CURRENT ISSUES IN THREAT ASSESSMENT AND MANAGEMENT: WHAT CAMPUS LEADERS NEED TO KNOW NOW

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ACKNOWLEDGMENT AND THANKS

Many of the slides in this presentation were created by:

Gene Deisinger, Ph.D.,

Marisa Randazzo, Ph.D., and/or

Rich Wilson,

all of Sigma Threat Management Associates. Their contributions are gratefully acknowledged.

2008 Mass. Campus Safety Study Findings

2008 report recommended that every school form, train, and maintain a behavioral threat assessment and management team (TAT or TAM)

2008 report: 65% of responding institutions had a TAT

2011 URMIA JOURNAL ARTICLE

(available at:
http://www.sigmatma.com/wp-content/uploads/2014/02/NolanRandazzoDeisinger_CampusThreatAssessmentTeams_FINAL_20110802.pdf)

2011 URMIA Journal Reprint

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

Jeffrey J. Nolan
Dinse, Knapp & McAndrew, P.C.

Marisa R. Randazzo
Sigma Threat Management Associates, P.A.

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University Risk Management
and Insurance Association

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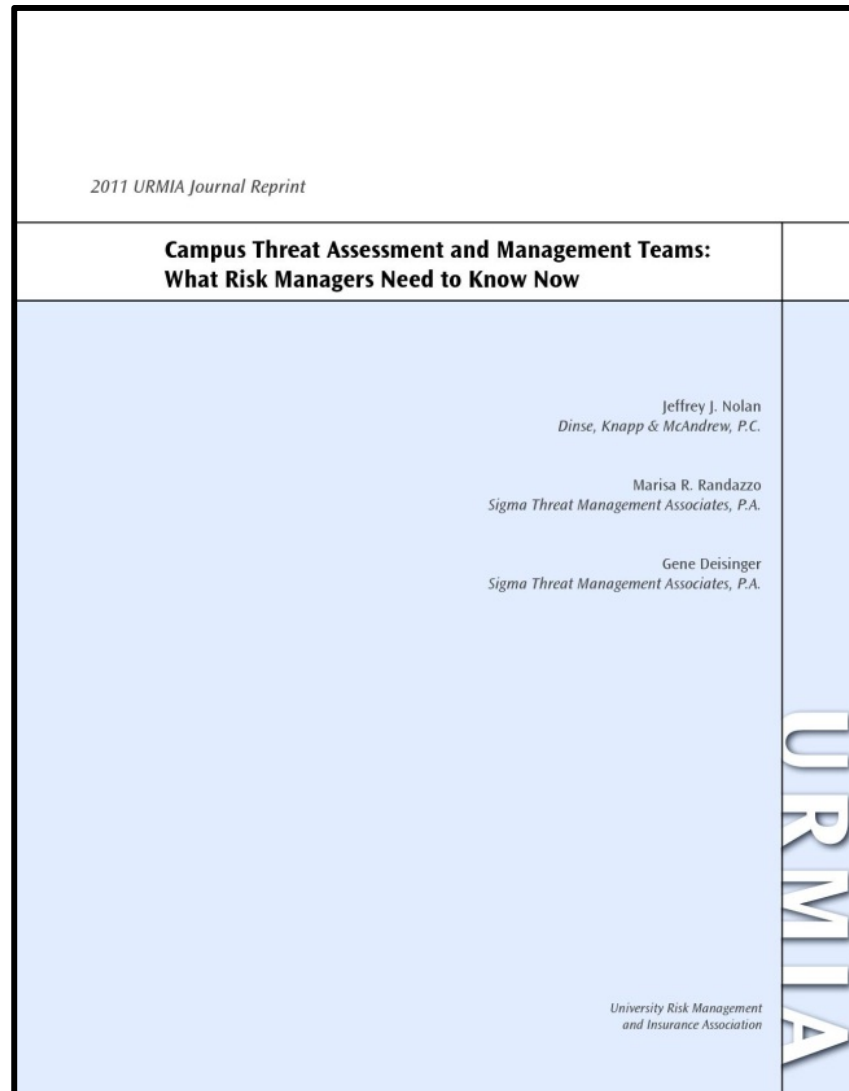
2011 URMIA Journal Article

URMIA Article focused on:

Making case that threat assessment and management team was best practice

Describing TAM process, team composition and operations

Identifying common challenges and suggesting solutions

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2016 Mass. Campus Safety Study Findings

2016 data reveal that 100% (28) of participating institutions have TAT/TAM team that is:

"capable of reviewing individual cases that may indicate a threat to self or others, and managing the process to address that potential threat"

Of 26 survey participants, 69% (18) have written policies and procedures to govern and guide team

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2016 Mass. Campus Safety Study Findings

"One area where there is a divide on progress is in the identification of 'early warning signs' for individuals that may be at risk for causing harm to themselves or others."

"There was a noticeable enhancement in terms of institutions that have [a TAT/TAM], but only a small percentage increase in institutions that have written policies and procedures for governing and guiding these efforts."

2016 Mass. Campus Safety Study Findings

"In other words, the survey results suggest that many behavioral threat assessment and management teams have been put in place since 2008, but institutions are not adequately defining their roles and responsibilities, which is critical in such a sensitive area of prevention and mitigation."

