



**PREVENTING  
YOUTH HATE  
CRIMES &  
BULLYING**  
An OJJDP Initiative

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# **Virtual Symposium: Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying**

October 27–28, 2021 | 1–5 p.m. ET



*Working for Youth Justice and Safety*

[ojjdp.ojp.gov](https://ojjdp.ojp.gov)

# Event Recording



This event is being recorded  
and will be published on  
[OJJDP's multimedia](#) page.

# Events on OJJDP's Multimedia Page



Past events are archived on [OJJDP's multimedia page](#). Please take a moment to view the page for additional events on juvenile justice and child victimization prevention related topics.

For the transcript and support materials, please contact the OJJDP TTA Help Desk at [OJJDPPTTA@usdoj.gov](mailto:OJJDPPTTA@usdoj.gov).

# Opening Remarks



**Chyrl Jones**

Acting Administrator

Office of Juvenile Justice and Delinquency Prevention

# Hate Groups and Radicalization: How To Prevent Hate and Keep Kids Safe

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October 28, 2021 | 1:15–2:55 p.m. ET



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# Understanding and Preventing Youth Hate Crimes and Identity- Based Bullying: A Virtual Symposium



# OJJDP

Office of Juvenile Justice and  
Delinquency Prevention



*Working for Youth Justice and Safety*

[ojjdp.ojp.gov](http://ojjdp.ojp.gov)

# Panelists

- Steve DeBrota, [nw3c.org](http://nw3c.org)
  - Federal prosecutor (former) and cybercrime expert
- Charles Cohen, [nw3c.org](http://nw3c.org)
  - Criminal investigator and social media expert
- Shannon Foley Martinez, [shannonmartinezspeaks.com](http://shannonmartinezspeaks.com)
  - Expert helping at-risk communities to develop dynamic resiliency skills
- Myrieme Nadri-Churchill, [parents4peace.org](http://parents4peace.org)
  - Executive Director and deradicalization expert



# Technology Revolution

- Internet social networking, cell phones, the Dark Web, and high technology have fundamentally changed human behavior and criminal tradecraft
- This technology is pervasive and consumes enormous time resources across all age groups, especially teens and tweens

2019  
**THE COMMON SENSE CENSUS: MEDIA USE BY TWEENS AND TEENS**

**Amount of daily screen use**, not including for school or homework

 Tweens: **4 hours, 44 minutes**

 Teens: **7 hours, 22 minutes**

**By socioeconomic status**

Tweens in higher-income homes: **3:59**

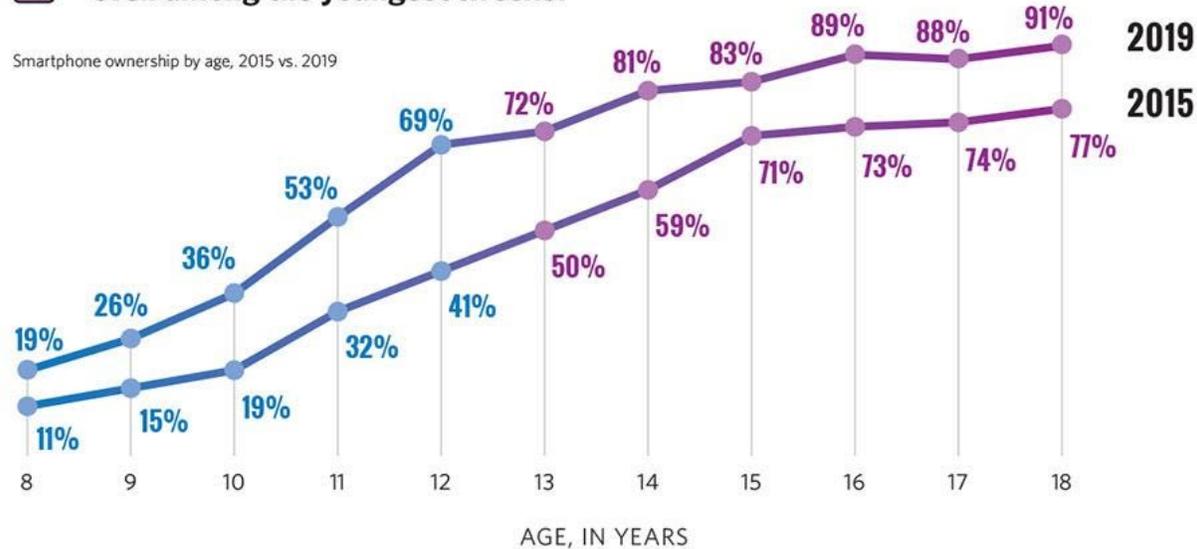
Tweens in lower-income homes: **5:49**

Young people in lower-income homes use nearly two more hours of screen media a day than their peers in higher-income homes.

Note: "Lower income" is <\$35,000; "higher income" is \$100,000+ per year.

 **Smartphone ownership has risen dramatically, even among the youngest tweens.**

Smartphone ownership by age, 2015 vs. 2019



[commonsensemedia.org](https://commonsensemedia.org)

# Teenage Behaviors

- They constantly use many different technologies
- Examples
  - Social networking apps
  - Multiple communication tools
  - Social media
  - Open web
  - Videos, images, data, and content
  - Dark Web
- Effectively, all of them have unfettered access to nearly everything

# 16-year-old in New York

- "Pinterest — that's where I look for drawing inspiration and sometimes clothes inspiration when I'm leaving for school"
- "Tumblr — for writing and reading, and Snapchat to post selfies and see what people say"
- "Webtoon — to read comics and see how comics are formed and how creators got from their beginnings to now"

# Teenage Attitudes and Beliefs

- They see a world with multiple challenges and problems
- They are idealistic and want to be part of something bigger than themselves
- Short-term solutions are more appealing than long-term campaigns

# Critical Reactions and Interventions

- Unfortunately, every bad idea within the scope of human imagination finds a base of support online and grows in its own echo chamber
- Understanding this is critical in the fight against youth hate crimes and identity-based violence
- For criminal investigations, effective social responses, and interventions, we must understand how teens interact with others and form their ideas, both good and bad
- The problem is now global and national, not purely local or regional

# DeBroda Block Overview

- **Functional Approach to Hate Crime**
- Recent Hate Crime Trends
- Law Enforcement Responses
- Grooming and Radicalization Process
- Key Sources of Evidence and Intent

# Hate Crimes

**HATE + CRIME**

**“Bias Motivation”**

- Race, color, national origin
- Religion
- Gender
- Gender identity
- Sexual orientation
- Disability status

