Slide 1

A COMMUNITY APPROACH TO BEHAVIORAL THREAT ASSESSMENT & MANAGEMENT:
Enhancing Collaborative Partnerships to Identify, Assess, and Manage Risk for Targeted Violence and Terrorism

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PRESIDENT
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National Threat Assessment Conference for Educational Institutions
October 23, 2023 | Virginia Beach, VA

This training is supported through a grant from the U.S. Department of Homeland Security Targeted Violence and Terrorism Prevention Program.

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Gene Deisinger, Ph.D.

Deisinger Consulting, LLC
- President & Founder

Education, Training & Certifications:
- Ph.D., Counseling/Clinical Psychology
- Licensed Psychologist (IA)
- Certified Health Service Provider in Psychology (IA)
- Certified Law Enforcement Officer (IA & VA; Retired)

Experience:
- U.S. Department of Justice Critical Incident Review Team
  - SME: Regarding mass casualty incident in Uvalde, TX
- Virginia Center for School & Campus Safety
  - Threat Management Consultant (2015-Present)
- Virginia State Police / Virginia Fusion Center
  - Consulting Psychologist / Member of Advisory Board
- Virginia Tech
  - Deputy Chief of Police & Director, Threat Management Services (2009-2014)
- JTTF / ATAC Southern District of Iowa
  - Special Deputy US Marshal (2001-2009)
- Iowa State University
  - Deputy Chief of Police & Director, Threat Management (1993-2009)

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Session Agenda

Introduction
- Overview of Threat Assessment and Management
- The Nature and Process of Targeted Violence
- Essential Elements of an Effective BTAM Process:
  - Multi-disciplinary approach to address all threats
  - Coordinated awareness of concerns through engagement
  - Thorough & contextual assessment
  - Proactive & integrated case management;
  - Monitor & re-assess cases on a longitudinal basis
  - Compliance with law & standards of practice
  - Continuous improvement & adaptability
- Case Scenarios & Applications

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Enhancing Your Experience!

Maximize opportunities to enhance your practice
- Actively engage with the training
  - Contribute to and learn from others
- Build collaborative networks
  - Introduce yourself and share contact information
- Commit to a process of continual development
  - Identify next steps for enhancing & applying your skills

For further consideration: This icon identifies issues for further consideration to enhance your understanding and application of concepts.

Enhance your understanding: This icon identifies active internet links to resources and reference material.

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OVERVIEW OF BEHAVIORAL THREAT ASSESSMENT & MANAGEMENT

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Discussion Point:

What is Threat Assessment & Management?

For further consideration:
- Do various people or groups view threat assessment differently?
- Who does not understand the role and function of the threat assessment team as well as you would like?
- How do you address misperceptions/concerns?

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What is Threat Assessment & Management?

A systematic process that is designed to:

1. **IDENTIFY** situations / subjects of concern
2. **INQUIRE,** investigate & gather information
3. **ASSESS** situation
4. **MANAGE** the situation / mitigate harm

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A Public Health Approach

Why a Public Health Approach to Violence Prevention?

- Emphasizes prevention
- Enhances the health, safety and well-being of the community
- Utilizes a multi-disciplinary approach
- Engages community & key stakeholders for input and action
- Continuously evaluates and improves

Define & Monitor the Problem → Identify Risk & Protective Factors → Develop and Test Prevention Strategies → Assure Widespread Adoption

Centers for Disease Control. "The Public Health Approach to Violence Prevention," Jan. 28, 2021. https://www.cdc.gov/violenceprevention/about/publichealthapproach.html.

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Threat Assessment & Management Process

BTAM facilitates a more objective process:

There are no facts, only interpretations.
— Friedrich Nietzsche

Behavior, Information Observations → Assessment & Conclusions → Strategies

Deisinger, 2017

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What is Concerning or Aberrant Behavior?

Concerning Behavior:

- Behaviors or communications that cause concern for:
  - The health, safety, or well-being of the subject
  - Their impact on the health, safety, or well-being of others, or
  - Both

Aberrant Behavior:

- Behaviors or communications that are unusual or atypical for the person or situation, and that cause concern for the health, safety or well-being of the subject, others, or both.

For further consideration:
- Do all aberrant or atypical behaviors cause concern?
- Do various groups in the community view behaviors differently?

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Concerning / Aberrant Behavior

- Concerning or Aberrant Behavior (examples):
  - Withdrawal, isolation or alienation from others
  - Sudden changes to usual attire, behavior, or hygiene
  - Changes in eating or sleeping habits
  - Sullen or depressed behavior
  - Declining work performance
  - Atypical interest or fascination with weapons or violence
  - Expression of unresolved grievances
  - Fearful, anxious, depressed, tense, reactive or suspicious
  - Feelings of helplessness or decreased self-esteem
  - Confrontational, accusatory, or blaming behavior
  - Increased levels of agitation, frustration, or anger
  - Atypical outbursts of verbal or physical aggression
  - Focus on violence as means of addressing a grievance

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What is Threatening Behavior?

Threatening Behaviors include any:

- Communication(s) or behavior(s) that:
  - Indicates a subject may pose a danger to the safety or well-being of the community:
    - through acts of violence or
    - other behavior that would cause harm to self or others
- May be expressed or communicated:
  - behaviorally
  - verbally
  - visually
  - in writing
  - electronically
  - or through any other means
- Is considered a threat regardless of whether:
  - Observed by or communicated directly to the target or
  - Observed by or communicated to a third party or
  - Whether the target is aware of the threat

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Threatening Behaviors

Threatening behaviors (examples):
- Physical violence toward a person or property
- Directly communicated threats
- Leakage
- Overt physical or verbal intimidation
- Ongoing bullying or harassment
- Throwing objects or other gestures intended to cause fear
- Making statements about harming self/others
- Statements or behaviors indicating suicidality
- Research or planning related to carrying out violence
- Building capability for harm to self/others
- Stalking
- Unlawful possession of weapons on campus or at events
- Warning others of impending actions

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Threat Assessment & Management Goal

**The primary goal of the
threat assessment and management process
is to support and enhance
the health, safety, and/or well-being
of the organization/community.**

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Modes of Violence

Affective Violence		Predatory Violence
Intense emotion & expression	⟷	Minimal emotion or expression
Violence is reactive and immediate	⟷	Violence is planned and purposeful
Violence against perceived threats	⟷	Violence against specified targets
Heightened and diffuse awareness	⟷	Heightened and focused awareness
Goal is threat reduction	⟷	Violence serves variable goals
Primarily emotional and defensive	⟷	Primarily cognitive and attack-oriented
Rapid displacement of target	⟷	Minimal displacement of target;
Reactions are time limited	⟷	Not time limited;

Source: Meloy (2000) *Violence Risk & Threat Assessment*

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Targeted Violence

Targeted Violence:
- Incident(s) of violence
- Where (a) potential assailant(s)
- Chooses a particular target(s)
- Prior to a violent/destructive act.

Adapted from: FBI (2017). *Making Prevention of Violence a Reality: Identifying, Assessing & Managing the Threat of Targeted Attacks*

www.fbi.gov/file-repository/making-prevention-a-reality.pdf

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Terrorism

International Terrorism:
- Violent or criminal acts committed by individuals and/or groups who are inspired by, or associated with, designated foreign terrorist organizations or nations.

Domestic terrorism:
- Violent or criminal acts committed by individuals and/or groups to further ideological goals stemming from domestic influences, such as those of a political, religious, social, racial, or environmental nature.

In the United States, ideology is protected speech/belief, regardless of the cause it supports or how extreme that belief may be. However, force or violence on behalf of an ideology is NOT protected.

https://www.fbi.gov/investigate/terrorism

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Radicalization & Mobilization

Radicalization to violence
- The process whereby an individual comes to believe that the threat or use of unlawful violence is necessary or even justified to accomplish a goal.

Mobilization to violence
- The process by which individuals take action to prepare for or engage in violence or material support of violence to advance their cause.