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2016 Mass. Campus Safety Study Recommendations

TAM Teams should:

- receive annual professional training;

- have written policies and procedures in place to govern and guide their roles/responsibilities; and

- promote their services to the campus community.

- "Institutions should also implement training and/or awareness programs for students, faculty, and staff on identifying concerning behavior and how/where to report."

The Standard is Evolving and the Bar Has Been Raised

HAVING A TEAM IS NOT ENOUGH

Institutions must have a systematic process that:

- Enables centralized awareness of developing concerns through an active outreach program & consultative process

- Facilitates a thorough & contextual assessment

- Implements proactive & integrated case management plans

- Monitors & re-assesses the situation on a longitudinal basis

- Utilizes an effective & relevant multi-disciplinary approach

- Conducts all practices in accordance with relevant laws, policies, and standards of practice, and

- Adapts to changing needs and new challenges.

Joint Project of the:

- US Secret Service

- US Department of Education
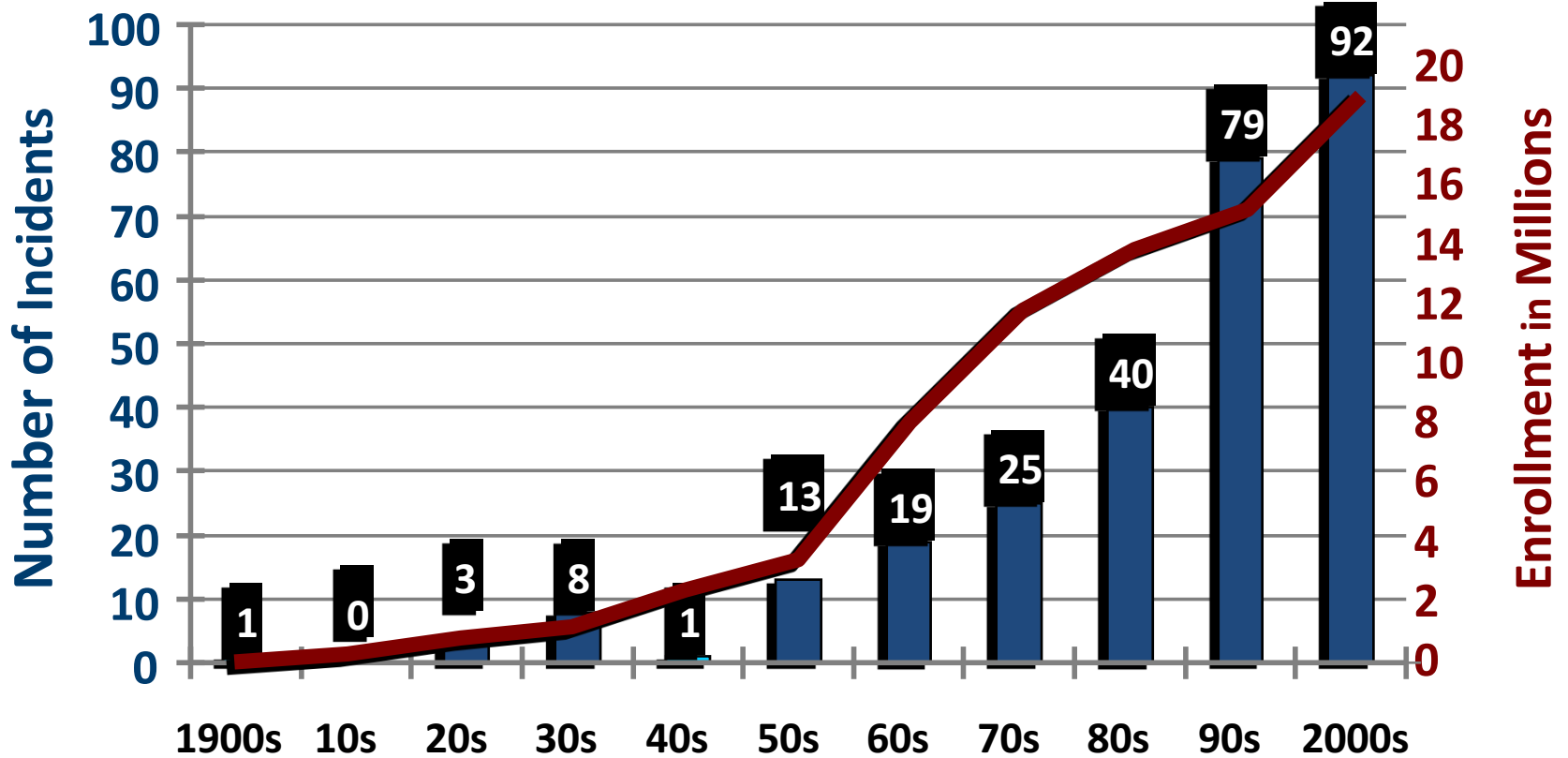
- Federal Bureau of Investigation

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

CAMPUS ATTACKS
Targeted Violence Affecting Institutions of Higher Education

April 2010

United States Secret Service · United States Department of Education · Federal Bureau of Investigation