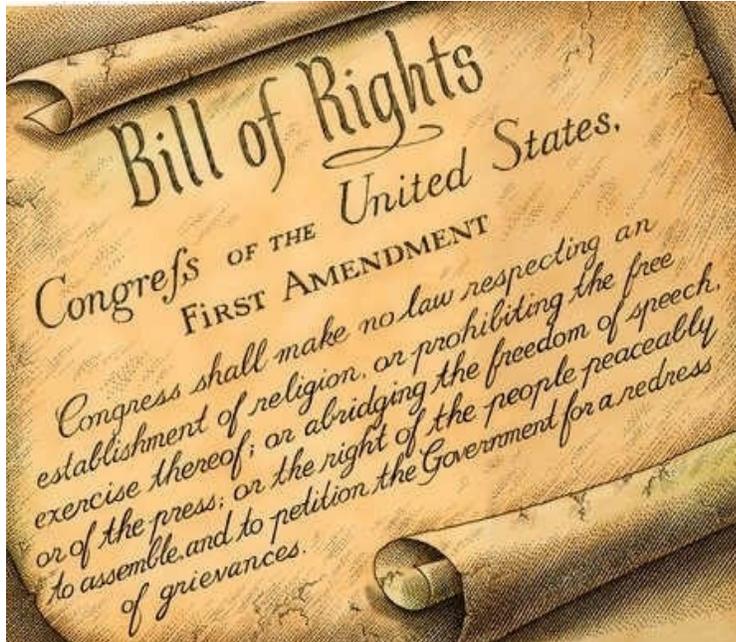
# Hate Crimes

**HATE + CRIME**

## “Bias Motivation”

- Race, color, national origin
- Religion
- Gender
- Gender identity
- Sexual orientation
- Disability status
- Assault (including death)
- Threats
- Property damage
- Sex crimes and child exploitation

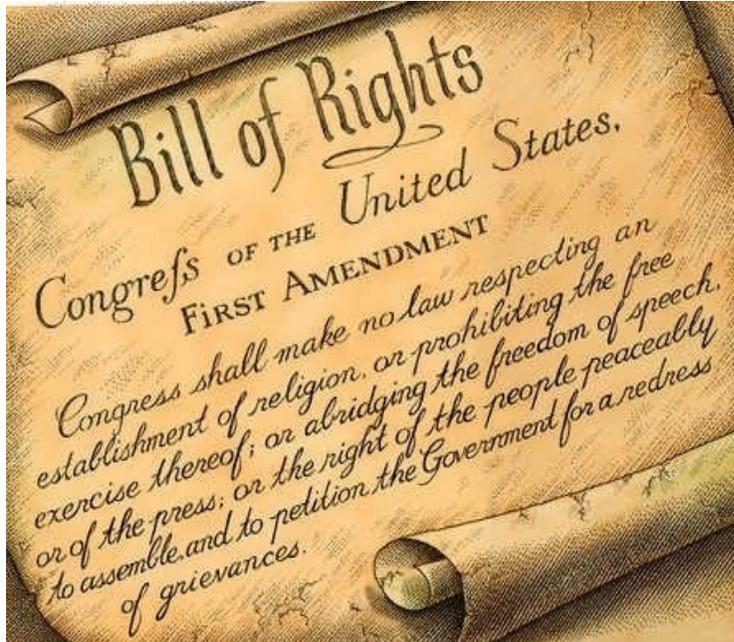
# Hate Crimes vs. Free Speech



- People have a right to hold biased and hateful beliefs...
- People may even act upon those beliefs...

Up to the point at which they commit crimes

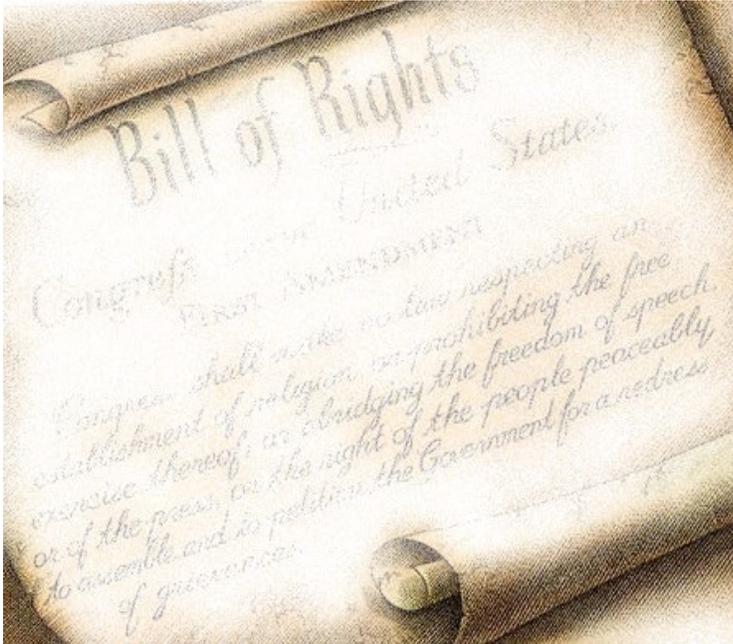
# Hate Crimes vs. Free Speech



## First Amendment Protections:

- Having biased beliefs
- Expressing biased beliefs
- Peacefully advocating for the advancement or implementation of biased beliefs
- Being a member of a group that has, expresses, or advocates for biased or hateful beliefs

# Hate Crimes vs. Free Speech

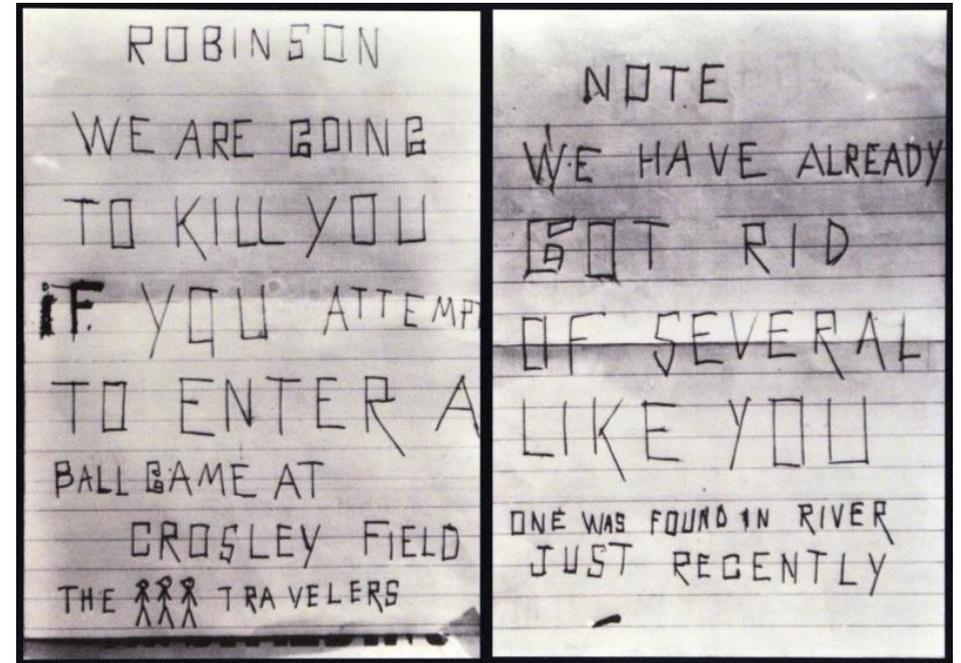


First Amendment does NOT protect:

