



JANUARY 1, 2019

DISRUPTING THE PATH TO VIOLENCE

TRAINER MANUAL

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This manual is part of a project to test and create tools to address barriers to reporting signs of radicalization using a public health approach. Nebraska Emergency Management Agency received a grant from the Department of Homeland Security in 2016 to carry out this project. Partners in the project include the University of Nebraska Public Policy Center and Two Rivers Public Health Department.



PLANNING YOUR PRESENTATION

Good planning is a key ingredient of every successful presentation. This is true for both experienced and new presenters. Begin your planning by asking questions about your audience, the physical layout of the place you are presenting in and the resources available to you. Most audiences appreciate efforts you make to create a presentation that is both practical and understandable to them. Use the following questions to guide your planning



Who will be in the audience?

Will it be adults only or will there be younger people in the audience? Are you presenting to friends and neighbors or a group of professionals?

Understanding who your audience is will help you anticipate the kind of information you can present that is most useful to them. For example, an audience with mostly parents from a school may be very interested in signs of violence for youth. An audience of mostly workers from an industry may want more information about signs of workplace violence.

How many people will be in the audience?

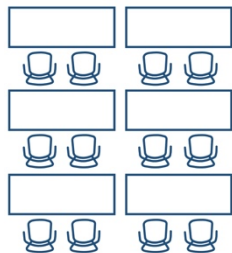
The way you prepare for a presentation will often depend on the size of the audience. The way you set up the room, the type of presentation style you choose to use, and the way that you organize the activities can depend on the size of the group you expect. Be prepared and flexible because the estimated size of the audience doesn't always match the actual size! You may expect a very small audience and instead, a very large group shows up for your presentation.

How much time do I have to present the material?

This curriculum can be presented in about 30 minutes, but if you use the optional activities, it can be extended to about 60 minutes. It's important to note that most adults don't sit still or tolerate lecture presentations lasting longer than an hour. Bring a watch or know where a clock is in the room so you stay on time. All audiences appreciate a presentation that begins and ends on time.

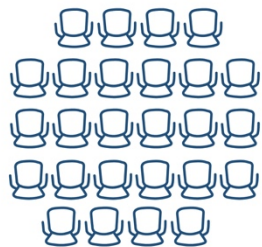
How is the room set up?

The room set up can guide your choice of delivery options. Speaking from a podium in an auditorium is much different from presenting in a room with sofas and overstuffed chairs. Sometimes you have a choice about room set up. A general rule is that the longer the presentation, the more likely you are to need a room set up that encourages interaction. There are several standard meeting room set up styles that could influence whether you choose to use a projected PowerPoint presentation or just handouts.



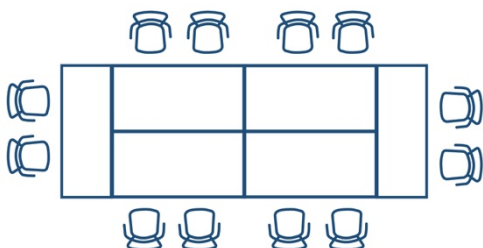
CLASSROOM SEATING

This seating style works well if you want the audience to take notes. It is a good set up if you want to deliver your presentation like a lecture. This seating style is less intimate than others are and in general, doesn't encourage much interaction.



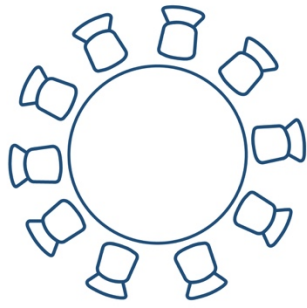
THEATRE STYLE SEATING

Large audiences often are seated in this configuration. Everyone is facing the speaker and ready to listen. The seats are close together, leaving little room for interaction between audience members and the speaker. This is best for short presentations with large groups.



CONFERENCE SEATING

This arrangement works well for small groups. It can be challenging to use projectors or flip charts using this seating style. Conference Seating works best with handouts and presentation styles that encourage discussion among participants.



BANQUET (ROUND TABLE) SEATING

More people can fit into a room when round tables are used. This is often the set up used for presentations that encourage interaction among participants. There may be challenges associated with holding people's attention and positioning projectors so everyone can see it. This seating style is good for encouraging cohesion and participation in the group activities that may include discussion.

What are my presentation resources?

The curriculum is available in a Microsoft PowerPoint Program. To use the PowerPoint program you will need a computer with the Microsoft PowerPoint Program and a projector. Handouts reinforce the visual material you are showing via PowerPoint. Handouts give participants something to refer to later and to take notes on during the presentation. Knowing how many people will be there will allow you to make enough copies of handouts for everyone. Make a few extra copies of the handouts to ensure you have enough if more people attend than anticipated. It is always better to have more handouts than not enough!

The room set up and number of participants will help you determine if a microphone will be needed. Some rooms are small enough that a loud speaking voice is enough to get the message across. Audiences appreciate the use of a microphone if possible so everyone can hear the message regardless of where they are seated. Usually a small microphone that clips on clothing (a lavalier) is preferable to a large one you must hold. You may also want to know if the microphone is wireless or wired because your mobility as a speaker will be limited with a wired microphone.

Regardless of the resources you have available or choose to use for your presentation, the audience will appreciate the time you have spent planning ahead to make the presentation smooth, professional, and meaningful to them.

