



Center for Domestic Preparedness

Law Enforcement Protective Measures for CBRNE Incidents



FEMA

Contents
Law Enforcement Protective Measures for CBRNE Incidents
Student Guide

Admin 1: Course Introduction and Overview.....	1
Module 1: Identification of Terrorist and Extremist Behaviors	9
Module 2: CBRNE Incident Operations.....	23
Module 3: Personal Protective Equipment and Decontamination.....	35

Law Enforcement Protective Measures for CBRNE Incidents PER-264

Student Guide

Module 1 Identification of Terrorist and Extremist Behavior

Learning Objectives

a. Terminal Learning Objective. Given a situation, assess terrorist and extremist actions in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009)

b. Enabling Learning Objectives

- (1) Given a requirement, define terrorism and extremism in accordance with *Counterterrorism Analytical Lexicon*. (LE-0009a)
- (2) Given a requirement, identify terrorist and extremist trends in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Country Reports on Terrorism 2011*. (LE-0009b)
- (3) Given a situation, identify indicators of terrorist and extremist activity in accordance with *8 Signs of Terrorism*. (LE-0009c)
- (4) Given a situation, identify threats and hazards in accordance with *Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009d)
- (5) Given a situation, identify community-based policing techniques for the prevention of terrorism and extremism in accordance with *Policing Terrorism: An Executive's Guide*. (LE-0009e)

BODY

1. Terrorism and Extremism Defined. Terrorism is the unlawful use or threat of violence in furtherance of political, religious, ideological or social goals that are intended to evoke fear, intimidate, or coerce a civilian population or any segmented thereof; influence the policy of a government by intimidation or coercion (U.S. Department of Justice [DOJ], Federal Bureau of Investigation [FBI], n.d.). Violent Extremism is any ideology that encourages, endorses, condones, justifies, or supports the commission of a violent act or crime against the United States, its government, citizens, or allies in order to achieve political, social, or economic changes, or against individuals or groups who hold contrary opinions (DOJ, FBI, n.d.).

2. International Terrorism and Extremism

- a.** Increasingly, international terrorism is recognized as a threat to the United States because of terrorists' avowed goal of overthrowing secular or Western-allied regimes in certain countries with large domestic security, both timing and target selection by terrorists can affect U.S. interests in areas ranging from preservation of commerce, to nuclear nonproliferation, to the Middle East peace process. Such groups are seen as a particular threat to U.S. foreign policy objectives (Perl, 2007).
- b.** International terrorist groups occur primarily outside the territorial jurisdiction of the United States (Crimes and Criminal Procedures, 18 *United States Code* [U.S.C.] § 2331, 2012).

c. Formal international terrorist organizations continue to pose a domestic terrorist threat (U.S. Department of State, 2011). A few examples of such terrorist groups include the following:

(1) Al-Qaeda

- (a) Since 1980, has financed, recruited, transported, and trained Sunni Islam extremists for the Afghan resistance.
- (b) Became a direct threat to the United States in 1998 in a series of showdowns between the United States and Iraq over United Nations weapons inspections.
- (c) To date, responsible for the worst terrorist attacks in American history (September 11, 2001 attacks). The terrorist attacks on September 11, 2001 resulted in the collapse of the World Trade Center towers, significant damage to the Pentagon the downing of United Flight 93 and more than 2,800 deaths.
- (d) Still in existence today and has a number of regional affiliates (U.S. Department of State, 2011).

(2) The Islamic State (ISIS)

- (a) An offshoot of al-Qaeda in 2000s
- (b) A formidable and highly adaptable adversary with extensive propaganda capability, disseminating media content on multiple online platforms.
- (c) Has seized large amounts of territory in Iraq and Syria, which uses for safe haven, training, command and control and from which they can launch attacks.
- (d) ISIS is extremely dangerous organization with the elements of a terrorist organization and an army (Johnson, 2014).

(3) Lashkar-e-Taiba

- (a) Formed in the 1980s
- (b) Financed, recruited, transported, and trained Sunni Islam extremists for the Afghan resistance.
- (c) A formidable and highly adaptable adversary with genuine global reach, the most dangerous terrorist group operating in South Asia today, after Al-Qaeda.
- (d) Possesses growing capabilities and enjoys relatively robust sanctuary in Pakistan.
- (e) Tends to forge coalitions with like-minded groups such as Al-Qaeda.
- (f) Still in existence today - a large and proficient militant group (U.S. Department of State, 2011).

(3) Hezbollah

- (a) Closely allied with Iran and supports them with funds and arms.
- (b) Has carried out numerous anti-U.S. attacks overseas.
- (c) Involved in a 33-day military conflict in Lebanon and northern Israel, known as the Summer War of 2006.
- (d) Transformed itself from a militant group to the preeminent political and military force in Lebanon (U.S. Department of State, 2011).

3. Domestic Terrorism and Extremism

a. Many people believe that the majority of terrorists in the United States come from the Middle East and are radical Muslims. The fact is the majority of terrorists are home-grown, originating with American citizens with extreme left- or right-wing views.