- Violent acts
- Interference with civil rights
- True threats
  - a serious communication of
  - an intent to commit an act of unlawful violence against a particular individual or group of individuals
- Sex crimes and child exploitation

# Threat to Kill Jackie Robinson

- Test is whether an objectively reasonable person who receives the communication would understand it to be a threat to kill, injure, or kidnap a person



# Arson and Synagogue Defacement *United States v. Nolan Brewer*



# DeBroda Block Overview

- Functional Approach to Hate Crime
- **Recent Hate Crime Trends**
- Federal Law Enforcement Response
- Grooming and Radicalization Process
- Key Sources of Evidence and Intent

# Just Some Examples

- Synagogue shootings and arsons
  - Pittsburgh, PA
- Mosque shootings and arson
  - Escondido, CA
  - Bloomington, MN
- Church shootings
  - Charlestown, SC



Photos:  
[usatoday.com](http://usatoday.com)  
[globalnews.ca](http://globalnews.ca)  
[rollcall.com](http://rollcall.com)

# Violence Targeting LGBT+ Persons

- Higher social profile comes with more identity-based bias and hate
- Hate-motivated crimes sometimes involve a sexual assault
- LGBT+ population is particularly vulnerable to cyberbullying and doxing

# Violence Against Transgender Persons

- 2020 saw at least 37 transgender and gender nonconforming people violently killed, more than any other year since 2013
- 200+ deaths since 2013

# FBI's Annual Hate Crime Statistics (2020)

- 7,554 single-bias incidents involving 10,528 victims
  - 61.9% of victims were targeted because of the offenders' race/ethnicity/ancestry bias
  - 20.5% were victimized because of the offenders' sexual-orientation bias
  - 13.4% were targeted because of the offenders' religious bias
  - 2.5% were targeted because of the offenders' gender identity bias
  - 1% were victimized because of the offenders' disability bias
  - 0.7% were victimized because of the offenders' gender bias
- 205 multiple-bias hate crime incidents that involved 333 victims

# Locations of Hate Crimes

- 20% on roads, streets, and sidewalks
- 6.5% in parking lots, drop lots, and garages
- 4.4% at schools and colleges
- 3.6% in parks and playgrounds
- 3.6% in churches, synagogues, temples, and mosques
- 8.6% in unknown locations
- 25.1% at other or multiple locations

# DeBroda Block Overview

- Functional Approach to Hate Crime
- Recent Religious Hate Crime Trends
- **Law Enforcement Responses**
- Grooming and Radicalization Process
- Key Sources of Evidence and Intent

# Law Enforcement Responses

- Reactive
  - Investigate and prosecute crimes
  - Compile data and analyze Trends
- Proactive
  - Build federal, state, and local law enforcement partnerships
  - Conduct training to combat hate and identity-based violence
  - Increase outreach to social organizations and subject matter experts

# Federal Criminal Hate Crime Laws

- Federal law generally allows U.S. DOJ to prosecute certain types of crimes, including:
  - Religiously motivated arsons, vandalism, and violent threats
  - Threats that interfere with important federally protected rights, such as the right to employment or the right to enjoy public accommodations
  - Housing-related arsons and threats
  - Various forms of racial violence
  - Reproductive health care related violence
  - Child exploitation and sex trafficking
  - Conspiracies, attempts, and solicitation to commit any of these types of acts

# Prosecution of Religious Bias-Motivated Hate Crimes: Examples

## Islamberg, NY (2017)

- Attacker planned to attack Muslims in Islamberg, bringing pistol, machete, and assault rifle with 500 rounds of ammunition
- Sentenced to nearly 20 years

## Chesterfield, VA (Nov. 2015)

- White supremacists planned to incite a “race war” by bombing or otherwise attacking black churches and synagogues
- Sentenced to 17 ½ years, 9 years, 7 years

## Albany, NY (2012-2013)

- KKK member plotted to attack Muslims using radiological dispersal device
- Caught in FBI undercover investigation
- Sentencing to 30 years

## Bowling Green, OH (Dec. 2012)

- Neo-Nazi felon illegally possessing guns and notebook showing plans to attack Detroit-area Jewish and African-American leaders
- Sentenced to nearly 6 years

# DeBroda Block Overview

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# Breaking Down Grooming and Radicalization

- 3 major components
  - Attention
  - Affection
  - Gifts
- Process involves ratifying the disordered thinking that the bias and hate are positive ideas
- Target's innate resistance and impulse barriers must be overcome
  - But people vary greatly in their impulse control and innate resistance
  - People tend to believe what they need to believe and want to believe
    - This can be exploited by hate and bias actors

# DeBroda Block Overview

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# Key Sources of Evidence, Intent, and Risk Assessment

- What cell phone apps are teens and tweens using in your area?
- Can we understand symbols, behaviors, language, and their meaning?
- What does the radicalizing youth watch, collect, and value?
  - Provides an objective measure of criminal intent when necessary
  - But also critical to dangerous assessment and intervention

# Partial List of Important Cell Phone Functions

1. Data storage cabinet for bias and hate materials
2. Communication tool with bias and hate actors
3. Camera to preserve criminal activity and promote new crimes
4. Online research tool for hate crimes, bias, and hate (especially videos)

Note: This is only a subset of a broader list

# Partial List of Important Cell Phone Functions

5. Social networking and recruitment tool for hate and bias actors
6. Key source of attribution evidence for criminal acts
7. Location device for criminal activity
8. Source of criminal intent evidence

Note: This is only a subset of a broader list

# National White Collar Crime Center



Chuck Cohen  
Vice President

# Vulnerable Victims

## Real or Perceived:

- Limited family support system.
- Limited identification with community groups.
- Social isolation.
- History of financial or social failure.

## But Also:

- Seek adventure.
- Seek independence.
- Seek belonging.



Photo source: Retrieved from [bigstockphoto.com](https://www.bigstockphoto.com) under license to NW3C., Inc.

# Online Child Hate Radicalization

## 1. Pre-radicalization

Exposure to extremist propaganda in online social media platforms



Photo source: Retrieved from [creeliteracy.org](http://creeliteracy.org) 9/11/21.

CECILIA D'ANASTASIO

CULTURE 09.10.2021 11:19 AM

## Twitch Sues Users Over Alleged 'Hate Raids' Against Streamers

The lawsuit accuses two anonymous users of "targeting black and LGBTQIA+ streamers with racist, homophobic, sexist and other harassing content" in violation of its terms of service.