Planning tips

Giving a good presentation involves more than being comfortable in front of people. A good speaker is prepared and organized. The planning tips listed below are reminders of what you need to do to be prepared.

- ❑ Confirm the date of your presentation and the location. If you are presenting as part of another activity or meeting, confirm that you are on the agenda at least a week in advance.
- ❑ Work with the event sponsor to send out notices in advance of the presentation to the people you want to attend.
- ❑ Make copies, gather resources, test your power point presentation and back up, and go over the curriculum notes one more time at least a day or two before the presentation.
- ❑ Plan to arrive about 30 minutes before the scheduled presentation so there is plenty of time available to set up and test equipment, arrange the room, and generally “get ready” to present.

Delivering the Message

Presenting to adults is different from presenting to youth. First, youth are expected not to know the things you are telling them. Adults have more life experience and may already know some of what you are presenting or may be hesitant to ask questions because they don't want others to know that they don't already know it. Both youth and adults want to draw on their experiences to help make sense of what they learn. Most of your presentations will be with adults. Understanding how adults learn best will help you deliver your message in a way that holds the attention of the audience.

- *Adults are Goal Oriented* – Usually adults attend a presentation with a goal in mind. They appreciate a program that is organized and helpful in meeting their personal goal. Stating the goals and objectives of the presentation early helps adult learners meet their own goals.
- *Adults are Relevancy Oriented* – Adult learners want to know how the material you are presenting is relevant for them. Do this by giving examples or taking examples from the audience that are familiar or apply to their situation.
- *Adults are Practical* – Don't assume that all members of the audience are there just to gather knowledge for its own sake. People are often

looking for something practical to use in their work or personal life. Adults learn best when the topic is of immediate value.

People (adults and youth) learn in different ways. This is referred to as a person's "learning style." The challenge for the presenter is to get the message across to all three learning styles.



The **VISUAL** learner often needs to see the material for it to have meaning. They learn best when presented with something to read, pictures, slides, graphs, or demonstrations. The visual learner may drift off during a presentation that is mostly lecture or requires lots of listening.



The **AUDITORY** learner prefers lectures. They do well with story-telling or small group discussions and often engage in lively debates. The person with this learning style can often repeat verbatim what the presenter has said about a particular topic and will listen carefully to the nuances of the presentation.



The **KINESTHETIC** learner does best with practical, hands on exercises. Role-playing and games reinforce the message for the person with this learning style. This learner needs to move about and actively participate in the presentation to learn best. They can become inattentive during lectures even with visual reinforcement.

The trick for the presenter is to balance all three learning styles by combining presentation styles. This can be done by having a carefully prepared presentation that includes something for the visual learner to see while satisfying the auditory learner with prepared, organized lecture material. The kinesthetic learner will enjoy role-plays or other activities that are "hands on." If a presenter senses that a number of the audience seem to be kinesthetic learners, it may be helpful to include the optional activities in the presentation to reinforce the message being sent.

Training Content

The rest of this manual contains the material you will be presenting. It is organized around the handout and Power Point slides. The handout is at the end of this manual. You only need one sheet of paper per person if you use double-sided copying.

The notes will provide you with talking points and will suggest optional activities to include in your presentation. Include activities when you have more than 30 minutes to present your information or when you want to emphasize a particular portion of the training.

Tips for increasing audience interaction are in boxes labeled "Interaction Tip."

Review the training content and practice presenting it at least once. Practice in front of a mirror or with friends or family. Feel free to use notes when you present but try not to obviously read from them. Audiences are more likely to listen to you if it appears that you understand and know the content.

However if they ask a question you don't know the answer to; don't be afraid to say, "I don't know." Honesty is better than pretending or making something up. A tactful way of answering these questions is to tell the person you will try to find the answer and offer to get back to the person with an answer or more information.

TRAINING CONTENT

<div data-bbox="207 331 690 688" data-label="Image"> </div> <p>Power Point slide #1</p> <p>Or</p> <p>Introduction to the training – make sure all audience members have a copy of the handout</p>	<p>This presentation will focus on how you can identify behaviors that may signal someone is on a path to violence and what you can do to get them off that pathway. Today we will talk about what targeted violence is, how to recognize signs on the path to violence, and what we can do to prevent it.</p> <div data-bbox="738 577 1356 840" data-label="Complex-Block"> <p>Interaction Tip</p> <p>For smaller groups (20 or less) ask each person to introduce themselves and why they chose to attend the session OR what they hope to learn</p> </div>
<div data-bbox="207 909 690 1266" data-label="Image"> </div> <p>Power Point slide #2</p> <p>Or</p> <p>Introduction to the training continued</p>	<p>Have you ever heard someone talk about an act of violence by saying “they just snapped”? This is a myth. People don’t just snap. Experts who study violence tell us that being violent is a process that begins with the idea that violence is an option for solving a problem or righting a perceived wrong. From years of violence research, we know there are often clues and behaviors seen by friends, family and co-workers that go unreported. For example, you often hear someone interviewed after a shooting who says something like “I thought what they said or were doing was strange” or “I was worried about them.” But they never said anything about it or told anyone they were concerned. Sometimes it is because we see only one behavior and we talk ourselves out of saying something. Our hesitance to report may be because we don’t want to get someone in trouble. Our community is now working on a process that will use your reports to get help for the person. We want you to know we are focusing on troubling behaviors, not getting people in trouble. To make this work, we all need to know what behaviors to look for and care enough to tell someone who can help. You can also help by spreading the message that some violence can be prevented.</p>

Understanding more about violence



Targeted violence is planned and involves behaviors that are observable

- Domestic violence
- Stalking
- Mass shootings
- Workplace violence
- Violent Extremism



Reactive violence is defensive – how you react when you are attacked.