- (1) Homegrown extremists are a significant concern. A homegrown violent extremist is a person who rejects the cultural values, beliefs, and environment of the United States and intends to commit terrorism inside the United States without direct support from a foreign organization. Homegrown terrorists are harder to detect, easily able to connect with other extremists and in some instances highly capable operationally. (*Protecting the Nation in Today's Complex Threat Environment*, 2013).
- (2) Lone terrorists "commit terrorist acts alone, and without the witting support from others." In 2012, numerous acts of terrorism and violence were committed by lone offenders (*The Domestic Terrorism Threat*, 2012).
 - (a) In 2011, a 26-year-old man was arrested for planning to destroy the Pentagon and U.S. Capitol using large remote controlled aircraft filled with explosives (U.S. Attorney's Office, 2011a).
 - (b) In 2011, four members of a militia in Georgia were arrested for planning to acquire explosives, silencer and to manufacture a biological toxin to use against various U.S. government targets (U.S. Attorney's Office, 2011b).
 - (c) In 2012, the FBI dismantled an anarchist extremist cell in Cleveland, Ohio who planned to blow up a bridge in that city (*The Domestic Terrorism Threat*, 2012).
 - (d) In 2012, there were multiple lone-offender shootings: a movie theater in Aurora, Colorado; a Sikh temple in Oak Creek, Wisconsin; Family Research Council headquarters in Washington, DC; and Sandy Hook Elementary School in Newtown, Connecticut (*The Domestic Terrorism Threat*, 2012).
- (3) Domestic extremists are likely to continue to pose a persistent threat involving smaller-scale bombings and assaults (*The Domestic Terrorism Threat*, 2012). According to the FBI, extremist types, within the U.S. include the following:
 - (a) Animal Rights Extremists and Environmental Extremists—The term "animal rights extremism" covers criminal acts committed in the name of animal rights.

- (b) Environmental extremism—Most often referred to as "Eco-terrorism"-includes criminal acts committed in the name of the environment.
 - (c) Anarchist Extremists—Believe that individual autonomy and collective equality are fundamental and necessary for a functional, civilized society. [Anarchism] They resist the existing hierarchical structure of society that gives some people authority and control over others.
 - (d) White Supremacist Extremists—The term "white supremacist extremism" (WSE) describes people or groups who commit criminal acts in the name of white supremacist ideology.
 - (e) Anti-Government Extremists—Believe that even though they physically reside in this country, they are separate or 'sovereign' from the United States. The law enforcement agency noted such citizens believe they don't have to answer to any government authority, including courts, taxing entities, motor vehicle departments or police
 - (f) Jewish Defense League—protectionist of Jewish peoples
 - (g) Black Separatist Extremists—a movement to create separate institutions for black people in societies historically dominated by whites particularly in the United States.
 - (h) Anti-Abortion Extremists—The vast majority of anti-abortion activists engage in constitutionally protected activity. However, anti-abortion extremism involves crime committed in the name of the anti-abortion movement.
- (4) Examples of Domestic Terrorism and Extremism
- (a) On March 29, 2010, nine members of an extremist group were charged in Michigan with seditious conspiracy and attempted use of weapons of mass destruction in an alleged plot to attack law officers and rise up against the government. They tried to use bombs to attack a caravan of a funeral procession. Fortunately, the FBI and Michigan State Police intervened before their plot could be carried out (FBI, 2011).
 - (b) 2012, Daniel Andreas San Diego made the FBI's "Most Wanted Terrorists" watch list in 2009. Listed as "armed and dangerous," with a \$250,000 price on his head, the Berkeley, California, native is only the second U.S. citizen to make this particular FBI list. San Diego is an animal rights zealot. He is under federal indictment for allegedly igniting explosive devices outside two Northern California firms—biotechnology giant Chiron and homecare-product manufacturer Shaklee—in 2003. The FBI says a potentially deadly second explosive at Shaklee, strapped with nails was likely targeted at first responders, was defused (Russell, 2012).
 - (c) 2013, the alleged Boston Marathon bombers, April 15, 2013, Tamerlan Tsarnaev, 26, and his 19-year-old brother, Dzhokhar, apparently came to identify closely with the cause of radical Islam, but that is not the whole story. These marathon terrorists were more like rampage killers who enter a school, cinema,

or shopping mall and indiscriminately target anything that moves. Their motive for planting explosives near the finish line of the marathon seemed to be revenge. They apparently blamed the United States for wars in Afghanistan and Iraq, but they also seemed to blame everybody but themselves for their personal miseries (Levin, 2013).

b. Guided Discussion Question

- (1) What known terrorist or extremist groups may operate in your local jurisdiction?
- (2) What terrorist or extremist incidents have occurred in your jurisdictions?
- (3) How have these incidents affected policing in your jurisdiction?

4. Terrorist and Extremist Trends

a. International Terrorist and Extremist Trends. Formal international terrorist organizations have their own infrastructures, financial arrangements, and training facilities such as The Islamic State (ISIS), Al-Qaeda, Lashkar, and Hezbollah and continue to plan and mount domestic and international terrorist campaigns (U.S. Department of State, 2011). Three trends include the following:

- (1) The emergence of so-called "micro actors," spurred in part by U.S. and allied successes in isolating and killing much of Al Qaeda's leadership. The result is Al Qaeda is perceived as having a more subdued operational role, but assuming more of an ideological, motivational, and propaganda role.
- (2) A trend toward "sophistication" (i.e., terrorists exploiting the global interchange of information, finance, and ideas to their benefit, often through the Internet).
- (3) A growing overlap between terrorist activity and international crime, which may expose the terrorists to a broad range of law enforcement activities (Perl, 2007).

b. Domestic Terrorist Trends. A 2013 Congressional Research Service report (focused on domestic terrorism) discusses five current trends or issues.