Adapted from US Department of Homeland Security: Community Awareness Briefing

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Targeted Violence

Examples of Targeted Violence:
- Public Mass Violence
- Lone Actor Terrorism / Violent Extremism
- Grievance-Based Violence impacting:
  - Workplace, schools, & campuses
  - Houses of Worship / Faith communities
  - Government agencies / Public figures
- Domestic / Intimate Partner Violence*
- Predatory Sexual Assault
- Sexual Misconduct
- Stalking
- Human Trafficking
- Gang Violence*
- Harassment / Bullying / Mobbing
- Bias and Hate Crimes/Incidents
- Suicidal Acts in Public Spaces*

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THE NATURE & PROCESS OF VIOLENCE

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Understanding Targeted Violence

- There is no demographic profile of a perpetrator of targeted violence.
- There is no profile for the type of organization or community that has been targeted.
- A broad range of persons may engage in violence:
  - Staff
  - Clients/customers/patrons
  - Contractors and vendors
  - People in relationships with staff or clients, and
  - People with no connection to the organization/community

A Study of Pre-Attack Behaviors of Active Shooters 2000-2013
Protecting America's Schools
Making Prevention a Reality
Mass Attacks in Public Spaces: 2016-2020

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Understanding Targeted Violence

- Most perpetrators act alone
- In many cases, others (e.g., staff, peers, family members, etc.) were involved in some way:
  - Failing to report concerns
  - Failing take other steps to prevent violence
  - Encouraging violence
  - Helping with plans or preparation for violence.
- Most perpetrators of mass casualties used firearms
  - Typically acquired from home
- Over 1/3 of perpetrators used knives

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Averted School Violence
Protecting America's Schools
Indicators of School Crime and Safety
Mass Attacks in Public Spaces: 2016-2020

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Understanding Targeted Violence

- Many perpetrators were preoccupied with violent interests, incidents or perpetrators
- Many perpetrators had a history of violence
- Many perpetrators of mass violence had a history of disciplinary actions
- Many had prior contact with law enforcement
- Many perpetrators were suicidal in addition to their violent thoughts or acts toward others
- Suicidal behaviors are a significant and growing concern across all genders and age groups.

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Understanding Targeted Violence

- Perpetrators usually had multiple motives
  - Most common: unresolved grievance with a peer
- Many perpetrators had multiple stressors, including significant difficulties with losses or failures
- Many student perpetrators had been victims of (or participated in) prior bullying, often known to others
- Most perpetrators did not threaten their targets directly prior to engaging in violence
- Many perpetrators expressed their grievances and aspects of their thoughts or plans to others
  - Often through social media or online activities

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Understanding Targeted Violence

- All perpetrators exhibited concerning behavior.
- Most perpetrators had engaged in multiple behaviors that caused others to have serious concerns about their behavior and/or well-being.
- Many perpetrators had experienced psychological, behavioral, or developmental symptoms, but may not have been diagnosed with a mental health condition or benefited from adequate treatment.
- Incidents of targeted violence are rarely sudden or impulsive acts.

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Pathway to Violence

Intensity of Effort

- Grievance
- Ideation
- Planning
- Preparation
  - Means
  - Method
  - Opportunity
  - Proximity
- Implementation

Radicalization → Mobilization

Adapted from: Shaw, 1986; DeBecker, 1996; Calhoun & Weston, 2003; Deisinger, 2005; Scalora, 2009

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Understanding Targeted Violence

- Prior to most incidents of targeted violence, other people knew about aspects of the individual's ideas, plans or preparations to cause harm.
- Many bystanders who had knowledge of concerning behaviors did not report them.
- Often, there were concerns about the perpetrator by others outside of the organization, but the concerns were not reported to staff.

A Study of Pre-Attack Behaviors of Active Shooters 2000-2013
Averted School Violence
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Mass Attacks in Public Spaces: 2016-2020

Considerations:
- Who may be sources?
- How can we engage them?

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Violence Prevention

- Many acts of violence can be prevented.
- Information about a subject's ideas, behaviors, plans & preparations for violence can often be observed before harm can occur.
- Information about a subject's behavior, plans or preparations is likely to be scattered & fragmented.
- Keys for the community are to:
  - Recognize concerns,
  - Act quickly upon report of concerns,
  - Gather relevant information,
  - Enhance understanding of situation,
  - Facilitate intervention.

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Communication is Key

- Concerned Students
- Residence Life
- Faculty
- Health Center
- CARE Team
- Counseling Center
- The Individual
- Judicial Affairs
- VA Tech Police

SOURCE: OIG Report #140-07: Investigation of the April 16, 2007 Critical Incident at Virginia Tech. Prepared by: Office of the Inspector General for Mental Health, Mental Retardation and Substance Abuse Services – Commonwealth of Virginia

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ESSENTIAL ELEMENTS OF EFFECTIVE THREAT ASSESSMENT & MANAGEMENT PROCESSES

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Essential Elements of an Effective Threat Assessment & Management Process

Organizations must have a systematic process that:

- Utilizes a robust & relevant multi-disciplinary approach to address all threats;
- Enables coordinated & timely awareness of developing concerns through active community engagement;
- Facilitates a thorough & contextual assessment;
- Implements proactive & integrated case management;
- Monitors & re-assesses case on a longitudinal basis;
- Practices in accordance with relevant laws, regulations, policies, and recognized standards;
- Continuously improves & adapts to challenges & needs.

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BTAM is a Systematic Process That:

Utilizes a robust & relevant multi-disciplinary approach to address <u>all</u> threats

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Multi-Disciplinary TAM Process:

Goals:

- Increase awareness of developing concerns/threats
- Maximize skills and resources to address concerns
- Enhance ability to monitor outcomes
- Enhance community healthy, safety & well-being
- Enhance:
  - Communication
  - Collaboration
  - Coordination
  - Capitalization

> *By far the most valuable prevention strategy identified was the threat assessment and management team*
> FBI (2017) *Making Prevention a Reality*

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Establishing a BTAM Team:

Developing the Team:

- Mission: Purpose, scope, functions & authority
  - Executive support
  - Community support
- Principles:
  - View violence as a community & public health concern - not solely a law enforcement or clinical issue
  - "Do no harm"
  - Enhance health, safety & well-being of the community
  - Build a lawful, collaborative & comprehensive approach for identification, assessment & management of concerns
  - Emphasize prevention and early intervention
  - Sustain engagement & reintegration following release from intensive care environments

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Considerations For Community BTAM

Challenges:

- Subjects: Paths cross roles and jurisdictions
- Targets: Paths cross roles and jurisdictions
- Organizations:
  - Don't understand each other's roles and resources
  - Don't communicate, collaborate or coordinate
  - Under-resourced
  - Don't recognize or understand threat
  - Don't share investment
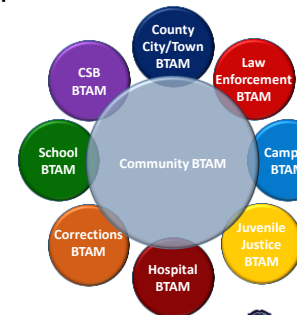 - Fail to consider context & systems

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Establishing a BTAM Team

Developing the Team:

- Structure:
  - A team of teams
  - Scope
    - Public agencies
    - Private orgs?
    - Non-profit orgs?
  - Membership
    - Core
    - Backup
    - Ad-Hoc
  - Leadership
  - Support

Community BTAM — County City/Town BTAM, Law Enforcement BTAM, Campus BTAM, Juvenile Justice BTAM, Hospital BTAM, Corrections BTAM, School BTAM, CSB BTAM

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Establishing a BTAM Team

Considerations for Members/Partners:

- Education: School Division(s), Institutions of Higher Ed
- Law Enforcement
  - Local: Municipal, University, County Police, County Sheriff
  - Virginia State Police / Virginia Fusion Center / NVRIC
  - Federal Bureau of Investigation
  - Department of Homeland Security
- Community Service Board / Mental Health Agencies
- Community Corrections / Juvenile Justice
- Commonwealth Attorney
- EMS / Fire Service
- Animal Control
- Healthcare Systems

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Membership

Considerations for Members/Partners:

- Social / Human Services
  - Domestic Violence Advocacy / Shelters
  - Family & Child Services/Protection
  - Homeless services
  - Veterans Affairs

- Houses of Worship / Faith Communities
- Key corporate/business stakeholders

- Threat Management Professional *
- Independent Medical/Psychological Evaluator **

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Scope: All Threats

Subject Relation to Workplace

- Type 1: Unaffiliated (with other criminal intent)
- Type 2: Customer/Client
- Type 3: Employee
- Type 4: Personal Relationship

Source: Occupational Safety & Health Administration, US Dept of Labor

- Type 5: Unaffiliated (without other criminal intent)

Source: G. Deisinger (2005)

? **Considerations:**
- What challenges do you see in addressing subjects who may have no, or limited, connection to the community?