- Fights
- Defending when attacked

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Nebraska
PUBLIC POLICY CENTER

The type of violence we are most concerned about is “targeted violence”. This type of violence features a target such as a person, group of people, facility, or organization. Reactive violence is when someone fights back when attacked.

[You can see from the pictures the differences in the two types of violence. The cat on the right – reactive violence – hisses and reacts to a perceived threat. The cat on the left is clearly hunting – crouched low, eyes on the target, silently approaching. These differences in behavior are observable.]

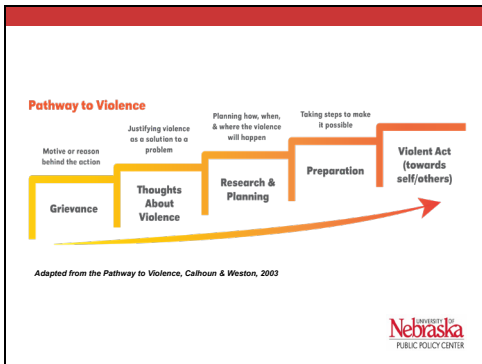
Power Point slide #3

Or

If you are not using the slides, use the language below to describe the pictures:

Have you ever seen a cat when a stranger or other animal gets too close to them? Their back arches and they react to the stranger as a threat by hissing. They may even bat their paws you if you get too close. We call that kind of violence “reactive violence.” It is how you react when you are attacked. You defend yourself. Now imagine a cat stalking a bird or mouse. The cat gets low to the ground so it can’t be seen. It keeps its eyes on the prey and moves slowly and deliberately toward it. You can see the cat’s behavior and might even label it as hunting behavior. The cat is moving toward the target with the intent of attacking it. We call this type of violence “targeted violence.”

Researchers of targeted violence tells us several behaviors are commonly observed leading up to a violent event.



Power Point Slide #4

Or

Direct participants to the graphic at the top of the page of the handout titled “Pathway to Violence.”


One way of thinking about the behaviors leading up to an attack is to picture them as being on a pathway.¹ This process gives us a way to see potential points of intervention to stop the violence from occurring. The pattern of behavior a subject follows when selecting and moving toward a target is what we label as a “threat.” We become aware of the threat because a person’s thoughts about or plans for violence may “leak” to others. This “leakage” can be via emails, social media, drawings, writings or comments. The leakage may leave people feeling like something isn’t right, but they can’t really put their finger on why they feel that way. This model provides a way to describe behaviors you are seeing with someone who could be on the path to violence.

Many individuals on the path to violence begin with grievance. They feel wronged or treated unfairly. For example, a person may feel picked on at work or school – or may believe that their political, social or religious view is threatened by someone or some group. Many of us have grievances, but few of us move to the next step, which is to view violence as a viable option for resolving the grievance or furthering a cause.

Behaviors you might notice when someone is thinking about violence include: making comments about violence; liking, posting or reposting social media that contains violent content or glorifies use of violence; writing or drawing things with violent content; or talking about people or groups that use violence.

Even more concerning is when someone begins researching and planning. This includes observable things like researching weapons, their cost, availability, and use; searching for information about past violent events; spending time on websites that promote extreme action and beliefs; or finding information related to the target – for a facility or organization this may include hours of

¹ Calhoun, F.S. & Weston, S. (2003). Contemporary threat management. San Diego, CO: Specialized Training Services.

	<p>operation, number of employees present, how the facility reacts to bomb threats or fire drills, maps of facilities or areas where people gather, etc. For individuals this may include finding out their routes to work, daily schedules, social media posts, email and phone contacts, or when the person is most vulnerable and alone.</p> <p>Preparation can include things like increasing frequency or intensity of target practice with firearms; using pictures or sayings as targets; Purchasing or acquiring supplies like ammunition or additional firearms, or a costume to carry out the violence in; giving things away or posting last words if the person intends to suicide while carrying out an attack. This could also include testing security or seeing how close they can get to the target. For example, the person could try to deliver flowers at a school and see how far they get before someone asks who they are, attending an event to see how close they can get to a target; testing doors to facilities to see if they are locked; driving or parking near the house of the person targeted; essentially any behavior designed to test or circumvent security measures is concerning.</p>
<div data-bbox="207 1304 695 1671"> <p>Step 1 – Recognize common behaviors on the pathway to violence</p> <ul style="list-style-type: none"> • Increasingly irregular, unsafe, or aggressive behaviors. • Hostile feelings of injustice or perceived wrongdoing. • Drug and alcohol abuse. • Distancing from friends and colleagues. • Changes in performance at work or school. • Sudden and dramatic changes in home life or in personality. • Pending legal problems. • Threats or plans of retribution. • Internet searches for weapons, how others were violent, extremist websites. • Social media posts featuring weapons, extreme views, endorsing violence. • Talking or hinting about suicide. • ANY BEHAVIOR THAT CONCERNS YOU AND DOESN'T FEEL RIGHT SHOULD BE SHARED WITH SOMEONE WHO CAN HELP <p><small>Not all of these problems will lead to violence – but intervening with these problems may keep someone off the pathway.</small></p>  </div> <p>Power Point Slide #5 OR Draw attention to the Step 1 on the handout (directly below the figure you were just talking about).</p>	<p>You may not be able to place behaviors you observe in any of the pathway categories, but they still concern you. The behavior you see is out of the ordinary or doesn't fit or feel right for the situation. Bottom line, if it concerns you, report it. Here are some examples of behaviors that signal a problem. It is important to note that not everybody who has these behaviors will be violent. However, each of them signals a need for help. When put together with all the pieces of information however, the picture may change. The goal of violence prevention is to disrupt the path to violence and surround the person with the right kind of support and help. It is not to punish someone or get them in trouble. The earlier we can intervene, the less likely they will be in trouble.</p>

