Trunk Pointed in Different Directions

# Dealing with Difficult People and Dangerous Situations

## Demeanor: Transitions – Mild - Deciding

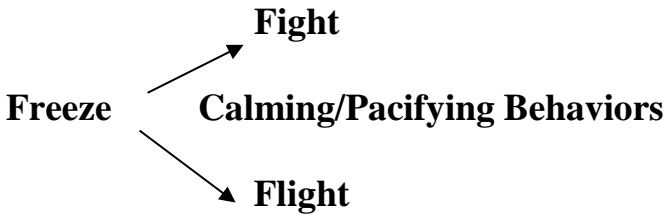
Sipping on a Drink  
Scratching Head

Biting on Straw Glasses/Pencil  
Rubbing Chin

## Command & Control Center

*Reptilian* “STEM” Brain Heart – Lungs – Vital Organs  
*Mammalian* “LIMBIC” Brain Survival Center Human  
*“NEOCORTEX”* Brain Ability to talk

### Limbic Survival



## LIMBIC Brain Survival Center

- Emotion & \_\_\_\_\_
- Reacts **Reflexively**
- Reacts **Instantaneously**
- Reacts **in Real Time**
- Reacts **Without Thought**
- \_\_\_\_\_ On

**Legs & Feet**

- Feet Point Toward Positive & **Agreeable**

**Fight – Flight – Danger - Disagreement**

**Legs & Feet**

- Feet May Move away from **Disagreeable**

**Fight – Flight – Danger - Disagreement**

**Legs & Feet**

**L**  
Position

**Fight – Flight – Danger - Disagreement**

**Legs & Feet**

**Fight – Flight – Danger - Disagreement**

**Starter Position**



**Is it possible while seated also?**

**Leg Splay**

**More Territory Taken When: - Stressed - Threatened - Upset / Angry**

**Leg Crossing (While Standing)**

**Protecting Torso (lean back)**



**Torso Denial**

**Disrobing or Baring**

**Torso Fronting**

**Torso**

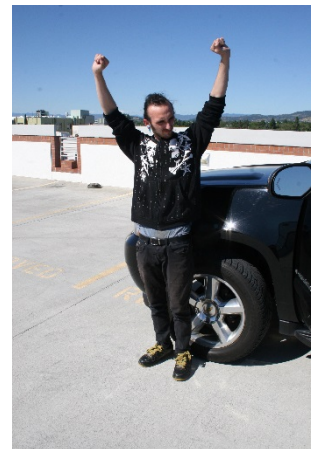


**Puffing up Chest**

**Torso Breathing**

**Torso Splaying**

**Anti-Gravity Arms**

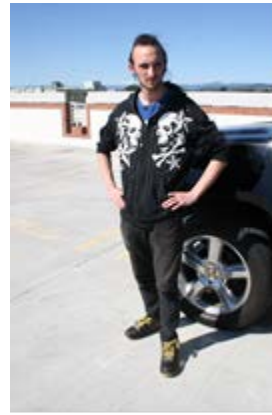


**Arms Akimbo**

***Dominant Poses***



**Arms**



Confident

Not Confident

**Legs**

Crossed

Blocking Guarded

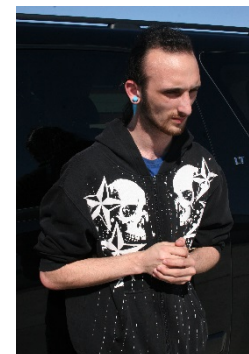
**Rubbing Legs**

**Knee Clasps**



**Body Hugs**

**Hands**    Folded Up    Closed Up    Hidden  
                  On Neck            Ventilating  
Females: Suprasternal Notch  
Males: Side of Neck



**Hands**

**Wringing**

**Tense / Clinched**

**Sweaty**

**Biting**

**Pointing**

**Snapping Fingers**

## Dealing with Difficult People and Dangerous Situations

### Hostile Intruder – Active Shooter

- If you determine /fear a situation poses a threat to you
  - Take immediate action to protect yourself
  - You really have three options in this situation:
  - RUN Get away – if you can do so safely
  - HIDE lock down or lock in place (move to a secure place)  
If you choose to lock down, remain there until notified by an official or emergency response personnel
  - FIGHT If you choose this do so to win
- Trying to attack an armed or violent individual is not recommended, but is a personal choice if there are no other apparent options. **Taking a weapon from someone is generally not recommended.**

### Run

*When an active shooter is in your vicinity*

- If there is an escape path, attempt to evacuate
- Evacuate whether others agree to or not
- Leave your belongings behind
- Help others escape if possible
- Prevent other from entering the area
- Call 911 when you are safe

### Hide

*If evacuation is not possible, find a place to hide*

Your hiding place should:

Be out of the shooter's view

Provide protection if shots are fired in your direction

Not trap or restrict your options for movement

### Fight

*As a last resort, and only if your life is in danger*

Attempt to incapacitate the shooter

Act with physical aggression

Improvise weapons

**Commit to your actions**



## Dealing with Difficult People and Dangerous Situations

### \*\*When Law Enforcement Arrives

- Remain calm and follow instructions
- Keep your hands visible at all times
- Keep your hands empty of any objects if possible
- Avoid yelling or pointing
- Know that help for the injured is on the way



### Law Enforcement Challenge:

**Who is the shooter**

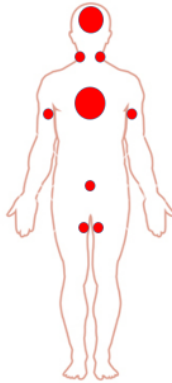
**What does shooter look like now**

**Where is the shooter**

**Law Enforcement Goal: Stop Shooter**

**If confronted by a violent subject with a weapon:**

**When you move/fight/run the small areas of fatal contact are more difficult to hit**



**Preplanning = \_\_\_\_\_**

**Exercising our Brains Improves Reacting under pressure**