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Establishing a Community BTAM

Critical Factors:

- Understand & articulate needs & challenges
- Establish authority for process
- Community stakeholder commitment & engagement
- Enhance BTAM capabilities within organizations
- Implement effective structure and protocols
- Engaging & coordinating multi-disciplinary resources
- Understand and apply relevant law and policy
  - Respect boundaries, confidentiality and civil liberties/rights
- Training
- Community awareness

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Establishing a Community BTAM

Considerations:

- Consider Role(s) of Community BTAM:
  - Manage or advise cases?
  - Investigate cases?
  - Review cases?
  - Generate reports?
  - How maintain confidentiality & protect civil liberties?
  - Provide guidance on BTAM processes?
  - Provide outreach to community?
  - Role of law enforcement?
    - Law enforcement based
    - Law enforcement facilitated
    - Law enforcement supported
    - Community collaboration

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TAM is a Systematic Process That:

Enables coordinated & timely awareness of developing concerns through active community engagement
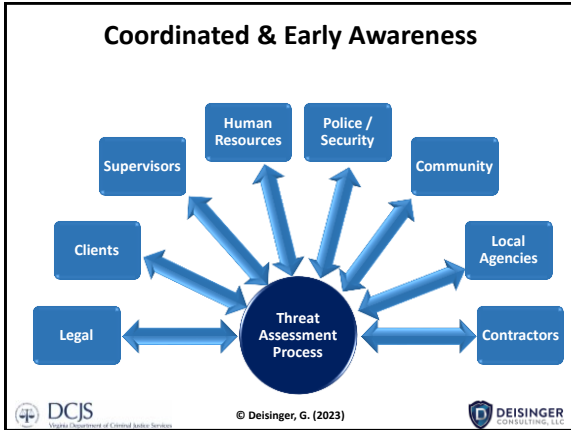
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Slide 43 — Coordinated & Early Awareness

- Human Resources
- Police / Security
- Supervisors
- Community
- Clients
- Local Agencies
- Legal
- Contractors
- Threat Assessment Process

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Slide 44 — Importance of Reporting

Key considerations:

- Reporting allows concerns to be addressed
- Earlier reporting allows greater range of options
- The threat management process is designed to help
- Goals are to maintain the health, safety and well-being of the campus community

"If you see, hear, or know something,
say something
and do something."

Adapted from: NYC Metropolitan Transportation Authority

What might create barriers to reporting? How can we overcome these?

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Slide 45 — Facilitate Bystander Engagement

Facilitate engagement:

- Emphasize that it is everyone's role and responsibility to share and address concerns
- Identify concerning, aberrant, threatening, and prohibited behaviors to be reported
- Establish and promote effective reporting mechanisms
- Establish and identify how and where concerns can be reported
- Respond to reports in timely and effective manner
- Provide regular reminders of issues and process

USSS and DOE (2008) *Prior Knowledge of Potential School-Based Violence*
Police Foundation (2019) *A Comparison of Averted and Completed School Attacks from the Police Foundation Averted School Violence Database*
Craun, Gibson, et al (2020). (In)action: *Variation in Bystander Responses Between Persons of Concern and Active Shooters*
USDHS (2023) *Improving Safety through Bystander Reporting*

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Slide 46 — Who Can Report?

- Require all members of the community to report:
  - Concerning or threatening communications or behaviors indicating intent to harm self or others, or that a person may otherwise need intervention or assistance
- Reports of concern can come from:
  - Managers/Supervisors
  - Staff
  - Contractors/vendors
  - Intimate partners of members
  - Relatives of members
  - Community members
  - Other entities

Considerations:
- How can we educate the community on recognizing concerns and how/when to report?
- How do we build trust and engagement in the process?

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Slide 47 — Facilitating Engagement / Reporting

- Clear and trusted reporting mechanisms
  - Confidential
  - Anonymous
  - Anonymous with reach back
- Facilitate effective reporting
- Acknowledgement of report
- Support engagement

Considerations:
- How are concerns/threats reported in your community?
- How is this known to the community?
- What are barriers to using reporting mechanisms?

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Slide 48 — Information Sharing / Reporting

Be prepared to share the following:

- What did you observe that caused you concern?
- What concerned you about the incident/situation?
- Who was involved?
- When did the situation occur?
- Where did the situation occur?

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Reporting: Virginia Fusion Center

Virginia Fusion Center
- Main email: vfc@vsp.virginia.gov
- Main phone: 804-674-2196
- Suspicious Activity Reporting: 877-4VATIPS (877-482-8477)
- Website: https://fusion.vsp.virginia.gov/
- See Something, Send Something Mobile App
  https://fusion.vsp.virginia.gov/resources/#app

Download on the App Store   GET IT ON Google Play

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Reporting: Other

Local Law Enforcement
- [Insert Local Law Enforcement Tip Line]

Federal Law Enforcement:
- FBI Tip Form
- Local FBI Field Office

National community organizations:
- Suicide & Crisis Lifeline: Call/Text 988
- Parents For Peace: 1-844-49-PEACE (1-844-497-3223)
- Life After Hate: info@lifeafterhate.org / 312-248-3455
- Anti-Defamation League

Local Resources / Organizations:
- [Insert local reporting options (e.g., Safe2Tell)]

988 SUICIDE & CRISIS LIFELINE

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TAM is a Systematic Process That:

Facilitates a thorough & contextual assessment

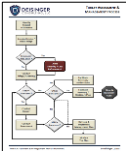© Deisinger (1998); Deisinger & Nolan (2021)

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Steps in the Threat Assessment Process

Threat assessment team:
- Receives report of threat
  - Intake: How you take in reports and being processing
  - Triage: Assigning urgency/priority to cases
  - Screening: Determining appropriateness for TAM
- Gathers additional relevant information
- Analyzes information and assesses threat
  - If the team decides subject poses a threat:
    - Team alerts superintendent
    - Responds to manage threat
- Monitors and re-evaluates plan
- Follow up as appropriate

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Intake

Upon receipt of initial report, the team obtains basic information about the situation:
- **Initial Report of Concern:** Date and time reported, date and time reviewed, person receiving report
- **Reporting Party:** Name, affiliation, contact information, relationship to subject of concern
- **Incident/Nature of Concern:** Date and time occurred, location, nature of concern, weapons involved or threatened, details about concerns, and any relevant background
- **Subject of Concern:** Name, affiliation, contact information, relationship to reporting party or target(s)
- **Identified/Identifiable Target(s):** Name, affiliation, contact information, relationship to reporting party or subject

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Imminent Situation?

Determine if situation is Critical/Imminent
- Subject intends immediate or imminent serious harm to self/others, e.g.,:
  - Escalating to physical assault on others
  - Has weapon on premises or at activities, or while enroute to/from either of those
  - Attempting to breach security and/or to gain access to targets
- Lack of inhibitions for using violence, indicated by:
  - Feels justified in using violence to address grievances
  - Has no perceived alternatives to the use of violence
  - Lack of concern for or desiring of consequences
  - Has the capability and willingness to cause harm

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Imminent Situation

If the situation is emergent or imminent, initiate crisis response procedures according to school policy, e.g.:

- Involve law enforcement and appropriate security personnel
- Initiate relevant security protocols
- Notify key administrators
- When safe to do so, move on to triage and assessment steps to further resolve any ongoing threat posed

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Triage and Screening

Timely and systematic review by trained personnel

- Consider Triage/Screening Team:
  - Minimum of two (2) members
  - Different roles/departments
- Review initial report(s)
- Consult relevant records/sources

Triage / screening process shall:

- Consider the nature and level of concern indicated
- Determine if existing resources and mechanisms are sufficient to address those concerns
- Determine whether the full team needs to further assess and manage the situation
- Initiate any crisis responses as appropriate

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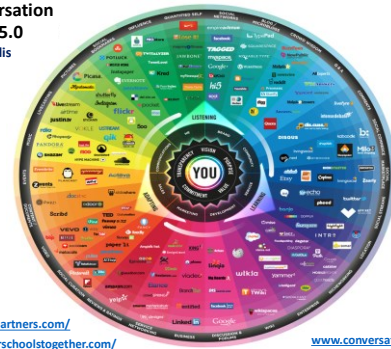
Inquire / Gather Information

Review relevant records based on lawful and ethical access to information, such as:

- Prior threat assessment team contacts
- Work performance history
- Disciplinary or personnel actions
- Law enforcement or security contacts at organization and in the community
- Critical involvement with mental health or social services
- Presence of known problems, grievances, or losses
- Current or historical grievances that may be related to the behavior of concern
- Online searches: internet, social media, email, etc.