	<div data-bbox="954 273 1146 304" data-label="Section-Header"> <h3>Interaction Tip</h3> </div> <ul data-bbox="776 333 1328 560" style="list-style-type: none"> • Consider breaking into small groups or as a large group brainstorm other behaviors that may be concerning. • Have a discussion about what behaviors fit the last category of “any behavior that concerns you and doesn’t feel right.”
<div data-bbox="230 758 649 791" data-label="Section-Header"> <h3>What you can do to prevent violence</h3> </div> <div data-bbox="230 806 660 1016" data-label="List-Group"> <ul style="list-style-type: none"> • Step 2 – Listen and intervene when you are concerned that someone is considering violence as an option. • Contact authorities to get help • Maintain open communication with the person <ul style="list-style-type: none"> • Listen to their reasons or grievances • Let them know you are here to help, even if you disagree with them • Intervene early <ul style="list-style-type: none"> • Get help from someone you trust early – don’t wait until problems build • Try to understand the person’s situation and motivation so you can find the right help for them • You are not alone <ul style="list-style-type: none"> • Even if the person doesn’t accept help, talk to someone you trust about the situation • Be sure you are safe </div> <div data-bbox="454 806 660 963" data-label="List-Group"> <ul style="list-style-type: none"> • Step 3 – Report the signs of violence. • What to report <ul style="list-style-type: none"> • Anything that raises your suspicion or concern • The person has signs of a serious mental illness • The person harasses, follows or stalks someone • The person communicates or makes contacts that refer to - <ul style="list-style-type: none"> • A person’s safety and security • Concerning or negative/hostile comments • Threatening communications or contacts • Where to report <ul style="list-style-type: none"> • Law enforcement or a trusted agency </div> <div data-bbox="587 1026 669 1068" data-label="Page-Footer"> <p>Legislative Nebraska PUBLIC POLICY CENTER</p> </div> <p data-bbox="198 1108 457 1142">Power Point Slide # 6</p> <p data-bbox="198 1148 241 1178">OR</p> <p data-bbox="198 1184 693 1329">Draw attention to Steps 2 and 3 on the opposite side of the page with the figure (or the next page if the handout is not double sided).</p>	<p data-bbox="709 720 1393 1276">Step 2 begins by listening non-judgmentally to what the person has to say. Listen for the reasons or motives and any grievances they may have. These may not make sense to you; however, they are real to the person who believes them. Try to understand what they are saying and feeling even if you disagree with them. Reassure the person that you want to be helpful. Be sure to share what you are hearing with someone you trust who can also be helpful to you and to the person with the grievance. Remember that our goal is to get the person off the path to violence. The person may not want your help, but once you discover something that makes you concerned, it is important to start planning with whom you will share your concerns. Don’t ignore your concerns or talk yourself out of sharing them.</p> <div data-bbox="963 1354 1153 1386" data-label="Section-Header"> <h3>Interaction Tip</h3> </div> <ul data-bbox="776 1415 1343 1715" style="list-style-type: none"> • Ask participants to pair up and take turns listening and being supportive while the other talks about how they were wronged by someone. Ask the listeners to be empathetic, nod while listening, and reflect back what they hear. Listen for the kind of things that would help get the person off the path to violence.

Step 3 is to report the signs of violence so the person gets help to keep them off the path to violence. If you are concerned that the person is going to harm themselves or other people, take it seriously. For immediate concerns, call 9-1-1. If you are not sure how immediate the threat is, contact law enforcement, a faith leader, your school or work leader, or another trusted person. Sometimes people want to consult with their family or friends before they make a report. Don't let family or friends talk you out of making a report to a trusted entity who can help. It is especially important to report threats or behaviors like harassing or following someone, references to killing someone or themselves, or someone who is not thinking clearly and may have a mental health problem.

Interaction Tip

- **Ask participants where or who they would feel comfortable making reports to in your community. Make a list on a large piece of paper or on a white board as they mention specific agencies or people.**

Violence prevention in our community

If you suspect someone is going to harm themselves or other people,
take it seriously.

CALL 9-1-1 for immediate threats

Where to Report Concerns in Our Community

- CALL (insert #)
- TEXT (insert #)
- APP (insert info)

What to say

- "I would like to report behaviors that might be on the path to violence. I am concerned about [name] and want to get them help. Here are the behaviors I am concerned about: [list behaviors and why you are concerned]"

Nebraska
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Human Services

Power Point Slide #7

OR

Draw attention to the bottom box and last paragraph on the handout next to Step 3. Be sure to fill in the information on the handout about where to report concerns in your community.