SINCE EARLY AUGUST, Twitch has been wrestling with an epidemic of harassment against marginalized streamers known as "hate raids." These attacks spam streamers' chats with hateful and bigoted language, amplified dozens of times a minute by bots. On Thursday, after a month trying and failing to combat the tactic, Twitch resorted to the legal system, suing two alleged hate raiders for "targeting black and LGBTQIA+ streamers with racist, homophobic, sexist and other harassing content" in violation of its terms of service.

"We hope this Complaint will shed light on the identity of the individuals behind these attacks and the tools that they exploit, dissuade them from taking similar behaviors to other services, and help put an end to these vile attacks against members of our community," a Twitch spokesperson said in a comment to WIRED.

Source: <https://www.wired.com/story/twitch-sues-users-over-alleged-hate-raids/>  
retrieved 09/11/21.



### Frequently Bought Together:



F\*ck Around And Find Out Big Igloo Boogaloo  
**\$19.95**



Boogaloo Vaporwave - Gun Owner, Revolutionary, Ak47, Ar15  
**\$19.95**



Big Igloo Boogaloo Design  
**\$19.95**



- Kekistan
- Boogaloo
- Big Luau
- Pepe
- Big Igloo
- Big Igloo Bois
- #BigIgloo
- #Boojahideen
- #Boogaloo Bois
- “being boogaloo ready”

Flag photo source: <https://www.businessinsider.com/hate-symbols-and-extremist-groups-at-the-us-capitol-siege-2021-1>, retrieved 9/11/21.

# Online Child Hate Radicalization

## 1. Pre-radicalization

Exposure to extremist propaganda in online social media platforms

## 2. Self-identification

First contact with criminal extremist recruiter, organizer, or leader



 **HUTAREE**

John 15:13  
Greater love hath no man  
than this, that a man lay down his life  
for his friends.



Photos: Retrieved from [adl.org](http://adl.org) 9/11/21.

Feuerkrieg Division **\*\*OFFICIAL\*\***

Forwarded from Punished Clark

KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL  
JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS  
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KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL JEWS KILL  
JEWS KILL JEWS KILL JEWS

538 8:32 AM



*Do the Boogaloo!*

*Kill the k█, and save the whites*

*Come on, it's time to go!*

*Do the Boogaloo!*

*Plug a pig, and then a Y█*

*Let's do the Boogaloo, all together now!*

- FKD
  - Feuerkrieg Division
- #DOTR
- #DayOfTheRope
- (((echo)))

Source: <https://www.adl.org/resources/backgrounders/feuerkrieg-division-fkdlast> retrieved 10/21/21.

**Sept. 8, 2021  
Central Indiana**

**MOLON LABE**

**III%er**



*Photo source: Photo taken by self at known location in Indiana 9/8/21.*



Photo source: <http://redgreenandblue.org/2020/07/23/far-right-militia-taking-bakken-oil-fields/>, last retrieved 10/21/21.

1-48 of over 2,000 results for "molon labe"

Sort by: Featured

Amazon Prime

prime

Department

- Men's Fashion
  - Men's T-Shirts
  - Men's Hats & Caps
- Men's Novelty Clothing
- Bumper Stickers, Decals & Magnets
- Outdoor Flags & Banners
- Gun Accessories, Maintenance & Storage
- Women's Baseball Caps
- See All 7 Departments

Customer Reviews

- ★★★★★ & Up
- ★★★★☆ & Up
- ★★★☆☆ & Up
- ★★☆☆☆ & Up

Brand

- Grunt Style
- Warrior 12
- Feelin Good Tees
- Dion Wear
- Ali yee

Price

- Under \$25
- \$25 to \$50



Patriotic Apparel



Erazor Bits 2nd Amendment Shirt | 2nd Amendment GOD Guns and Country T Shirt...  
★★★★★ 37



Erazor Bits Second Amendment Tshirts for Men | 2nd Amendment We The People T Sh...  
★★★★★ 359  
prime

Sponsored

Price and other details may vary based on product size and color.



Photo source: [https://www.amazon.com/s?k=molon+labe&ref=nb\\_sb\\_noss\\_2](https://www.amazon.com/s?k=molon+labe&ref=nb_sb_noss_2), last retrieved 9/12/21.



Photo source: Retrieved from [bigstockphoto.com](https://www.bigstockphoto.com) under license to NW3C., Inc.



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Photo source: <https://www.facebook.com/TNMSBands/>, last retrieved 10/21/21.

# Online Child Hate Radicalization

## 1. Pre-radicalization

Exposure to extremist propaganda in online social media platforms

## 2. Self-identification

First contact with criminal extremist recruiter, organizer, or leader

## 3. Indoctrination

Move to 1:1 online communication platforms—usually E2E encrypted



Photo source: Retrieved from [bigstockphoto.com](https://www.bigstockphoto.com) under license to NW3C., Inc.

# Grooming

- Attention
- Affection
- Gifts



Start with little secrets and move to big secrets

Similar process as used by sexual predators

# Online Child Hate Radicalization

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Move to 1:1 online communication platforms—usually E2E encrypted

## 4. Radicalization

Post intentions online. Decreasing flash to bang. Live streaming.

**June 17, 2015**  
**9:05 – 9:11 p.m.**

**Mother Emanuel Church**

**Nine killed**

Recent  
2015  
Born

**Dylann Roof** Add Friend Message

Timeline About Friends Photos More

DO YOU KNOW DYLAN?  
To see what he shares with friends, send him a friend request. Add Friend

Went to White Knoll High School  
Lives in Columbia, South Carolina  
From Columbia, South Carolina  
89 friends  
Became friends with Shaq Diesel and 2 other people

FRIENDS - 89

**Dylann Roof** changed his profile picture.  
May 21 at 11:17pm · Share · Buffer

Image Source: <https://medium.com/1st-draft/finding-dylann-roof-977a206898d2>, last retrieved 10/21/21.

