


**CAMPUS BEHAVIORAL THREAT
ASSESSMENT & MANAGEMENT IN THE US:
2007 TO THE PRESENT**

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VIRGINIA TECH

Provided for:
ASSOCIATION OF EUROPEAN THREAT ASSESSMENT PROFESSIONALS
11TH AETAP CONFERENCE
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 **SIGMA**
THREAT MANAGEMENT ASSOCIATES
www.SIGMATMA.com

 **GENE DEISINGER, PH.D.**

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- Threat Management Consultant


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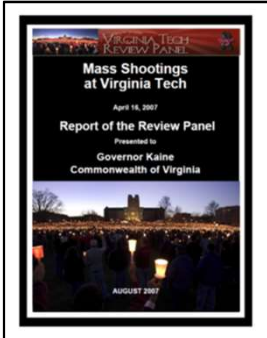
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 **MASS CASUALTY INCIDENT:
Virginia Tech
April 16, 2007**

April is the cruellest month ...
- T.S. Eliot

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 **THE REVIEWS BEGIN**



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 **LESSONS CONFIRMED & LEARNED**

Active / Regular Training Program


- Active threat response
 - All officers, every year
 - Collaboration with local and state agencies
 - Integrated Tactical Medics

Preparation & Equipment

- Breaching & Access for patrol units
- Weapons & Ammunition for patrol units
- Victim / Responder trauma care




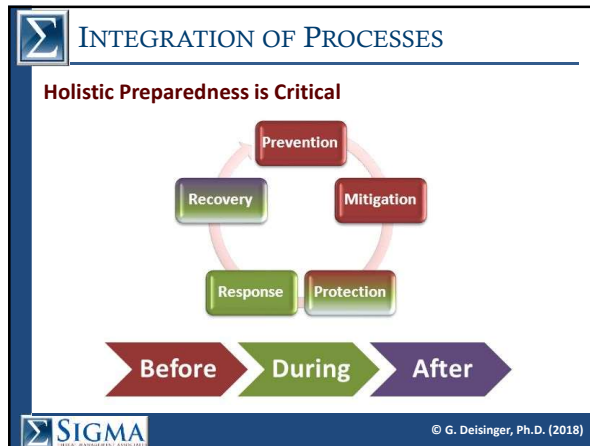
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 **LESSONS LEARNED**

Institutional Response:

- Institutional crisis management
- Emergency Notification
- Mass casualty response plans
- Victim / family assistance center
- Media (staging & briefing)
- Mental health trauma response & recovery

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LESSONS LEARNED

Costs:

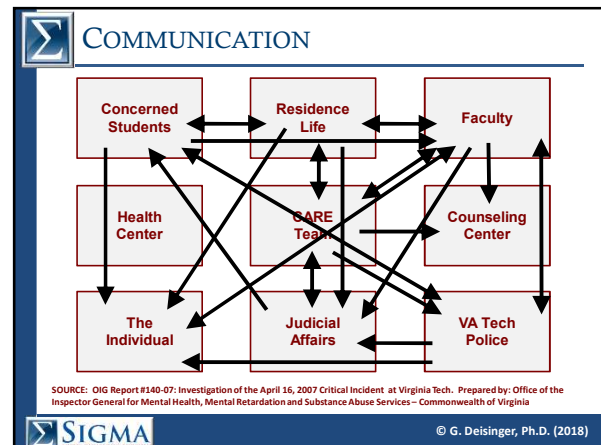
▪ Safety & Security:	\$11.4 Million
▪ Legal Settlement:	\$ 7.8 Million
▪ Campus health/wellness:	\$ 7.4 Million
▪ Facilities/Equipment:	\$ 6.4 Million
▪ Legal/Records Retention:	\$ 5.1 Million
▪ Family Services:	\$ 2.7 Million
▪ Communications:	\$ 2.5 Million
▪ Federal grants:	\$ 3.6 Million
▪ Other Operational:	\$ 3.2 Million
▪ Investigation by VSP:	\$ 531,000
▪ Review Panel:	\$ 465,000
▪ Autopsies:	\$ 69,650
Total:	\$47.6 Million