Making a report about someone you care about can be difficult. You don't want to get them in trouble, but you also don't want them to continue down the path toward violence. In our community we are working together to get help for people on the path so they don't become violent. This begins with you. Information about where to report in our community is in the handout (or on the slide). An example of what to say when you make a report is also included. It is important to be as specific as possible with the behaviors and concerns you report. If you just have a feeling that something just isn't right, try to identify what specific behaviors the person did that make you uncomfortable or concerned.

When you make a report, you might say something like, "I would like to report behaviors that might be on the path to violence. I am concerned about [name] and want to get them help. Here are the behaviors I am concerned about: [then list what you saw or heard.]"

Interaction Tip

- Ask participants to pair up and practice making a report using these or similar words.
- Consider adding contact information next to the list of trusted contacts generated in the previous interaction tip.

Be sure to allow time for questions at the end of the presentation. Then thank everyone for coming.

OPTIONAL HANDOUTS

- Introduction to Community-based Efforts for Disrupting the Pathway to Violence
- Somebody I know is Viewing Violence as an Option
- Understanding the Pathways to Violence
- Violence and the Internet
- What is Radicalization

These handouts are at the end of this manual.

If you have time to present additional materials or if you have questions about violence and extreme beliefs, consider distributing the optional handouts.

The notes below will help you explain or present information about the handouts if you have extra time for your presentation.

You may also opt to provide the handouts as reading material for participants after they leave your session.

There are a number of terms used to describe behaviors that are used frequently in the media. These terms can be confusing. **Holding extreme beliefs is legal and a protected right in the USA. Violent extremism** is the use of violence to achieve a political, social or religious objective related to the extreme belief. The **process of radicalization** is moving from holding extreme beliefs to believing violence is an option within that belief system. In essence, radicalization is the process of moving someone along the pathway from thoughts to actions that include violence.

Radicalization happens when a person's thinking and behavior become significantly different from how most of the members of their community view social issues and participate politically. Only small numbers of people radicalize and they can be from a diverse range of ethnic, national, political and religious groups.

As a person radicalizes they may seek to significantly change the nature of society and government. However, if someone decides that using fear, terror, or violence is justified to achieve ideological, political or social change – this is violent extremism.

Exactly what influences individuals to go down a path of using or supporting violence to seek change can be difficult to determine, but there can be a number of factors. The radicalization process is unique to each person who undergoes it, and in most cases will not cause serious harm. In exceptional circumstances, however, the decisions made by a person can result in a serious and lethal act of violence.

Those who radicalize and display threatening behavior, incite hatred, or promote the use of violence for their cause require some form of intervention.

Radicalization can occur online – There is no checklist to recognize people who may be vulnerable to justifying violence as an option by material viewed online. However, here are some behavioral signs that may signal a need to get help.

- Becoming increasingly secretive about online viewing habits
- Using online social networking platforms such as Facebook or Twitter to promote violence or other criminal behavior to advance a cause
- Downloading large amounts of violence promoting content such as:
 - Online instruction and training manuals about making explosives or other methods to undertake violence, and/or
 - Violence promoting literature, images and/or video clips that advocate the use of violence or other illegal behavior to promote a cause.

There is some overlap with behaviors on the pathway to violent extremism and other types of targeted violence. However, the action you should take is the same. Listen, intervene early and get help for the person you are concerned about by reporting your concerns. Be alert for the following observable behaviors if you believe someone you know is getting ready to do something violent to further their cause or beliefs.

- Preparing and distributing a last will, manifesto, or martyrdom video or statement should be taken very seriously. Get help right away if you observe this because the person may be considering something that includes ending their own life.
- Seeking help from family or friends to enable travel to join terrorist groups overseas. This is a preparation behavior as the person attempts to support a group (foreign or domestic) by fighting with them or marrying fighters. Be particularly concerned if they are trying to go to a conflict zone or area of the world known for supporting terrorism. This can take the form of searching for travel routes, purchasing tickets and asking questions about traveling to the area.
- Seeking religious or political justification for violent acts. This could take the form of the person seeking permission or sanction to engage in violence from religious leaders, family, friends and online contacts.
- Attempting to mobilize others, especially family members and close friends. The person who has been radicalized and is getting ready to do something violent may try to get friends and family members to buy into their beliefs and justifications.
- Leakage is when someone says or posts something online about their intent to do something violent. This could be posting icons or images associated with people or groups who are violent, talking about or leaving unusual post-death instructions or expressing unusual goodbyes to contacts.
- Some people who are radicalized and intending to die by a violent act will tie up loose ends and pay off debts early. Others who are involved with a terrorist group may receive a large infusion of money from the group before a violent act.

