

## Threat Assessment and Threat Management (TATM) — Assessment and Management (3 of 3)

This is the third of a series of TATM Toolboxes, to include: **TATM: A Model Critical to Terrorism Prevention (1)** and **TATM: Multidisciplinary Teams (2)**.

*NOTE: The TATM model can be used to prevent escalation by individuals towards all types of targeted violence; however, this Toolbox is specifically focused on countering violent extremism.*

The TATM Model is a proactive, prevention-based approach for recognizing, evaluating, assessing, and managing threatening or concerning behavior before an act of violence has occurred, including terrorism. The TATM approach provides public safety personnel with options for responding to individuals whose behavior demonstrates they are at risk of committing future acts of violence, particularly when traditional law enforcement tools are unavailable, by working with non-law enforcement community partners.

- The TATM Model uses a structured **assessment process** by a TATM Team to evaluate concerning behavior and apply a tailored **management strategy** to prevent violence, including terrorism.

**NOTE:** Some activities may be constitutionally protected and insignificant on their own, but when observed in combination with other suspicious behaviors, may constitute a basis for concern. Law enforcement action should not be based solely on the exercise of constitutionally protected activities or on the basis of race, ethnicity, national origin, religion, gender, sexual orientation, gender identity, or any combination of these factors.

**SCOPE:** This product provides awareness to public safety professionals of the threat assessment and threat management (TATM) model, which focuses on using assessment tools and employing threat management strategies to evaluate potential threats and mitigate radicalization, recruitment, and mobilization to violent extremism.

### THREAT ASSESSMENT

Assessing all available information and developing a tailored mitigation plan is essential to intervening with individuals on the pathway to violence. TATM teams utilize a fact-based method of assessment that focuses on an individual's patterns of behavior to determine whether, and to what extent, they are moving toward an attack.

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- It is important to consider potential risk-enhancing and risk-mitigating factors when assessing the threat posed by an individual. These include **risk factors** that increase the likelihood of violence in a given situation and stabilizing or **protective factors** that could prevent the individual from completing an act of targeted violence, including ideologically motivated violence. **Precipitating events**—past, current, or anticipated events—can build up through time and serve as triggers or added stressors.
- The threat assessment process is dynamic; as new risk factors, protective factors, or precipitating events are identified, threat assessments and their accompanying mitigation plans must be comprehensively updated, highlighting the benefit of the multidisciplinary team approach.

**Risk assessments** are tools to help practitioners and intervention providers make structured, evidence-based decisions about risk mitigation, supervision, and treatment options for concerning individuals. Many generic violence and crime prevention frameworks are available, but they may be unsuitable for assessing an individual's risk of engaging in violent extremist activities because they do not consider ideological motivations and convictions.

#### Assessing Types of Threats

Threats can be classified in four categories: direct, indirect, veiled, or conditional.

- A **direct threat** identifies a specific act against a specific target and is delivered in a clear, explicit manner: "I am going to place a bomb in the school's gym."
- An **indirect threat** tends to be a vague threat of violence. The plan, victim, motivation, and other aspects of the threat are masked or ambiguous.
- A **veiled threat** is one that strongly implies, but does not explicitly threaten, violence.
- A **conditional threat** is the type of threat often seen in extortion cases. It warns that a violent act will happen unless certain demands or terms are met.

Source: *The School Shooter: A Threat Assessment Perspective*, [FBI Academy](#)

#### Risk Assessments Tailored to Violent Extremism

- ***Risk Factors and Indicators Associated With Radicalization to Terrorism in the United States: What Research Sponsored by the National Institute of Justice Tells Us*** by Allison G. Smith Ph.D. – compares two different risk assessments with one for generic violence.
- ***Developing, implementing and using risk assessment for violent extremist and terrorist offenders*** by the Radicalization Awareness Network (RAN) – provides guidance for risk assessments in terrorism prevention.
- ***Extremism Risk Assessment: A Directory*** by the Centre for Research and Evidence on Security Threats (CREST) – provides a useful overview of six risk assessment frameworks (ERG 22+, IR 46, IVP, MLG, TRAP-18, VERA-2R).
- ***Countering Violent Extremism: The Application of Risk Assessment Tools in the Criminal Justice and Rehabilitation Process*** – a literature review that provides an overview of all the related research.