- (1) The Level of Activity-Domestic. Terrorist have been responsible for more than two-dozen incidents since September 11, 2001 and the number of anti-government extremists has grown significantly since then.
- (2) Use of Nontraditional Tactics. A large number of domestic terrorists do not necessarily use tactics such as suicide bombings or airplane hijackings. They have been known to engage in activities such as vandalism, arson, shootings, trespassing, and tax fraud, to achieve their goals.
- (3) Exploitation of the Internet. Domestic terrorists—much like their jihadist analogues—are often Internet savvy and use the medium as a resource for their operations.
- (4) Decentralized Nature of the Threat. Many domestic terrorists rely on the concept of leaderless resistance. This involves two levels of activity. Operationally, militant, underground, idealist cells or individuals engage in illegal activity without traditional

leadership. On the above-ground public face, (the “political wing”) focused on propaganda and the dissemination of ideology—engaging in protected speech.

- (5) Prison Radicalization. Prison has been a place where terrorist thinking can bloom. Some prison gangs delve into radical or extremist ideologies that motivate domestic terrorists. However, even for gangs exhibiting these ideological dimensions, criminal enterprises such as drug trafficking—not radical beliefs—largely drive their activities (Bjelopera, 2013).

c. Guided Discussion Questions

- (1) What do you see as the most likely threat(s) in your jurisdiction?
- (2) What steps has your agency taken to prevent or mitigate terrorist or extremist activity?

5. Indicators of Terrorist and Extremist Activity

a. Eight Signs of Terrorism. Because terrorist acts are rarely spontaneous, law enforcement should learn to identify the eight signs of terrorism in order to mitigate or respond to terrorist or extremist acts. According to the Counterterrorism Education Learning Lab (2012), there are eight signs of terrorism.

- (1) Surveillance—Attempts to monitor or record activities. For example, an individual observes the security measures outside a federal building or target facility to determine if those facilities or assets are secure.
- (2) Elicitation—Attempts to gain information through inquiries. For example, an individual sits next to an employee of a targeted organization and politely and slowly gets to know the employee through general questions, then after gaining trusts asks more specific questions about the organization.
- (3) Tests of Security—Attempts to measure reaction times by entering restricted areas. For example, three individuals try to enter into a secured nuclear facility in an attempt to determine how many minutes it takes for a certain presence of security to arrive, with the intention of entering a later time if they feel the security is not reacting sufficiently.
- (4) Funding
 - (a) Suspicious transactions involving large cash payments, deposits, withdrawals, or transfers of money
 - (b) Bulk cash smuggling
 - (c) Suspected financial fraud
 - (d) Sale of counterfeit goods
 - (e) Misleading charities

- (5) **Acquiring Supplies**—Attempting to obtain explosives, weapons, uniforms, badges, credentials, etc. For example, an individual or group enters a hospital to sneak out radiological material from a storage area.
- (6) **Impersonation**—Suspicious people who just do not belong or are attempting to assume another person's actual or false identity to gain access to a site, information, etc. For example, an individual calls an employee of a sensitive facility impersonating someone from a government regulatory agency in order to gain security information or a person without the proper credentials uses a back story when stopped trying to gain access to a secure area.
- (7) **Rehearsal**—Practicing to work out flaws and unanticipated problems. For example, a terrorist drives to a mall, simulates planting explosive devices at entry points and leaves the area within a given timeframe to see if they can bypass security cameras and exit without being apprehended by law enforcement.
- (8) **Deployment**—Positioning assets. For example, a team of terrorist drive to predetermined locations placing explosives, get-away vehicles, changes of clothing, and other supplies to conduct a terrorist attack.

Guided Discussion Questions

- (1) Which signs of terrorism can be identified in the video?
- (2) What critical infrastructure do the suspects seem to be targeting?
- (3) What critical infrastructure or venues in your area might be a potential target for terrorists or extremists?

6. Threat and Hazard Identification

- a. Targets are selected by terrorist organizations to generate fear, to have social impact, for political change, and to cause financial chaos (Federal Emergency Management Agency, 2011).
- b. **National Infrastructure Protection Plan.** Revised in 2013 to reflect the evolution in the "critical infrastructure risk, policy, and operating environments, as well as experience gained and lessons learned since...2009" (U.S. Department of Homeland Security [DHS], 2013, p. 1).
 - (1) A comprehensive risk management framework that defines critical infrastructure, protection roles, and responsibilities of Federal, state, local, tribal, territorial, and private sector partners.
 - (2) Defines vulnerability as "the physical feature or operational attribute that renders an entity open to exploitation or susceptible to a given hazard" (DHS, 2013, p. 33). In calculating the risk of an intentional hazard, a common measure of vulnerability is the likelihood that an attack is successful, given that it is attempted.
 - (3) Protecting and ensuring resiliency of United States' critical infrastructure and key resources are essential. Critical infrastructure are the assets, systems, and networks,

whether physical or virtual, so vital to the United States that their incapacitation or destruction would have a debilitating effect on security, national economic security, national public health or safety, or any combination thereof.