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Social Media Landscape

Conversation Prism 5.0
Brian Solis

https://a1cpartners.com/
https://saferschoolstogether.com/
www.conversationprism.com

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Inquire/Gather Information

Consider interviews:

- Initial interviews to verify report:
  - Person(s) reporting threat
  - Person(s) receiving report of threat
  - Target/Recipient(s) of threat
  - Witness(es)
  - Subject of concern
- Other potential sources:
  - Peers: Friends/Co-workers
  - Employers, teaches, other staff
  - Parents/guardians
  - Relational Partners
  - Local law or state enforcement
  - Community services

Considerations:
- Corroboration of information across these sources may be critical in helping to assess the level and nature of the threat.
- What may be revealed by significant differences in the information provided by these sources?

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Considerations for Interviewing

Considerations for interviews:

- By whom?
- With what skill set?
- In what setting?
- With what goals in mind?
  - Information gathering and assessment;
  - Redirect from violence/targets;
  - Problem solving/support
  - Set boundaries/limitations
  - Admonishment/confrontation
  - Intervention/support/referral
  - Monitoring
  - Deterrence

Considerations:
- Are TAT members adequately trained and prepared to conduct interviews?
- Who may be best suited to conduct this interview?

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HOLISTIC & CONTEXTUAL THREAT ASSESSMENT & MANAGEMENT

Targeted Violence is the product of an interaction among multiple domains:

S The **subject** of concern;

T The **target** or others impacted;

E The **environment/systems**;

P **Precipitating events**.

(Diagram: SUBJECT, PRECIPITATING EVENTS, ENVIRONMENT, TARGET)

Source: Deisinger (1996); Deisinger & Nolan (2021)

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Key Areas for Inquiry – Subject

What situation(s) or behaviors are causing concern?

- Does the situation or circumstance that led to these concerns still exist?
- When and where and do the behaviors tend to occur?
- Is there a pattern to the behaviors or a change in pattern of behavior that is causing concern?
- If the behaviors have occurred previously, how has the subject dealt with the grievances?
- Has subject previously come to someone's attention?
- Are the subject's behaviors causing others concern for the welfare of the subject, or others, or both?

Adapted from: FBI (2017) Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks; * Meloy, et al. (2012). The Role of Warning Behaviors in Threat Assessment; U.S. Secret Service (2000) Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.

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Key Areas for Inquiry - Subject

Have there been any concerning, aberrant, threatening, or violent communications?

- Were there *Directly Communicated Threats** ?
- Has there been *Leakage** ?
- How and to whom is the subject communicating?
  - What is relationship between subject and target?
  - What means/modes communication have been used?
- What is the Intensity of Effort** in communications or attempts to address grievance?
- Do the communications provide insight about motives, grievances, ideation, planning, preparation, targets, etc.?
- Has anyone been alerted or "warned away"?

Adapted from: * Meloy, et al. (2012). The Role of Warning Behaviors in Threat Assessment; ** FBI (2017) Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks; U.S. Secret Service (2000) Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.

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Key Areas for Inquiry – Subject

What are the subject's motives and goals?

- Does the subject have a major grievance or grudge?
- Against whom? What is the relationship?
- Are there other motives that support use of violence such as desire for notoriety/fame?
- What do they seem to want to achieve?
- Is the subject exhibiting *Fixation** ?
  - Increasing perseveration on person/cause or need for resolution
  - Increasingly strident and negative characterization of target
  - Angry emotional undertone, accompanied by
  - Social or occupational deterioration
- What efforts have been made to resolve the problem?

Adapted from: * Meloy, et al. (2011). The Role of Warning Behaviors in Threat Assessment; FBI (2017) Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks; U.S. Secret Service (2000) Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.

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Key Areas for Inquiry – Subject

Has subject demonstrated significant or novel interest in violence or other perpetrators:

- Do they exhibit heightened interest, fascination, obsession, or fixation with acts of violence?
- Do they immerse themselves in violence?
- Is there *Identification** (strong desire or need to emulate/be like others) with:
  - Perpetrators of targeted violence or powerful figures
  - Grievances of other perpetrators
  - Weapons or tactics of other perpetrators
  - Effect or notoriety of other perpetrators
  - Ideologies or groups that support and encourage violence

Adapted from: * Meloy, et al. (2011). The Role of Warning Behaviors in Threat Assessment; FBI (2017) Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks; U.S. Secret Service (2000) Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.

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Key Areas for Inquiry – Subject

Does the subject have (or are they developing) the capacity to engage in targeted violence?

- Are there *Pathway Warning Behaviors** ?
  - Planning
  - Preparation (Means, Method, Opportunity, Proximity)
- Where on the Pathway?
- Are there changes in activity levels or *Energy Bursts** ?
- How organized is the subject's thinking and behavior?
- History of violence or aspects of *Novel Aggression** ?
- Is subject developing perceived capability?

Adapted from: * Meloy, et al. (2011). The Role of Warning Behaviors in Threat Assessment; FBI (2017) Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks; U.S. Secret Service (2000) Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.

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Key Areas for Inquiry – Subject

Is the subject experiencing hopelessness, desperation, and/or despair?
- Has subject experienced perceived loss, failure, injustice?
- Does subject express shame or humiliation?
- Is subject having significant difficulty coping?
- Are there indications of *Last Resort Behaviors* * ?
  - Desperation, despair, finality or action imperative
  - Violence justified to address perceived grievance
  - Lack of perceived alternatives
  - Lack of concern for, or welcoming consequences
  - Development of **legacy token** **

Adapted from: * Meloy, et al. (2011). *The Role of Warning Behaviors in Threat Assessment;* ** FBI (2017) *Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks;* U.S. Secret Service (2000) *Protective Intelligence & Threat Assessment Investigations: A Guide for State & Local Law Enforcement Officials.*

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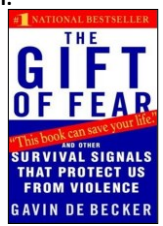
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Key Areas for Inquiry

Dangerousness is not a permanent state of being nor solely an attribute of a person.

Dangerousness is situational & based on:

Justification;

Alternatives;

Consequences; and

Ability.

Source: Gavin de Becker (1997)
The Gift of Fear

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Key Areas for Inquiry – Subject

Has the subject's behavior indicated or raised concern of need for intervention or supportive services?
- Does subject have difficulty coping?
- Symptoms of severe, acute, untreated mental illness:
  - Significant lack of contact with reality:
    - Hallucinations (especially command hallucinations)
    - Delusions (especially paranoid/persecutory or grandiosity)
    - Extreme wariness, distrust, paranoia
  - Symptoms that impact subject's perceptions of grievances or how others respond to subject
  - Significant or sustained agitation or anxiousness
  - Significant or sustained depressed mood
  - Alcohol or other drug use/abuse
  - Pervasive patterns of maladaptive behavior
- Is subject actively engaged in treatment?

Adapted from: FBI (2017) *Making Prevention a Reality: Identifying, Assessing and Managing Threats of Targeted Attacks*

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Threats to Self: The Nexus Between Threat Assessment and Suicide Risk Assessment

- If triage identifies any of the following concerns, in addition to, or in place of, a potential threat to self, then the TAT should assume primary responsibility:
  - Subject expresses ideation or intent to harm others
  - Subject expresses co-occurring anger or hostility to others
  - Subject's intent, preparations, or acts of harm to self would pose a threat of harm to others, whether intended or not
  - Subject's suicidal or self-harm behaviors are responses to victimization, bias, bullying, harassment, or to other environmental/systemic issues within the campus
  - Others are, or may reasonably be, significantly impacted or feel endangered by the threat of harm to self

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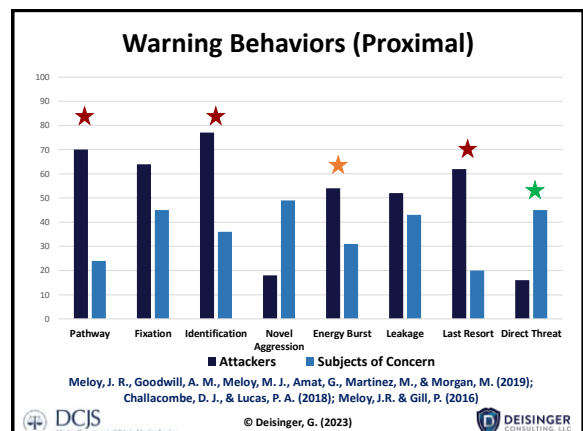
Key Areas for Inquiry – Subject

Does the subject have protective factors, stabilizers, or buffers that inhibit use of violence?
- Views violence as unacceptable/immoral
- Accepts responsibility for actions
- Demonstrates remorse for inappropriate behavior
- Respects reasonable limits and expectations
- Uses socially sanctioned means to address grievances
- Values life, job, relationships, freedom
- Maintains and uses effective coping skills
- Treatment compliance/engagement
- Sustains trusted and valued relationships

Adapted from: FBI (2017) *Making Prevention a Reality: Identifying, Assessing and Managing Threats of Targeted Attacks;* National Threat Assessment Center (2018). *Enhancing School Safety Using a Threat Assessment Model: An operational guide for preventing targeted school violence.*

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Warning Behaviors (Proximal)

Meloy, J. R., Goodwill, A. M., Meloy, M. J., Amat, G., Martinez, M., & Morgan, M. (2019); Challacombe, D. J., & Lucas, P. A. (2018); Meloy, J.R. & Gill, P. (2016)

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Key Areas for Inquiry – Target

What are the vulnerabilities and needs of targets or others impacted by the situation?
- Are targets/others concerned for the well-being or safety of the subject, target or others?
- Are targets/others around the subject engaging in protective actions?
- Are targets/others experiencing stress, trauma, or other symptoms that may benefit from intervention/support?
- Do targets/others have adequate support resources?
- Are targets engaging in behaviors that increase their:
  - Desirability
  - Availability
  - Vulnerability

Adapted from: Deisinger (1996); Deisinger and Nolan (2021); FBI (2017). Making Prevention a Reality: Identifying, Assessing and Managing Threats of Targeted Attacks.