ATTACHMENTS

1. Presentation Handout

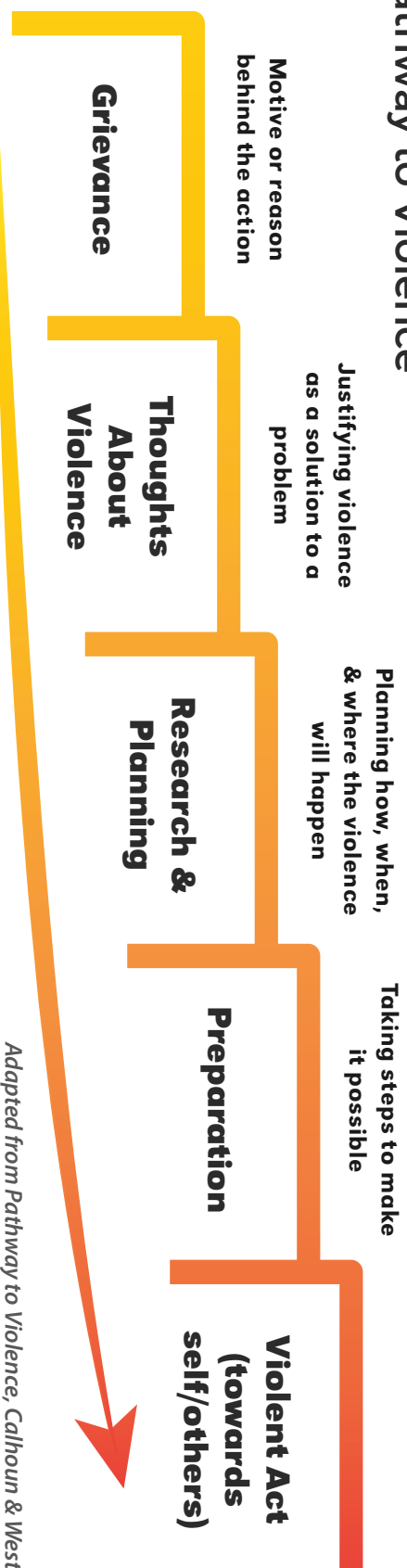
2. Optional Handouts

- Introduction to Community-based Efforts for Disrupting the Pathway to Violence
- Somebody I know is Viewing Violence as an Option
- Understanding the Pathways to Violence
- Violence and the Internet
- What is Radicalization

Preventing the Pathway to Violence

cve.unl.edu

Pathway to Violence



Adapted from Pathway to Violence, Calhoun & Weston, 2003.

Step 1: Recognize common signs on the pathway to violence

- Escalating unsafe or aggressive behaviors.
- Expressed hostile feelings of injustice or perceived wrongdoing.
- Distancing from friends and colleagues.
- Changes in performance at work or school.
- Sudden and dramatic changes in behavior or in personality.
- Pending legal problems.
- Detected or stated threats or plans of violence.
- Internet searches for weapons, acts of violence, extremist websites.
- Social media posts featuring weapons, extreme views, endorsing violence.
- Acquiring weapons after expressing grievance or desire for violence.
- Talking or hinting about suicide.
- **ANY BEHAVIOR THAT CONCERNS YOU AND DOESN'T FEEL RIGHT SHOULD BE SHARED WITH SOMEONE WHO CAN HELP.**

If you suspect someone is going to harm themselves or other people, take it seriously...

CALL 911 FOR IMMEDIATE THREATS.

Report other concerns to:

CALL:

TEXT:

APP:

Not all of these problems will lead to violence – but intervening with these problems may keep someone off the pathway.

Step 2: Listen and intervene when you are concerned that someone is considering violence as an option.

- Contact authorities, schools or human service providers to get help.
- Maintain open communication with the person.
 - Listen to their reasons or grievances.
 - Let them know you are here to help, even if you disagree with them.
- Intervene early.
 - Get help from someone you trust early – don't wait until problems build.
 - Try to understand the person's situation and motivation so you can find the right help for them.
- You are not alone – seek others' advice.
 - Even if the person doesn't accept help, talk to someone you trust about the situation.
 - Be sure you are safe.



Step 3: Report the signs of violence.

- What to report:
 - Anything that raises your suspicion or concern.
 - The person has signs of a serious mental illness that relates to a grievance or risk of harm.
 - The person harasses, follows, or stalks someone.
 - The person communicates or makes contacts that refer to:
 - A person's safety and security.
 - Concerning or negative/hostile comments.
 - Threatening communications or contacts.
- Where to report.
 - Law enforcement, school, or a trusted agency.

WHAT TO SAY

WHEN YOU MAKE THE REPORT.

"I would like to report behaviors that might be on the path to violence. I am concerned about [name] and want to get them help. Here are the behaviors I am concerned about: [list behaviors and why you are concerned]"

Introduction to Community-based Efforts for Disrupting the Pathway to Violence

Key Points

Law enforcement and community members have distinct roles to play in disrupting the pathways to violence.

Because extreme beliefs and speech are constitutionally-protected and are not unlawful, it is not appropriate for law enforcement to apply intervention when an individual has not broken the law. In disrupting the pathways to violence, community members take the lead in addressing the pathways to violence when no unlawful activity is involved.

- Community members can and should take the lead in all areas except for interdiction—which is when law enforcement intervene because a crime is occurring or is imminent.
- Community members must be empowered to decide what role they want law enforcement to play in different disrupting the pathways to violence efforts.
- While many aspects of disrupting the pathways to violence will not involve any law enforcement presence, a community's overall approach will be stronger if strong partnerships are made between community members and law enforcement.

There can be daunting challenges to building partnerships between law enforcement and communities.

Challenges for law enforcement include skepticism or suspicion from communities, time consuming nature of community engagement, the need to reach out to entire groups of people and not just one community, complications from prior strained relationships, and the fact that preventing violence is just one of many challenging issues. Challenges for communities include difficulty in understanding multiple jurisdictions, roles and responsibilities; skewed perceptions of law enforcement, which may influence ability to build positive relationships, difficulty in receiving critical mass from the general community.