- (4) Developing an effective strategy for critical infrastructure and key resources protection requires a clear understanding of potential threats.
- (5) A convenient resource that you may find helpful is the DHS Daily Open Source Infrastructure Report.
 - (a) It is a non-commercial publication intended to educate and inform personnel engaged in infrastructure protection.
 - (b) It is a daily, Monday through Friday, summary of open-source published information concerning significant critical infrastructure issues.
 - (c) It is available on the web at <http://www.dhs.gov/dhs-daily-open-source-infrastructure-report>.

c. Threat and Hazard Identification and Risk Assessment (THIRA). It is important that every community understands and identifies the risks it may face. By understanding the risks, it allows the community to make informed decisions to manage risk, as well as develop needed capabilities. THIRA is a tool that allows a jurisdiction to understand its threats and hazards and how the impacts may vary according to time of occurrence, season, location, and other community factors.

- (1) This knowledge helps a jurisdiction establish informed and defensible capability targets. The THIRA is intended to inform the whole community about its risks and capabilities needed to address those risks (DHS, 2012).

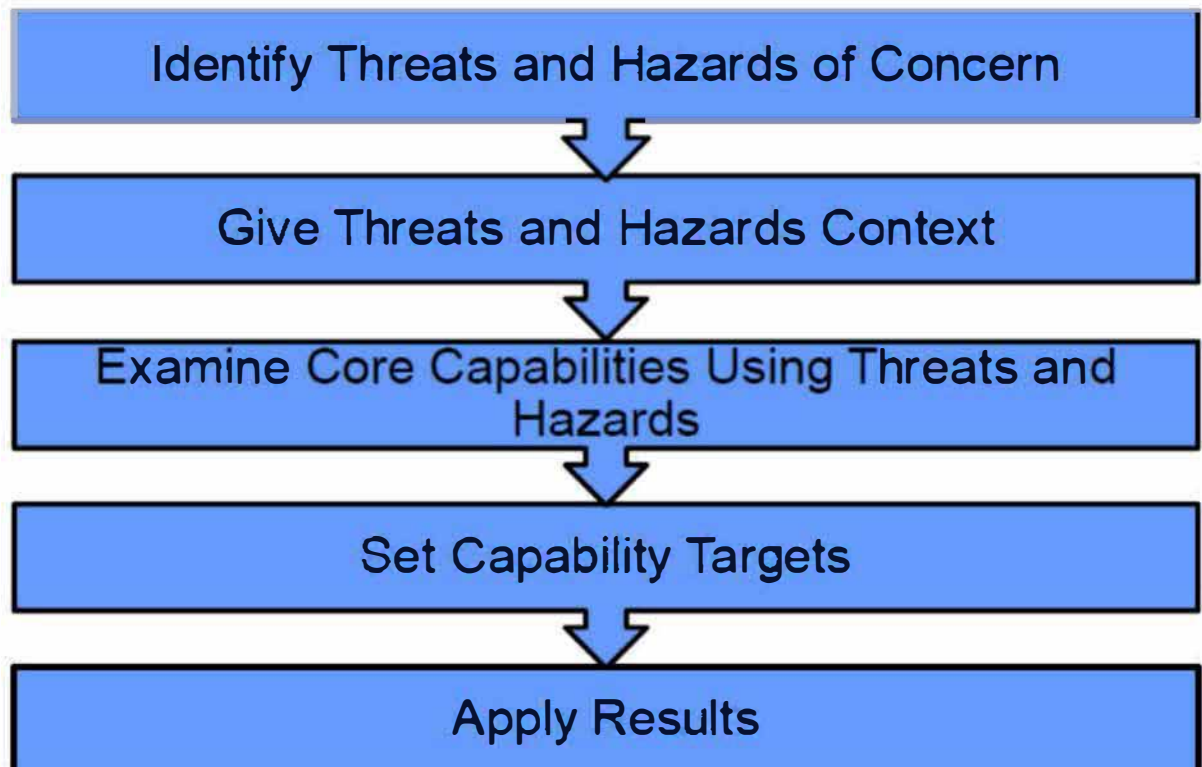


Figure 1. The THIRA Process

(2) The THIRA (DHS, 2012) process consists of the following five basic steps:

- (a) Step 1: Identify the Threats and Hazards of Concern. Based on past experience, forecasting, expert judgment, and available resources; identify a list of the threats and hazards of concern to the community.
- (b) Step 2: Give Threats and Hazards Context. Using the list of threats and hazards, develop context that shows how those threats and hazards may affect the community.
- (c) Step 3: Examine the Core Capabilities. Using the threat and hazard context, identify impacts to the community through the lens of the core capabilities described in the Goal.
- (d) Step 4: Set Capability Targets. Looking across the estimated impacts to the community, in the context of each core capability and coupled with a jurisdiction's desired outcomes, set capability targets.
- (e) Step 5: Apply the Results. Plan for the ability to deliver the targeted level of capability with either community assets or through mutual aid, identify mitigation opportunities, and drive preparedness activities.

d. Community-Based Policing. Community-based policing is a philosophy that promotes organizational strategies, which support the systematic use of partnerships and problem-

solving techniques, to proactively address the immediate conditions that give rise to public safety issues such as crime, social disorder, and fear of crime. (DOJ, Community Oriented Policing Services, n.d.)