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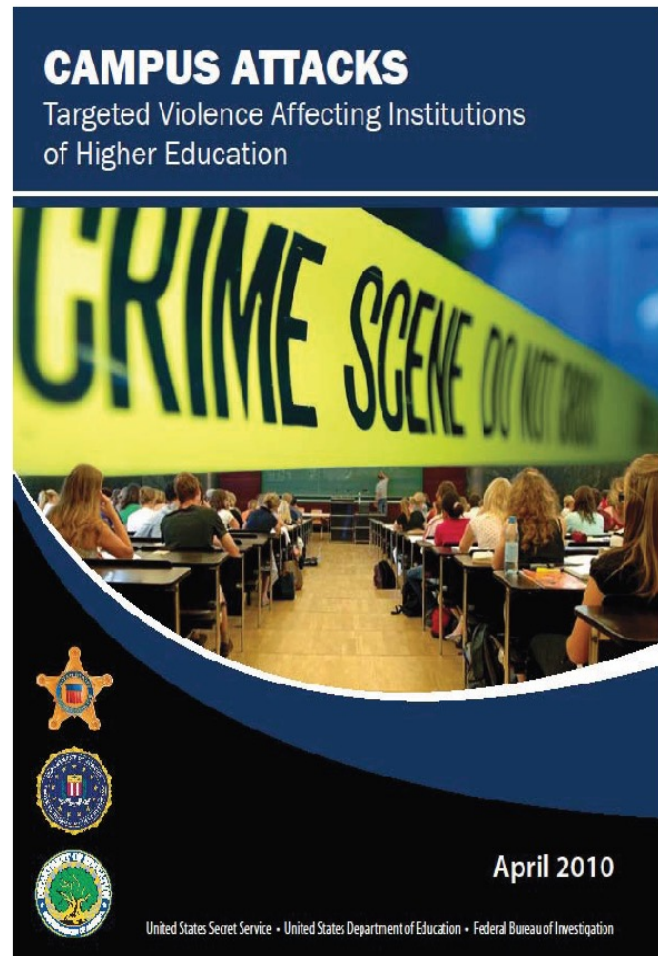
TARGETED VIOLENCE ON CAMPUS

INCIDENTS: 1909-2009* (N = 281)

*Data collected through 2008, projected for 2009 based on average per year for decade.

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TARGETED VIOLENCE ON CAMPUS

About the Perpetrators:

- Age: 16 – 64
- Gender: Male (80%); Female (20%)
- Status:
  - Current / Former Student: 60%
  - Current / Former Employee: 11%
  - Indirectly Affiliated: 20%
  - No known Affiliation: 9%

TARGETED VIOLENCE ON CAMPUS

About the Incidents

- Occur on and off-campus
  - 80% on-campus (residence, grounds, class/admin)
  - 20% off-campus (residence, public area)

- Precipitating events present: 83%

- Targeted one or more specific persons: 73%

- Pre-incident threat/aggression to target: 29%

- Pre-incident concerns reported by others: 31%

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FACTS ABOUT TARGETED VIOLENCE

Perpetrators of targeted violence don't "just snap."

These incidents are <u>not</u> impulsive or random.

- Most consider, plan, and prepare before engaging in violent behavior.

- Most discuss their plans with others before the attack.

- No accurate or useful "profile."

- Most have concerned several others with troubling behavior before their attacks.

- Most are suicidal or at a point of desperation prior to their attacks.

IMPLICATIONS FOR PREVENTION

- Many targeted attacks can be prevented.

- A person's ideas and plans for violence may be detectable before harm can occur.

- Information is likely to be scattered and fragmented.

- Team should act quickly upon initial report, gather information and pieces of the puzzle, and assemble the information to see is person is on pathway to violence.