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CONNECTING THE DOTS


“...numerous incidents occurred that were clear warnings of mental instability. Although various individuals and departments within the university knew about each of these incidents, the university did not intervene effectively. No one knew all the information and no one connected all the dots.”
Virginia Tech Governor’s Review Panel (2007); page 2


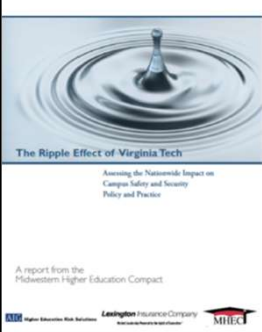
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- ### LESSONS LEARNED
- Outreach / Awareness about:**
- Recognizing concerning / threatening behavior
 - Responding and reporting to address concerns
 - Don’t be alone with concerns
 - Supporting each other
 - Utilizing Resources
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- ### LESSONS LEARNED
- Outreach / Training about Incident Survival**
- Maintain situational awareness
 - Prepare
 - Monitor
 - Respond
 - Adapt to needs of situation
 - Escape / Run
 - Evade / Hide
 - Engage / Fight
 - Comply with law enforcement
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 **THE RIPPLE EFFECT**





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 **WHY THREAT ASSESSMENT?**

Required by legislation:


- Virginia
 - Public Institutions of Higher Education (2008)
 - K-12 School Divisions (2013)
- Illinois – All Institutions of Higher Education (2008)
- Connecticut – All Institutions of Higher Education (2013)
- Florida – K-12 Schools (2018)
- Maryland – K-12 Schools (2018)


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 **MULTI-DISCIPLINARY BTAM PROCESS:**


Multi-Disciplinary Involvement by:


- Law Enforcement & Analysts
- Command / Management
- Human Resources / Organizational Development
- Mental / Behavioral Health Professional
- Legal Counsel
- Threat Management Consultant *
- Independent Medical/Psychological Evaluator **

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 **A TEAM BY ANY OTHER NAME?**


- Threat Assessment Team
- Threat Management Team
- Threat Assessment & Management Team
- CARE Team
- Behavioral Assessment Team (BAT)
- Behavioral Intervention Team (BIT)
- Behavioral Assessment & Response Team (BART)
- Behavioral Assessment & Response Committee (BARC)
- Faculty and Staff Safety Teams (FASST)
- Student Assistance Team (SAT)
- Student Health Advisory Committee (SHAC)


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 **CLARITY OF FUNCTION(S)**

Student Assistance Function


- Target: Student with complex needs
- Role: Assist, support, intervene, and refer
- Goal: Safety and well-being of student of concern
- Activity: High volume; short-medium duration

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 **CLARITY OF FUNCTION(S)**

Threat Assessment & Management Function

- Target: All threats posed by or toward campus entities
- Role: Identify, Inquire, Assess & Manage situations
- Goal: Safety & well-being of all involved
- Activity: Low-moderate volume; medium-long duration

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MULTI-DISCIPLINARY BTAM PROCESS:

Goals:

- Increase awareness of developing concerns/threats
- Maximize skills and resources to address concerns
- Enhance ability to monitor outcomes
- Enhance:
 - Communication
 - Collaboration
 - Coordination
 - Capitalization

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HAVING A TEAM IS NOT ENOUGH

Organizations must have a systematic process that:

- Utilizes effective & relevant multi-disciplinary approach, capable of addressing all threats;
- Enables centralized awareness of developing concerns through active outreach programs & consultations;
- Facilitates a thorough & contextual assessment;
- Implements proactive & integrated case management;
- Monitors & re-assesses case on a longitudinal basis;
- Conducts all practices in accordance with relevant laws, policies, and standards of practice;
- Adapts to challenges & changing needs.

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THREAT ASSESSMENT

A systematic process that is designed to:

1. **IDENTIFY** situations/persons of concern
2. **INQUIRE** & gather information
3. **ASSESS** situation
4. **MANAGE** the situation/mitigate risk

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THREAT ASSESSMENT PROCESS

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graph TD
    Identify[Identify Potential Risk] --> Notify[Notify TAM Team]
    Notify --> Gather[Gather Information]
    Gather --> Contextual[Contextual Assessment]
    Contextual --> Integrated[Integrated Management Plan]
    Integrated --> Implement[Implement Plan]
    Implement --> Post[Post-Incident Recovery]
    Implement --> Gather
    
```

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ADDRESS ALL THREATS

Perpetrator's Affiliation:

- Student: 60%
 - Current: 45%
 - Former: 15%
- Employee: 11%
 - Current: 6%
 - Former: 5%
- Indirectly Affiliated: 20%
- No known Affiliation: 9%

Source: U.S. Secret Service, U.S. Dept. of Education, & Federal Bureau of Investigation (2010). *Campus Attacks: Targeted Violence Affecting Institutions of Higher Education*.

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CENTRALIZED REPORTING & TRIAGE

The diagram shows a central red circle labeled "Threat Assessment Team". Surrounding it are eight boxes representing different groups: Security (blue), Community (green), Human Resources (orange), Supervisors (blue), Legal (dark red), Customers (yellow), Employees (grey), and a box for "Employees" (grey). Arrows point from each of these groups towards the central Threat Assessment Team, indicating a centralized reporting structure.

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WHAT LAWS / RULES MAY APPLY?

- Educational privacy laws
- Personal privacy laws
- Medical record privacy laws
- Disability laws and regulations
- Freedom of information / Open-records laws
- Institutional Policies
 - General
 - Student and staff conduct
 - Academic governance

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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

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**Campus Threat Assessment Training:
A Multi-Disciplinary Approach (2009-2011)**

US Department of Justice
Office of Community Oriented
Policing Services (COPS)



Available at:
CampusThreatAssessment.org

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"DUE CARE" IN THE TAM CONTEXT

A Risk Analysis Standard for Natural and Man-Made Hazards to Higher Education Institutions (2010)

ASME Innovative Technologies Institute

- Approved by American National Standards Institute
- Recommends: "that Threat Assessment Teams be put into place on campus to help identify potential persons of concern and gather and analyze information regarding the potential threat posed by an individual(s)"
- Courts have allowed testimony that ANSI standards inform standard of care.
- Available at: www.asme.org/products/books/a-risk-analysis-standard-for-natural-and-man-made

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ANSI RECOMMENDED RESOURCES



Available for purchase at:
www.tsgsinc.com/?page_id=2225



Free download at:
rems.ed.gov/docs/VT_ThreatAssessment09.pdf

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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

Source: U.S. Secret Service, U.S. Dept. of Education, & Federal Bureau of Investigation (2010). *Campus Attacks: Targeted Violence Affecting Institutions of Higher Education*.



Available at:
www.iis.dhs.gov/sites/default/files/campus-attacks.pdf

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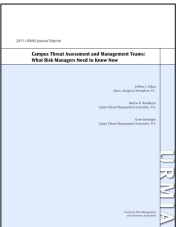
ADDITIONAL RESOURCES

Campus Threat Assessment and Management Teams: What Risk Managers Need to Know Now

Jeffrey J. Nolan, J.D.,
Marisa R. Randazzo, Ph.D., &
Gene Deisinger, Ph.D.

University Risk Managers
& Insurance Association
(URMIA) Journal, 2011

Free download:
www.sigmatma.com/images/NolanRandazzoDeisinger_CampusThreatAssessmentTeams_FINAL_20110802.pdf

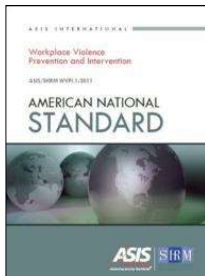


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Workplace Violence Prevention and Intervention American National Standard (2011)

Society for Human Resource
Management & ASIS International



Available at:
www.abdi-secure-e-commerce.com/asis/ps-1092-30-1967.aspx

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Task Force Report: Predicting Violent Behavior (2012)
Department of Defense; Defense Science Board

1.8 Recommended Strategy

- Provide effective intervention capabilities throughout DoD using a threat management approach.
 - Increase likelihood of early detection and warning of problems to commanders, supervisors, co-workers with improved information sharing and knowledge.
 - Enhance awareness of the risk of targeted violence throughout DoD.

Available at:
www.acq.osd.mil/dsb/reports/PredictingViolentBehavior.pdf



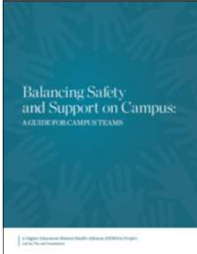
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Balancing Safety and Support on Campus: A Guide for Campus Teams (2013)
Higher Education Mental Health Alliance (HEMHA)

Led by the Jed Foundation

Available at:
www.hemha.org/campus_teams_guide-1.jpg



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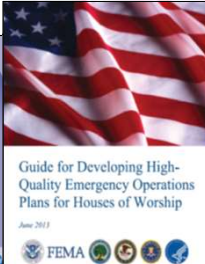
GUIDE FOR DEVELOPING HIGH-QUALITY EMERGENCY OPERATIONS PLANS FOR INSTITUTIONS OF HIGHER EDUCATION

GUIDE FOR DEVELOPING HIGH-QUALITY SCHOOL EMERGENCY OPERATIONS PLANS

Guide for Developing High-Quality Emergency Operations Plans for Houses of Worship

Available at:
rems.ed.gov/EOPGuides
Released: 6/18/13







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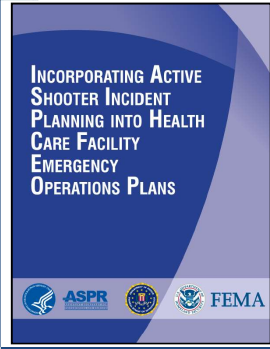
INFORMED BY RESEARCH & PRACTICE

INCORPORATING ACTIVE SHOOTER INCIDENT PLANNING INTO HEALTH CARE FACILITY EMERGENCY OPERATIONS PLANS


A review of current research, threat assessment literature, and active shooting incidents, combined with the extensive case experience of the Behavioral Analysis Unit, suggests that there are observable pre-attack behaviors that, if recognized, could lead to the disruption of a planned attack. ¹² (Page 15)

¹² ... Deisinger, Gene, et al. *The Handbook for Campus Threat Assessment and Management Teams*. Stoneham, MA: Applied Risk Management. 2008.

Available at:
<http://www.phe.gov/Preparedness/planning/Documents/active-shooter-planning-eop2014.pdf>
Released: December 2014



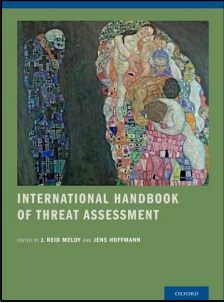
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International Handbook of Threat Assessment (2014)

Edited by:
J. Reid Meloy &
Jens Hoffmann

Available at:
www.oup.com/us



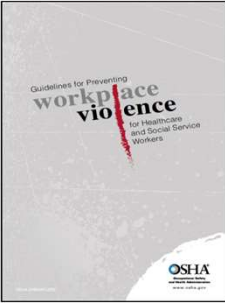
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Guidelines for Preventing Workplace Violence for Health Care and Social Service Workers (2015)

Occupational Safety &
Health Administration

Available at:
www.osha.gov/Publications/osh3148.pdf



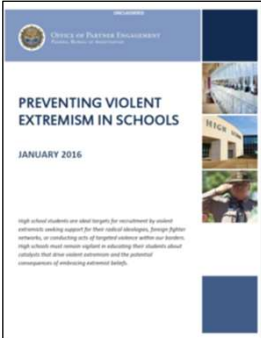
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Preventing Violent Extremism in Schools (2016)

Federal Bureau of Investigation
Office of Partner Engagement

Available at:
www.dcjs.virginia.gov/sites/dcjs.virginia.gov/files/publications/law-enforcement/fbis-guide-preventing-violent-extremism-schools.pdf



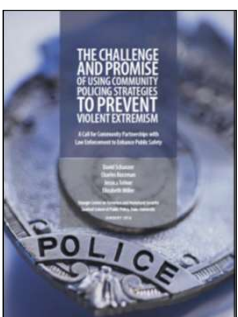
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The Challenge and Promise of Using Community Policing Strategies to Prevent Violent Extremism (2016)

US Department of Justice
sponsored project

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




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 INFORMED BY RESEARCH & PRACTICE

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: <https://www.fbi.gov/file-repository/making-prevention-a-reality.pdf>



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 POST INCIDENT THREAT MANAGEMENT

Increased hostility, harassment, or threats to persons resembling suspect.


- Encourage senior leadership to make strong statements of support for respect and civility
- Encourage timely reporting of developing concerns
- Increase visible patrols of community
- Have leadership, security, & law enforcement interact with and engage with community

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POST INCIDENT THREAT MANAGEMENT

Increased attention from persons who want to feel part of situation

- High volume of contact from those (near and far) with altruistic desire to help
 - Prepare for receipt, cataloging and preservation of gifts, resources, memorials

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POST INCIDENT THREAT MANAGEMENT

Increased attention from persons who want to feel part of the situation


- Dignitary visits and attention
 - Minimize disruption to normalization of community
 - Prepare for impact on security assets
 - Draws additional attention from media and public

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POST INCIDENT THREAT MANAGEMENT

Increased attention from persons who want to feel part of situation

- Expect subset of persons with significant mental health issues:
 - delusional attempt to relate incident to their lives & infer meaning from incident
 - correspondence or communication that will be odd, disturbing or possibly threatening
 - increased risk of suicidality, self-injury, or attention-seeking behavior
- Expect persons who view incident as hoax

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POST INCIDENT THREAT MANAGEMENT

Increased attention from persons who identify with the identified perpetrator(s)

- Increased contact from persons who share similar grievances as attributed to perpetrator
- May identify with perpetrator's methods in addressing situation/grievances
 - Active threat assessment/management
 - Engage intelligence assets
 - Highly visible law enforcement patrols
 - Caution

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POST INCIDENT THREAT MANAGEMENT

Increased community scrutiny regarding capacity to prevent / deter significant threats

- Expect scrutiny
- Maintain engagement with community, defensiveness will foster distrust
 - Transparency of process and partnership with community – ALL are responsible for safety
- Outreach and training to community about reporting processes and purpose

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GROWING/FUTURE CHALLENGES

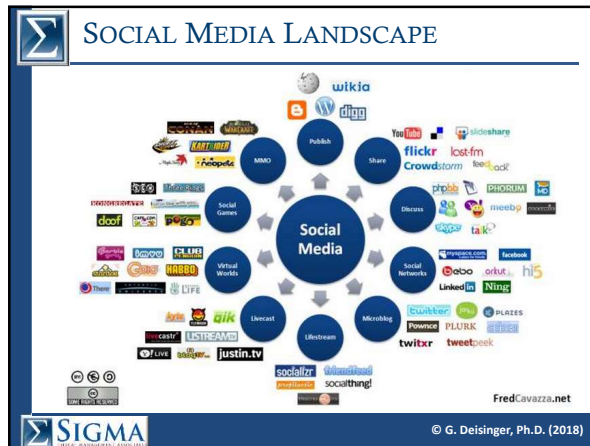
Increased Complexity due to:

- Strategic partnerships / collaborations
- Remote business
- Globalization

Challenges:

- Identifying threats
 - Distance
 - Limited contact/engagement
- Capacity and authority to address concerns
- Duty to warn/protect
- Monitoring

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WHEN YOUR ONLY TOOL IS A HAMMER. . .

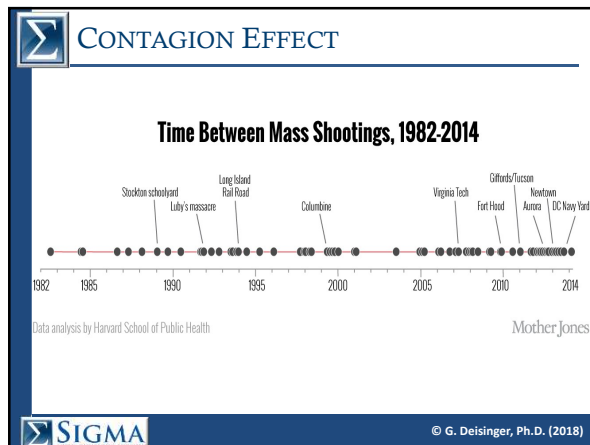
Over-Reliance on Control-Based Strategies

- Discipline
- Suspension
- Administrative orders
- Court orders
- Criminal prosecution
- Termination

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Never equate separation with safety

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GROWING/FUTURE CHALLENGES

Lone Actor Terrorism / Violent Extremism

- Domestic & international influence
- Social media / contagion effect
- Modify tactics
- Targets of availability

Considerations:

- Community engagement
- Collaboration & partnership
- Full Emergency Preparedness

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