- (1) Community-based policing is a critical component of identifying threats and preventing them before they occur. It is identified by the President as a critical element in his national plan to combat violent extremism (Obama, 2011).

(2) Guided Discussion

- (a) How have community-based policing initiatives been employed in your jurisdiction?
- (b) What types of community partnerships have been established to mitigate extremism in your jurisdiction?
- (c) What problem-solving mechanisms are used in your jurisdiction? How is information collected to enable problem solving?
- (d) How have these initiatives aided in the deterrence or prevention of extremist actions or behavior in your jurisdiction?

SUMMARY

Summary. In this module, we defined terrorism and extremism; discussed international and domestic terrorism; reviewed terrorist and extremist trends and indicators of terrorism; discussed the eight signs of terrorism; and reviewed means to identify threats and hazards to the community. Are there any questions about what has been covered in this lesson?

REFERENCES

- Bjelopera J. (2013). *The domestic terrorist threat: Background and issues for Congress*. Congressional Research Service.
- Chapman, R., & Scheider, M. (2002). *Community policing: Now more than ever*. Office of Community Oriented Policing, U.S. Department of Justice, Washington, DC.
- Counterterrorism Education Learning Lab. (Producer). (2012). *8 signs of terrorism* [Video]. Available from <http://www.thecell.org/>
- Crimes and Criminal Procedures, 18 U.S.C. § 2331 (2012).
- Federal Emergency Management Agency. (2011). *Are you ready? An in-depth guide to citizen preparedness*. Retrieved from <http://www.ready.gov/document/are-you-ready-depth-guide-citizen-preparedness>
- Federal Bureau of Investigation. (2011). *Domestic terrorism focus on militia extremism*. Retrieved from http://www.fbi.gov/news/stories/2011/september/militia_092211
- Johnson, J. (2014). *Written testimony of DHS Secretary Jeh Johnson for a house committee on Homeland security hearing titled "Worldwide threats to the homeland."* Retrieved from <http://www.dhs.gov/news/2014/09/17/written-testimony-dhs-secretary-jeh-johnson-house-committee-homeland-security>
- Levin, J. (2013). *Domestic terrorism: Myths and realities*. Retrieved from <http://www.huffingtonpost.com/news/boston-marathon-bombing>
- Newman, G., & Clarke, R. (2007). *Policing terrorism: An executive's guide*. Center for Problem-Oriented Policing, U.S. Department of Justice: Washington, DC.
- Obama, B. (2011) *Empowering local partners to prevent violent extremism in the United States*. Retrieved from http://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf
- Perl, R. F. (2007). *International terrorism: Threat, policy, and response*. Retrieved from <http://www.fas.org/crs/terror/RL33600.pdf>
- Protecting the nation in today's complex threat environment. Hearing before the House Appropriations Committee, Subcommittee on Commerce, Justice, Science, and Related Agencies, 113th Cong. (2013) (testimony of Robert S. Mueller).*
- Russell, S. (2012). When extreme animal rights activists attack. *Pacific Standard Magazine*. Retrieved from <http://www.psmag.com/legal-affairs/when-extreme-animal-rights-activists-attack-40430/>
- The domestic terrorism threat: Hearing before the Senate Judiciary Committee, Subcommittee on the Constitution, Civil Rights, and Human Rights, 113th Cong. (2012) (testimony of Michael A. Clane)*
- U.S. Attorney's Office. (2011a). Massachusetts man charged with plotting attack on pentagon and U.S. Capitol and attempting to provide material support to a foreign terrorist

organization. *FBI Press Release Boston Division*. Retrieved from <http://www.fbi.gov/boston/press-releases/2011/massachusetts-man-charged-with-plotting-attack-on-pentagon-and-u.s.-capitol-and-attempting-to-provide-material-support-to-a-foreign-terrorist-organization>

U.S. Attorney's Office. (2011b). North Georgia Men Arrested, Charged in Plots to Purchase Explosives, Silencer and to Manufacture a Biological Toxin. *FBI Press Release Atlanta Division*. Retrieved from <http://www.fbi.gov/atlanta/press-releases/2011/north-georgia-men-arrested-charged-in-plots-to-purchase-explosives-silencer-and-to-manufacture-a-biological-toxin>

U.S. Department of Homeland Security. (2011). *The strategic national risk assessment in support of PPD-8: A comprehensive risk-based approach toward a secure and resilient nation*. Retrieved from <http://www.dhs.gov/xlibrary/assets/rma-strategic-national-risk-assessment-ppd8.pdf>

U.S. Department of Homeland Security. (2012). *THIRA frequently asked questions FY 2012*. Retrieved from <http://www.fema.gov/media-library/assets/documents/27775>

U.S. Department of Homeland Security. (2012). *Community preparedness guide 201: Threat and hazard identification and risk assessment guide*. Retrieved from <http://search.dhs.gov/search?query=Threat+and+Hazard+Identification+and+Risk+Assessment&op=Search&affiliate=dhs>