\*These materials and trainings are listed to illustrate the variety of offerings and are not to be considered endorsements of the content of the material or trainings these organizations offer.



- In the past few years, researchers and practitioners have created a variety of frameworks tailored specifically for violent extremism. The Violent Extremism Risk Assessment Revised (VERA-2R) is generally used across Europe, the Extremism Risk Guidelines (ERG 22+) is used in the UK's Channel Program, and the Terrorist Radicalization Assessment Protocol (TRAP-18) is used across the United States. However, utilization of a multidisciplinary threat assessment team remains a best practice for TATM efforts.

**Formalized training** is critical, and these risk assessment tools must be used by trained threat assessment professionals. For training resources, see ***TATM: A Model Critical to Terrorism Prevention***.

### Behavioral Warning Signs Leading to Violence

Threat assessment practitioners have identified the following eight proximal warning behaviors leading to violence that represent warning signs that people can observe, and potentially report, before individuals engage in violence, including violent extremism.

1. **Pathway** - This is when people plan and prepare for an attack, like accumulating ammunition, buying firearms, or building bombs.
2. **Fixation** - This is when a person becomes focused on a person or a cause so much so that it leads to deterioration in their social and work lives.
3. **Identification** - *Perhaps the most important warning sign* is when a person assumes a "dark identity," shifting from a preoccupation with other mass shooters to wanting to become one themselves. In Parkland, Florida, the shooter posted on YouTube six months before opening fire at the high school that he was going to become a "professional school shooter."
4. **Novel aggression** - A potential attacker tests their ability to be violent ahead of time, engaging in unusually aggressive behavior to test their resolve to carry out a homicidal act. This may include picking a fight or killing an animal.
5. **Energy burst** - You may see an acceleration of "on the ground" behavior and a decrease in online behavior in the hours before an attack as the attacker prepares.
6. **Leakage** - The most common warning sign is when a person communicates their intent to attack to a third party. It occurs in 60 to 90 percent of targeted attack cases, usually in the days or hours before the attack. It can look like a direct message on Twitter, a posting on social media, or a verbal comment. The person is excited and has a secret they want to share with someone.
7. **Last resort** - The potential attacker says things that indicate an urgent need to act violently within a specific time frame. They might say it is "up to them" or use other words to communicate that they must act.
8. **Directly communicated threat** - The least frequent warning behavior is a direct threat to a target because a potential attacker does not want to decrease their probability of success.

Source: *Identifying Warning Behaviors of the Individual Terrorist*, By J. Reid Meloy, Ph.D, 2016 [FBI Law Enforcement Bulletin](#)



**THREAT MANAGEMENT**

**Threat Management:** A threat management strategy is a coordinated plan of direct or indirect interventions with an at-risk individual to reduce the likelihood that he/she will engage in violence, including violent extremism. Threat management involves the application of an individually tailored plan to reduce risk-enhancing factors and increase risk-mitigating factors.

- TATM teams should offer support packages for vulnerable and at-risk individuals that address multiple experiential domains, building multidimensional support packages with tiers of interventions. A TATM program offers support packages of individualized resources from multiple entities on the TATM team to address specific behaviors of concern. Packages might include a tailored mix of instruction on life skills, mentoring, cognitive behavioral therapy, identification of constructive pursuits, education and training, careers, family support, health care, housing support, and drug or alcohol counseling.
- TATM teams should focus on addressing grievances that can lead an individual to violence. Grievances may include those that are personal, group-based, or a mix of both. Threat management strategies can include conflict resolution, empathy training, and finding alternative solutions.

**Elements of Threat Management**

**Mitigation and Support Plan:**

Include a mitigation plan to reduce the threat level in the immediate and long terms.

**Relentless Follow-Up:**

Run down all leads, reach out to partners, keep in touch with persons of concern, embrace a critical-thinking mindset, and do not completely dismiss anything. Then reassess on a regular schedule or when new key data come in.

