

Public Safety Dispatchers Role in Terrorism Awareness  
San Bernardino County Sheriff's Department  
Expanded Course Outline

**I. Introduction and Overview of Terrorism**

- A. Terrorism Definition
  - 1. US Code Title 22 Section 2656f(d)
  - 2. US Department of Justice
  - 3. Federal Bureau of Investigation
- B. Common Elements of Terrorism
  - 1. Violent illegal action
  - 2. Socially or politically motivated
  - 3. Targets civilian population
  - 4. Intended to coerce a government
- C. Dispatcher Role in Pre-Incident Phases of Terrorism
  - 1. Recruiting new members
  - 2. Raising funds for their cause
  - 3. Target selection
  - 4. Reconnaissance
  - 5. Weapon selection
- D. Terrorist Methods, Motivation and Tactics
  - 1. Characteristics
  - 2. Methods
  - 3. Rule of Four
- E. Learning Activity & Student Assessment #1
  - 1. Students, working in groups of 4-6, will identify traits they associate with a terrorist.
  - 2. Given the list, each group will evaluate those traits, and teach back their perceptions of a terrorist incorporating the traits they have identified.

**II. The Terrorist Threat**

- A. Domestic Terrorists
  - 1. Right wing groups
  - 2. Left wing groups
  - 3. Special interest groups
- B. International terrorists
  - 1. State sponsored
  - 2. Formalized

3. Affiliated radical extremists
- C. Learning Activity & Student Assessment #2
  1. Students will work in groups of 4-6 will research the key elements of domestic and/or international terrorists and terrorist organizations.
  2. Each group will compare and contrast the various types of terrorism.
  3. Each group will identify the key motivations of terrorists or terrorists groups.
  4. Each group will teach back the information they gleaned from their research.

### **III. Weapons of Mass Destruction (WMD)**

- A. WMD Defined
  1. Title 18 United States Code: Any destructive device as defined in Section 921 of Title 18. Any weapon that is designed or intended to cause death or serious bodily injury through the release, dissemination, or impact of toxic or poisonous chemical, or their precursors or radiation at any level dangerous to human life. Any weapon involving a disease organism.
  2. Section 921, Title 18 Destructive Devices states: any explosive, incendiary or poison gas
- B. WMD terrorism indicators
  1. Terrorist threat/warning
  2. Unusual occurrence before a hazardous material release
  3. Presence of a hazardous material in an unusual location
  4. Abandoned vehicles, luggage, packages, etc.
  5. Suspicious activity at a known terrorist target
  6. Information received from the community
- C. Routes and assessment of WMD exposure
  1. Routes of exposure
  2. Signs and symptoms
  3. R.A.I.N. concept
    - a. Recognize the hazard/threat
    - b. Avoid the hazard or becoming contaminated/injured
    - c. Isolate the hazard area
    - d. Notify the appropriate support
  4. Effects of toxic chemicals and/or materials

### **IV. Target Assessment**

- A. Terrorist target selection criteria

1. Attractiveness of target
2. Potential for success
3. Potential for avoiding identification and capture

B. Target

1. Symbolism of target
2. Mass casualties
3. Major economic impact
4. Potential targets
5. Local critical infrastructures

**V. Counter-Terrorism Management**

A. Department of Homeland Security (DHS)

1. Presidential Directive 5
2. Agency autonomy

B. Public Safety Information Sharing Resources

1. Role of Community Oriented Policing (COP)
2. State and National Department of Homeland Security
3. Federal Bureau of Investigation (FBI)
4. Alcohol, Tobacco, Firearms and Explosives (ATF&E)
5. Local Office of Emergency Services (CalOES)

C. Intelligence Resources

1. Intelligence cycle
2. Terrorist Screening Centers (TSC)
3. Agency's Terrorist Liaison Officer (TLO)
4. State Terrorism Threat Assessment Center (STTAC)
5. California State Warning Center (CSWC)
6. Joint Terrorism Task Force (JTTF)

D. Fusion Centers

1. Threat assessment
2. Assessment rationale

E. Emergency Management

1. National Incident Management System (NIMS)
2. State Emergency Management System (SEMS)
3. Incident Command System (ICS)
4. 9-1-1 Communications Center
  - a. Documenting calls
  - b. Dispatching as appropriate
  - c. Contacting the local FBI office

- d. Contacting local Fusion Center
- e. Advising the agency Terrorist Liaison Officer (TLO)
- F. Additional resources
  - 1. Louisiana State University (LSU) WMD response guidebook
  - 2. Emergency Response Guide (ERG)
  - 3. Law Enforcement Guide for Emergency Operations (formerly the OES Redbook)

## **VI. Communications Response**

- A. Four Response Phases
  - 1. Tactical
  - 2. Operational
  - 3. Crime Scene
  - 4. Remediation
- B. Response strategies
  - 1. Guidelines
  - 2. Fire/medical
  - 3. Law enforcement
  - 4. Prevention of further damage or injury
  - 5. Documenting
  - 6. Incident responsibility
- C. Where Mistakes Happen
  - 1. Communications
  - 2. Leadership
- D. Dispatchers Role
  - 1. Public programs
  - 2. Central repository of information
    - a. Calls for service
    - b. Importance of documenting information
  - 3. Encounter categories
    - a. Category 1
    - b. Category 2
    - c. Category 3
  - 4. Recommended procedure for dispatchers
    - a. Notifications
    - b. Assist with all aspects of an event
    - c. Handling field requests
    - d. Internal notifications

- e. Allied agency notifications
  - f. Community notifications
- E. Psychological Resources
  - 1. Understanding emotional responses to trauma
  - 2. Peer Support
  - 3. Critical Incident Stress Management
  - 4. Lessons Learned
- F. Learning Activity & Student Assessment #3
  - 1. Students, working in groups of 4-6, will use the information from the class to create a realistic terrorist plot that could occur in their respective jurisdiction(s).
  - 2. Students will incorporate key elements, motivational purposes, and name of their terrorist organization.
  - 3. Each group will present their terrorist plot explaining in detail why and how they will carry out their mission.
  - 4. Upon completion of each presentation, groups will exchange their plots with a different group.
  - 5. Students, working in their same groups of 4-6, will assume the plots were successful and will respond as public safety dispatchers.
  - 6. Each group will address the dispatchers' role in creating a call for service, dispatching the call to emergency personnel, identifying resources, incorporating basic ICS concepts, managing the event from within the communications center as well as after action steps such as critical incident stress management.
  - 7. Each group will teachback to the class how their communications team would respond to and mitigate the event from a communications perspective.

## **VII. Closing Summary**

- A. Importance of staying informed
  - 1. Keeping current with events in and outside your jurisdiction
  - 2. Knowing who the key players are in your jurisdiction
- B. Education
  - 1. POST Learning Portal
  - 2. Sign up for online newsletters and alerts
- C. Developing an action plan
  - 1. What is next?
  - 2. Who will be involved?

3. Where will it be?
4. When will it be?

**VIII. Certificates and Evaluations**