U.S. Department of Homeland Security. (2013). *National infrastructure protection plan: Partnering to enhance protection and resiliency*. Retrieved from http://www.dhs.gov/sites/default/files/publications/NIPP%202013_Partnering%20for%20Critical%20Infrastructure%20Security%20and%20Resilience_508_0.pdf

U.S. Department of Justice, Community Oriented Policing Services. (n.d.). *Community policing defined*. Retrieved from <http://www.cops.usdoj.gov/Default.asp?Item=36>

U.S. Department of Justice, Federal Bureau of Investigation. (n.d.). *Counterterrorism analytical lexicon*. Retrieved from <http://cryptocomb.org/FBI-Counter-Terrorism-Analytical-Lexicon.pdf>

U.S. Department of State. (2011). *Country reports on terrorism 2011*. Retrieved from <http://www.state.gov/j/ct/rls/crt/2011/index.htm>

FIGURE LISTING

Figure 1. Courtesy of U.S. Department of Homeland Security.

SECTION I COURSE DESCRIPTION

Course Number: PER-264

Course Title: Law Enforcement Protective Measures for CBRNE Incidents

Version Control Number: 10.1

Effective Date: 05/21/2015

Course Purpose. The purpose of this course is to provide responders with the ability to identify threats, protect themselves, operate, and perform essential law enforcement skills in a chemical, biological, radiological, nuclear, or explosive (CBRNE) hazard environment.

Course Goals

- a. To apply critical thinking to enhance recognition and prevention of terrorist and extremist actions through a community-based approach to policing.
- b. To develop knowledge in the essential law enforcement skills required to respond to a CBRNE incident.
- c. To develop skills required to protect self and operate safely in a CBRNE incident environment.
- d. To prepare law enforcement personnel for attendance of PER-265 *Law Enforcement Response Actions for CBRNE Incidents*.

Course Scope. Through this course, law enforcement responders receive instruction in the current terrorist and extremist threat, apply community-based policing principles to the identification and prevention of terrorism and extremism, develop knowledge in the critical law enforcement skills required to respond to and operate safely in a CBRNE incident environment. The course culminates in a series of hands-on activities that allow responders to practice all of the learned skills (employing weapons, retaining weapons, and apprehending suspects while wearing personal protective equipment [PPE]; preserving hazardous evidence; moving and communicating tactically while wearing PPE; conducting sampling of hazardous materials, etc.) in a realistic context.

Course Length: 1 day

Course Academic Hours: 8 hours

Class Size

- a. **Minimum:** 20
- b. **Optimal:** 40
- c. **Maximum:** 50

Class Iterations per Year: 20

Optimum Annual Student Throughput: 800

Course Delivery Means

- a. Resident.** This course is delivered in residence at the Center for Domestic Preparedness (CDP), Anniston, AL.
- b. Non-resident.** At the request of a jurisdiction, this course may be delivered non-resident by CDP instructional staff.

Target Audience. The target audience for this course is law enforcement or security personnel who require training and practical application in terrorist and extremist threat assessment, CBRNE protective measures, and law enforcement operations during a CBRNE hazard incident.

Course Prerequisites. To be eligible to attend the course, a student must meet the following requirements:

- a.** Have completed IS-100.b, *Introduction to the Incident Command System* or any of the other ICS-100 series courses;
- b.** Have completed IS-200.b, *Incident Command System for Single Resources and Initial Action Incidents* or any of the other ICS-200 series courses;
- c.** Have completed IS-700.a, *National Incident Management System (NIMS), An Introduction*;
- d.** Have completed IS-800.b, *National Response Framework (NRF) An Introduction*; and
- e.** Be physically capable of completing all learning activities and exercises. This includes the ability to
 - (1) Function in PPE and stand for prolonged periods; and
 - (2) Move tactically as a member of a security or clearing team.

Exceptions to any of the above prerequisites may be granted on a case-by-case basis at the discretion of the CDP's Registrar.

Job/Function Tasks Trained

Task Number	Tasks Title	Proficiency Level¹
HO-0003	Don and Doff Personal Protective Equipment Level C	Proficient
IC-0001	Assume Initial Command of a Chemical, Biological, Radiological, Nuclear, or Explosive Incident	Part Task
LE-0002	Handle a Weapon	Reinforced
LE-0003	Perform Weapon Retention Techniques	Reinforced
LE-0004	Apply Restraint Devices	Reinforced

Task Number	Tasks Title	Proficiency Level ¹
LE-0006	Preserve Hazardous Evidence	Proficient
LE-0007	Process Through Technical Decontamination	Part Task
LE-0009	Assess Terrorist and Extremist Actions	Part Task

¹Proficiency Levels = Familiarization, Part Task, Proficient or Reinforced

Continuing Education Units or Academic Equivalency. The International Association for Continuing Education and Training, in partnership with the CDP, awards 0.8 continuing education units for the successful completion of this course.

Instructor Qualifications. All instructors delivering curriculum at the CDP must meet the basic instructor qualifications outlined in the performance work statement.

Exceptions to these instructor qualifications may be granted on a case-by-case basis at the discretion of the CDP Assistant Director for Training Delivery. A request for exception will be made through the appropriate Government contracting officer's representative.