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Intimate Partner Violence: Lethality Risk

Key Perpetrator Lethality Risk Factors:
- Direct access to firearm(s) [11.13]
- Threatened victim with a weapon [7.36]
- Nonfatal strangulation [7.23]
- Rape/Forced sex [5.44]
- Controlling behaviors [5.60]
- Threatened to harm victim [4.83]
- Abused victim while pregnant [3.93]
- Stalking [3.13]
- Jealousy [2.58]
- Substance Abuse [1.85]

Spencer, C.S., Stith, S.M. (2020). Risk factors for male perpetration and female victimization of intimate partner homicide: A meta-analysis. Trauma, Violence & Abuse, 21(3), 527-540.

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Intimate Partner Violence: Lethality Risk

Key Victim Lethality Risk Factors:
- Substance abuse [OR = 2.56]
- Less than high school education [OR = 2.45]
- Separated from perpetrator [OR = 2.33]
- Children from previous relationship [OR = 2.29]

Spencer, C.S., Stith, S.M. (2020). Risk factors for male perpetration and female victimization of intimate partner homicide: A meta-analysis. Trauma, Violence & Abuse, 21(3), 527-540.

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Key Areas for Inquiry - Environment

Are there Environmental/Systemic factors that are impacting the situation?
- Systemic, policy, or procedural problems
- Silos, gaps, or delays in reporting of concerns
- Poor conflict management skills
- Poor supervisory skills and/or willingness to address
- Organizational climate concerns: e.g., harassment, bullying
- Lack of support resources in community
- Social influences of others in environment; e.g.
  - Actively discourage or encourage/dare use of violence
  - Deny/minimize the possibility of violence
  - Passively collude with act
  - Stochastic Terrorism*: Incite violence through public demonization of a person or group

*Deisinger (1996); Deisinger & Nolan (2021); FBI (2017). Making Prevention a Reality: Identifying, Assessing & Managing Threats of Targeted Attacks. * Ammon & Meloy (2021);*

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Risk Factors for Workplace Violence

Environment / Workplace Factors
- Understaffing leading to job overload or compulsory overtime
- Frustrations from poorly defined job tasks and responsibilities
- Downsizing or reorganization
- Labor disputes and poor labor-management relations
- Poor management styles (e.g., arbitrary or unexplained orders)
- Corrections or reprimands in front of other employees
- Inconsistent discipline
- Inadequate security
- A lack of employee counseling
- A high injury rate
- Frequent grievances

Federal Bureau of Investigation (2004). Workplace Violence: Issues in Response.

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Key Areas for Inquiry – Precipitating Events

Are there precipitating events that may impact the situation currently and in foreseeable future?
- Loss, failure, or injustice
- Key dates/events
- Triggers and reminders of any of the above
- Opportunity
- Contagion effect
- Case management interventions

Source: Deisinger (1996); Deisinger and Nolan (2021)

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Precipitating Events

Intervention Outcomes

- Improve situation.
- Worsen situation.
- No discernable change in situation.
- Create new concern/situation.

Source: Deisinger (1996)

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Key Areas for Inquiry – Global

What is the consistency and credibility and completeness of information about the situation?

- Are the subject's conversation and "story" consistent?
- Do collateral sources confirm or dispute each other?
- Do sources have direct and unique knowledge?
- Are there multiple sources?
- Do any sources have ulterior motives?
- What gaps exist in understanding of situation?
- What biases or misperceptions may be present?

Source: Deisinger (1996); Deisinger and Nolan (2021)

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Decision-Making

Managing Information to decrease Cognitive Overload:

- Humans do not multi-task well, despite perceptions
- Instead, we shift attention from task to task
  - Decrease level of attention to given task
  - Decrease quality of attention
- Optimal information load is 4 - 6 items
  - Maximum information load is 10 items
  - Irrelevant information still contributes to overload
- Consider how you brief on cases
  - Prepare summary before team discussion
  - Organize case information systematically

Daniel Levitin (2014) *The Organized Mind*

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Support Structured Professional Judgment

Systematize data collection and assessment:

- Workplace Assessment of Violence Risk (WAVR-21)
- Historical Clinical Risk Management-20, 3rd ed. (HCR 20)
- Cawood Assessment Grid
- MOSAIC (DeBecker)
- Communicated Threat Assessment Protocol (CTAP)
- Stalking Risk Profile
- Guidelines for Stalking Assessment & Management (SAM)
- Screening Assessment for Stalking & Harassment (SASH)
- Dangerousness Assessment (Campbell)
- Ontario Domestic Assault Risk Assessment (ODARA)
- Spousal Risk Assessment Guide (SARA)
- Terrorist Radicalization Assessment Protocol (TRAP 18)
- Violence Risk Assessment Guide (VRAG)
- Classification of Violence Risk (COVR)

Note: This is a partial listing of supplemental instruments and not an endorsement of any particular approach.

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Using Assessment Tools

Appropriate use of instruments:

- Ensure that instrument is reliable and valid;
- Be aware of limitations of the instrument;
- Use for purpose for which it was designed.
- Stay current with new data and versions;
- Ensure evaluator is properly trained;
- Avoid reliance on instrument only;
- Integrate information with structured professional judgment.

Association of Threat Assessment Professionals (2006). *Risk Assessment Guideline Elements for Violence*

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Decision-Making

Facilitating Effective Case Discussions:

- Active participation by all team members
- Keep discussion focused on the case
- Minimize bias in decision-making
  - Consider totality and context of information available
  - Consider information sources, credibility and relevance
  - Corroborate critical information; resolve discrepancies
  - Avoid generalizations or stereotypes, focus on behavior
  - Consider changes in behavior or circumstances
  - Be inquisitive and challenge assumptions
  - Consider the impact of the unknowns
- Focus on active problem-solving

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Decision-Making: Cognitive Load

Enhancing Case Decision Making:

- Organize information systematically, e.g.:
  - STEP Framework
  - Pathway model
  - Proximal warning behaviors
  - JACA
  - Timeline
  - Pending Issues/Tasks
- Use tools to support structured professional judgement
- Prepare summary for Team
- Team review case(s) before discussion
- Have a break/sleep between review and discussion

Deisinger (2018)

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Prioritization

Prioritization based on totality of circumstances:

- Immediacy
- Severity
- Impact
- Probability / likelihood / credibility

- Rate of change in situation
- Vulnerability / reactivity of target
- Complexity / number of environmental factors
  - Political / social influences
- Impact (current or impending) of precipitants
- Unknowns
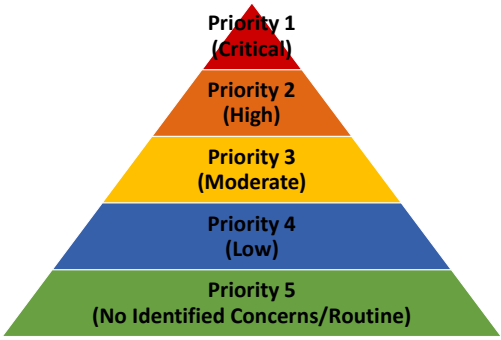
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Priority/Level of Concern Classification

Priority 1 (Critical)
Priority 2 (High)
Priority 3 (Moderate)
Priority 4 (Low)
Priority 5 (No Identified Concerns/Routine)

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Priority Classification

Priority 1 (Critical) – Subject poses immediate/imminent threat of serious violence or harm to self/others. Target/others are vulnerable and/or have support needs. Environmental/systemic factors & Precipitating events typically present. Requires immediate law enforcement and administration notification, subject mitigation & containment, activation of crisis response and notification protocols, target protection & safety planning, ongoing assessment and management planning, active monitoring, and target/community support.