- Threat assessment and case management is not an adversarial process. Engagement with a person of concern can be critical to preventing violence or harm.
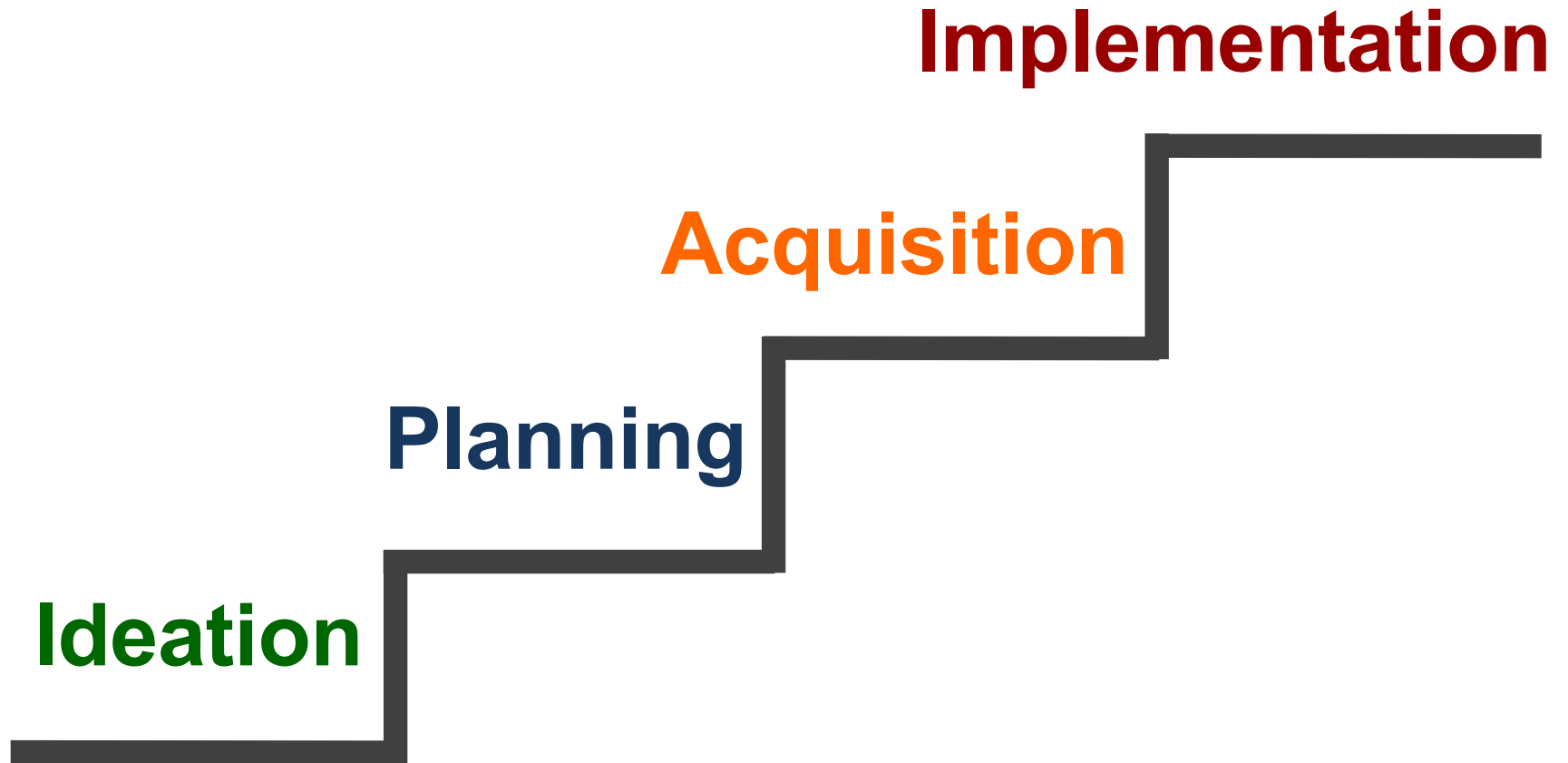
WHY THREAT ASSESSMENT?

- Evidence-based and derived from:
  - U.S. Secret Service protective intelligence research
  - FBI research regarding workplace violence
  - USSS/US Dept. of Education: Safe School Initiative
  - Student development practice (e.g., Ursula Delworth, 1989)

- Used successfully to prevent targeted violence and significant disruption in variety of settings

- Broadly applicable for identifying people in need and systems in need of correction.

- Low-cost and legally defensible approach

- Involves the community

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WHY THREAT ASSESSMENT?

Recommended by:

- Virginia Tech Review Panel (governor's panel)

- Report to President from U.S. Departments of Education, Justice, Health & Human Services;

- Numerous professional associations:
  - AASCU, ACHA, ASJA, IACLEA, MHEC, NAAG, NASPA

- Several state task forces on campus safety:
  - CA, FL, IA, IL, KY, **MA**, MO, NC, NJ, NM, OK, PA, WI, VA

Note: Links to many of these reports at: www.SigmaTMA.com

WHY THREAT ASSESSMENT?

Required by legislation:

- Commonwealth of Virginia – public institutions

- State of Illinois – All institutions
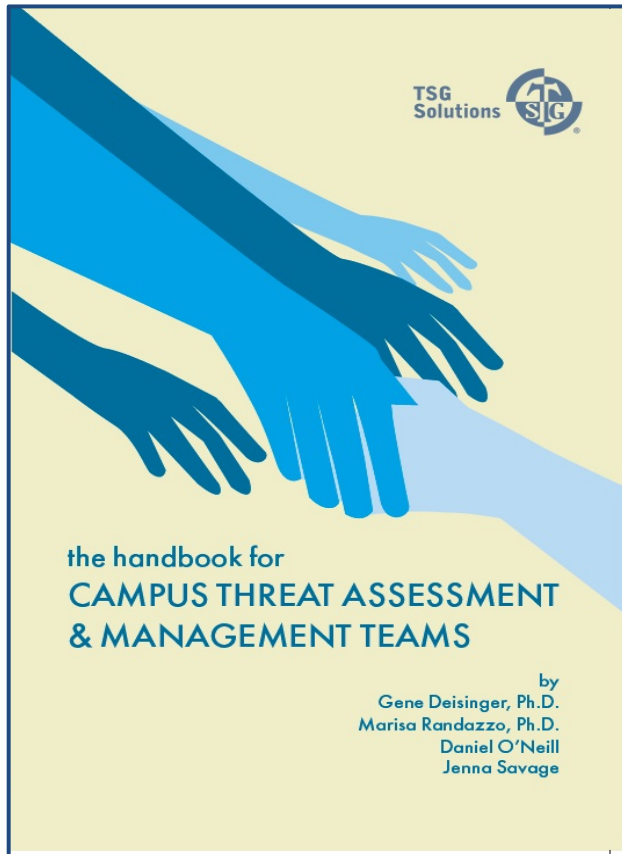
"DUE CARE" IN THE TAM CONTEXT