**Last Login: June 17, 2015, at 4:44 p.m. (2 hours 21 mins.)**  
**"[A]t the time of writing I am in a great hurry."**



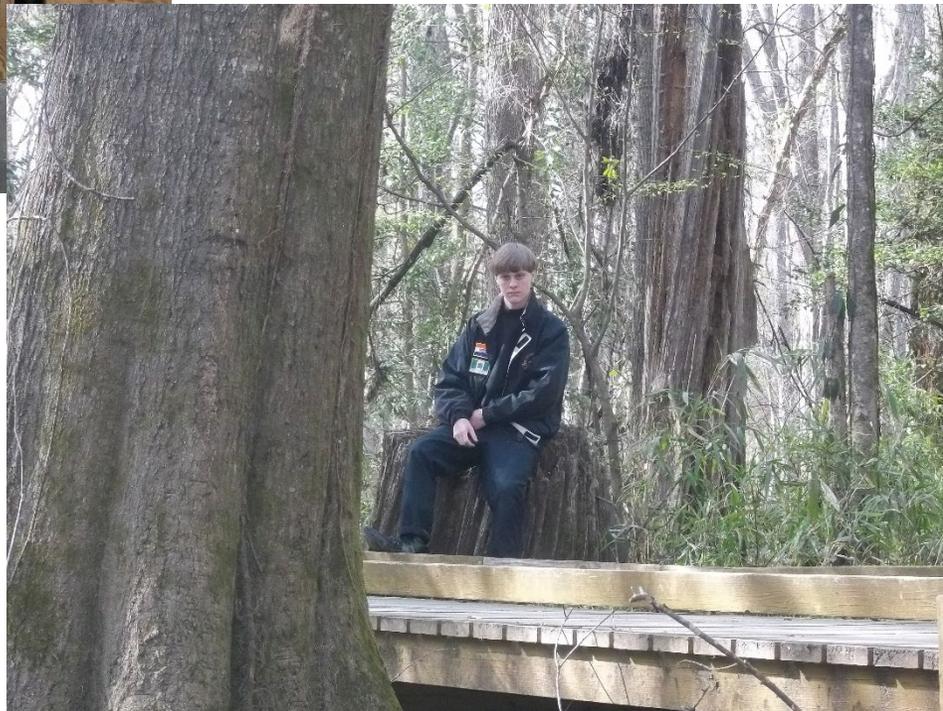
Registrant Phone: +18037838730  
Registrant Phone Ext:  
Registrant Fax:  
Registrant Fax Ext:  
Registrant Email: derekjeeter88@yandex.com  
Registry Admin ID:  
Admin Name: Dylann Roof  
Admin Organization: Private Person  
Admin Street: 10428 Garners Ferry Road  
Admin City: Eastover  
Admin State/Province: SC  
Admin Postal Code: 29044  
Admin Country: US  
Admin Phone: +18037838730  
Admin Phone Ext:  
Admin Fax:  
Admin Fax Ext:  
Admin Email: derekjeeter88@yandex.com  
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Tech Phone Ext:  
Tech Fax:  
Tech Fax Ext:  
Tech Email: derekjeeter88@yandex.com  
Name Server: ns1.hosting.reg.ru  
Name Server: ns2.hosting.reg.ru  
DNSSEC: Unsigned  
URL of the ICANN WHOIS Data Problem Reporting System: http://wdprs.internic.net/

Source: <https://lookup.icann.org/>, retrieved 8/05/15.





Photo source: <https://www.npr.org/sections/thetwo-way/2015/06/20/416024920/photos-possible-manifesto-of-dylann-roof-surface-on-website>, last retrieved 10/21/21.



Photos source: <https://www.npr.org/sections/thetwo-way/2015/06/20/416024920/photos-possible-manifesto-of-dylann-roof-surface-on-website>, last retrieved 10/21/21.



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Photos source: <https://www.npr.org/sections/thetwo-way/2015/06/20/416024920/photos-possible-manifesto-of-dylann-roof-surface-on-website>, last retrieved 10/21/21.



# 2,444 Word Manifesto

"I have no choice. I am not in the position to, alone, go into the ghetto and fight. I chose Charleston because it is most historic city in my state, and at one time had the highest ratio of blacks to Whites in the country. We have no skinheads, no real KKK, no one doing anything but talking on the internet. Well someone has to have the bravery to take it to the real world, and I guess that has to be me."

rtf88

I was not raised in a racist home or environment. Living in the South, almost every White person has a small amount of racial awareness, simply because of the numbers of negroes in this part of the country. But it is a superficial awareness. Growing up, in school, the White and black kids would make racial jokes toward each other, but all they were were jokes. Me and White friends would sometimes watch things that would make us think that “blacks were the real racists” and other elementary thoughts like this, but there was no real understanding behind it.

The event that truly awakened me was the Trayvon Martin case. I kept hearing and seeing his name, and eventually I decided to look him up. I read the Wikipedia article and right away I was unable to understand what the big deal was. It was obvious that Zimmerman was in the right. But more importantly this prompted me to type in the words “black on White crime” into Google, and I have never been the same since that day. The first website I came to was the Council of Conservative Citizens. There were pages upon pages of these brutal black on White murders. I was in disbelief. At this moment I realized that something was very wrong. How could the news be blowing up the Trayvon Martin case while hundreds of these black on White murders got ignored?

From this point I researched deeper and found out what was happening in Europe. I saw that the same things were happening in England and France, and in all the other Western European countries. Again I found myself in disbelief. As an American we are taught to accept living in the melting pot.

Photos source: <https://www.npr.org/sections/thetwo-way/2015/06/20/416024920/photos-possible-manifesto-of-dylann-roof-surface-on-website>, last retrieved 10/21/21.



# Quote From a Friend

"I don't think the church was his primary target because he told us he was going for the school. But I think he couldn't get into the school because of the security ... so I think he just settled for the church."

# 28 CFR, Part 23

§ 23.20(b) A project shall not collect or maintain criminal intelligence information about the political, religious or social views, associations, or activities of any individual or any group, association, corporation, business, partnership, or other organization unless such information directly relates to criminal conduct or activity and there is reasonable suspicion that the subject of the information is or may be involved in criminal conduct or activity.

(c) Reasonable Suspicion or Criminal Predicate is established when information exists which establishes sufficient facts to give a trained law enforcement or criminal investigative agency officer, investigator, or employee a basis to believe that there is a reasonable possibility that an individual or organization is involved in a definable criminal activity or enterprise.

# Presenter



**Shannon Foley  
Martinez**  
Lived Expert

**Shannon Foley Martinez** has worked within at-risk communities teaching and developing dynamic resiliency skills. She has helped to build preventative models of counter-extremism, focusing on family values, the importance of individual empathy, and intersectional consciousness inclusive of race, class, gender, and sexuality. Since leaving the white supremacist movement over 25 years ago, Shannon has been equal to the grueling task of educating others and building expertise within herself. She advocates the amplification and protection of Black, Indigenous, Latinx, immigrant, and LGBTQ voices; as well as using her own to advocate and educate at every opportunity how to build a better community for a better tomorrow.

She works as a consultant with American University's Polarization and Extremism Research and Innovation Lab (PERIL), as well as an independent consultant. She has worked for school systems, nonprofits, and community organizations and has participated in myriad programs over her years of education within her field, building and sharing expertise. Shannon has worked with such entities as the United Nations (UN) Office of Counter Terrorism, National Counterterrorism Center, Department of Homeland Security, State Department, Hedayah, the Center for the Prevention of Radicalization Leading to Violence, UN Women, and the National Academies of Science, Engineering, and Medicine. Her story has been featured in global media. Her voice can sometimes be heard on news outlets such as Al Jazeera, MSNBC, CNN, BBC, and NPR.