Regulations, National Goals, Doctrine, Standards, and Capability Gaps Supported by the Course

- a. Regulations.** The following regulation was taken into account when developing this course: The Occupational Safety and Health Administration (OSHA) Hazardous Waste Operations and Emergency Response (HAZWOPER), 29 *Code of Federal Regulations* (C.F.R.) § 1910.120 (2013).

- (1) Students receive instruction on how to protect themselves from exposure to hazards by using the appropriate combination of respirator, protective ensemble and other equipment.
- (2) Students are made aware of the medical screening requirements, and the physiological and psychological stressors involved with wearing PPE.

- b. National Goals.** This course reinforces the National Preparedness Goal by providing training to law enforcement first responders intended to support prevention of terrorism or extremism and the effective response to a CBRNE incident by supporting the following core capabilities:

- (1) Infrastructure Systems. Students practice skills to effectively respond to and secure a CBRNE incident and minimize health and safety threats to responders and the public.
- (2) Interdiction and Disruption. Students learn about current terrorist and extremist threats and community-based policing procedures for preventing and deterring threats. Students practice essential law enforcement skills in PPE and learn the procedures for securing and preserving CBRNE crime scenes.
- (3) On-Scene Security and Protection. Students learn appropriate procedures for securing a CBRNE incident scene to prevent unauthorized entry and further reduce the risk of contamination.

- (4) Screening, Search, and Detection. Students learn the procedures for securing and preserving a CBRNE incident crime scene and practice performing basic bio-threat sampling.
- (5) Situational Assessment. Students practice performing essential law enforcement and CBRNE incident response skills under realistic conditions and must assess situations to ensure safety of self and others.

c. Doctrine. The following doctrine was taken into account when developing this course:

- (1) *National Incident Management System*. The course reinforces an accepted approach to organizing and controlling a CBRNE incident.
- (2) *National Response Framework*. The course emphasizes the necessity for participation in national programs to fully assess the threat and the essential role jurisdictions play in insuring an effective incident response.

d. Standards. The following standards are reinforced in this course:

- (1) OSHA standards related to personal protective equipment
- (2) U.S. Nuclear Regulatory Commission's standards for protecting against radiation
- (3) U.S. Department Transportation standards for responding to dangerous goods/hazardous materials transportation incidents
- (4) U.S. National Library of Medicine: National Institutes of Health standards for responding to hazardous material incidents
- (5) American Society for Testing and Materials (ASTM) International standard practices for the collection and sampling powders suspected of being bio-threat agents

Version Control Number Change History

Version Control Number	New, Minor or Major	Concise Description of Changes	Effective Date of Change
10.0	Major	Performed a significant revision of the course including: Deletion of Terrorist Threat, Targets, Prevention and Deterrence Activities, CBRNE Hazards, and Incident Command and Law Enforcement Response Actions modules; and Addition of modules for Identification of Terrorist and Extremist Behavior, CBRNE Incident Operations, PPE and Decontamination, and Law Enforcement Techniques in PPE.	August 17, 2014

10.1	Minor	Completed a minor revision based upon the outcomes of three pilot classes. Removed method A procedures from the Experiential Learning Guide. Modified the recommended course schedule so the post-test occurs before rather than after ELG 1. Added iPad instructions. Removed RAMP procedures.	May 21, 2015
------	-------	--	--------------

Additional Comments/Remarks: None

Number: Module 1

Title: Identification of Terrorist and Extremist Behavior

Total Time: 1 hour

Instructional Methods

Method	Time	Instructor-to-Student Ratio
Lecture	50 minutes	1:40
Guided Discussion	10 minutes	1:40

Media/Technology: Multimedia presentation

Purpose. To provide knowledge of terrorist and extremist behavior and the means for assessing potential terrorist or extremist actions.

Learning Objectives

a. Terminal Learning Objective. Given a situation, assess terrorist and extremist actions in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009)

b. Enabling Learning Objectives

- (1) Given a requirement, define terrorism and extremism in accordance with *Counterterrorism Analytical Lexicon*. (LE-0009a)
- (2) Given a requirement, identify terrorist and extremist trends in accordance with *The Domestic Terrorist Threat: Background and Issues for Congress and Country Reports on Terrorism 2011*. (LE-0009b)
- (3) Given a situation, identify indicators of terrorist and extremist activity in accordance with *8 Signs of Terrorism*. (LE-0009c)
- (4) Given a situation, identify threats and hazards in accordance with *Community Preparedness Guide 201: Threat and Hazard Identification and Risk Assessment Guide*. (LE-0009d)
- (5) Given a situation, identify community-based policing techniques for the prevention of terrorism and extremism in accordance with *Policing Terrorism: An Executive's Guide*. (LE-0009e)

Downgrade Justification: Not Applicable

Concept of Instruction

a. Lecture. A lecture supplemented by a multimedia presentation is presented covering each of the enabling learning objectives.

- b. Guided Discussion.** At the conclusion of select main ideas, the instructor uses questioning techniques to facilitate a student-driven discussion about experiences they have encountered responding to an incident involving extremist or terrorist.