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

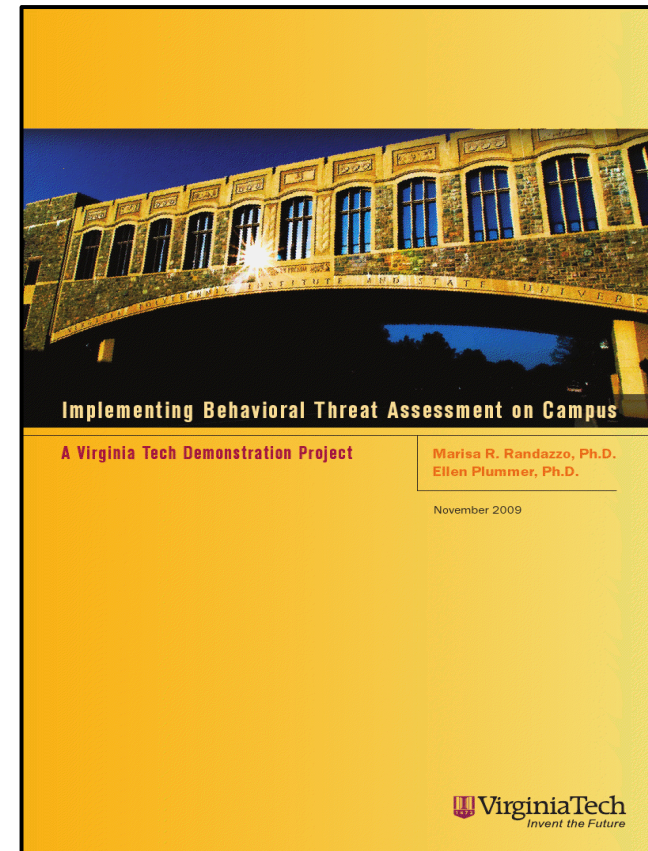ASME Innovative Technologies Institute

- 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-

ANSI Recommended Resources

the handbook for
CAMPUS THREAT ASSESSMENT & MANAGEMENT TEAMS

by
Gene Deisinger, Ph.D.
Marisa Randazzo, Ph.D.
Daniel O'Neill
Jenna Savage

Implementing Behavioral Threat Assessment on Campus

A Virginia Tech Demonstration Project

Marisa R. Randazzo, Ph.D.
Ellen Plummer, Ph.D.

November 2009

VirginiaTech
Invent the Future

Cited in MA 2016 Report, p. 43, available for purchase at: www.tsgsinc.com

Free download at:
www.threatassessment.vt.edu

ADDITIONAL RESOURCES

2011 URMIA Journal Reprint

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

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ADDITIONAL RESOURCES

Nolan, Jeffrey J., *"Implementing Threat Assessment and Management Best Practices in the Higher Education Workplace"*

Conference Paper prepared in connection with 2013 Annual Conference of National Association of College and University Attorneys (NACUA)

Available at:

http://www.sigmatma.com/wp-content/uploads/2014/02/Threat-Assessment-in-Higher-Education-Workplace-Jeff-Nolan-NACUA-Conf-2013-B1058115.pdf

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What Do We Want to Achieve?

The greater danger for most of us

lies not in setting our aim too high

and falling short;

but in setting our aim too low,

and achieving our mark.

- Michelangelo

TAM IS A SYSTEMATIC PROCESS THAT:

Enables centralized awareness

of developing concerns

through an active outreach program
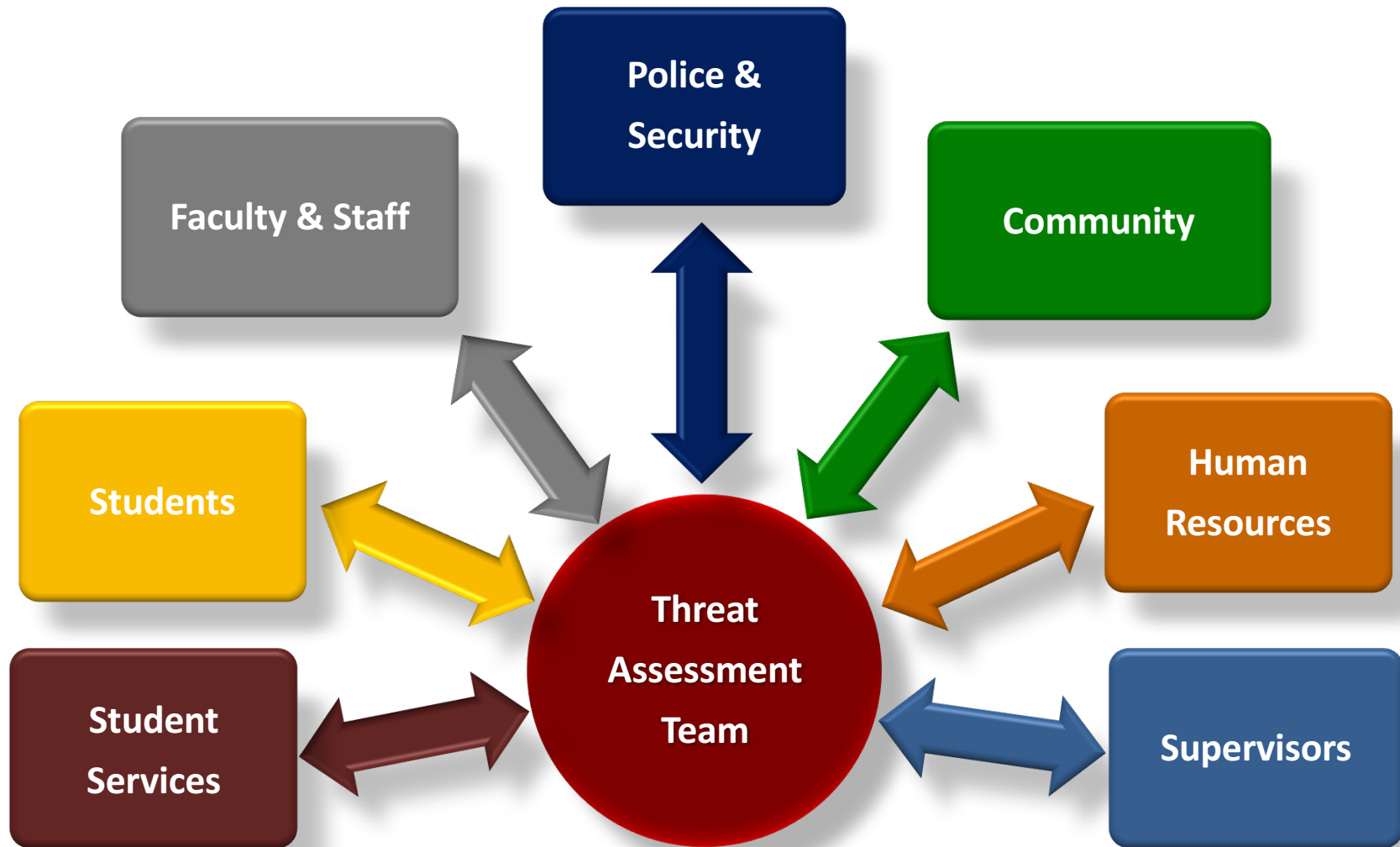
& consultative process