*Note: This presentation does not feature additional slides.*

# Developing Holistic Solutions To Protect Youth From Extremism



*Working for Youth Justice and Safety*

[ojjdp.ojp.gov](http://ojjdp.ojp.gov)

# Who Are We? 30+ Years of Experience in Extremism Prevention



Myrieme Churchill,  
Executive Director



Pardeep Kaleka,  
Trauma-focused Clinician



Mubin Shaikh,  
Counter-extremism expert and former supremacist



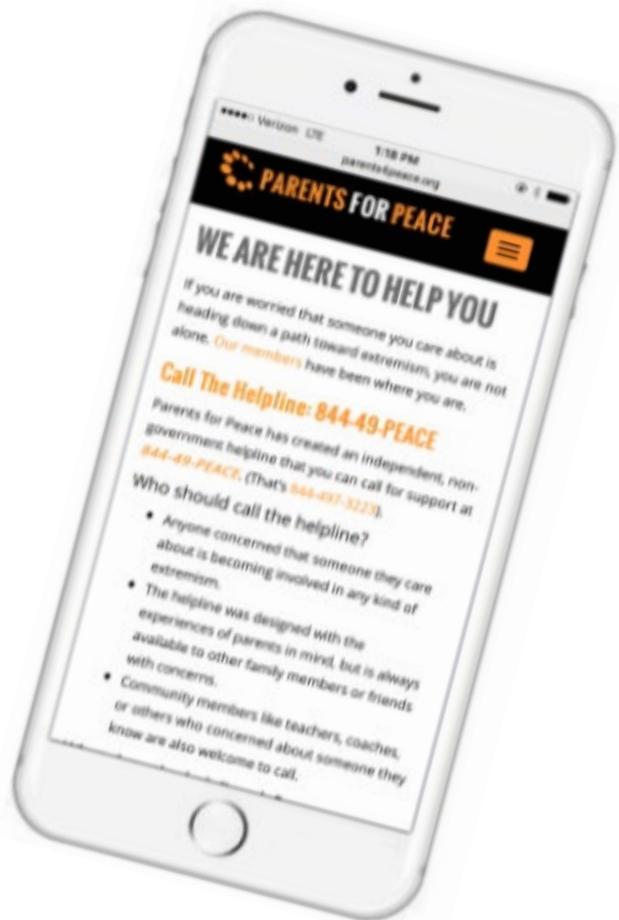
Chris Buckley,  
Counter-extremism expert and former supremacist



Emma Jouenne,  
Researcher & Consultant



 Are you worried about extremism? Call our helpline at 1-844-49-PEACE



▶ *A Free Resource To Help Families Successfully Intervene*

- ▶ Goal: Empower families to rescue a loved one and get healthy treatment
- ▶ Over 300 cases, wide variety of extremist ideologies with healthy outcomes
- ▶ Formal intervention protocol: data-gathering, analysis, intervention cycles

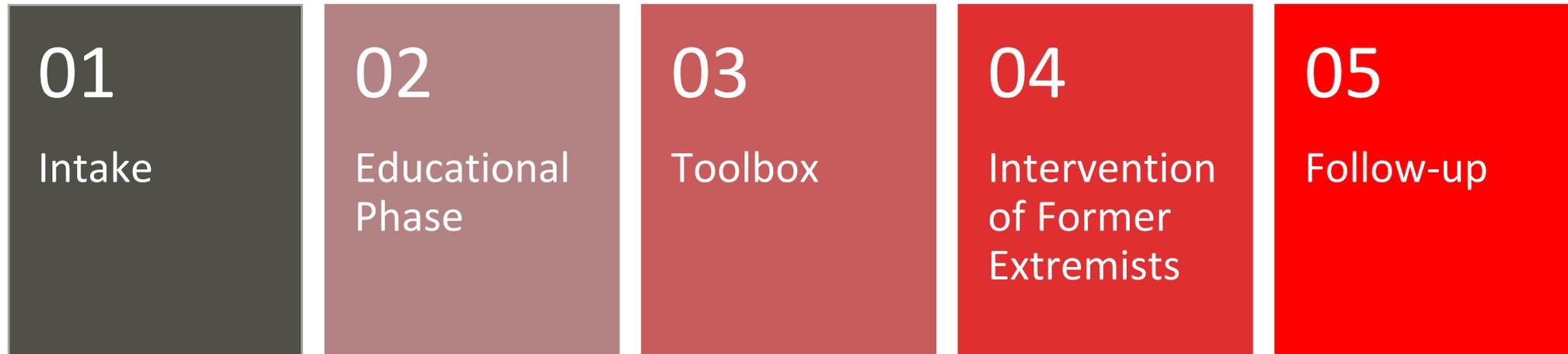
 **PARENTS FOR PEACE**

# Our helpline

- ▶ Launched in 2017 with a unique intervention protocol developed in conjunction with global experts, P4P's helpline (1-844-49-PEACE) has helped hundreds of people exit extremism - and in the process prevented potential acts of violence.
- ▶ Family members, friends, loved ones, law enforcement, and college professionals call our helpline to seek assistance about someone close to them who has shown traits of radicalization. First responders answer their calls, undertake an intake process, and refer the callers to in-house clinicians who conduct interventions to help through the deradicalization and rehabilitation process.
- ▶ Referrals: law enforcement agencies (NYPD, Aurora PD, FBI: pre-criminal) private therapists, Google searches



# Our interventions



# Extremist trafficking & sex trafficking

Trafficking Term	Sex Trafficking	Bledsoe Extremism Case
“Family & Folks”	Trafficker becomes father figure	Embraced as “brother” the moment he walks in; renames himself after his teacher
“Finesse”	Wooing phase of luring in the target	Made to feel like a special convert
“The Choosing Up”	Scout ideal victims from larger group	Identified as candidate for deeper indoctrination
“Trade Up & Down”	Exchange victims between traffickers on the circuit	Sent to special academy in Yemen
“The Game”	Present trafficking experience as appealing & meaningful	Recruited for “undercover special mission” in Yemen
“Seasoning”	Break down any resistance, ensure compliance, deepen addictions	Cut off from parents, paired with Yemeni wife, sleep deprivation
“Pressure to Perform”	Forced to work streets & deliver cash from customers in order to get drug fix	After return to US wife keeps calling from Yemen demanding he carry out attack



The different  
actors and  
their  
responsibilities

Parents

Mental Health Practitioners

Schools



# Parents

In most cases, parents are the closest link to the subject

Parents raise the subject, and childhood is a formative period for someone's brain development

The household environment is particularly influential in someone's growth and development

Parents provide a structured environment with healthy boundaries and loving accountability



# Mental health practitioners

Mental health practitioners are central actors in the deradicalization process

- They act as an additional support network (other than the family)
- They provide care based on knowledge and experience of the subject
- They can ensure a consistent following during months/years
- They are a trusted actor in society that can facilitate discussion