LEARN MORE AT [CVE.UNL.EDU](https://cve.unl.edu)

Adapted from the University of Maryland CARVE Modules. Module Two: Lesson Three.

Introduction to Community-based Efforts for Disrupting the Pathway to Violence

All disrupting the pathways to violence efforts must respect constitutionally-protected civil rights and civil liberties.

Disrupting the pathways to violence projects must be, at the end of the day, a community-led project that communities themselves are committed to. It is vital that law enforcement officers and community members work together to establish well-defined expectations for each other's roles in preventing violence, always keeping in mind both mutual respect and respect for communities' constitutional rights.

For law enforcement, good policing for disrupting the common pathways to violence:

- **Starts with expert knowledge and dedication to professional principles**
- **Relies on solid, personal relationships between the public and the police**
- **Involves dedication to continuous teaching and learning**

For communities, there are a number of activities that can be undertaken in order to maintain and sustain trusting relationships with law enforcement.

Communities can help control the tone of public discourse, demonstrate a willingness to work with law enforcement when there is an imminent threat to public safety, and follow through on agreed upon activities or actions, and engage law enforcement in positive ways.

More information:

There are many resources available online for community members, law enforcement, school personnel, public health and other professionals as they work together to create a more resilient, violent resistant community. Learn more about violence prevention by visiting our website at:

CVE.UNL.EDU

Adapted from the University of Maryland CARVE Modules. Module Two: Lesson Three.

I am worried somebody I know is viewing violence as an option... What can I do?

If you are worried somebody you know may be viewing violence as an option there are a range of strategies and services that may be of assistance.

Someone may be viewing violence as an option

When someone begins to separate from their family, friends and community or demonstrates a significant move towards extreme beliefs and attitudes, that person may be in the early stages of viewing violence as an option. If that same person begins to advocate or promote the use of violence to achieve an ideological, political or religious goal, it is important to contact local authorities as soon as possible to get them assistance.

Open communication

The best way to deal with the problem of someone showing signs of viewing violence as an option is to maintain open communication with the person. A positive relationship and open communication can be an effective intervention in itself.

To help them, listen to their reasons for becoming involved with a radical ideology or group. It is also important to separate their behavior from who they are as a person. Even if you disagree with what they are saying, it is important to find some way to let them know they are accepted and that you are there to help and violence should never be an option.

Early intervention

Early intervention is best. However, before you try to intervene, try to fully understand a person's situation and motivation.

A significant event, or a build-up of incidents, can trigger and/or accelerate the pathway to violence process. If issues can be dealt with before they become large problems, this may prevent a person from viewing violence as an option.

When to call 9-1-1:

In the event that someone indicates they are going to harm themselves or other people, this should be taken seriously and must be acted upon immediately by calling 9-1-1 or your local law enforcement agency.

I am worried somebody I know is viewing violence as an option... What can I do?

Signs of trouble may include:

- Increasingly erratic, unsafe, or aggressive behaviors.
- Hostile feelings of injustice or perceived wrongdoing.
- Drug and alcohol abuse.
- Marginalization or distancing from friends and colleagues.
- Changes in performance at work.
- Sudden and dramatic changes in home life or in personality.
- Financial difficulties.
- Pending civil or criminal litigation.
- Observable grievance threats and plans of retribution.

You should not assume that any one of these problems will lead a person to a pathway of violence, but intervention and assistance from immediate family, supervisors, human resource departments, and the community to help deal with any of these types of issues can be particularly effective in preventing a person from viewing violence as an option.

You are not alone

Many people and communities have helped to move people away from radicalization to violent extremism. As a friend, family or community member providing assistance, it is important to look after yourself as well. Speak with trusted people in your community and your local authorities to address your concerns.

**FOR MORE INFORMATION
VISIT CVE.UNL.EDU**

Understanding the Pathways to Violence

It is important to understand what the pathways to violence process looks like, in order for families, friends and communities to help prevent acts of violence.

The pathways to violence

There is no single pathway to towards violence, as the process is unique to each person. However, there are some common elements in the experiences of most people who have carried out violent acts, regardless of their beliefs or motivations.

These elements include significant behavioral changes in major areas of a person's life including ideology, social relations and criminal activity. If someone is viewing violence as an option, changes can often occur in all three of these areas.

A person's behavior must also become more intense and extreme over time, when compared with that person's previous or 'normal' behavior. Their circumstances and environment should also be taken into account.

If there is a valid alternative explanation for the changes in behavior, these changes should not be considered a sign of someone planning violence.

If a person comes to the point of promoting, threatening or using violence for any particular cause, the wider community has a responsibility to act.

There are many resources available online for community members, law enforcement, school personnel, public health and other professionals as they work together to create a more resilient, violent resistant community. Visit cve.unl.edu to learn more.

Ideology

In the pathways to violence, ideology refers to a significant shift in the way a person views the world.

Ideologies are only concerning if they advocate the use of violence or other unlawful activity to promote particular beliefs.

As the pathway to violence progresses, some people will promote an increasingly strict and literal understanding of a given belief or grievance. They may increasingly use ideological language that vilifies or discriminates others.

Religious devoutness

Increasing religious devoutness or commitment to unconventional beliefs does not automatically mean someone is viewing violence as an option.