FACILITATE CONSULTATION

For effective reporting & consultation, the community needs to know:

- Their role and responsibility

- What to consult about

- Where (and with whom) to consult

- Consultations are wanted

- Something will be done

- Regular reminders of issues and process

OVERCOME THE SILO EFFECT

- **Outreach/Awareness presentations**
  - Administration, students, employees, parents
  - Other institutions, organizations
- **Training Sessions**
  - Reporting, consulting & case management process;
  - Verbal de-escalation
  - Incident survival
- **Information: Available and sustained**
  - Website: e.g. www.threatassessment.vt.edu
  - Daily News e-mail
- **Monitoring**
  - Daily reports: Security, Police, Residence, Maintenance
  - Surveys: Climate, safety, satisfaction, etc.

A SYSTEMATIC PROCESS THAT:

Facilitates a thorough
& contextual assessment
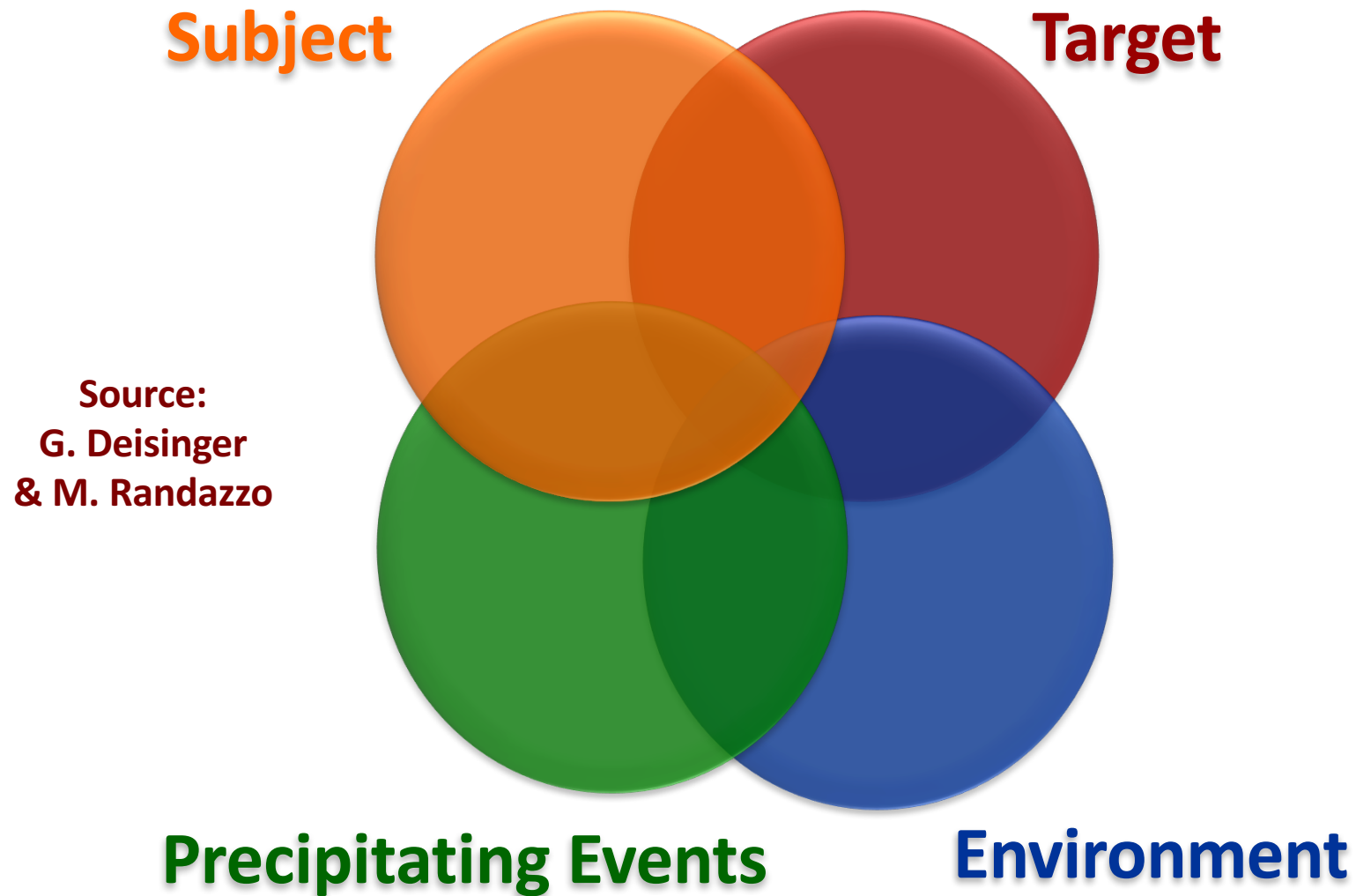
CONTEXTUAL ASSESSMENT