However, today mental health and public health practitioners don't feel concerned or may feel overwhelmed by the issue of extremism

- This is problematic as it limits our ability to help a subject and ensure they are on a healthy and steady path to recovery



# Schools

---

Kids spend most of their days during the week surrounded by teachers, counselors, and admin. staff so schools are one of the most important actors for preventive action

---

School staff, could be trained on what is extremism and how to address underlying issues

---

Through the implementation of early warning systems, school counselors and staff could collaborate with public health specialists to limit radicalization

---

But school staff doesn't get the issue and doesn't understand that extremism amongst youth is often unrelated to racism or hatred but more related to a need for belonging and community found amongst the extremist group



# Insist on accountability & restoration

- ▶ Healing process requires recognizing injustice: Deep human need for reckoning
- ▶ Accountability means making up for initial mistakes that created identity crisis
- ▶ Need for the loved one to restore their integrity, regain power, heal their dignity
- ▶ Enables them to move on so the wounded ego is no longer in control



# Moderator & Panelists Q&A



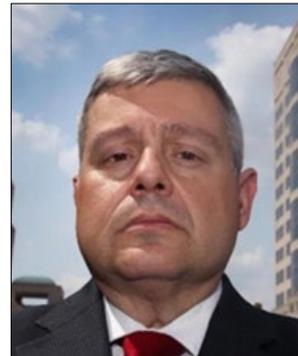
**Steffie Rapp  
(Moderator)**

Program Manager  
Special Victims and  
Violent Offenders  
Division  
Office of Juvenile Justice  
and Delinquency  
Prevention



**Steve DeBrot**

Vice President & Chief  
Counsel  
National White Collar  
Crime Center



**Chuck Cohen**

Vice President  
National White  
Collar Crime Center



**Shannon Foley  
Martinez**

Lived Expert



**Myrieme Nadri-  
Churchill**

Executive Director  
Parents For Peace

# Successful Strategies and Programs To Prevent Hate Crimes: Building Resiliency and Reducing Bias

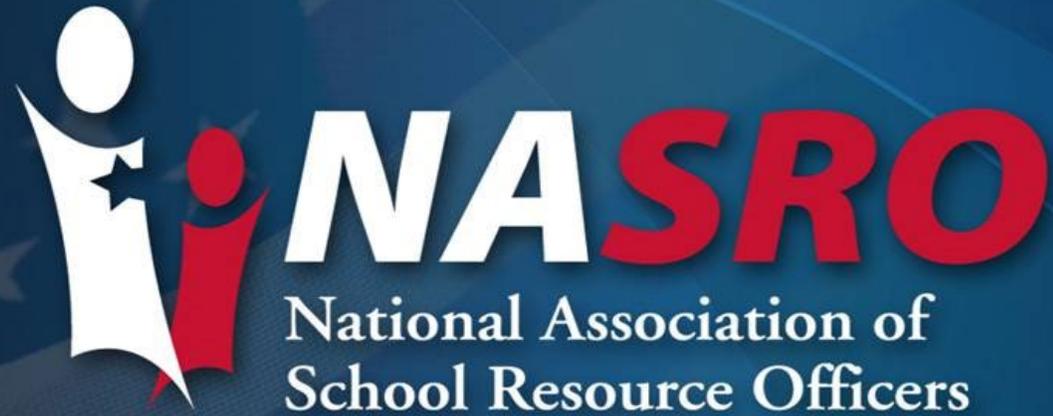
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October 28, 2021 | 3:10–4:50 p.m. ET



**PREVENTING  
YOUTH HATE  
CRIMES &  
BULLYING**  
An OJJDP Initiative

Safer schools, safer kids...



***THE world's leader in school-based policing***



Training school-based law enforcement officers,  
school administrators and school security/safety  
professionals from across the world since 1991.

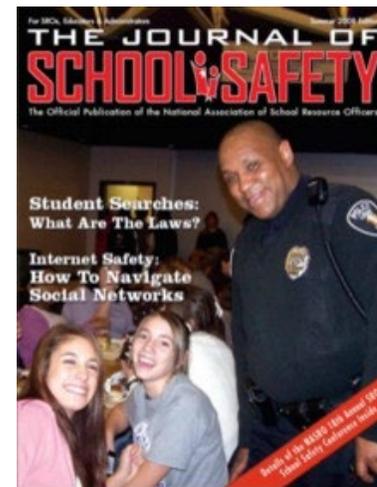
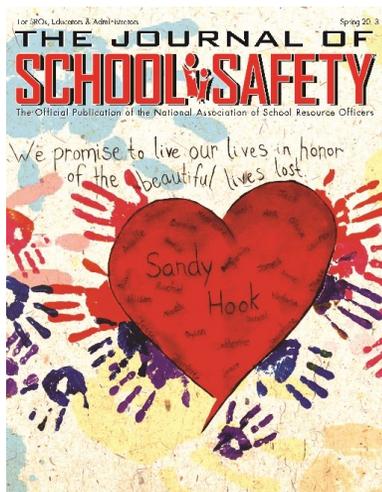
**www.nasro.org ★ 1.888.316.2776**



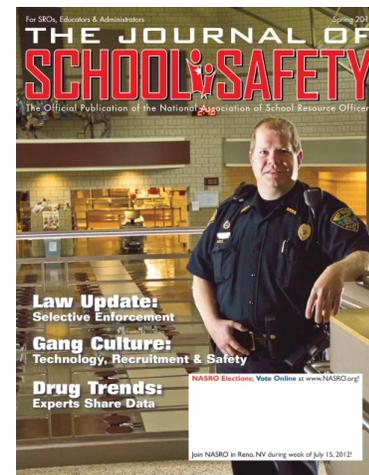
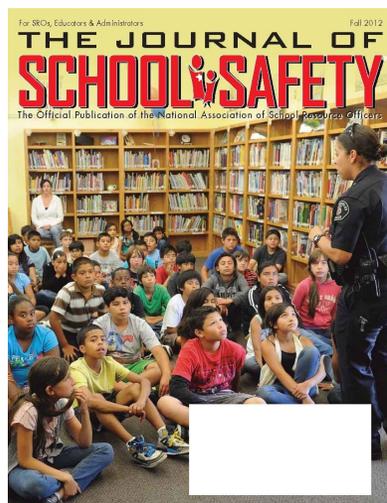
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# The Journal of School Safety