The use of the internet to view, download and spread material promoting violence is often part of the pathway to violence. Some people may occasionally view such material out of curiosity, but people who are viewing violence as an option tend to collect and share this material with others who hold the same beliefs.

Hateful ideology and anti-social ideas might be disturbing or offensive, but if someone has not committed to using violence or advocating the use of violence, it should not be considered as someone viewing violence as an option.

Understanding the Pathways to Violence

Social relations

Many people join militant groups for social reasons. People are most vulnerable to involvement in violent militant groups through the influence of close personal relationships. This is especially true for young people.

As people start to view violence as an option, they will often pull away from normal, mainstream activities and friendship groups. There may be conflict with family and friends over political or ideological views.

At the same time, some people will start to interact more often with smaller, tight-knit networks of people who share their specific beliefs. Some groups may even require a person to go through an initiation or take an oath of allegiance to prove their commitment.

Recruitment into militant groups is most often led by personal face-to-face relationships, but there are some examples of recruitment into these groups over the internet. A person may become part of an online community of people who share their views in a virtual environment.

Criminal activity

For some pathways to violence, a person may start to 'act up' to draw attention to their beliefs or grievance. They may send a message to a specific group. These activities might not cause serious harm, but might still be illegal. They might include actions like vandalism, minor property damage, trespassing, or illegal protesting.

Some individuals might try to influence a government or a section of the community by making threats. If someone begins to support the use of violence to promote a cause, actions of violence by this person becomes a serious concern.

Once a person becomes committed to violent action, an actual violent attack may take place very quickly. If a person considers unlawful and criminal activity to be acceptable, they might also become increasingly suspicious and cautious. This might mean that they become nervous about the activities of governments, security and intelligence agencies or law enforcement.

Identifying someone on a pathway to violence

Most individuals begin their pathway to violence process in one or more of the three key areas—ideology, social relations or criminal activity. This normally means that a person's behavior will noticeably change in one area first, and not across all three areas at the same time, but change in these areas can happen very quickly.

Most people do not go all the way to carrying out a violent act. Something or someone might interrupt the radicalization process, and the person does not get to the point of threatening or using violence, and may even reject their own extreme ideas. When this happens it is called disengagement. The active involvement of families, friends and the community in this process is very important.

The freedom to voice political, religious or ideological beliefs is an important and healthy part of any democracy. It is the right of individuals to engage in free speech online, even when their messages may be extreme or unpopular.

Free expression & the internet

The internet has changed the way many of us communicate and interact with each other, both as individuals and as a society. The internet also plays an important role in allowing people to express their views freely on globally connected platforms.

It is **not** acceptable for any individual or group to use the internet to advocate the use of violence in any situation, including to further a religious, ideological or political cause.

Online advocation of violence

The majority of people access the Internet in a safe and lawful manner, but a small number of people may use the Internet to search out or post messages, video clips, images or content of a violent nature. Over time, this material can affect a small number of people in our community who may be vulnerable to justifying violence as an option.

There is no checklist to recognize people who may be vulnerable to justifying violence as an option by material viewed online. However, some behavioral signs may be useful to help family members, friends and members of the public to seek assistance if they are concerned somebody they know may be planning to commit a violent act.

These signs may include:

- Becoming increasingly secretive about online viewing habits
- Using online social networking platforms such as Facebook or Twitter to promote violence or other criminal behavior to advance a cause
- Downloading large amounts of violent promoting content such as:
 - Online instruction and training manuals about making explosives or other methods to undertake violence, and/or
 - Violence promoting literature, images and/or video clips that advocate the use of violence or other illegal behavior to promote a cause.

WHEN TO CALL 9-1-1:

If you are aware of a serious threat online, report it. In the event that someone indicates they are going to harm themselves or other people, this should be taken seriously and must be acted upon immediately by calling 9-1-1 or your local law enforcement agency.

What is Radicalization?

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Only a very small number of people have used or will ever use violence to promote their cause. Those who do have most likely undergone a process called ‘radicalization’

Freedom of expression

Everyone has the right to express their beliefs and group interests openly. As a democratic society, we protect the rights of all law-abiding people, including those who belong to minority political, religious and ethnic groups.

However, it becomes a concern to everybody, including families, communities and law enforcement, if a person begins to advocate or use violence to achieve a political, religious or ideological goal.

What is radicalization?

Radicalization happens when a person’s thinking and behavior become significantly different from how most of the members of their community view social issues and participate politically. Only small numbers of people radicalize and they can be from a diverse range of ethnic, national, political and religious groups.

As a person radicalizes they may seek to significantly change the nature of society and government. However, if someone decides that using fear, terror, or violence is justified to achieve ideological, political or social change – this is violent extremism.

Exactly what influences individuals to go down a path of using or supporting violence to seek change can be difficult to determine, but there can be a number of factors. The radicalization process is unique to each person who undergoes it, and in most cases will not cause serious harm. In exceptional circumstances, however, the decisions made by a person can result in a serious and lethal act of violence.

Those who radicalize and display threatening behavior, incite hatred, or promote the use of violence for their cause require some form of intervention. This may come from family, religious or community leaders or law enforcement.

LEARN MORE AT CVE.UNL.EDU

COMMUNITIES MATTER:

Communities play a vital role in assisting people to move away from violent pathways and stopping acts of violence before they are committed.