Priority 2 (High) – Subject poses, or is rapidly developing capability to pose, a threat of serious violence or harm to self /others; or is in urgent need of intervention/assistance. Target/others are vulnerable and/or have support needs. Environmental/systemic factors & precipitating events typically present. Requires immediate law enforcement & administration notification, subject mitigation, activation of crisis response protocols as appropriate, target protection and safety plan, ongoing assessment and management plan, active monitoring, and target/community support.

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Priority Classification

Priority 3 (Moderate) – Subject not known to pose a threat of serious violence or harm though risk cannot be ruled-out. Subject may be developing capability for harm and/or engaging in aberrant or concerning behaviors that indicate need for assistance/intervention. Targets/others likely concerned and impacted. Environmental/systemic & precipitating factors may be present. Consider law enforcement, security & administrative notification as appropriate. Requires ongoing assessment and management plan, and active monitoring. Referrals as appropriate.

Priority 4 (Low) – Subject does not indicate a threat of violence or harm to self/others; but would/may benefit from intervention/assistance. Target or environmental/systemic concerns, or precipitating events may be present at low levels. May involve ongoing assessment/management with passive monitoring or periodic active monitoring. Referrals as appropriate; Close case if no TAM interventions or monitoring indicated.

Priority 5 (No Identified Concerns) – Subject does not pose threat of violence or harm to self or others; or need for assistance or intervention. No target needs, environmental factors, or precipitants that need TAM intervention. Close case.

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TAM is a systematic process that:

Implements proactive & integrated case management plans

© Deisinger (2007); Deisinger & Nolan (2020)

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Develop a Case Management Plan

Develop an individualized, contextually-relevant, plan based on inquiry and assessment.

- Plan is contextually relevant and situationally specific
- Accountability is critical
  - Assign tasks/interventions to specific person
  - Set deadline
  - Set monitoring plan
- Consider the STEP Domains
- Rapport and engagement matter
  - Consider personalities, backgrounds and skills
  - Consider use of trusted sources

(Venn diagram: SUBJECT, PRECIPITATING EVENTS, ENVIRONMENT, TARGET)

Source: Deisinger (1996); Deisinger and Nolan (2021)

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Subject-Based Strategies

Implement appropriate strategies:

- No further action
- Monitor/Watch & wait
- Third party monitoring
- Third party intervention
- Direct intervention: Support, assist, referral, confrontation
- Administrative actions
  - No contact/communication notice, probation, suspension, expulsion/termination, no trespass/ban from premises
- Civil actions
- Mental Health interventions (voluntary or involuntary)
- Criminal justice interventions

Adapted from: Calhoun & Weston (2003) *Contemporary Threat Management*

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Subject-Based Strategies

Implement appropriate strategies:

- Check-in / Checkout
  - Maintain channel of communication & engagement
  - Gather information
  - Build rapport and relationship
  - Decrease isolation
  - De-escalate volatile reactions
  - Set expectations
  - Provide feedback & mentoring
  - Monitor reactions to grievances and precipitating events
- Problem solving about legitimate grievances
- Spouse / Parental / Family involvement
  - Parent training / support

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Subject-Based Strategies

Implement appropriate strategies:

- Assistance or support services;
  - Trauma informed approaches
  - Work mentoring / Academic tutoring
  - Alternative work / school placement
  - Accommodations for work/school
  - Social / emotional learning
  - Behavioral management plans
  - Positive behavioral intervention & support (PBIS) programs
  - Involvement in extra-curricular activities
  - Modification of work schedule or assignments
  - Performance improvement plans
  - Peer coaching/mentoring
  - Recognition / positive engagement

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Subject-Based Strategies

Implement appropriate strategies:

- Counseling/mental health services
  - Check-in/check-out with mental health staff
  - Disability / mental health / violence risk assessment
  - Suicide prevention & intervention programs
  - Outpatient counseling / mental health care
  - Emergency psychiatric evaluation & care

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Subject-Based Strategies

Implement appropriate strategies:

- Disciplinary measures
  - Subject confrontation or warning / boundaries
  - Disciplinary sanctions/corrective measure
  - Parental involvement (students)
  - Administrative orders for no contact of communication
  - Suspension
  - Termination / expulsion
- Criminal Justice Services
  - Law enforcement / juvenile justice involvement
  - Court issued protective orders
  - Emergency risk protection ("Red flag") orders
  - Diversion programs
  - Mandated mental health services

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Subject Control Strategies

Leave, suspension, or termination options that focus <u>solely</u> on controlling the person do not address the long-term challenges of:

- Moving person away from thoughts & plans of, and capacity for, violence and/or disruption;
- Connecting person to resources (where needed);
- Mitigating organizational/systemic factors;
- Monitoring person when they are no longer connected to organization.

Use with intentionality, awareness of limitations, and anticipation of consequences.

Source: Deisinger (1996); Deisinger & Nolan (2021)

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Re-Entry Planning and Preparation

Prepare for re-integration of subject:

- Establish conditions for return
- Evaluate subject readiness to safely and effectively return to participate in school or work experience
- Develop proactive case management plan
  - Align ongoing interventions
  - Coach subject about re-entry
  - Anticipate environmental aspects which may impact subject
  - Prepare community for subject's re-entry
  - Consider precipitating events
- Monitor, re-assess and intervene as appropriate

Source: Deisinger (2011); Deisinger and Nolan (2021)

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Target Management Strategies

Coaching regarding personal safety approaches

- Set clear limits and boundaries
- Monitor communications for changes/escalations
- Avoid contact/response
  - Document all contacts from/with subject
- Minimize reactivity to subject actions
- Minimize public information
- Maintain/enhance situational awareness
- Vary routine
- Develop contingency plans: Escape, shelter, defense
- Utilize support systems

Source: Deisinger (1996); Deisinger and Nolan (2021)

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Target Management Strategies

Organizational roles in reducing target vulnerability

- Engagement with target
- Support for target
- Change work/school hours
- Change work location
- Notice to co-workers/classmates
- Enhance physical security
- Security staffing
- Safety escorts
- Fear management
- EAP/Counseling referrals

Source: Deisinger (1996); Deisinger and Nolan (2021)

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Environmental Management Strategies

- Address systemic, policy, or procedural problems
- Identify/address reporting gaps/delays
- Intervene with associates that support violent behavior
- Enhance conflict management skills
- Enhance supervisory skills & accountability
- Enhance organizational climate – caring community
  - Emphasize fairness & respect
  - Effective communication
  - People rewarded, supported, and held accountable
  - Prevention & early intervention with inappropriate behaviors
  - Build engagement for mutual safety & well-being

Source: Deisinger (1996); FBI (2004); Deisinger & Nolan (2021)

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Manage Precipitating Events

- Minimize unnecessary precipitants where possible
- Consider impact of interventions
- Monitor reactions to case management/interventions
- Monitor & plan for loss / Injustice
- Monitor & plan for key dates / events
- Monitor for reactions to administrative/court actions
- Consider contingency plans

Source: Deisinger (1996); Deisinger & Nolan (2021)

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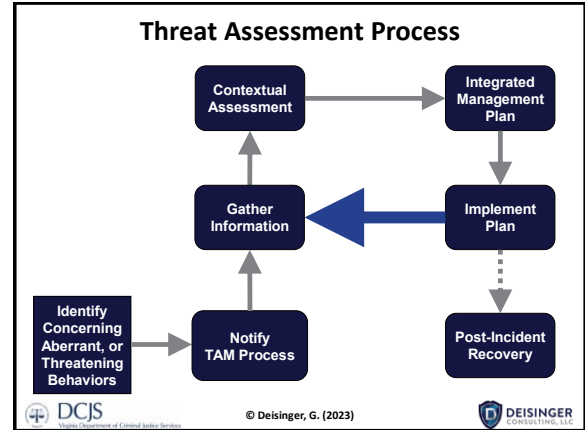DEISINGER CONSULTING, LLC

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TAM is a Systematic Process That:

Monitors & re-assesses

the situation

on a longitudinal basis

Source: Deisinger (1998); Deisinger & Nolan (2021)

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Threat Assessment Process

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TAM is a Systematic Process That:

Conducts all practices in accordance

with relevant laws, policies,

and standards of practice

Source: Deisinger (1998); Deisinger & Nolan (2021)

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Current Practice: Schools & IHE's

Required by legislation:

- Virginia:
  - Public Institutions of Higher Education (2008)
  - K-12 School Divisions (2013)
- Illinois:
  - All Institutions of Higher Education (2008)
  - All K-12 School Districts (2019)
- Connecticut: All Institutions of Higher Education (2013)
- Florida: K-12 Schools (2018)
- Maryland: K-12 Schools (2018)
- Kentucky: K-12 Schools (2019)
- Oregon: K-12 Schools (2019)
- Pennsylvania: K-12 Schools (2019)
- Rhode Island: K-12 Schools (2019)
- Texas: K-12 Schools (2019)
- Washington: K-12 Schools (2019)
- Ohio: K-12 Schools (2021)
- New Jersey: K-12 Schools (2022)
- Tennessee: K-12 Schools (2023)

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What Laws, Regulations, Rules May Apply?

- Constitutional issues,
- Civil Rights
- Federal & State Healthcare Privacy Laws
- Federal & State Disability Laws
- Federal & State Employment Laws
- Federal & State Employee Privacy Laws
- Federal/State Intelligence/Fusion Center Privacy Policies
- State Threat Assessment Laws, Regulations, Standards
- Record-Keeping & Open Records Laws
- Standards of Practice / Tort Law
- Organizational Policies

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Civil Rights and Liberties

- The U.S. Constitution prohibits the government from:
  - Making laws prohibiting the free exercise of religion
  - Abridging free speech, the press, or the right of the people to assemble
- The Constitution protects the rights of individuals to:
  - Speak freely
  - Peacefully protest

- BTAM programs, and government agencies that are part of such programs, may not profile, target, or discriminate against any individual for exercising their constitutional rights regarding expression of beliefs.

Adapted from US Department of Homeland Security: Community Awareness Briefing

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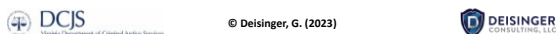© Deisinger, G. (2023)

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EXERCISE: Information Sharing & FERPA

An instructor approaches you (a BTAM member) very concerned about an interaction they just had with a student after a class. During that conversation the student engaged in behaviors and made statements that lead the instructors to believe that the student was a serious threat to the safety of themselves and others on campus.

Based on the information shared, you concur there appears to be a significant threat.

When you ask the name of the student and about their behavior and performance in the class, the instructor becomes very cautious and says they are not sure if they can provide that information, that they don't want to violate privacy law and be sued by the student.

What mistakes, if any, are being made?

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Information Sharing: FERPA

- Is not an impediment to effective threat assessment and management.
- Protects educational records, not observations, verbal communications, direct personal knowledge, etc.
- Allows sharing with:
  - ➢ School officials with legitimate educational interest
  - ➢ Other educational settings for enrollment or transfer
  - ➢ Outside of campus to protect health or safety
- Does not govern law enforcement unit records.
- If created and maintained by law enforcement, for law enforcement purposes.
- Does not permit a private right of action.

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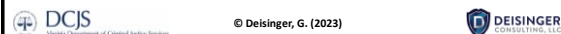
110

Introduction

Key Resources:
- **Information Sharing Guide for K12 Public Schools**
  - Virginia Department of Criminal Justice Services (2020)
- **Information Sharing Guide for Institutions of Higher Education**
  - Virginia Department of Criminal Justice Services (2021)
- **Family Educational Rights and Privacy Act Regulations**
  - 34 C.F.R. Part 99 (amended 2022)
- **Addressing Emergencies on Campus**
  - U.S. Department of Education (June 2011)
- **School Resource Officers, School Law Enforcement Units, and the Family Educational Rights and Privacy Act (FERPA)**
  - U.S. Department of Education (2019)
- **A Quick Guide to Information Sharing During Threat Reporting & Assessment**
  - National Center for School Safety

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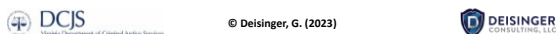
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Disclosures Allowed Under HIPAA

Disclosure of "protected health information" is allowed if provider makes good faith determination that disclosure:

- "Is necessary to prevent or lessen a serious and imminent threat to the health and safety of a person or the public" and disclosure

- "Is made to a person or persons reasonably able to prevent or lessen the threat, including the target of the threat"

Sharing Behavioral Health Information: Tips & Strategies for Police-Mental Health Collaborations
Information Sharing in Criminal Justice-Mental Health Collaborations

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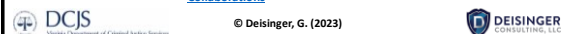
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Understanding Confidentiality

Confidentiality is right held by client, not the mental health provider.

- In cases where privacy laws apply, consider these strategies:
  - Ask subject for authorization to disclose.
  - No legal prohibition against providing information to health professionals.
  - Ask medical provider about Tarasoff - type duty to warn/protect.
  - Request and document name of provider.

Sharing Behavioral Health Information: Tips & Strategies for Police-Mental Health Collaborations
Information Sharing in Criminal Justice-Mental Health Collaborations

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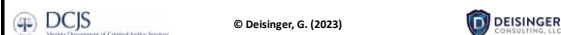
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Policies to Support the Process

Policies with TAM-related implications:
- Workplace violence prevention
- Threat assessment & management
- Harassment & discrimination
- Crisis management
- Employee discipline
- Interim suspension
- Fitness for duty
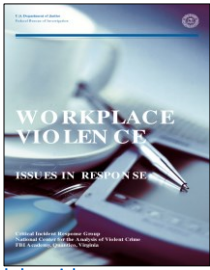- Direct threat evaluations
- Weapons
- Bomb threat
- Pandemic

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Workplace Violence: Issues in Response. (2004)

U.S. Department of Justice
Federal Bureau of Investigation

Available at:
www.fbi.gov/stats-services/publications/workplace-violence

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Guidelines for Preventing Workplace Violence for Health Care and Social Service Workers (2004/2015)
Occupational Safety &
Health Administration

Available at:
www.osha.gov/Publications/osha3148.pdf
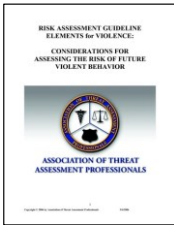
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Informed by Research & Practice

Risk Assessment Guideline Elements for Violence: Considerations for Assessment the Risk of Future Violent Behavior (2006)

Association of Threat Assessment
Professionals (ATAP)
www.atapworldwide.org

Available at:
cdn.ymaws.com/www.atapworldwide.org/resource/resmgr/imported/
documents/RAGE-V.pdf

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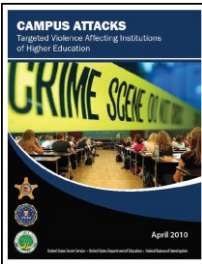
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Informed by Research & Practice

Campus Attacks: Targeted Violence Affecting Institutions of Higher Education (2010)

Joint Project of the:
- US Secret Service
- US Department of Education
- Federal Bureau of Investigation

Available at:
www.fbi.gov/file-repository/campus-attacks-pdf.pdf
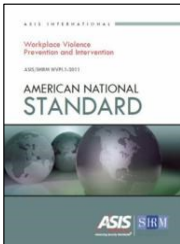
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Workplace Violence Prevention and Intervention American National Standard (2011)

ASIS International &
Society for Human
Resource Management

Available at:
www.asisonline.org/publications/sg-asis-shrm-workplace-violence-
prevention-and-intervention-standard/

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The Challenge and Promise of Using Community Policing Strategies to Prevent Violent Extremism (2016)

US Department of Justice

Available at:
www.ncjrs.gov/pdffiles1/nij/grants/249674.pdf

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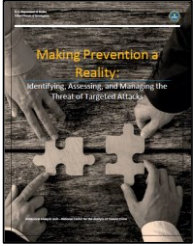
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Making Prevention a Reality: Identifying, Assessing & Managing the Threat of Targeted Attacks (2017)

US Department of Justice
Federal Bureau of Investigation
Behavioral Analysis Unit

Available at:
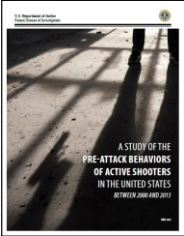www.fbi.gov/file-repository/making-prevention-a-reality.pdf

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A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000 and 2013 (2018)

US Department of Justice
Federal Bureau of Investigation
Behavioral Analysis Unit

Quick Reference Guide
https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-2000-2013-quick-reference-guide.pdf/view

Full report available at:
https://www.fbi.gov/file-repository/pre-attack-behaviors-of-active-shooters-in-us-2000-2013.pdf/view
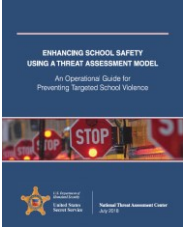
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Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence (2018)

US Dept. of Homeland Security
US Secret Service
National Threat Assessment Center

Available at:
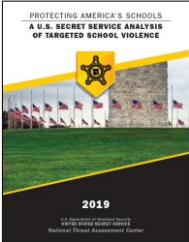www.secretservice.gov/data/protection/ntac/USSS_NTAC_Enhancing_School_Safety_Guide_7.11.18.pdf

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Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence (2019)

US Dept. of Homeland Security
US Secret Service
National Threat Assessment Center

Available at:
www.secretservice.gov/data/protection/ntac/usss-analysis-of-targeted-school-violence.pdf

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Share Your Averted School Violence Incident to Improve School Safety

www.avertedschoolviolence.org

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Workplace Violence & Active Assailant- Prevention, Intervention & Response Standard (2020)

ASIS International

Available at:
https://store.asisonline.org/workplace-violence-prevention-and-intervention-standard-softcover.html

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Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools (2021)

US Dept. of Homeland Security
US Secret Service
National Threat Assessment Center

Available at:
https://www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf
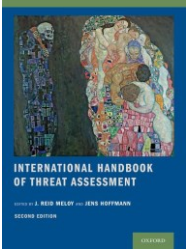
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International Handbook of Threat Assessment Second Edition (2021)

Edited by:
J. Reid Meloy &
Jens Hoffmann

Available at:
https://global.oup.com/academic/product/international-handbook-of-threat-assessment-9780190940164?q=Meloy&lang=en&cc=us
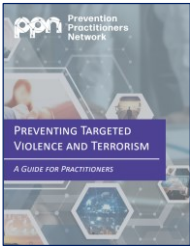
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Preventing Targeted Violence and Terrorism: A Guide for Practitioners (2022)

Prevention Practitioners Network
McCain Institute

Available at:
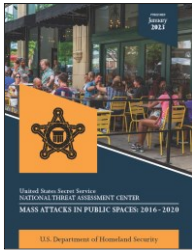https://www.mccaininstitute.org/wp-content/uploads/2022/11/PPN-TVTP-Framework-Nov-2022.pdf

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Mass Attacks in Public Spaces: 2016-2020 (2023)

US Dept. of Homeland Security
US Secret Service
National Threat Assessment Center

Available at:
https://www.secretservice.gov/sites/default/files/reports/2023-01/usss-ntac-maps-2016-2020.pdf

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Cause for Concern 2024: The State of Hate (2023)

The Leadership Conference
Education Fund

Available at:
https://civilrights.org/edfund/wpcontent/uploads/sites/2/2023/04/Cause-For-Concern-2024.pdf

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Duty of Care: The Taft Union Case

Threat management team breached duty of care as the:

- Assessment was not carried out by the team collectively
  - Confirmation bias of team leader making independent decisions
- School resource officer should have been involved, being a core member of the team
- Team failed to communicate among themselves about the subject
- Team failed to adequately communicate with subject's parent
- Team failed to recommend counseling to subject's parent as an intervention technique and
- Team did not continue to collectively monitor the subject and reassess the safety plan

Meloy, R. & Amman, M. (2022). *Threat Assessment Team Negligence: The Taft Union Case*
https://www.wtsglobal.com/threat-assessment-team-negligence-cleveland-vs-taft-union/

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TRAINING

CATAP CONFERENCE
October 15-19, 2023 | Whistler, BC
www.catap.ca

AFATAP CONFERENCE
November 13-17, 2023 | South Africa
www.afatap.africa

ATAP Winter Conference
February 6-9, 2024 | Orlando, FL
www.atapworldwide.org

14TH AETAP CONFERENCE
April 22-24, 2024 | Paris, France
www.aetap.eu

APATAP 2023 CONFERENCE
8-10 May 2024 | Sydney. Australia
https://www.apatap.org.au/

ATAP Threat Management Conference
August 13-16, 2024 | Anaheim, CA
www.atapworldwide.org

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TAM is a Systematic Process That:

Continuously improves & adapts to challenges & needs

Source: Deisinger (1998); Deisinger & Nolan (2021)

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Overcoming the Silo Effect

Communication and Coordination are Critical!
- Multiple processes/teams that may manage cases:
  - Employee Assistance / CARE Team
  - Threat Assessment
  - Bias / Sexual Harassment
  - Domestic Violence / Dating Violence / Stalking
  - Insider Threat Management Programs
  - Dignitary Protection
- Mind the Gap!
  - Clarify mission/roles
  - Shared membership
  - Regular communication
  - Integrated planning
  - Designated authority and responsibility

Source: Deisinger (2015); Deisinger & Nolan (2021)

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Contagion Effect

Time Between Mass Shootings, 1982-2014

Stockton schoolyard, Luby's massacre, Long Island Rail Road, Columbine, Virginia Tech, Fort Hood, Giffords/Tucson, Newtown, Aurora, DC Navy Yard

1982 1985 1990 1995 2000 2005 2010 2014

Data analysis by Harvard School of Public Health

Mother Jones

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Violent Extremism: Domestic Trends

Violent extremism: Broad base
- Racial / Ethnic supremacy (R/EMVE)
- Anti-Government / Authority (AG/AAVE)
  - Militia
  - Anarchist
  - Sovereign Citizen
- Misogynistic (including Incel)
- Single Issues: (e.g., abortion [ARVE], animal rights [AREVE])
- Composite Violent Extremism (CoVE)

Redefining Extremist "Groups"
- Individuals/Networks/Affinity vs. Groups / organizations
  - Activity driven more by shared goals than ideology
  - Cross over between ideology

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Violent Extremism: Global Threat

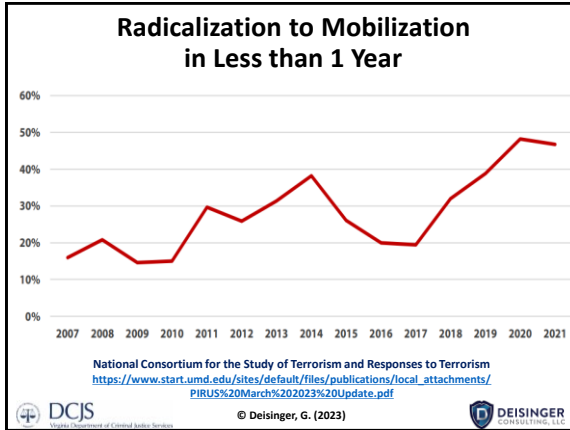**Growth of Global Interconnectedness**
- Crowdsourcing funds online
- Sharing tactics, techniques & procedures for action
- Inspiration through sharing manifestos and livestreams
- Recruitment for direct action / combat
- Recruitment through youth scenes
  - Online
    - Social media
    - Encrypted communication
    - Gaming
  - Music festivals
  - Combat sports

Miller-Idress, C. (2020). *Hate in the Homeland.* Princeton, NJ: Princeton University Press.

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Radicalization to Mobilization in Less than 1 Year

National Consortium for the Study of Terrorism and Responses to Terrorism
https://www.start.umd.edu/sites/default/files/publications/local_attachments/PIRUS%20March%202023%20Update.pdf

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Community Engagement

Reducing Extremism:

- Address disinformation
- Reduce polarization of response
- Redirect to groups/goals that enhance significance
- Identify and address grievances (where possible)
- Accountability for violence/criminal behavior
- Re-Imagining Policing
  - Guardian; Community-engaged, trust-building
  - Avoid over-reach

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Establishing a BTAM Process

Considerations:

- Team Training:
  - Member roles, responsibilities & resources
  - Confidentiality, privacy, & information sharing guidelines
  - Behavioral threat assessment & management process
  - Reporting options & methods
- Community training:
  - Community awareness
  - Crisis evaluators
  - Mental health & social service providers
  - Law enforcement officers
  - Corrections / Jail staff
  - EMS / Fire Service

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Course(s) of Action

Prepare Foundations:

- Review/integrate existing mechanisms & resources
- Implement/enhance process structure
- Train key stake-holders in process
- Build collaborative relationships
- Implement systematized process:
  - Reporting
  - Screening/Triage
  - Operational Guidelines (manual)
  - BTAM Casework
  - Ongoing Process Review / Continuous Improvement

SEE RESOURCE: Self & Team Assessment Worksheet

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Virginia Center for School and Campus Safety
www.dcjs.virginia.gov/virginia-center-school-and-campus-safety

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Division of Public Safety Training and
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Marc.Dawkins@dcjs.virginia.gov

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- GDeisinger@DeisingerConsulting.com
- DeisingerConsulting.com
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- Gene Deisinger

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