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INTRODUCTION



HOW TO USE THE STUDENT GUIDE

There are two ways to use this *Student Guide*:

- As a guide to activities during an instructor-led workshop
- As a self-study manual, along with the interactive CD-ROM



When you see this symbol, follow the self-study instructions. If you are taking the course through self-study, you can work at your own pace. You can complete the entire program in one sitting, or you can work through one section at a time. The program is designed to be flexible, so do what works best for you.

This training module is divided into eight sections. Each section includes several activities: watching a program segment on CD-ROM and answering interactive questions, answering open-ended questions in this manual, and completing one or more exercises. *Please do not skip the exercises!* They take only a few minutes, but they are very important in helping you apply what you are learning.

To begin, read Section 1, Introduction section. Then turn to Section 2, Terrorism and Vehicle Security, and begin your work.



PURPOSE

As a result of completing this training module you will be able to:

1. Explain why security is an important issue for the motorcoach industry.
2. Use operating principles to reduce your vehicle's vulnerability to the lowest practical level.
3. Perform effective security inspections as part of the normal pre-trip inspection.
4. Recognize suspicious behavior, suspicious activity, and suspicious objects.
5. Respond appropriately to suspicious situations, including proper reporting.
6. Recognize the signs of an improvised explosive device.

7. Recognize the signs of a chemical, biological, or radiological incident.
8. React appropriately in dangerous situations, such as hijackings, while still operating the vehicle safely.
9. Minimize exposure and injuries if a dangerous incident occurs.
10. Take proper precautions to ensure your personal safety and security, as well as vehicle security, when traveling.
11. Be aware of the Highway Watch® Program and the I TALK reporting format.
12. Perform your everyday work with greater security awareness.



PAYOFF

Today, many people in all walks of life are more concerned about security than ever before. In the transportation industry, security issues are especially pressing.

Why? First, commercial vehicles, including motorcoaches, may be targets for terrorist attacks. Security is now part of your job as a professional driver. Also, your work often puts you in the best position to notice suspicious people and suspicious activities. Your careful observation and vigilance can help to prevent dangerous incidents.

This training program will help you gain the knowledge, skills, and confidence to carry out your security role while providing safe transportation for your passengers.

Notes

1

TERRORISM AND VEHICLE SECURITY

HOW CONCERNED ARE YOU?

- Have you ever experienced the threat, or the actual presence, of a bomb or hazardous material?

- As a driver, what security concerns or questions do you have?



Take a few moments to think about the questions above, and write down your thoughts.

PROGRAM SEGMENT 1



Segment 1 of the training module gives you an overview of terrorism—what it is, who terrorists are, and the weapons they use. You will also hear basic guidelines on securing commercial vehicles to reduce the risk of a terrorist incident. As you view this segment of the program, think about what you are doing today to keep your vehicle secure, and what else you can do to improve security.

Please start Segment 1 of the program now.

At the end of Segment 1, stop and answer the questions below.

1. You saw a bomb incident depicted at the beginning of the program. How did this make you feel? Could something like this ever happen at your company? Why or why not?

2. Why do you think terrorists around the world have often targeted bus operations?

3. You heard the FBI definition and some facts about terrorism in the program. Did anything surprise you? Do you view terrorism differently after what you just heard?

4. You heard in the program that out-of-the-ordinary behavior, rather than a person's appearance, is the most important factor to be aware of. What behaviors would raise *your* concern? Why?

(Questions continue on next page.)

5. What is the most common weapon used by terrorists?

6. Can you list some operating principles you are currently using to reduce the security vulnerability of your company's vehicles?

7. What else could you do to reduce the vulnerability of your buses?

2

SECURE OPERATIONS: PREPARATION



SELF-STUDY

The elements of operational security include trip preparation, vehicle security inspections, safe driving, and selecting appropriate loading and unloading areas. Segment 2 of the training module takes an in-depth look at the first two elements—trip preparation and inspections. As you view the module, consider practices that you can add to your current preparation and inspection routines to improve driving security.