**“PROTECT”** Threat assessment practitioners have proposed the following list of “Stabilizer and Buffers Against Violence Risk” (White & Meloy 2007)

<b>P</b>	<b>Positive Personal Attachments:</b> Positive family or intimate attachments; other pro-social attachments & involvement; “Family needs me” attitude.
<b>R</b>	<b>Remorse is Genuine for Transgressions:</b> Genuine remorse for fear inducing conduct or policy violations.
<b>O</b>	<b>Obeys Limits Set by Employer or Authorities:</b> Positive or appropriate response to limit-setting and defined boundaries; motivated to avoid law enforcement or legal consequences for threatening or criminal behaviors.
<b>T</b>	<b>Takes Sanctioned Actions to Address “Wrongs” &amp; Setbacks:</b> Seeks appropriate help for problems, e.g. legal resources, grievance proceedings, career guidance, spiritual support, friendly counsel.
<b>E</b>	<b>Enjoys Life and Freedom:</b> Demonstrates attitude of “Something to lose” (vs. “Nothing to lose”); sees personal future beyond current grievance or setbacks.
<b>C</b>	<b>Coping Skills are Positive:</b> Demonstrates general characteristics of resilience, flexibility in the face of adversity; responds positively to defusing and negotiating; problem solving skills evident.
<b>T</b>	<b>Treatment Compliance:</b> Complies with appropriate treatment for mental health issues relevant to violence risk.



- Needs assessments are used to identify treatment, support, and services to mitigate risks by improving the individual's circumstances and building their resilience against radicalization to violence.
- A mapping exercise that locates local services and identifies which of them can be leveraged is an important step in establishing a range of intervention options. Once the TATM team has identified available resources in the community, they can sync with the needs assessment to create a plan.
- Once the plan is implemented, the TATM team reevaluates the threat posed by the person of concern and adjusts interventions as necessary.

**Implement and Reassess:** Threat management is a dynamic process and strategies will often require adjustments to enhance success. Once a strategy is implemented, this begins a period of reassessment, during which the management plan's effectiveness is evaluated and changes can be made. This involves regular reassessment by a multidisciplinary team, which often includes establishing effective tripwires and identifying third-party bystanders who can alert the TATM team to concerning changes in the individual's behaviors. Prevention and intervention efforts should reassess at-risk individuals whose behaviors indicate movement toward violence to determine the level of concern and develop new tailored management strategies as needed.

- Feedback from persons implementing the intervention and stakeholders are needed to determine if the intervention needs to be modified or ended.
- An effective long-term management plan will rely upon tripwires and bystanders as mechanisms for alerting stakeholders to the need for renewed or altered intervention strategies resulting from an individual's escalation, deescalation, or other significant changes.

#### Lessons Learned for Interventions

The Citizens Crime Commission (CCC) delivers violence-prevention programming for violent extremism through its "Disruption and Early Engagement Project (DEEP)." Based on its experience delivering interventions and organizing appropriate aftercare programming, the CCC highlights:

- **Behavior change is complex—it is in no way linear.** Intervention recipients will ideally reach their ideological and/or behavioral objectives with you as you deliver their tailored intervention package.

**Aftercare programming is an important next step** that provides lighter post-intervention supervision to facilitate long-term application of the positive changes individuals made throughout the intervention process. It helps to sustain the skills that were built in intervention programming and helps ensure that support is available if an individual were to "revert" or "relapse" into unhealthy behaviors.



## RESOURCES

### FBI

**The Behavioral Analysis Unit (BAU) Behavioral Threat Assessment Center (BTAC)** is the primary national resource for TATM matters related to FBI-led terrorism investigations. BTAC conducts training and research and provides behavior-based investigative and operational support—such as case consultations—to law enforcement, including to those personnel serving on TATM teams working on terrorism and targeted violence. BTAC's services can be requested by law enforcement through your local BAU Threat Management Coordinator.

