

Outline of Activities

Please be sure to describe the content and instructional activities in sufficient detail to ensure consistent delivery of instruction by different instructors.

[illegible]

strategies.

Explain Terms related to risk:

Risk factors:



behavioral “indicators?”

Slides 7 Risk Factors

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Slide 8 Risk Level

**Slide 9 Definitions: Threat,
Vulnerability, Risk**

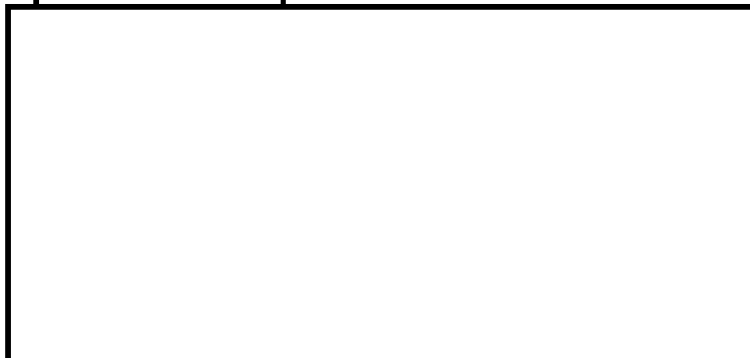
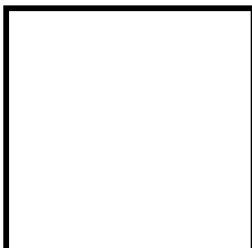
Slide 10 Deal with Risk?

Q & A: How do you deal with
Risk?

Slide 11 Risk Mgmt Strategies

Explain Risk Management Strategies:

Traditional Risk Management Strategies:



Slide 12

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Learning Objective #2: [REDACTED] [REDACTED]	Slide 13 [REDACTED] [REDACTED] b7E
Learning Objective #3: [REDACTED] [REDACTED] [REDACTED]	Slide 14 [REDACTED] b7E
<u>Explain Structured Professional Judgment (SPJs):</u> Guidelines developed to reflect the state of the discipline: empirical knowledge and professional practice. Identify set of core risk factors to consider in evaluations. Improves consistency, usefulness, and transparency of decision-making. The problem with low base rate behavior is the <u>high number of false positives</u> <u>Explain The Math of Risk Assessment.</u> The Math of Risk Assessment and risk factors deals with	Slide 15 NOTE: Prior to Slide 16 - White Board Discussion on test application and results Slide 16 SPJ Slide 17 - Low Base Rate Phenomena Slide 18-19 Example Slide 20 - 26 Math of Risk / Threat Assessment

Conditional probability – following a positive test result for a risk factor or indicator, the probability of actually having the condition (in the example “being a terrorist”) is still low. Q & A: How do you then determine whether or not the individual has the “condition”? The need is for another test – an in-depth assessment to refute or confirm the indicator.	Slide 27 Break
Learning Objective #4: [REDACTED]	Slides 29 – 31
Learning Objective #5: [REDACTED]	Slides 32 - 34 Slides 35 - 36 Slides 37 - 43

Slide 44

Slide 45 Group Psychology &
Dangerousness

Slide 46 Dynamic psych of
terrorist

Slide 47 RAF Lessons Learned

- RAF Lessons Learned:

Slide 48 Break

Slide 49 Intro to
MMA

Slide 50 Goal

NOTE: Stress this is an
introduction and high level
concepts will be discussed

Slide 51

[REDACTED]

Slide 52 Six Degrees of...

Slide 53 Acknowledgements

Slide 54 Software Tools

Slide 55 Other Software

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Slide 56 [REDACTED]
[REDACTED]

Slide 57 Key Concepts

**Slide 58 Terrorist
Organizations**

Slide 59 Evolution of [REDACTED]

**Slide 60 Attribute and
Typological Data**

Slide 61 Relational Data

Slide 62

Slide 63 Centrality

Centrality.

Groups.

Dyad vs. Triad links (ties).

Cliques.

Equivalence.

Factions.

“The Key Player Problem” - [REDACTED]

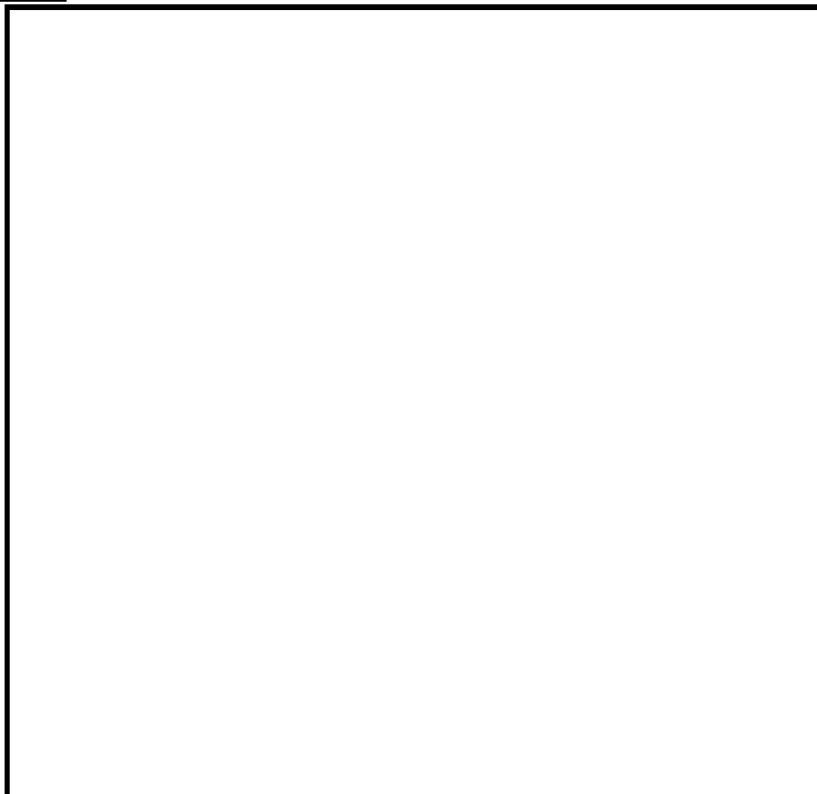
Types of Networks.