Please start Segment 2 of the program now. At the end of Segment 2, stop and answer the questions below. Then complete the exercise on page 8.

1. Why is it important to plan your route, including alternate routes?

2. How can you improve your current route planning procedure?

3. What four specific areas do you check during a security inspection?

4. What suspicious signs should you be alert for during a security inspection?

5. What should you do if you find any of these signs?

6. In your view, what are the greatest risks to the security of your vehicle? How can inspections reduce those risks?



Ask your supervisor to help you identify an idle bus, so that you can practice a security inspection. Then complete an inspection using the checklist on the next page.

After you complete the inspection, spend a few minutes thinking about these questions:

- Did anything surprise you? How was your actual inspection different from your expectations?
- What do you think you could spot with a security inspection that you might not notice during a routine pre-trip inspection?
- How do you plan to incorporate a security inspection into your normal pre-trip inspection?
- In your view, what is the greatest value of doing a security inspection?

 **Notes**

SECURITY INSPECTION CHECKLIST

Exterior (Walk-around) Inspection

- Fresh defects or damage on bus exterior
- Hazards (broken glass, posts, guy wires, etc.)
- Wires, objects, unusual devices hanging underneath the bus
- Dampness around wheels
- Fluids on the ground (coolants, lubricant, etc.)
- Signs of explosive, flammable, or contaminated material
- Fuel tank (capped, securely mounted, not leaking, nothing out of place)
- Luggage compartment doors open/close properly
- Battery (check for wire)

Engine Compartment

- Lock out vehicle (turn ignition off, put key in your pocket) or switch off battery master disconnect.
- Check for signs of tampering (wires, unusual or excess grease, area that has been wiped clean).
- Check overall engine compartment for anything suspicious or out of place.
- Look for suspicious wires.
- Check engine wiring (frayed or worn, corroded terminals, securely fastened).

Bus Interior

- Replace key in ignition or switch battery master disconnect on.
- Inspect entrance: Door opens and closes smoothly and glass intact.
- All interior lights working properly.
- Roof emergency hatches open easily.
- Overhead storage racks clean and in good condition; no unattended or suspicious packages.
- Check restroom and toilet bowl (wires, unidentified chemicals, powder residues, anything else suspicious).
- Distress signal works (if applicable).
- Door lock fastens securely.
- Check for unusual items in driver compartment.
- Set parking brake and start engine.
- Make sure all gauges are operating normally.
- Turn off engine; remove key; and place in your pocket. Lock and secure bus.

3

SECURE OPERATIONS: SAFE DRIVING & LOADING/UNLOADING



SELF-STUDY

The next segment of the program covers two more elements of operational security: driving safely and proper passenger loading and unloading.

You'll hear guidelines for incorporating a security mindset into your normal driving routine. You'll learn why safe driving practices, such as visual scanning and proper space management, also improve security. Finally, you'll hear tips for choosing safe locations for passenger loading and unloading.

Please start Segment 3 of the program now. At the end of Segment 3, stop and answer the questions below. Then complete the exercise on page 12.

1. Does your current trip planning process include identifying safe havens? Can you think of safe havens along the routes you normally drive?

2. In your view, why is it so important to stay calm while driving?

3. What techniques do you currently use to keep your cool? What else could you do?

4. Do you monitor your passengers regularly while driving? What behaviors or activities would you personally consider suspicious?

5. How should you react to suspicious behavior?

6. What rules of thumb do you follow to maintain adequate space around your vehicle?

7. How does effective space management improve security?

8. What types of locations do you consider safest for loading and unloading passengers? Which types of locations would you consider *unsafe*? Why?

IS THIS SUSPICIOUS?



Review the activities listed below. For each one, decide whether or not you believe it's suspicious and why or why not.

After completing the exercise, share the list with your supervisor and discuss your conclusions about each activity.