Violence is the product of an interaction among four factors:

S The **subject** who may take violent action;

T Vulnerabilities of the **target** of such actions;

E An **environment** that facilitates or permits violence, or does not discourage it; and,

P **Precipitating events** that may trigger reactions.
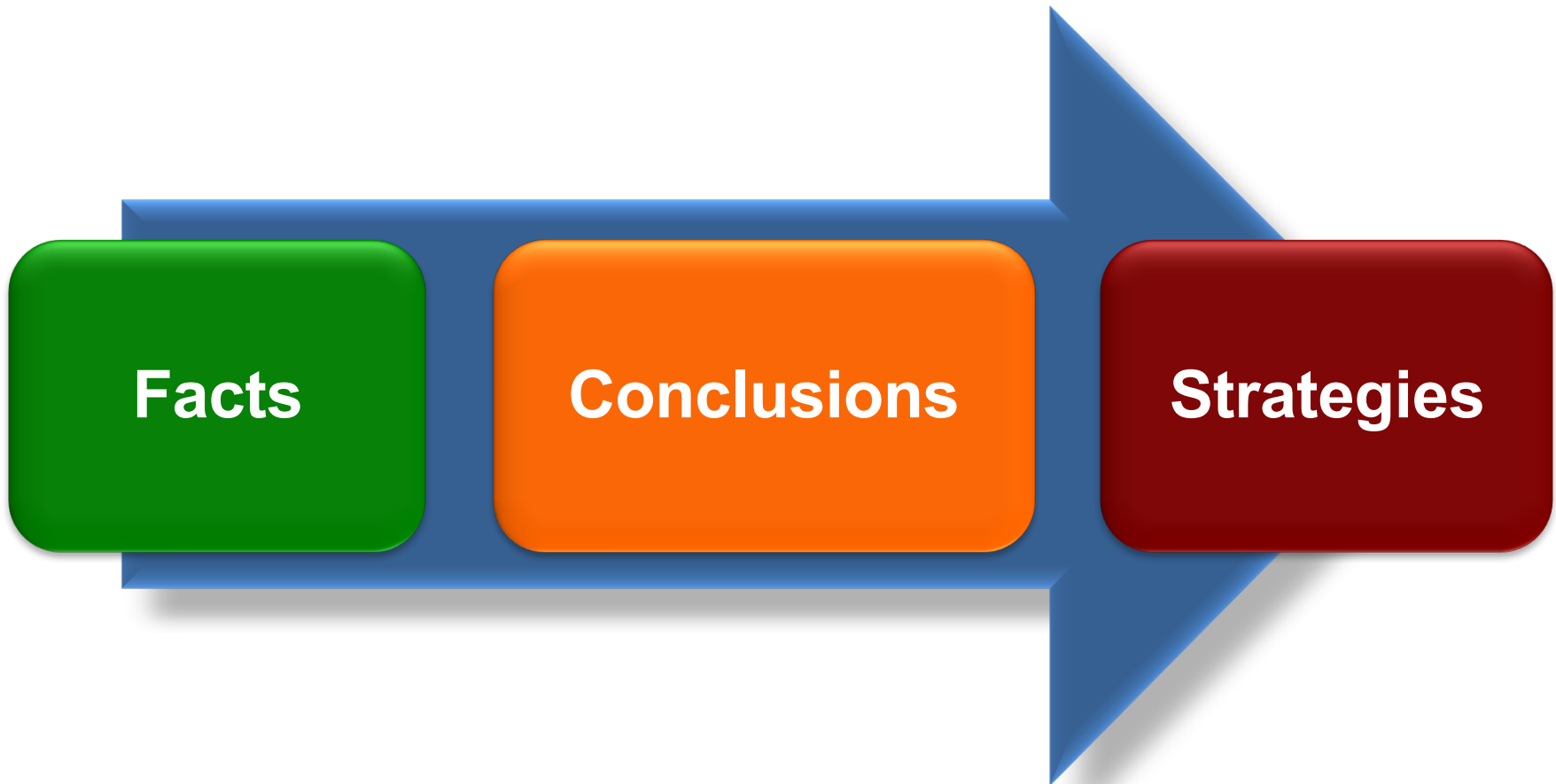
Source: G. Deisinger & M. Randazzo