Required Instructional Materials: Instructor guide, student guide, and multimedia presentation

Risk Assessment: Low

References

- Bjelopera, J. (2013). *The domestic terrorist threat: Background and issues for Congress*. Congressional Research Service.
- Chapman, R., & Scheider, M. (2002). *Community policing: Now more than ever*. Office of Community Oriented Policing, U.S. Department of Justice, Washington, DC.
- Counterterrorism Education Learning Lab. (Producer). (2012). *8 signs of terrorism* [Video]. Available from <http://www.thecell.org/>
- Crimes and Criminal Procedures, 18 *United States Code* (U.S.C.) § 2331 (2012).
- Federal Emergency Management Agency. (2011). *Are you ready? An in-depth guide to citizen preparedness*. Retrieved from <http://www.ready.gov/document/are-you-ready-depth-guide-citizen-preparedness>
- Federal Bureau of Investigation. (2011). *Domestic terrorism focus on militia extremism*. Retrieved from http://www.fbi.gov/news/stories/2011/september/militia_092211
- Levin, J. (2013). *Domestic terrorism: Myths and realities*. Retrieved from <http://www.huffingtonpost.com/news/boston-marathon-bombing>
- Newman, G., & Clarke, R. (2007). *Policing terrorism: An executive's guide*. Center for Problem-Oriented Policing, U.S. Department of Justice: Washington, DC.
- Obama, B. (2011). *Empowering local partners to prevent violent extremism in the United States*. Retrieved from http://www.whitehouse.gov/sites/default/files/empowering_local_partners.pdf
- Perl, R. F. (2007). *International terrorism: Threat, policy, and response*. Retrieved from <http://www.fas.org/crs/terror/RL33600.pdf>
- Protecting the nation in today's complex threat environment. Hearing before the House Appropriations Committee, Subcommittee on Commerce, Justice, Science, and Related Agencies*, 113th Cong. (2013) (testimony of Robert S. Mueller).
- Russell, S. (2012). When extreme animal rights activists attack. *Pacific Standard Magazine*. Retrieved from <http://www.psmag.com/legal-affairs/when-extreme-animal-rights-activists-attack-40430/>
- The domestic terrorism threat: Hearing before the Senate Judiciary Committee, Subcommittee on the Constitution, Civil Rights, and Human Rights*, 113th Cong. (2012) (testimony of Michael A. Clane).

U.S. Attorney's Office. (2011a). Massachusetts man charged with plotting attack on pentagon and U.S. Capitol and attempting to provide material support to a foreign terrorist organization. *FBI Press Release Boston Division*. Retrieved from <http://www.fbi.gov/boston/press-releases/2011/massachusetts-man-charged-with-plotting-attack-on-pentagon-and-u.s.-capitol-and-attempting-to-provide-material-support-to-a-foreign-terrorist-organization>

U.S. Attorney's Office. (2011b). North Georgia Men Arrested, Charged in Plots to Purchase Explosives, Silencer and to Manufacture a Biological Toxin. *FBI Press Release Atlanta Division*. Retrieved from <http://www.fbi.gov/atlanta/press-releases/2011/north-georgia-men-arrested-charged-in-plots-to-purchase-explosives-silencer-and-to-manufacture-a-biological-toxin>

U.S. Department of Homeland Security. (2011). *The strategic national risk assessment in support of PPD-8: A comprehensive risk-based approach toward a secure and resilient nation*. Retrieved from <http://www.dhs.gov/xlibrary/assets/rma-strategic-national-risk-assessment-ppd8.pdf>

U.S. Department of Homeland Security. (2012). *THIRA frequently asked questions FY 2012*. Retrieved from <http://www.fema.gov/media-library/assets/documents/27775>

U.S. Department of Homeland Security. (2012). *Community preparedness guide 201: Threat and hazard identification and risk assessment guide*. Retrieved from <http://search.dhs.gov/search?query=Threat+and+Hazard+Identification+and+Risk+Assessment&op=Search&affiliate=dhs>

U.S. Department of Homeland Security. (2013). *National infrastructure protection plan: Partnering to enhance protection and resiliency*. Retrieved from http://www.dhs.gov/sites/default/files/publications/NIPP%202013_Partnering%20for%20Critical%20Infrastructure%20Security%20and%20Resilience_508_0.pdf

U.S. Department of Justice, Community Oriented Policing Services. (n.d.). *Community policing defined*. Retrieved from <http://www.cops.usdoj.gov/Default.asp?Item=36>

U.S. Department of Justice, Federal Bureau of Investigation. (n.d.). *Counterterrorism analytical lexicon*. Retrieved from <http://cryptocomb.org/FBI-Counter-Terrorism-Analytical-Lexicon.pdf>

U.S. Department of State. (2011). *Country reports on terrorism 2011*. Retrieved from <http://www.state.gov/j/ct/rls/crt/2011/index.htm>

Instructor and Training Support Personnel

Description	Special Qualifications/Skill	Quantity
Instructor	None	1

Training Facilities

Facility Type	Facility Description	Quantity
Classroom	50 person capacity	1

Equipment

Item	Quantity	Unit of Measure	Unit of Issue
None			

Consumables

Item	Quantity	Unit of Measure	Unit of Issue
None			

Agent

Description	Unit of Measure	Quantity
None		

Additional Lesson Comments/Remarks: None