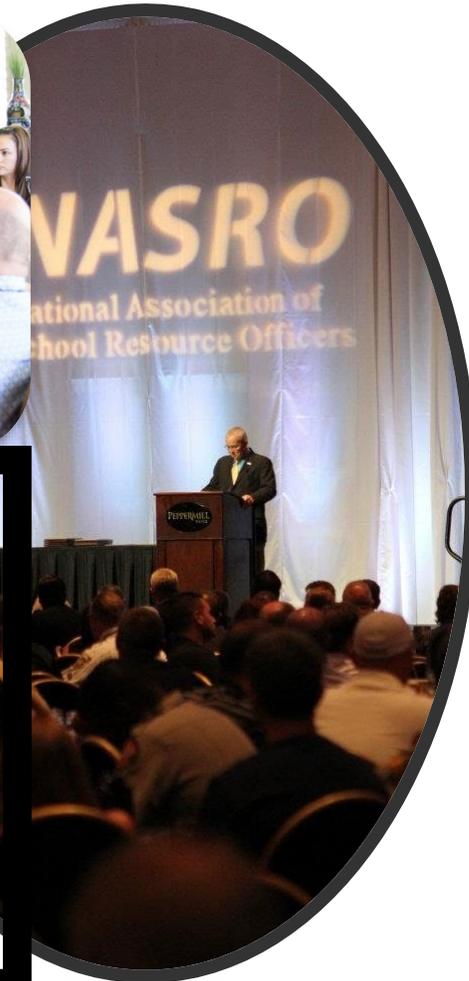
NASRO's  
Award-Winning  
School Safety  
Publication



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# NASRO TRAINING

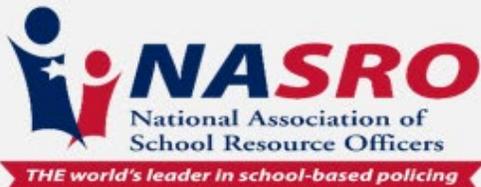


# NASRO Training

- Basic Course
- Advanced Course
- Supervisors/Management Course
- School CPTED Course
- School Security Officer Course



# Adolescent Mental Health Training for School Resource Officers & Educators



**NCYOJ**  
Research. Policy. Practice.

National Center for Youth  
Opportunity and Justice

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JULY 2021



**SCHOOL  
RESOURCE  
OFFICER  
PROGRAM  
RECOMMENDATIONS**

Mo Canady  
NASRO Executive Director  
mo.canady@nasro.org  
(205) 789-6060



# School Resource Officer

A School Resource Officer is a career law enforcement officer, with sworn authority, deployed in community-oriented policing, assigned by the employing police department or agency to work in collaboration with schools.

# Goals of an SRO Program

- Bridge the gap between officers and young people.
- Increase positive attitudes toward law enforcement.
- Teach the value of our legal system.
- Promote respect for people and property.
- Reduce juvenile delinquency by helping students formulate an awareness of rules, authority, and justice.

# SRO is...

- ❖ A sworn law enforcement officer
- ❖ Carefully selected
- ❖ Specifically trained
- ❖ Properly equipped

# Be a Positive Role Model

- Good moral standards
- Good judgment and discretion
- Consistency and fairness
- Respect for students and peers
- Sincere concern for the school and community

**You are held to a higher standard!**

# Carefully Selected

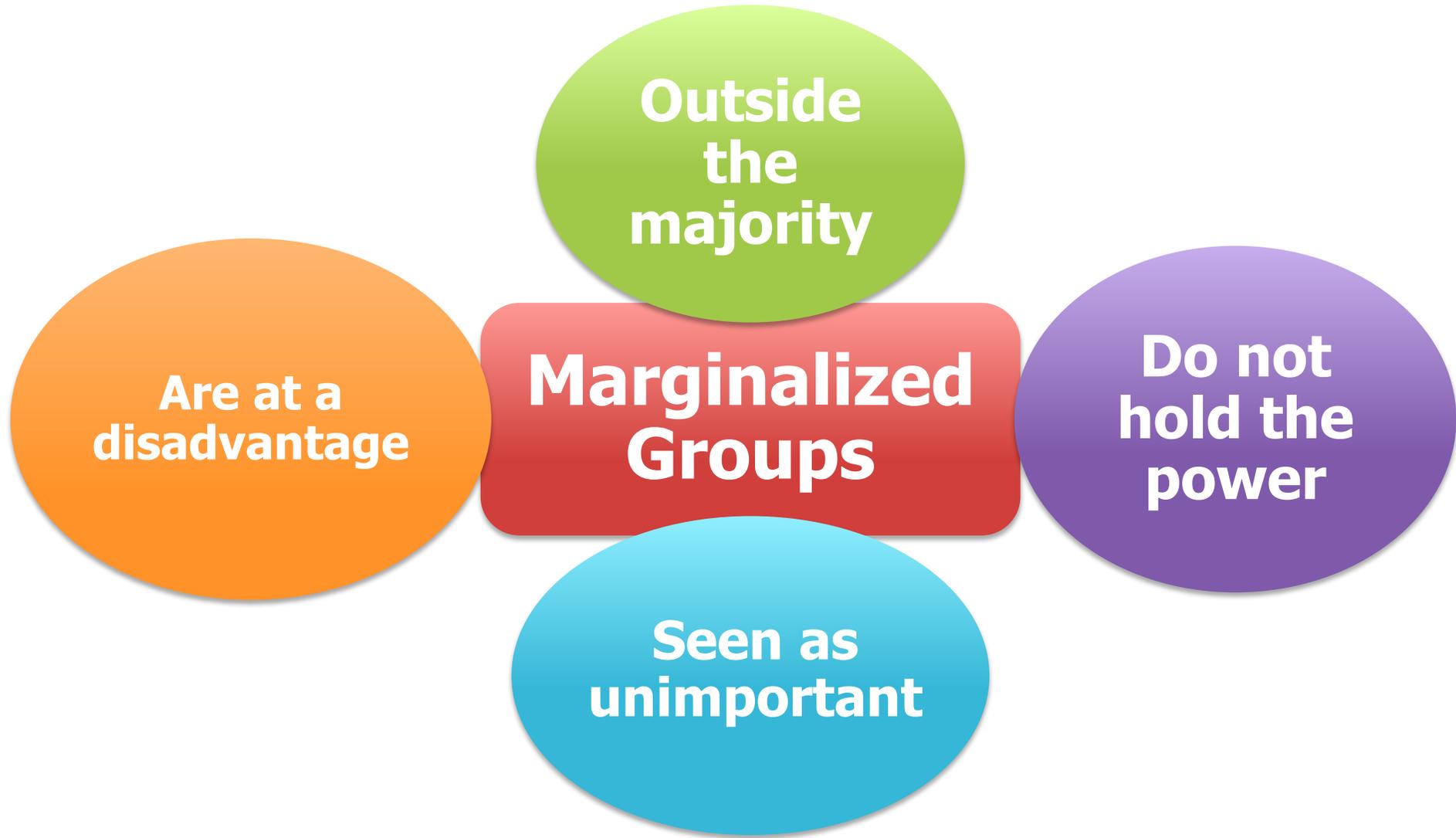
- Likes kids and has a desire to work with kids.
- