Emerging Prevention Practitioners' Network
Workshop 5: Identifying Local Resources for Prevention of Targeted Violence and Terrorism
Friday, May 28th, 2021
11:00am-1:00pm EST
https://asu.zoom.us/j/(b)(6)

Identifying Local Resources for Prevention of Targeted Violence and Terrorism

Workshop Key Questions:

1. Identify resources to help the public best identify crisis intervention, behavioral analysis or similar resources when local services are not readily available
2. Scope plain English guidance that government agencies can provide to the public about how to locate these resources
3. List and gather resources that behavioral practitioners can access to conduct initial intakes on referrals when not properly trained in TVTP behavioral threat analysis.

Identify resources to help the public best identify crisis intervention, behavioral analysis or similar resources when local services are not readily available

- **Improving Communication and the Relay of Information:**
  - **Recognition and reporting** – need to make sure information goes to the right place
  - Efforts should be focused on improving how information is processed when parent's concerns of children's extremist behavior are relayed and reported to organizations and services.
    - Each individual case is unique so proceeding effectively with the information given is important for ensuring the organization(s) provide the best service to the individual case.
      - This will work to: empower services with information to respond effectively to reported cases of violent extremist behavior and avoid mismatching risk-level with interventions (e.g. Elliot Rodgers case)

- **Fostering Alliances:**
  - Between Law Enforcement and Mental Health Services
  - Between Parents and Support Systems:
    - Expand the reach of resources and services to encourage families to seek help outside the home.
    - Strengthen relationships between parents/guardians with school and community leaders (e.g. religious leaders, school principals).

- Offer informative resources through community-based Facebook pages and other social media platforms to parents for effective communication.

    **However, this can sometimes lead to disinformation, and media literacy must be a priority as well.

- **Finding Gatekeepers:**
  - Equipping established relationships, such as <u>physicians</u>, <u>dentists</u>, and other <u>medical providers</u> with resources available since they may be the first to observe behaviors of concern and often get asked questions concerning ideological behavior

Successful Initiatives and Helpful Resources:
- Parents for Peace
- CRC
- Program at the University of Nebraska
- Salem Keizer Public School System K-12 program

Scope plain English guidance that government agencies can provide to the public about how to locate these resources

- **Mitigating Stigmatization:**
  - Encourage awareness, societal acceptance, and empathy for seeking help with ideologically-motivated issues, and work to dislodge the association with shame and embarrassment.
  - Shift away from "Zero Tolerance" language that decreases willingness to engage
  - *Avoid stigmatization and fear mongering by using softer words*:
    - Use "seeking help" instead of "reporting"
    - Use "ideologically -motivated" insead of "radicalized"
    - Avoid using the word "threat"

- **Increase Public Trust in Government:**
  - Consider who the *messengers* are. Try to target community leaders that the public already trusts.
  - Work to improve government approachability
    - Build trust through action that demonstrates community protection
    - Use personal stories and case studies to change perspectives
    - Focus special attention on local law enforcement as FBI and NTAC have been easier to approach and support.
  - Look into government partnerships with organizations that are already trusted in the community.

List and gather resources that behavioral practitioners can access to conduct initial intakes on referrals when not properly trained in TVTP behavioral threat analysis.

- **Creating Navigational Assistance to Access Resources:**
  - Finding tools on risk assessment.
  - Be aware that ressources have had varying degrees of scientific backing. Be aware that there is also little guidance on how to choose the best one.
  - In general, there are more available resources on school-based violence than for community-based practice.
    - Large gaps in community resources that lack training
- **Resources:**
  - Association of Threat Assessment Professionals
  - In San Francisco Bay Area, police are offering a free crisis response teams to actively support non-violent 911 calls
  - John Gottman's work at University of Washington suggests that "positive sentiment override" requires a 5:1 ratio: Five events that build positive credit and trust are needed to balance out every one event that erodes it.
  - RAN produced an excellent handbook (2019) - Extremism, Radicalisation and Mental Health. It was authored by Dr. Zainab Al-Attar, University of Central Lancashire, United Kingdom and produced by the Radicalisation Awareness Network: Health & Social Care subgroup.
  - The 2nd Edition of the International Handbook of Threat Assessment was recently released.
  - NaBITA (National Association of Behavioral Intervention Teams) is a good resource for schools, as they tend to package things for schools.
  - There are numerous agencies, private and public, that offer training in Behavioral Threat Assessment and Management.
    - Training needs to be affordable as well
  - Schools have "CARE" teams that focus on getting students help/focus on student success, and offering alternatives to discipline (especially for cases involving mental health). Then a threat assessment team often operates in the background and has access to the CARE related lower level interventions.

Resources/links related directly to threat assessment/threat management/Threat Assessment Teams (TATs)/Behavioral Assessment Teams (BITs)

https://www.policechiefmagazine.org/redirecting-pathway/?ref=fa2a17452b8890aae378c80ba0ac6992 (Link to IACP Police Chief Magazine online article "Redirecting the Pathway: Using Multidisciplinary Threat Assessments to Preventing Targeted Violence", which is written by retired Salem, OR PD Lt. Dave Okada and psychologists J. Reid Meloy and Stephen White. Article thoroughly and competently explains threat assessment, as well as presents a good example of effective threat assessment at work.)

https://www.secretservice.gov/protection/ntac/ (link to U.S. Secret Service's National Threat Assessment Center, or NTAC, whose mission is "to provide guidance on threat assessment and training"; on NTAC's website, there are links to research it has conducted, as well as links to other resources)

https://www.dni.gov/files/NCTC/documents/news_documents/NCTC-FBI-DHS-HVE-Mobilization-Indicators-Booklet-2019.pdf (link to FBI's and DHS's January 2019 "Homegrown Violent Extremist Mobilization Indicators", which provides information regarding risk factors and three different levels of concern)

https://www.osha.gov/SLTC/workplaceviolence/ (link to Occupational Safety and Health Administration's, or OSHA's, website regarding workplace violence, with links for risk factors, prevention programs, training and other resources, and enforcement)

http://www.fldoe.org/safe-schools/threat-assessment.stml [link to Florida's "Standardized Statewide Behavioral Threat Assessment Instrument", which is Dr. Cornell's (from the UVA School of Education) CSTAG, "an evidence-based model of school threat assessment" that may be used in conducting interviews of people of concern; site also has other links and info related to threat assessment in FL schools]

https://info.fldoe.org/docushare/dsweb/Get/Document-8569/dps-2019-76a.pdf (link to recommendations for implementation in Florida's law, SB 7030, which concerns threat assessment in schools)

https://cdn.nabita.org/website-media/nabita.org/wp content/uploads/2018/09/04142609/PreventingthePreventableNaBITAwhitepaper_000.pdf (link to NaBITA paper that provides ideas regarding threat mitigation at colleges and universities)

https://cdn.nabita.org/website-media/nabita.org/wordpress/wp-content/uploads/2018/06/ERIS.pdf [link to NaBITA Extremist Risk Intervention Scale (ERIS) document, which is a "scoring tool...to assess and intervene with extremist and terrorist violence"]

https://nccpsafety.org/assets/files/library/Comparison_of_Averted_and_Completed_School_Attacks.pdf (Link is to 2019 U.S. Department of Justice PDF file entitled, in part, "Comparison of Averted and Completed School Attacks...", which is based on 51 completed school attacks and 51 averted school attacks. PDF pages 12 through 26 have information relevant to threat assessment/threat management)

https://nccpsafety.org/assets/files/library/Preliminary_Report_on_the_ASV_Database.pdf [Link is to 2019 report associated with the "Comparison of Averted..." report (see the link above this one). PDF pages 1-5 and 11-22 have information relevant to threat assessment/threat management]

https://nccpsafety.org/assets/files/library/Technical_Package_for_Prevention_of_Youth_Violence.pdf
[Link is to 2016 PDF report from the Centers for Disease Control (CDC), entitled "Comprehensive Technical Package for Prevention of Youth Violence and Associated Risk Behaviors". Like the report's title says, it focuses almost solely on prevention/threat mitigation.)

https://www.theviolenceproject.org/mass-shooter-database/ (link to The Violence Project's website and its Mass Shooter Database, a project funded by the U.S. Department of Justice's National Institute of Justice; the database is the creation of criminologist and psychologist Jillian Petersen and criminologist and sociologist James Densley; to get full access to the database, which consists of an Excel spreadsheet and a PDF report, you must provide your first name, last name, and email address; the website itself describes Peterson's and Densley's work and provides a link for training opportunities and to their blog, as well as links to TEDx talks that each has given)

https://www.wtsglobal.com/public_html/wp-content/uploads/2018/04/Isla-Vista-JTAM-SGWhite-2017.pdf [Link to PhD psychologist Stephen G. White's case study of Elliot Rodger, who in 2014 in Isla Vista, CA, murdered six people and wounded 14. What's interesting is that White, after he thoroughly reports all that was learned about Rodger after his violent spree, performs 3 "retrospective threat assessments" of Rodger using the WAVR-21, V3 (Workplace Assessment of Violence Risk, Version 3), a "structured professional judgment guide", or SPJ, that he created with PhD psychologist J. Reid Meloy. White makes his assessments--2 years before Rodger's attacks, 1 year before his attacks, and days before his attacks—with information both known and unknown (but learned through post-incident investigation) at each of the specified time intervals.]

http://bos.lacounty.gov/LinkClick.aspx?fileticket=4m_fcJpJkjQ%3d&portalid=1 (link is to the Board of Supervisors of County of Los Angeles's website's "Workplace Violence Resources", a PDF that provides employees with detailed information and guidance related to threats in the workplace; of particular interest is the "Threat Resource Guide" that comprises PDF pages 3-8 and gives employees thorough instruction in how to report threats)

http://bos.lacounty.gov/LinkClick.aspx?fileticket=JF1eC--ypd0%3d&portalid=1 (link is to form that County of Los Angeles employees are to use to report, broadly, "security incidents" to the County of Los Angeles Sheriff's Department's Security Operations Unit (SOU); form lists contact information for the SOU and provides explicit instruction on how the report may be provided to the SOU)

https://www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/threat-assessment-model-policies-procedures-and-guidelinespdf_0.pdf (link is to Virginia Department of Criminal Justice Services's most recent "Threat Assessment in Virginia Public Schools: Model Policies, Procedures, and Guidelines", which is authored by renown threat assessment psychologist Gene Deisinger; it provides extensive guidance and resources for school TATs)

https://www.congress.gov/bill/116th-congress/house-bill/838/text [link to Texas Republican Representative Brian Babin-sponsored (with 20 co-sponsors) legislation, "Threat Assessment, Prevention, and Safety Act of 2019", which ATAP supports]

Links to examples of state legislation related to threat assessment (these examples, which are NOT exhaustive, are included because they reflect the state legislators' well-considered TAT intentions, which

may be useful to those establishing a TAT or those re-evaluating the goals and operations of an existing TAT):

https://law.lis.virginia.gov/vacode/title22.1/chapter7/section22.1-79.4/ (Threat assessment teams and oversight committees); https://law.lis.virginia.gov/vacode/title23.1/chapter8/section23.1-805/ (Violence prevention committee; threat assessment team); https://law.lis.virginia.gov/vacode/19.2-389/ [Dissemination of criminal history information (see section A, item 25)]; https://law.lis.virginia.gov/vacode/19.2-389.1/ [Dissemination of juvenile record information (see subsection x)]; https://law.lis.virginia.gov/vacode/title8.01/chapter3/section8.01-47/ (Immunity of persons investigating or reporting certain incidents at school)

Email address that GA communities can use to request the "Threat Assessment in Schools" training that GA Emergency Management offers: **gema-schoolsafety@gema.ga.gov**

Crisis Intervention Team (CIT) – related links, which may also yield information that is beneficial to those who are establishing a CIT or a TAT/BIT or already participating in a CIT or a TAT/BIT

https://pmhctoolkit.bja.gov/home (link to the U.S. DOJ's Bureau of Justice Assistance website for "Police Mental Health Collaboration Toolkit", which provides "resources for law enforcement agencies to partner with service providers, advocates, and individuals with mental illness and/or intellectual and developmental disabilities"; website has links to other good information as well)

http://jaapl.org/content/jaapl/36/1/47.full.pdf (link to 2008 research paper regarding CITs across U.S. and their effectiveness)

http://jaapl.org/content/jaapl/36/1/38.full.pdf (link to 2008 research paper regarding CITs in Georgia and their effectiveness)

https://virginiacit.files.wordpress.com/2018/05/vacit-essential-elements-2014.pdf (Source is the Virginia CIT Coalition website, and the document is the "Essential Elements for the Commonwealth of Virginia's Crisis Intervention Team Programs". Document, per the website, is intended to encourage CITs in VA to "adhere to a limited number of uniform requirements" and ensure that "the basic structure of all CIT programs is consistent throughout the state." Document is also a good blueprint for the formation of a CIT team.)

https://www.usf.edu/cbcs/mhlp/tac/documents/cj-jj/cj/florida-cit-program-2005.pdf (link to Florida Crisis Intervention Team document, which is similar in purpose to the Virginia "Essential Elements…" document)

https://www.ncjrs.gov/pdffiles1/bja/182501.pdf (link to a July 2000 U.S. Department of Justice – Bureau of Justice Assistance article; though the article is old, it provides extensive information about the Memphis (TN) PD's CIT, much of which is anecdotal and gives the reader a clear sense of what CITs do)

https://journals.sagepub.com/doi/pdf/10.1177/0032258X19864997 [Link is to article "Evaluation of the 'R-Model' crisis intervention de-escalation training for law enforcement", which was published in 2019 in "Police Journal: Theory, Practice and Principles", 1-19, and written by psychologist and criminologist Jillian Peterson; sociologist and criminologist James Densley; and sociologist Gina Erickson. The article's

authors' research suggests that there is "preliminary evidence" that their "R-Model" (Research-Respond-Refer) may be an effective CIT training model that warrants further study. Of particular note is that the authors were able to deliver the training for their model in only 8 hours.]

Links related to Preventing Workplace Violence

https://www.huffpost.com/entry/workplace-violence-signs-answers_l_5cfa78d5e4b03c22901e185f

(link to the Huffington Post article "How To Report A Potentially Violent Co-worker…", dated 6/13/19, in which threat assessment experts give a lot of good, common sense steps for employees and employers to take to avert workplace violence)

https://www.osha.gov/SLTC/workplaceviolence/ (link to Occupational Safety and Health Administration's, or OSHA's, website regarding workplace violence, with links for risk factors, prevention programs, training and other resources, and enforcement)

http://bos.lacounty.gov/LinkClick.aspx?fileticket=4m_fcJpJkjQ%3d&portalid=1 (link is to the Board of Supervisors of Los Angeles County's website's "Workplace Violence Resources", a PDF that provides employees with detailed information and guidance related to threats in the workplace; of particular interest is the "Threat Resource Guide" that comprises PDF pages 3-8 and gives employees thorough instruction in how to report threats)

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Links related to Preventing Targeted Violence in Faith-Based Communities

https://www.dhs.gov/sites/default/files/publications/preventing_targeted_violence_against_faith-based_communities_subcommittee_0.pdf (link for DHS Advisory Council's December 2019 "Preventing Targeted Violence in Faith-Based Communities")

https://www.fbi.gov/news/stories/faith-leaders-gather-at-FBI-062019 (link to 6/20/19 article on the FBI's website, "Protecting Faith Communities…", which provides advice and links to other FBI resources; the article itself also mentions faith-based organizations whose mission is to ensure that places of worship remain safe)

Links related to Family Educational Rights and Privacy Act (FERPA)

https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html (link is to FERPA itself at the U.S. Department of Education's website)

https://www.suny.edu/media/suny/content-assets/documents/spectrum/cle/Transprivacy-Issues-CLE-materials-SPECTRUM-July2019.pdf [link is to renown FERPA expert (and General Counsel at the Rhode Island School of Design) Steven J. McDonald's June 2016 professional review of FERPA]

Link related to Health Information and Portability and Accountability Act (HIPAA)

https://www.hhs.gov/hipaa/index.html (link is to HIPAA itself at the U.S. Department of Health and Human Services's website)