

# Post-earthquake Risk-based Decision Making Methodology for Turkish School Buildings

**Ufuk Yazgan, Reşat Oyguç**

*Earthquake Engineering and Disaster Management Institute (EEDMI)  
Istanbul Technical University (ITU)*

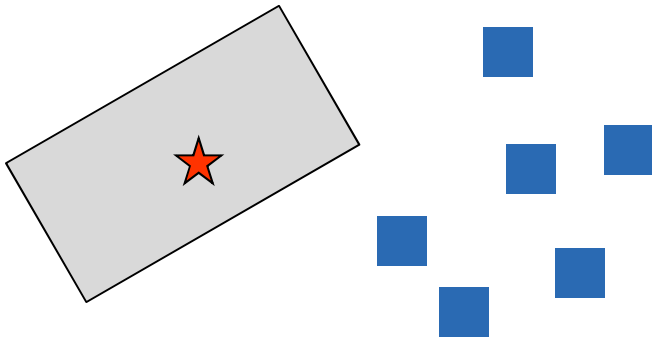


# Contents

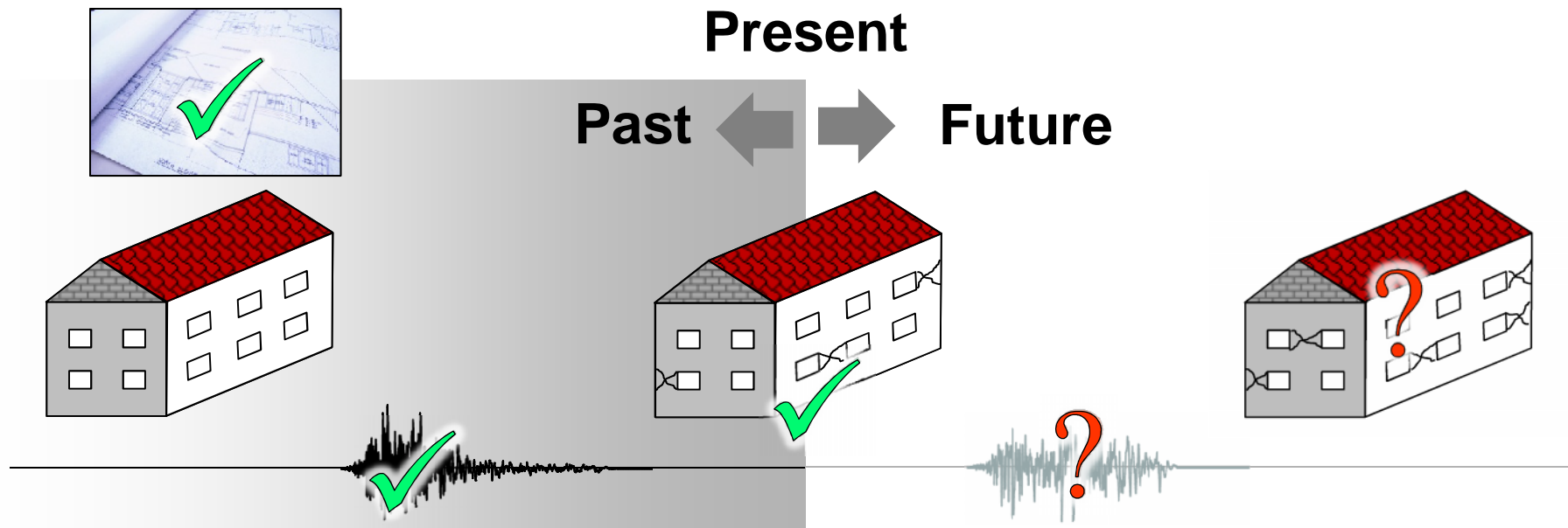
- **Introduction to Post-EQ assessment**
- **Objective**
- **Conventional approach**
- **Proposed framework**
- **Conclusions**

# Objective

- **Develop a method for the safety evaluation of school buildings.**



# Introduction: Post-Earthquake Assessment



## Question:

- *Is the building safe enough to be occupied?*



# Characteristics of School Buildings

- They are often constructed based on prototype designs
- Schools usually have regular structural systems
- They have no wallpapers, suspended ceilings or decorative claddings
- They can be found in almost every settlement (e.g. remote villages, urban districts).
- Design loads are are higher for schools compared to residential buildings (50% higher in TEC(1975), 40% higher in TEC(1998,2007)).

## Safety Assessment: Conventional Approach

- Evaluate the earthquake resistance of the structure
- Estimate the seismic hazard at the site
- Compare the capacity of the structure with a conservative estimate of the peak demand
- Verify that the probability of structural failure is below an acceptable threshold level

## Safety Assessment: Proposed Approach

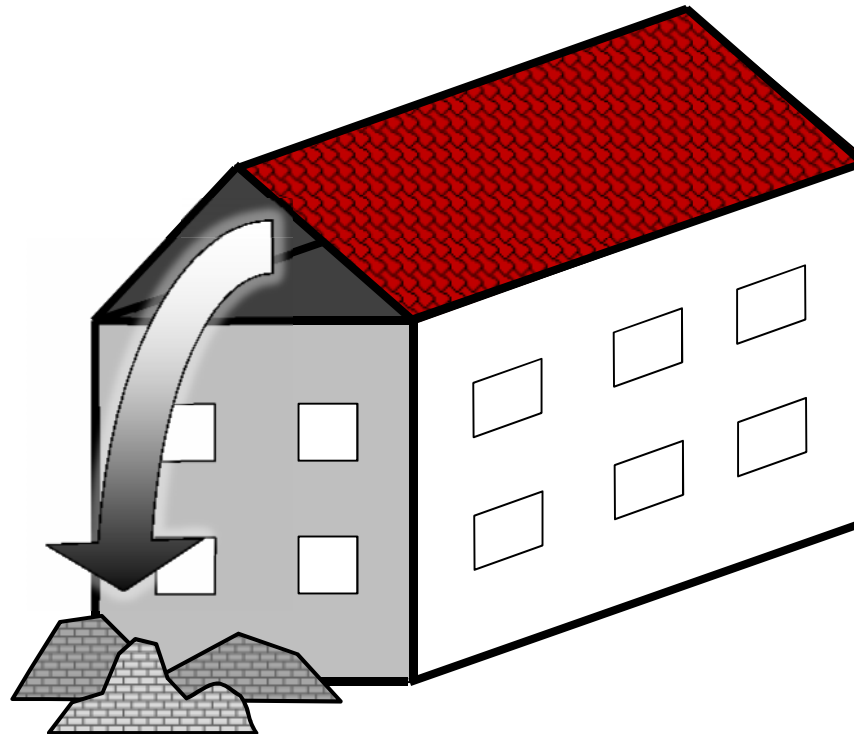
- Evaluate the safety based not on the probability of failure but on the **risk** associated with the school.

$$RISK = f( HAZARD, VULNERABILITY, \underline{CONSEQUENCE})$$

- Directly take into account the consequences of the failures of both the structural and non-structural components

# Importance of Consequences

Example case: Gable wall failure.





## Example Case: Gable wall failure

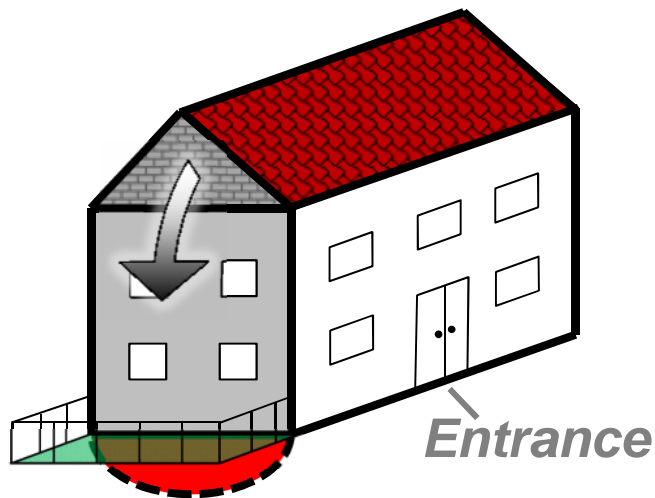
- Abdurrahman Gazi School for the Hearing Impaired, Van
- Gable wall failed during the Van EQ



## Example Case: Gable wall failure

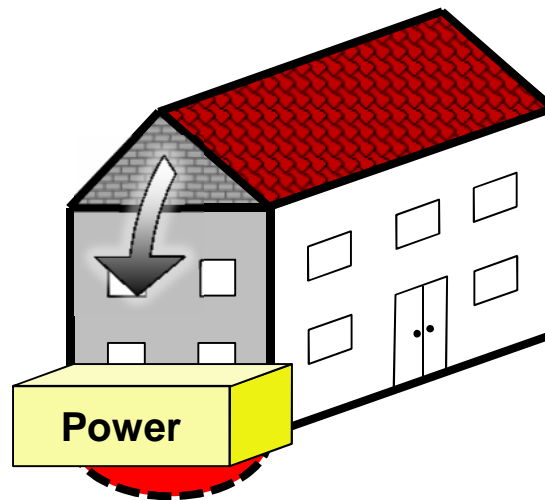
**Consequences** of the failure at a school depends on the circumstances for that school.

### Case 1



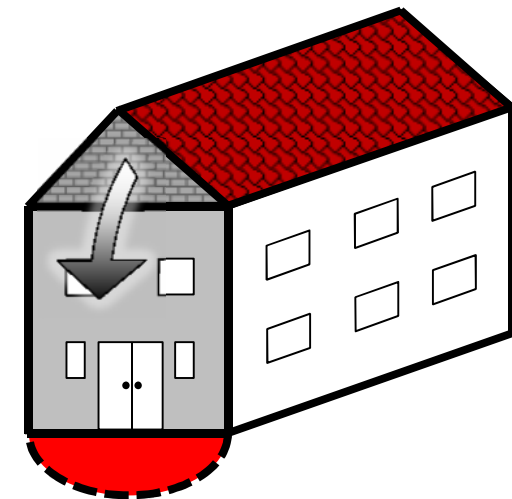
**Minor**

### Case 2



**Costly**

### Case 3



**Severe**

## Estimating $\Pr(C_i)$ : continuous case

- Estimating the likelihood of consequence( $i$ ),  $C_i$ :

$$\Pr(C_i) = \int \int \int f_{C_i|F}(w|x) f_{F|EDP}(x|y) f_{EDP|IM}(y|z) f_{IM}(z) dz$$

$\underbrace{\hspace{1.5cm}}_F \quad \underbrace{\hspace{1.5cm}}_{EDP} \quad \underbrace{\hspace{1.5cm}}_{IM}$

Probability density of the failure (F) taking place given an engineering demand parameter (EDP) level period

## Estimating $\Pr(C)$ : discrete case

- Estimating the likelihood of  $i^{\text{th}}$  consequence,  $C_i$ :

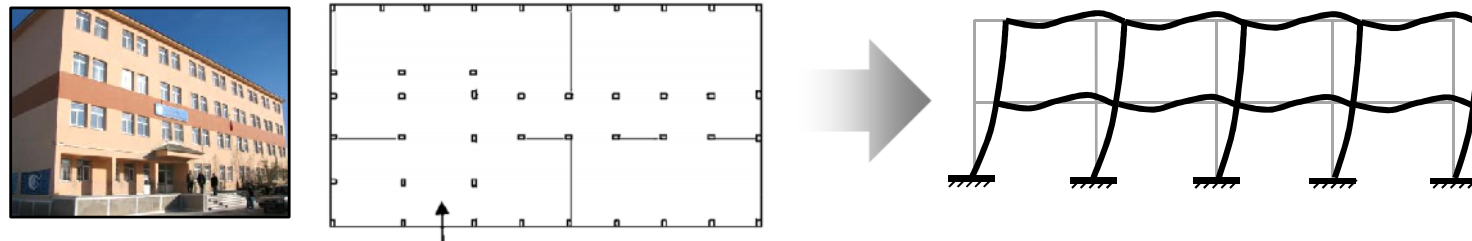
$$\Pr(C_i) \cong \sum_j \sum_k \sum_l \Pr(C_i | F_j) \Pr(F_j | EDP_k) \underbrace{\Pr(EDP_k | IM_l)} \Pr(IM_l)$$

*Estimated before the damage  
is inspected (**Prior**)*

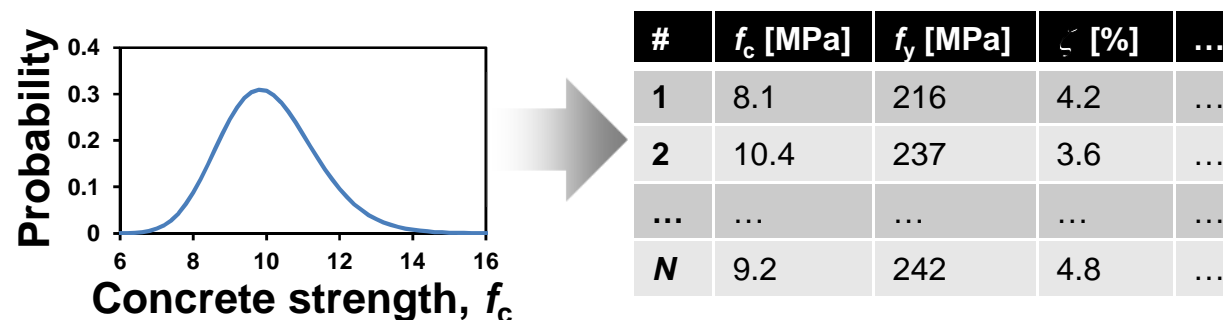


# Estimating $\Pr(EDP|IM)$ : Conventional meth.

## 1. Establish an idealized model

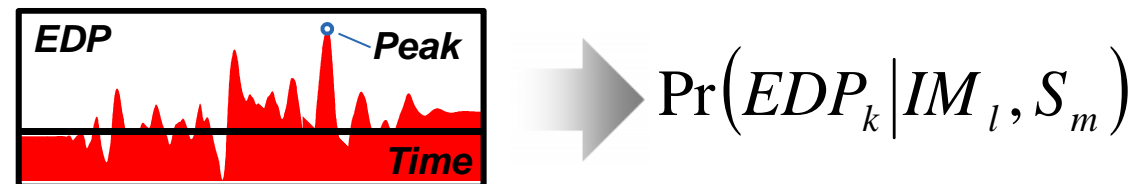


## 2. Generate random realizations of the uncertain input parameters



## Estimating $\Pr(EDP|IM)$ : Conventional meth.

3. Simulate the response for each realization and obtain the EDP for that simulation



4. Identify the probabilistic character of the  $EDP$  based on entire set of simulations.

$$\Pr(EDP_k | IM_l) = \sum_m \Pr(EDP_k | IM_l, S_m) \Pr(S_m)$$

## Proposed appr.: update with evidence

- Updating the likelihood of  $i^{\text{th}}$  consequence,  $C_i$ :

$$\Pr(C_i | \boxed{E}) \cong \sum_j \sum_k \sum_l \Pr(C_i | F_j) \Pr(F_j | EDP_k) \underbrace{\Pr(EDP_k | IM_l, \boxed{E})}_{\text{Updated after the evidence indicators (E}_l\text{) are inspected ( Posterior) }} \Pr(IM_l)$$

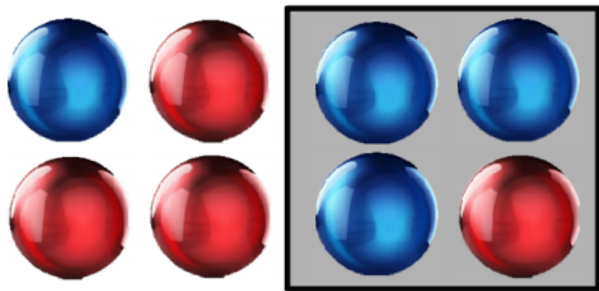
*Updated after the evidence indicators ( $E_l$ ) are inspected ( Posterior )*

## Estimating $\Pr(EDP|IM,E)$ : Basis

- Bayes' Theorem: basis of updating the likelihoods:

$$\Pr(B|A) = \frac{\Pr(A|B) \Pr(B)}{\Pr(A)}$$

### Example:



What is the probability of a ball being in the gray area given that it is **blue** (i.e.  $\Pr(G|B)$ )?

**B**: Ball is **blue**, **G**: Ball is in the gray area

$\Pr(B) = 50\%$

$\Pr(G) = 50\%$

$\Pr(B|G) = 75\%$

$\Pr(G|B) = \Pr(B|G) * \Pr(G) / \Pr(B) = (75\%)*(50\%) / (50\%)$   
 $= 75\%$



## Estimating $\Pr(EDP|IM,E)$ : Formulation

- Conditioning the likelihoods on  $E$ :

$$\Pr(EDP_k|IM, \mathbf{E}) = \sum_m \Pr(EDP|IM, S_m) \Pr(S_m|\mathbf{E})$$

**Bayes' Theorem**

$$= \sum_m \Pr(EDP|IM, S_m) \cdot \left[ \frac{\Pr(E|S_m) \Pr(S_m)}{\Pr(E)} \right]$$

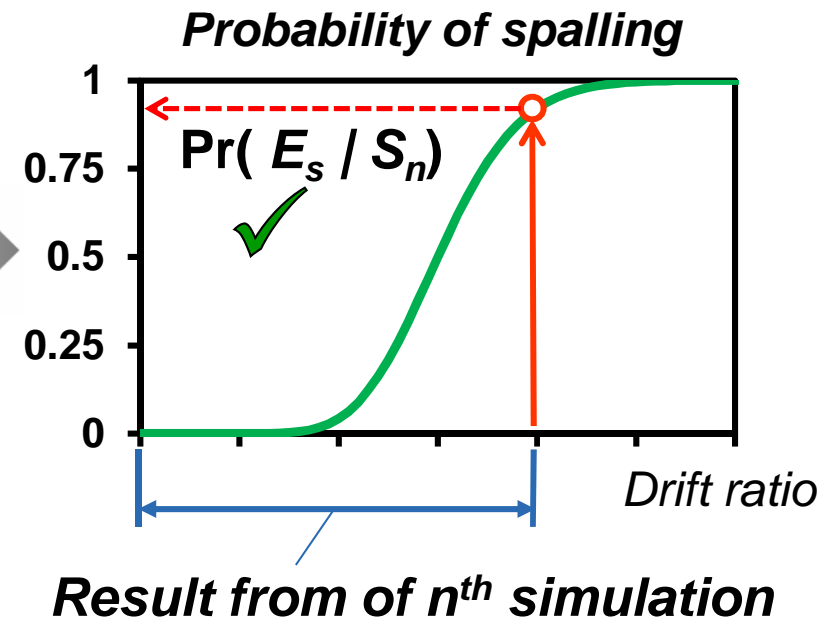
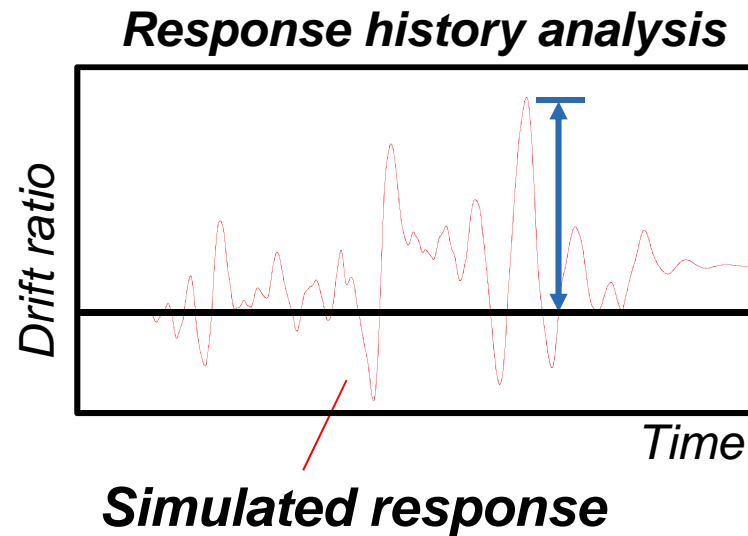
**Total Probability Theorem**

$$= \sum_m \Pr(EDP|IM, S_m) \cdot \left[ \frac{\Pr(E|S_m) \Pr(S_m)}{\sum_n \Pr(E|S_n) \Pr(S_n)} \right]$$

## Estimating $\Pr(E | S_n)$

- Likelihood of ' $E$ ' conditioned on  $n^{\text{th}}$  simulation  $S_n$

**1<sup>st</sup> Example:** Consider the evidence spalled cover concrete



## Estimating $\Pr(E | S_n)$

- **2<sup>nd</sup> Example:** Tipped-over bookshelves

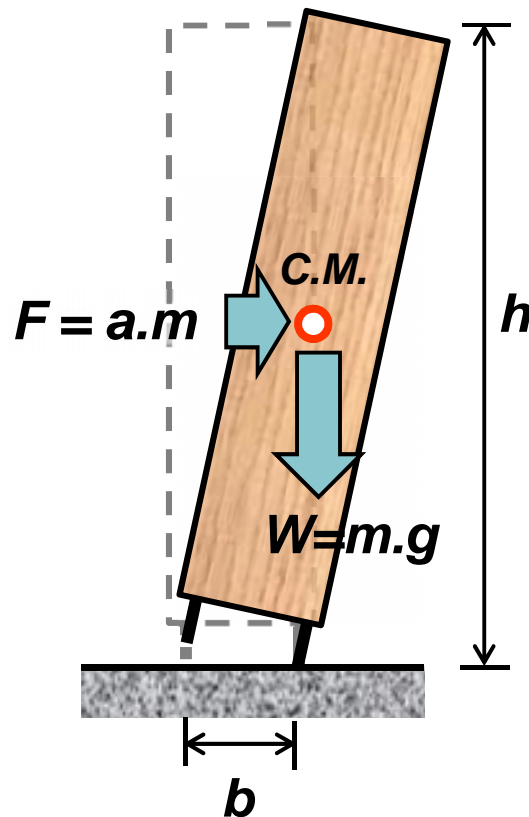


*Tipped over  
bookshelves*

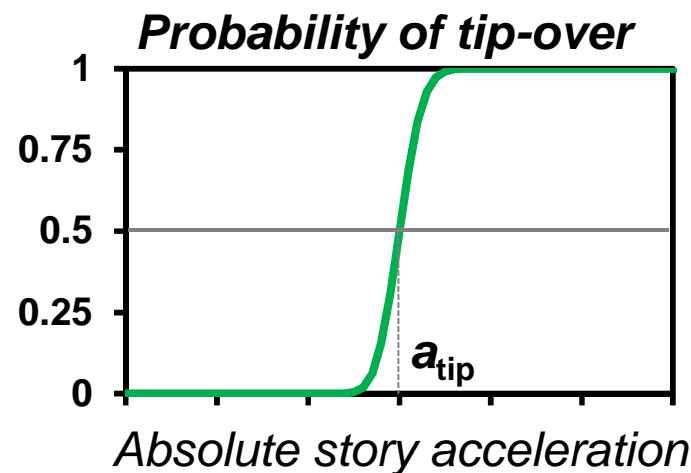


## Estimating $\Pr(E | S_n)$

- Example 2: Tipped-over bookshelves



$$m \cdot a_{tip} \cdot \frac{h}{2} = m \cdot g \cdot \frac{b}{2} \quad \Rightarrow \quad a_{tip} = \frac{b}{h} \cdot g$$



Uncertainty due to sliding, vertical acceleration, etc.



## Proposed approach: estimating $\Pr(C_i / E)$

- Putting the pieces together ...

$$\Pr(C_i | E) \cong \sum_j \sum_k \sum_l \Pr(C_i | F_j) \Pr(F_j | EDP_k) \underbrace{\Pr(EDP_k | IM_l, E)} \Pr(IM_l)$$

where  $\Pr(EDP | IM, E) = \sum_m \Pr(EDP | IM, S_m) \cdot \left[ \frac{\Pr(E | S_m) \Pr(S_m)}{\sum_n \Pr(E | S_n) \Pr(S_n)} \right]$

✓ ***Likelihood is estimated by taking the observed damage into account.***

## Overall evaluation and ranking

- Total likelihood of one or more unacceptable consequence occurring for the school:

$$\Pr(C^*) = 1 - \prod_i [1 - \Pr(C_i)]$$

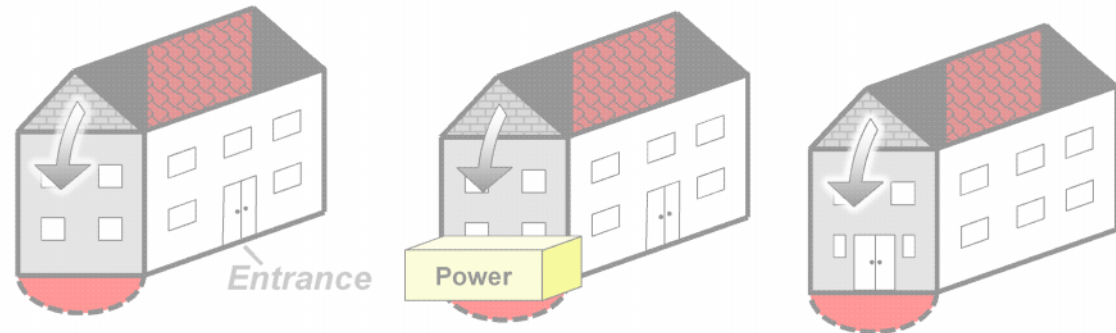
- Schools having the highest  $\Pr(C^*)$  can be identified as the ones with the highest risk

## Conclusions

- Estimation of consequences is critical for effective evaluation of the safety
- The framework is based on objectively estimating the likelihoods of the potential consequences.
- Various damage evidences can be objectively taken into account when estimating the likelihoods of consequences.

# Acknowledgements

- **Ministry of National Education**
- **Istanbul Technical University**
- **SERIES Workshop Organizers**



# Thank you

$$\Pr(C_i|E) \cong \sum_j \sum_k \sum_l \Pr(C_i|F_j) \Pr(F_j|EDP_k) \Pr(EDP_k|IM_l, E) \Pr(IM_l)$$

where  $\Pr(EDP|IM, E) = \sum_m \Pr(EDP|IM, S_m) \cdot \left[ \frac{\Pr(E|S_m) \Pr(S_m)}{\sum_n \Pr(E|S_n) \Pr(S_n)} \right]$

# Cover spalling drift limit

## Performance Models for Flexural Damage in Reinforced Concrete Columns

Michael Berry

and

Marc Eberhard

Department of Civil & Environmental Engineering  
University of Washington

PEER 2003/18  
AUGUST 2003

drift ratio at the onset of cover spalling ( $\frac{\Delta_{spall}}{L}$ )

$$\frac{\Delta_{sp}^{calc}}{L}(\%) \cong 1.6 \left( 1 - \frac{P}{A_g f'_c} \right) \left( 1 + \frac{L}{10D} \right)$$

$D$  is the column depth,

$P$  is the axial load,

$A_g$  is the gross area of the cross section,

$L$  is the distance

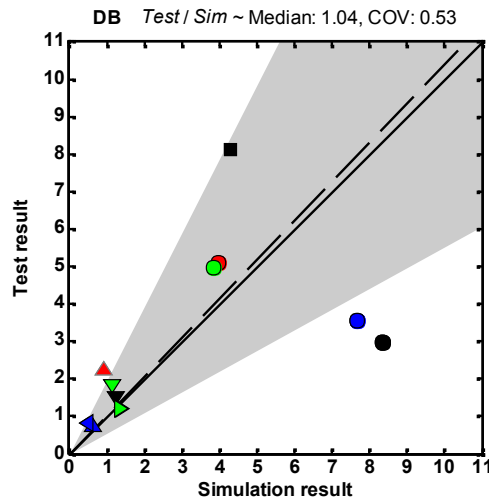
from the column base to the point of contraflexure.



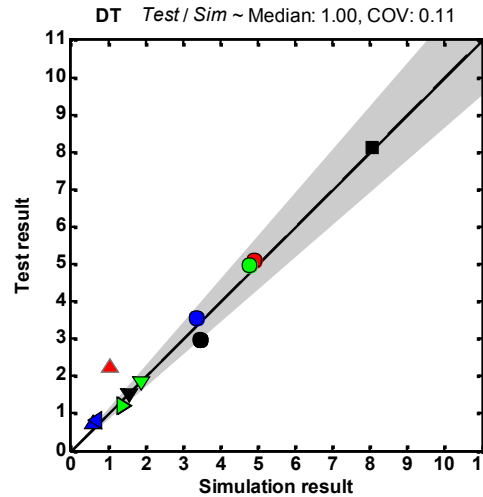
# Evaluation: **Maximum Average Drift [%]**

*Disp. based El.*

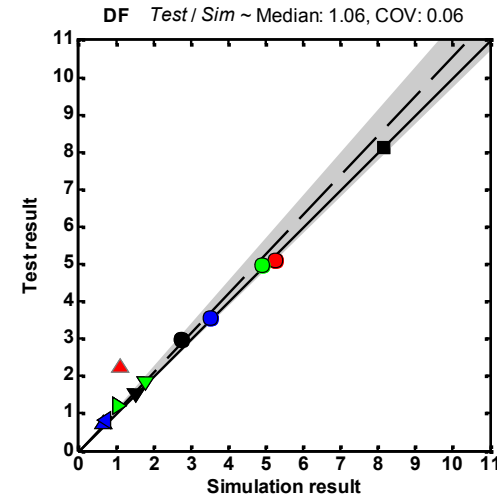
*Bilinear*



*Takeda*



*Fiber*

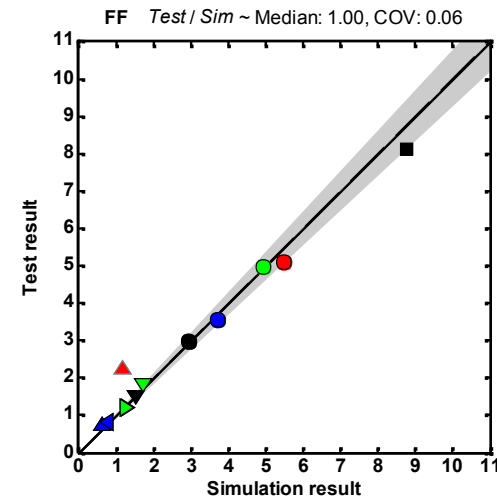
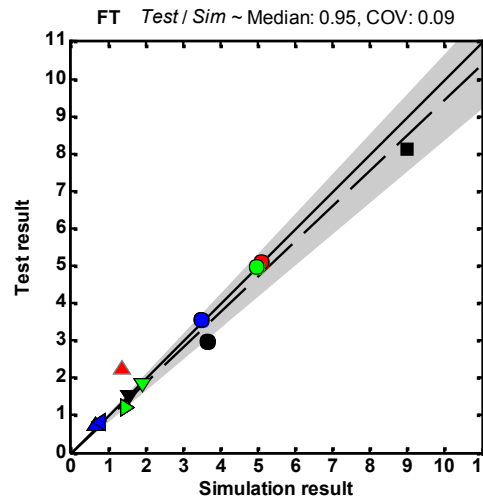
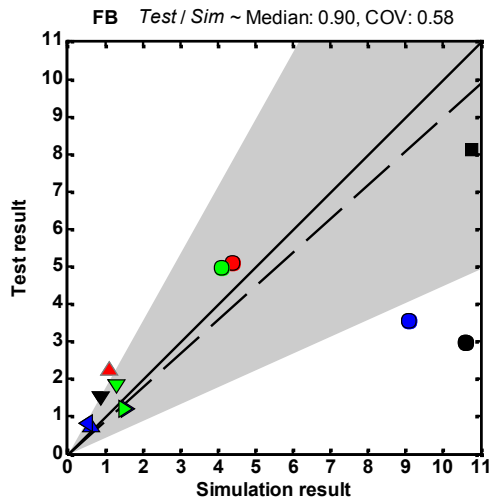