THREAT ASSESSMENT PROCESS

Threat assessment is an objective process:

TAM IS A SYSTEMATIC PROCESS THAT:

Implements proactive & integrated case management plans

Comprehensive Safety Planning

Pro-active plans <u>in place</u> to:

- Prevent and mitigate violence
  - Identify at-risk situations
  - Assess situations
  - Intervene & manage concerns

- Prepare for potential violence

- Respond to violent acts and

- Recover from the event.

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INTEGRATED CASE MANAGEMENT

Effective case management integrates interventions across the (relevant) domains:

S De-escalate, contain, or control the **subject** who may take violent action;

T Decrease vulnerabilities of the **target**;

E Modify physical and cultural **environment** to discourage escalation; and,

P Prepare for & mitigate against **precipitating events** that may trigger adverse reactions.

Source: G. Deisinger & M. Randazzo

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Never Equate Separation with Safety

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 & influencing person when they are no longer connected to organization.

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

Monitors & re-assesses the situation on a longitudinal basis

Utilizes an effective & relevant multi-disciplinary approach

Threat Assessment Team

Multi-Disciplinary Involvement by:

- Academic Affairs / Provost / Graduate College
- Employee Assistance
- Human Resources
- Media Relations
- Police / Security / Local Law Enforcement
- Residence Life
- Student Affairs / Dean of Students
- Student Health / Student Counseling
- University Counsel

Conducts all practices in accordance

with relevant laws, policies,

and standards of practice

WHAT LAWS MAY APPLY?

- Federal Family Educational Rights and Privacy Act

- State Privacy Laws

- Federal Americans with Disabilities Act and Section 504 of Rehabilitation Act

- State public accommodations laws / disability-related employment laws

- Federal Health Insurance Portability and Accountability Act ("HIPAA")

- State Patient-Health Care Professional Privileges

- Freedom of Information / Open Records Laws

POLICIES THAT SUPPORT THE PROCESS

Institutional policies relevant to TAM operations:

- Workplace / campus violence prevention
- Threat assessment & management
- Policies against intimate partner violence, sexual assault and stalking
- Crisis Management
- Student discipline and employee discipline
- Involuntary withdrawal/interim suspension
- Fitness for duty
- Weapons, bomb threat

Adapts to changing needs and new challenges

GROWING/FUTURE CHALLENGES

Need for TAM integration with intimate partner violence, sexual misconduct and stalking policies

Concerns about so-called "lone-actor terrorists", "radicalized individuals", and "violent extremism"

TITLE IX/CLERY ACT/VAWA

The Violence Against Women Reauthorization Act ("VAWA) amendments to the Clery Act require that covered institutions encourage reporting of:

- Domestic violence

- Dating violence

- Sexual assault

- Stalking

The VAWA amendments also require that institutions prohibit those types of misconduct and provide disciplinary procedures to address them

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RESOURCE

"Addressing Intimate Partner Violence and Stalking on Campus: Going Beyond Legal Compliance to Enhance Campus Safety" in <u>Emerging Issues in Campus Safety</u> (Thomson Reuters/Aspatore, 2015), available at:

<u>http://www.dinse.com/resource-center/news/nolan-book-chapter-available-for-download-news.html</u>

TITLE IX/VAWA/TAM INTEGRATION

Need for collaboration:

Title IX and VAWA investigations can involve ongoing safety concerns:

- To victim(s)
- To others on campus
- To other campuses
- To university personnel

Title IX / VAWA investigations can benefit from input from a threat assessment team

TITLE IX/VAWA/TAM INTEGRATION

Need for collaboration:

Threat assessment investigations that involve dating violence, domestic violence, sexual assault, and/or stalking need to involve:

- Trauma-informed interviewing

- Referral to Title IX coordinator

- Parallel investigations

Threat assessment investigations can benefit from expertise of Title IX investigators and others

TITLE IX/VAWA/TAM INTEGRATION

Need for collaboration:

- Failure to coordinate can lead to compartmentalized information, disjointed safety or intervention efforts

- Lack of coordination can also result in multiple unnecessary contacts with victim to obtain the same information

- Coordinated efforts can yield enhanced information-sharing and integrated safety efforts

TITLE IX/VAWA/TAM INTEGRATION

Strategies to enhance collaboration:

- Work with individuals, rather than departments

- Engage in liaison-building efforts

- Give away/share information first, then ask for information

- Invite them to your meetings

- Access legal counsel for confidentiality and jurisdiction questions

- Meet face to face outside of a case

- Be dependable

WRAPAROUND SAFETY PLANS SAVE LIVES

"LONE-ACTOR TERRORISTS" AND TERRORISM

Teams faced with potential threats from "lone-actor terrorists," "radicalized individuals," etc. should:

- follow their TAM process, involving law enforcement as necessary

- be aware of relatively new investigative templates such as the "Terrorist Radicalization Assessment Protocol" (TRAP-18)

- TRAP-18 is an investigative aid focused on terrorism

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