<https://www2.fbi.gov/hq/isd/cirg/ncavc.htm#bau>

### DHS

**US Secret Service (USSS) National Threat Assessment Center (NTAC)** is a pioneer in the field of behavioral threat assessment and provides research, training, and consultation on threat assessment and the prevention of targeted violence, including violent extremism. <http://www.secretservice.gov/ntac>

- **Research and Guidance:** Publications are available on the USSS website, including:
  - *Mass Attacks in Public Spaces: 2016 - 2020* (January 2023), the latest report in a yearly series, examines 173 attacks in public or semi-public spaces, during which three or more people were harmed.
  - *Hot Yoga Tallahassee: A Case Study of Misogynistic Extremism* (March 2022) examines a 2018 shooting in which an attacker killed two women and injured four others.
  - *Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools* (March 2021) examines 67 averted attacks at K-12 schools from 2006 to 2018 planned by current or recent former students.
  - *Protecting America's Schools: A U.S. Secret Service Analysis of Targeted School Violence* (November 2019) examines 41 attacks perpetrated by current or recent former students at K-12 schools from 2008 to 2017.
  - *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence* (July 2018) provides actionable steps for schools to develop multidisciplinary violence prevention programs that proactively identify and assist students who may pose a risk of harm to themselves or others.
- **Consultations:** NTAC offers consultation services to public safety professionals on establishing threat assessment policies and programs and on complex threat cases.
- **Training:** NTAC provides customized trainings to organizations by request. Attendees often include law enforcement, K-12 schools, colleges/universities, and workplaces. Those who attend NTAC training learn to:
  - Proactively identify individuals who may be exhibiting concerning behaviors.
  - Assess whether individuals pose a risk of violence, or other harmful behavior, to themselves or others.



- Develop community-based risk-management strategies and proactive interventions.
- **Domestic Security Strategists (DSS)** are NTAC's regionally based personnel who build relationships with public safety professionals in the community and facilitate access to NTAC's resources on targeted violence prevention. DSSs are located in the Philadelphia, Chicago, Dallas, and Los Angeles USSS field offices. [NTAC-DSS@uss.s.dhs.gov](mailto:NTAC-DSS@uss.s.dhs.gov)

**The National Threat Evaluation and Reporting (NTER) Office** in DHS's Office of Intelligence & Analysis equips homeland security partners with tools and resources to identify and mitigate threats of terrorism and targeted violence. Through training, information sharing, and program support, NTER assists homeland partners with integrating a behavioral approach to targeted violence prevention.

- **Training:** The NTER Master Trainer Program certifies Federal, State, Local, Tribal, and Territorial partners in the instruction of Behavioral Threat Assessment and Management techniques and best practices. This train-the-trainer program prepares Certified Master Trainers to empower their local communities and organizations to mitigate threats and prevent acts of targeted violence. <https://www.dhs.gov/nter>
- **The Nationwide Suspicious Activity Reporting (SAR) Initiative (NSI)** is a joint collaborative effort by DHS, FBI, and state, local, tribal, and territorial law enforcement partners to provide law enforcement with a tool to help prevent terrorism and other related criminal activity by establishing a national capacity for gathering, documenting, processing, analyzing, and sharing SAR information. <https://www.dhs.gov/nationwide-sar-initiative-nsi>

**The Center for Prevention Programs and Partnerships (CP3)** helps to prevent targeted violence and terrorism through funding, training, increased public awareness, and the development of partnerships across every level of government, the private sector, and local communities across the country. <https://www.dhs.gov/CP3>

- **The Community Awareness Briefing** is a presentation that provides a foundation for communities across the country to learn about radicalization to violence and prevention efforts for it. The program provides communities with information and tools to assist them with understanding the issues and learning more about how they can prevent targeted violence and terrorism in their communities. [CABriefingRequest@hq.dhs.gov](mailto:CABriefingRequest@hq.dhs.gov).
- **Regional Prevention Coordinators (RPCs)** are stationed across the United States to help establish and support prevention efforts at the local level. RPCs help to deliver CP3's training, connect prevention practitioners, and build networks that can support local communities. [cp3field@hq.dhs.gov](mailto:cp3field@hq.dhs.gov)

**US Coast Guard Investigative Service Threat Management Unit** is a prevention-based behavioral analysis program and an example of best practices when communicating across organizations.



<https://www.dcms.uscg.mil/Portals/10/DOL/BaseSeattle/HSWL/docs/BehavioralRiskforCommands.pdf>

**State and Major Urban Fusion Centers** empower frontline law enforcement, public safety, fire service, emergency response, public health, and private-sector security personnel to lawfully gather and share threat-related information. <https://www.dhs.gov/fusion-center-locations-and-contact-information>

- **The Colorado Information Analysis Center** is the Colorado Fusion Center and focuses on prevention. It serves as a centralized resource that gathers, analyzes, and disseminates threat information and hosts a robust Preventing Targeted Violence Resource Hub.

<https://ciacco.org/default.aspx?act=documents2.aspx&category=PTV%20RESOURCE%20HUB&AspxAutoDetectCookieSupport=1>

**The Active Shooter Web Portal**, a joint effort between DHS and FBI (in DHS's HSIN portal), provides a user-friendly environment to promote information sharing and collaboration among federal, state, local, tribal, territorial, private, civilian, and international entities working to help prevent active shooter incidents. <http://www.dhs.gov/cveas-portal>

#### NATIONAL COUNTERTERRORISM CENTER (NCTC)

**The US Violent Extremist Mobilization Indicators Booklet (2021 Edition)** is an NCTC, DHS, and FBI tri-seal product that provides a list of observable behaviors that may help determine whether individuals are preparing to engage in violent extremist activities. For inquiries or more information, contact [mib@nctc.gov](mailto:mib@nctc.gov) or visit <https://www.dni.gov/index.php/nctc-newsroom/nctc-resources/item/2272-u-s-violent-extremist-mobilization-indicators-2021>.

**NCTC's Radicalization and Mobilization Dynamics Primer** is a briefing on how and why individuals in the United States radicalize, and potentially mobilize, to violence. This offering can be accessed and requested by emailing [NCTC-Domestic-Reps@nctc.gov](mailto:NCTC-Domestic-Reps@nctc.gov).

**NCTC Representatives** are stationed across the United States and can be contacted by emailing [NCTC-Domestic-Reps@nctc.gov](mailto:NCTC-Domestic-Reps@nctc.gov).

#### US DEPARTMENT OF EDUCATION (ED)

**Readiness and Emergency Management for Schools (REMS) Technical Assistance Center** offers live and virtual training on school behavioral threat assessments. Audiences will learn about the effective elements of a school threat assessment and how to recognize online risks. The training is encouraged for school districts, law enforcement, youth-serving organizations, and local mental/behavioral health providers.

[https://rems.ed.gov/Docs/Threat\\_Assessment\\_Website\\_Marketing\\_Flyer\\_508C.pdf](https://rems.ed.gov/Docs/Threat_Assessment_Website_Marketing_Flyer_508C.pdf)





## US HEALTH AND HUMAN SERVICES DEPARTMENT

**Substance Abuse and Mental Health Services Administration (SAMHSA)** leads public health efforts to advance the behavioral health of the nation. Law enforcement can use SAMHSA to refer a person (or parent) to local counseling or mental health providers.

<https://findtreatment.samhsa.gov>

## US DEPARTMENT OF VETERANS AFFAIRS (VA)

**The Veterans Crisis Line** is a free, confidential resource available to any veteran, even if they are not enrolled in VA health care or registered with the VA. It offers an online chat, phone, and text functions and is operated 24/7 by qualified responders, many of whom are also veterans. The Veterans Crisis Line can connect veterans to their local suicide prevention coordinators who follow up to coordinate care. <https://www.veteranscrisisline.net/>

**ASSOCIATION OF THREAT ASSESSMENT PROFESSIONALS (ATAP)**<sup>USPER</sup> is a nonprofit organization comprised of multidisciplinary professionals from law enforcement to mental health professionals and provides members with extensive resources for best practices, certifications, trainings, and networking opportunities. <https://www.atapworldwide.org/>

**STATE-OPERATED REPORTING PROGRAMS:** Several states have implemented state-operated reporting programs for community members, including students, to report concerning behaviors and threats of violence through mobile app, phone, text, or website. Examples include:

- **Courage2Report Missouri:** <https://www.msdp.dps.missouri.gov/MSHPWeb/Courage2ReportMO/index.html>
- **FortifyFL:** <https://getfortifyfl.com/>
- **Kansas School Safety Hotline:** <https://www.ksde.org/Agency/Fiscal-and-Administrative-Services/School-Finance/School-Bus-Safety/School-Safety-Hotline>
- **OK2SAY Michigan:** <https://www.michigan.gov/ok2say/>
- **Safer Ohio School Tip Line:** <https://ohioschoolsafetycenter.ohio.gov/wps/portal/gov/osscc/pre-k-12-schools/school-safety-resources/safer-ohio-school-tip-line>
- **Safe2Help Nebraska:** <https://www.safe2helpne.org/>
- **Safe2Say Something Pennsylvania:** <https://www.safe2saypa.org/>
- **Safet2Tell Colorado:** <https://safe2tell.org/>

\*These materials and trainings are listed to illustrate the variety of offerings and are not to be considered endorsements of the content of the material or trainings these organizations offer.



## REFERENCE MATERIALS

**NTAC's *Enhancing School Safety Using a Threat Assessment Model: An Operational Guide for Preventing Targeted School Violence*** provides actionable steps for schools to develop multidisciplinary violence prevention programs that proactively identify and assist students who may pose a risk of harm to themselves or others. [https://www.cisa.gov/sites/default/files/publications/18\\_0711\\_USSS\\_NTAC-Enhancing-School-Safety-Guide.pdf](https://www.cisa.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Guide.pdf)

**FBI's *Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks*** is a practical guide on assessing and managing the threat of targeted violence. It contains strategies to help communities prevent these types of incidents. <https://www.fbi.gov/file-repository/making-prevention-a-reality.pdf/view>

**DHS's *Violence Prevention Resource Guide*** provides an overview of available DHS resources supporting violence prevention for stakeholders in the field, as well as grant and funding opportunities. [https://www.dhs.gov/sites/default/files/publications/21\\_0903\\_dhs-violence-prevention-resource-guide.pdf](https://www.dhs.gov/sites/default/files/publications/21_0903_dhs-violence-prevention-resource-guide.pdf)

**DHS's *Behavioral Approach to Violence Prevention*** identifies common threatening or concerning behaviors across a wide variety of completed and averted acts of targeted violence. <https://www.dhs.gov/publication/behavioral-approach-violence-prevention>

**DHS's *Threat Assessment and Management Teams*** provides an overview of the TATM model and its resources. <https://www.dhs.gov/publication/threat-assessment-and-management-teams>

**SAMHSA and ED's *Addressing the Risk of Violent Behavior in Youth: Know the Signs of Youth Violence and How to Identify and Reduce Risk in Schools*** is a 90-minute presentation meant to be used as a general guide on both risk and protective factors, as well as the warning signs. <https://safesupportivelearning.ed.gov/addressing-risk-violent-behavior-youth-know-signs-youth-violence-and-how-identify-and-reduce-risk>

**The Ohio Attorney General's *Ohio School Threat Assessment Training*** provides best practices through video training, which includes an emphasis on establishing a multidisciplinary team and determining an appropriate threshold for law enforcement. <https://www.ohioattorneygeneral.gov/threatassessment>

**ED and the USSS's *Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry*** provides a list of suggested questions to help guide a threat assessment and management team when evaluating an individual of concern. <https://health.esc2.net/sites/Health/files/u134/Eleven-Questions-to-Guide-Data-Collection-in-a-Threat-Assessment-Inquiry.pdf>

**NC State Bureau of Investigation's *Connecting the Dots - The Behavioral Threat Assessment Unit's Law Enforcement Educational Resource Guidebook*** was compiled to support law enforcement agencies new to behavioral threat assessments and who would like a better understanding of their role in preventing targeted violence. <https://www.ncsbi.gov/getattachment/BeTA/Law-Enforcement-Resources/BeTA-s-LE-Educational-Resource-Guidebook-RESTRICTED.pdf.aspx?lang=en-US>

**NIJ's *Threat Assessment: An Approach To Prevent Targeted Violence*** discusses operational and investigative tools and approaches that can be used to recognize, evaluate, and manage the risks of targeted violence before crimes occur. <https://nij.ojp.gov/library/publications/threat-assessment-approach-prevent-targeted-violence>

***The International Handbook of Threat Assessment*** (2022) editors J. Reid Meloy and Jens Hoffmann is the gold-standard textbook for the prevention of targeted violence. This new edition explores the foundations of threat assessment and the fields of practice in which it is utilized, and it provides details on practical applications from the most notable threat assessors and programs worldwide.





## PRODUCT FEEDBACK FORM

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ADDITIONAL COMMENTS, SUGGESTIONS, OR QUESTIONS.

WHAT TOPICS DO YOU RECOMMEND?