DESCRIPTION	SUSPICIOUS?	WHY? WHY NOT?
You notice that one of your passengers is wearing a bulky winter jacket on a very warm day in June.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Three young men in the back of the bus are getting rowdy and using off-color language.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As you pull into a terminal, you notice an unattended non-company car parked at the end of a line of buses.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As a passenger is exiting the bus, you remind her that she left her traveling case. She doesn't turn around or look at you. Instead, she leaves quickly and runs away from the bus.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As you are driving on a highway, you notice a pickup truck following you very closely. You slow down to allow the driver to pass. Instead of passing, the pickup truck driver also slows down and continues to follow close behind your bus.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
While passengers are entering the bus, a young man is wandering up and down the aisle and interfering with boarding. You noticed that he seemed confused when he got on the bus.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A well-dressed woman sitting near the front of your bus is watching you intently and writing something in a small notebook.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
You notice two male passengers who seem agitated. They are talking together in whispers and looking around nervously.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As you pull up to the fuel island at your terminal, you see two men standing nearby. They are not wearing any kind of uniform or equipment.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

4

REDUCING YOUR VULNERABILITY



SELF-STUDY

The next segment of the program will help you develop a greater awareness of suspicious or out-of-the ordinary situations. Careful observation and proper reporting are two of the most effective ways to reduce your company's risk of security incidents.

You'll also learn about improvised explosive devices, or IEDs, and how to recognize and respond to one of these dangerous weapons.

Please start Segment 4 of the program now. Stop the program at the end of Segment 4 and answer the questions below.

1. Have you ever observed anything suspicious or possibly threatening? What tipped you off?

2. How observant are you today as you go about your work? What are you automatically alert for?

3. What can you do to increase your awareness of credible threats?

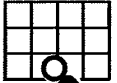
4. What is your company's procedure for reporting threats or suspicious activity? If you don't know the procedure, how will you find out?

(Questions continue on next page.)

5. What are some indications that a package or object might be an improvised explosive device?

6. What should you do if you find something that you suspect might be a bomb or improvised explosive device?

5 SUSPICIOUS BEHAVIOR



SELF-STUDY

Next, we'll turn our attention to suspicious behavior. You'll see two dramatized examples of incidents involving suspicious behavior, each demonstrating an effective response on the part of a bus driver.

You will also hear practical tips for recognizing suspicious behavior and precautions to take if you must approach someone who's behaving suspiciously. Finally, you will learn how to recognize surveillance activities used to plan an attack.

Please start Segment 5 of the program now. Stop the program at the end of Segment 5 and answer the questions below. Then complete the exercise on page 17 and the case study on page 18.

1. You've just seen dramatized examples of a robbery and a hijacking. How well do you think the driver in the robbery scene handled the incident? What would you have done differently in the same situation?

2. How well do you think the driver in the hijacking scene handled the incident? What would you have done differently?

3. How do you spot a suspicious person?

4. What is your company's procedure for reporting suspicious behavior? (If you don't know, how will you find out?)

5. What should you do if someone who says he or she is a reporter asks you questions or wants to take photos?

6. Why is it important to be aware of the behavior of people from trusted organizations?

7. Suppose you are waiting at the terminal to begin your trip. You notice a man taking photos of the facility. He does not look particularly threatening. What should you do?

8. What are some signs of preplanning or surveillance?

9. Do you make any kind of security announcement at the beginning of your trips? If so, what do you say? If not, what should your announcement sound like?

10. What are some signs of a concealed weapon?

11. Suppose you notice someone on your bus acting in a slightly suspicious way. How do you decide whether to report the situation?

HOW GOOD ARE YOUR OBSERVATIONS?



You heard in the last segment of the program that it's important to observe the physical characteristics of a suspicious person. Try out your observation skills by thinking back to the hijacking scene you watched a few minutes ago. Recall the hijacker's appearance, and list as many physical characteristics as you can remember on the list below.