Basic Building Blocks:

- Nodes.
- Links.
- Mode – types of nodes.



[REDACTED] Complexity Theory, and Chaos.



Slide 64 Groups

Slide 65 Dyad vs Triad

Slide 66-67 Cliques

Slide 68 Equivalence

Slide 69 Grouping

Slide 70 Factions

Slide 71-73 The key Player Problem and Solution

Slides 74 Types of Networks

Slide 75 Nodes

Slides 76 – 78 [REDACTED] Complexity Theory and Chaos

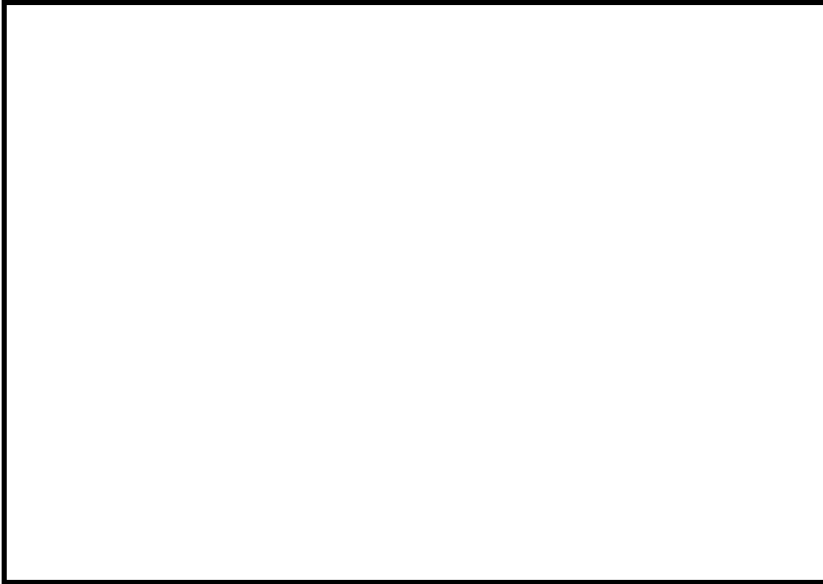
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SNA Groups.

Slide 79 [redacted] Groups



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Q & A:

- Can anyone give me a possible example of this?

or



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Slide 80 [redacted]
[redacted]

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Slides 81 – 83 Questions and References

Learning Objective #7:

NOTE: (If time allows, use this Exercise of a visual using large group discussion).

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Explain Group Judgments and Decisions.

Slide 84

Slide 85 Group Judgments and Decisions

Slide 86 Group Think

Slide 87 Prevention

Slide 88 Mitigating Factors

Slide 89

Slide 90

Slide 91

Slide 92 Beginning of Exercise

Slides 93 – 96 Exercise

the importance of knowing

Vital to Context.

Large Group Q & A and Discussions over initial information in the exercise from

Break students into anywhere from 3 to 6 Groups. Have them analyze additional information provided

Handouts.

- Give the groups no more than 10 minutes or so to discuss (depending on size) -

Slides 97 –

Slide 107 Analysis

- Recommended Order to discuss follows slide order: - Travel. - Discuss – What lessons did you learn the most from this exercise? - Discuss possible real lessons learned from ^{b6} _{b7C} - Discuss the Public's perception (per Newsweek) of Screening procedures and real screening procedures and thresholds. - What do you think about these numbers, in particular the 13,000 "extra screening/reasonable suspicion" list? - Recall the Math of Risk Assessment - Discuss – Which of these are really - Discuss – How can we use this exercise - Discuss a few angles - Who has the handout discussing - Is it reasonable to think that this would inform our assessment along the way or provide any context about what might happen?	NOTE: Final handout is to be discussed several slides down Slide 108 Travel Slides 109 – 111 Slides 112 – 116 Slides 117 – 119 Slides 120 – 123 Slides 124 - 125 Lessons Learned Slide 126 Screening Slide 127 Math of Risk Assessment Slide 128 Slide 129 Slide 130 Slide 131
- Stress the Caveats: – no one is trying to Monday morning Quarterback but we must learn from past mistakes and even scenarios that come out well need to be critiqued.	Slide 132 Caveats Slides 133

- Historically the Bureau is horrible about Lesson Learned reviews. Why is this?

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Slide 134 References

References

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