- A1
- B1
- A2
- B2
- EBII07
- ▲ WDH1
- ▲ WDH2
- ▼ WDH3
- ▼ WDH4
- ▲ WDH5
- ▲ WDH6
- ▲ CAMUS3

0.1 ≤ Pr < 0.9

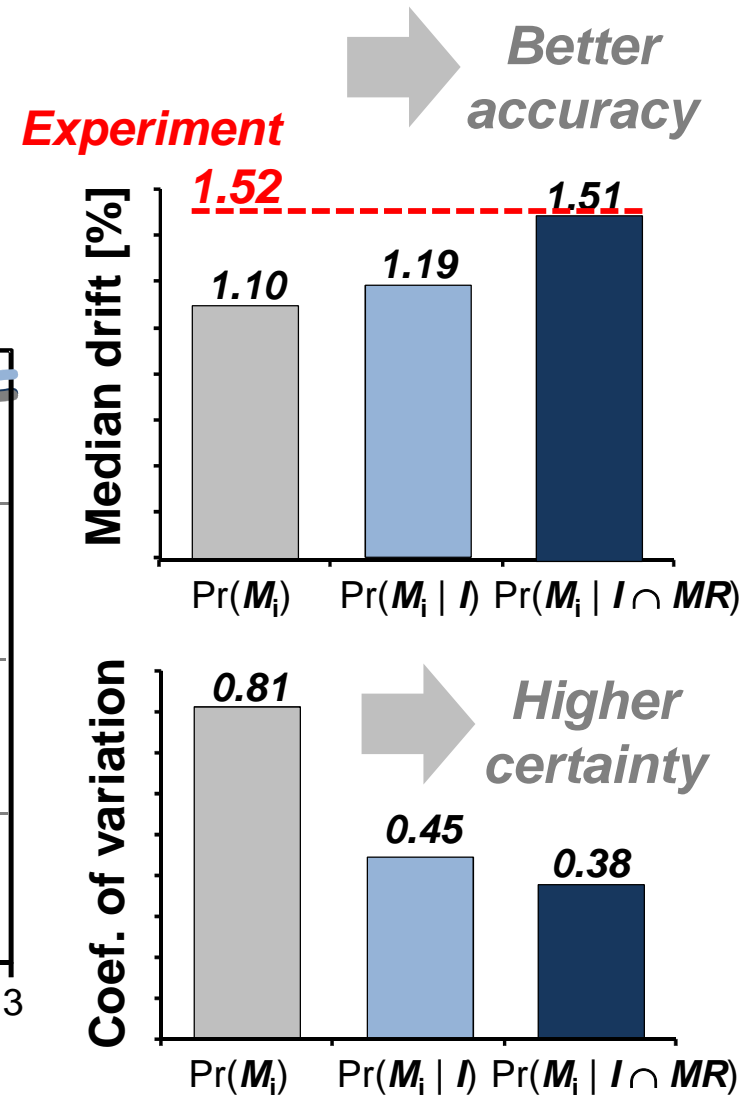
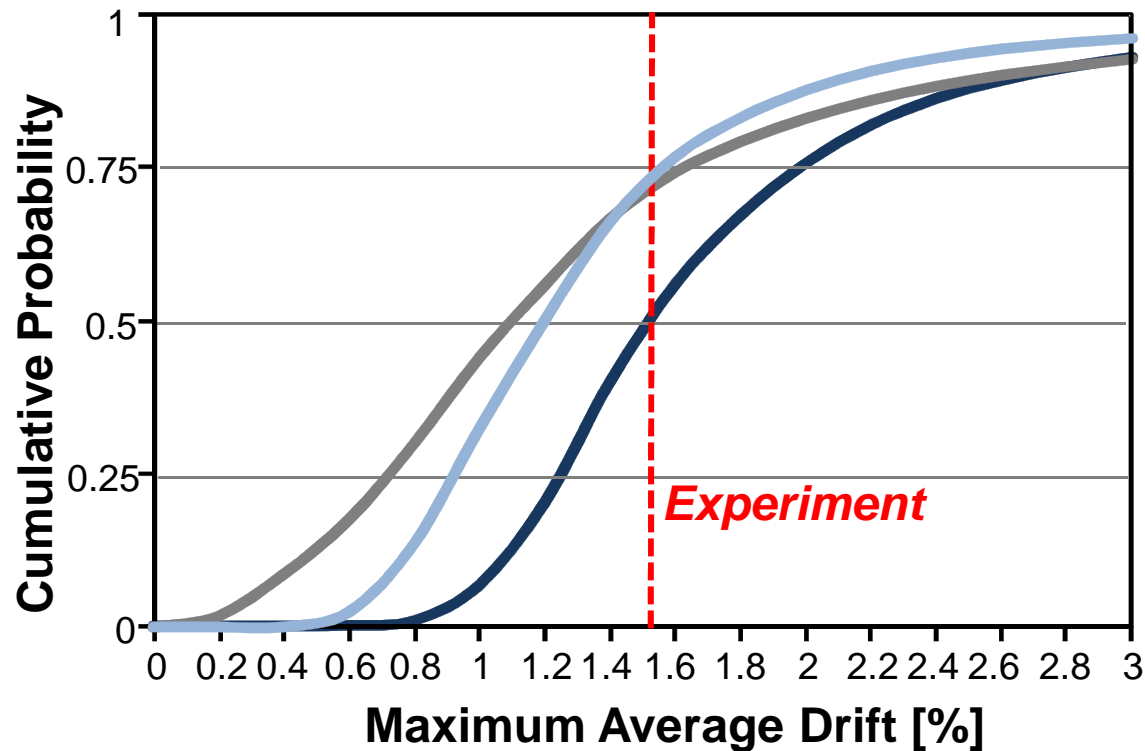
--- Median

*Force based El.*



# Results:

- $\Pr(M_i)$  — *Prior*
- $\Pr(M_i | I)$  — *Damage inspection*
- $\Pr(M_i | I \cap MR)$  — *Damage inspection & residual displacements*



# Residual structural properties for WDH4