Compare your list with the one on page 26 of this guide to check your observation skills.

- Gender _____
- Estimated age _____
- Estimated height/weight _____
- Body shape/size _____
- Shape and color of eyes _____
- Shape of face _____
- Shape of ears, nose, mouth _____
- Color/appearance of hair _____
- Skin color/complexion type _____
- Visible marks, tattoos _____
- Style and color of clothing _____
- Style and color of shoes _____
- Jewelry, accessories _____

PREVENTION CASE STUDY



Throughout this training program, you've heard about ways to prevent serious incidents through awareness and alert behavior. Now apply what you've learned by working through a short case study.

Please read the case study below. Then consider this question: What could the driver have done to identify the suspicious person before the incident occurred?

Write your ideas in the space provided. Share and discuss the results of this exercise with your supervisor.

Case Study

In May 2002, a motorcoach was traveling north on Interstate 75. Suddenly, with no warning, a passenger in the front row stood up, pulled out a knife, and slashed the driver's throat. The bus went off the roadway, turning over. Many passengers were injured, and six died.

What Could the Driver Have Noticed?

6

CHEMICAL, BIOLOGICAL, AND RADIOLOGICAL AGENTS



A terrorist attack could involve chemical, biological, or radiological weapons. Segment 6 of the training program takes a detailed look at these agents, including practical tips for detecting them. You'll also learn how to respond if your vehicle comes under attack.

Please start Segment 6 of the program now. Stop the program at the end of Segment 6 and answer the questions below. Then complete the exercise on page 21.

1. If the actual risk of a chemical, biological, or radiological attack is low, why be concerned about how to respond?

2. What is the greatest difference between chemical and biological agents?

3. When do the symptoms of exposure to radiological agents appear?

4. What are some signs that chemical, biological, or radiological agents may be present?

5. What are the human symptoms of exposure to chemical, biological, or radiological agents?

6. What should you do if you receive a threat?

7. What are the steps for evacuation in the event of a chemical, biological, or radiological incident?

SUSPICIOUS SUBSTANCES



Here's an exercise to help you apply what you've learned about chemical, biological, and radiological agents to some everyday situations. Consider each event on the list below. Then decide whether it's suspicious, and why or why not.

After completing the exercise, share the list with your supervisor and discuss your conclusions about each activity.

DESCRIPTION	SUSPICIOUS?	WHY? WHY NOT?
Halfway through a long trip, a customer complains to you about an offensive smell in the back of the bus. You look back there, and no one is sitting in the area.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
One of the seats in your bus is covered with fine white material that has the consistency and color of sugar.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As you are driving a tour route, a passenger comes forward to tell you that several people in the back of the bus are complaining of headaches and seem to be in distress.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
While walking through your bus at the end of the day, you notice two white plastic bags leaking a dark liquid into an overhead storage bin.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
On a humid summer evening, your coach is full of people returning from a ball game. Suddenly, a passenger yells that two people have just collapsed.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
As you leave the terminal at the end of your shift, you stop to throw some paper into a trashcan. Looking down, you notice two used garden sprayers in the trash. One still appears to contain liquid.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
A passenger who smells strongly of alcohol boards your bus. After the trip is underway, another passenger comes forward to tell about an alcohol-like odor throughout the bus.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
It's a hot summer day, and the air conditioning on your bus isn't working well. A woman who looked hot when she got on the bus has now fainted in her seat.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
While checking the restroom on your coach, you notice white powder all over the counters and sink.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

7 PERSONAL SECURITY



Your job may often involve out-of-town or overnight travel. While you're traveling, you and your vehicle may both be more vulnerable to attack. Segment 7 of the training program focuses on practical ways to stay safe and keep your vehicle secure when you're on the road.

Please start Segment 7 of the program now. Stop the program at the end of Segment 7 and answer the questions below. Then complete the exercise on page 24.

1. Have you ever been personally threatened or attacked? How did you react? How did you feel afterwards?

2. How do you think the personal security precautions outlined in the program could help prevent such attacks?

3. What security precautions do you now take when staying in a motel? Which of the guidelines from the program do you plan to apply on future trips?

4. What do you look for when choosing a secure parking area for your vehicle?



You heard in the program that there are “four don’ts” when responding to a threat or an incident. What does each “don’t” mean to you? Why is each one important to remember when responding to an incident?

Write your ideas in the spaces below.

Don't become a victim yourself. _____

Don't assume anything. _____

Don't rush in. _____

Don't test. _____

RESPONDING TO SUSPICIOUS SITUATIONS



Try a final exercise to apply what you’ve learned in this training program. Consider each incident on the list below and decide how suspicious it is. Then determine the best course of action, including whether or not to report the situation.

After completing the exercise, share the list with your supervisor and discuss your conclusions and action plans.

INCIDENT	HOW SUSPICIOUS?	ACTION PLAN
<p>You are a driver. Early one morning, you are walking toward your assigned bus with a cup of coffee in your hand. As you turn a corner to walk around a bus, you see a stranger in plain clothes getting off the bus. <i>What do you do?</i></p>		
<p>You are a driver. During a layover at your destination, you are resting in the drivers’ lounge. As you are coming back from the restroom, you notice a woman in street clothes who is carrying a briefcase wandering down the hall. She looks lost and confused. She is heading toward the bus parking area. <i>What do you do?</i></p>		
<p>You are a dispatcher. As you’re walking toward the Dispatch Center, you notice a man in a utility worker’s uniform coming out of the computer room. He seems to be looking around for something. You cannot see any form of identification on him. <i>What do you do?</i></p>		
<p>You are a driver. As you do a quick security check of your bus, you find an odd-looking package in the overhead bin with a note attached. The note is hard to read, but you make out the words, “revenge” and “just rewards.” <i>What do you do?</i></p>		

8 HIGHWAY WATCH



In the last segment of the program, you'll hear about Highway Watch®, a nationwide effort to protect our highways and make transportation safer for everyone.

Please start Segment 8 of the program now. Stop the program at the end of Segment 8 and answer the questions below. Talk with your supervisor if you're interested in joining Highway Watch®.

1. What is the purpose of the Highway Watch® Program?

2. Who is eligible to join Highway Watch®?

3. What information should be reported to Highway Watch®?

4. Should life-threatening emergencies be reported to Highway Watch®?

5. We use the acronym "I TALK" as an easy way to remember the format for reporting to Highway Watch®. What does I TALK stand for?

I _____

T _____

A _____

L _____

K _____

HOW GOOD ARE YOUR OBSERVATIONS?

- Gender *Male*
- Estimated age *Late 20s*
- Estimated height/weight *Approx. 6 ft., 200–220 pounds*
- Body shape/size *Stocky build*
- Shape and color of eyes *Brown eyes, no unusual shape*
- Shape of face *Square*
- Shape of ears, nose, mouth *Round ears with very small lobes, slightly hooked nose, thin lips and gap in upper teeth*
- Color/appearance of hair *Dark brown hair, somewhat curly and messy, short sideburns; no facial hair*
- Skin color/complexion type *White skin, fair complexion*
- Visible marks, tattoos *None visible*
- Style and color of clothing *Denim blue jeans and belt with plain buckle; white tee shirt; blue denim shirt worn unbuttoned with cuffs unbuttoned*
- Style and color of shoes *Not visible*
- Jewelry, accessories *Ring with wide band on right hand, watch with black dial on left wrist, gold loop earring in left ear. Carrying a hunting knife.*



How did you do? Observing and remembering physical characteristics isn't as easy as it sounds. It takes focus and concentration. But you can become a better observer with practice. As a bus company employee, you work around people all day! So take the opportunity to carefully observe people as you go about your work. Then test yourself by trying to recall as many details as you can.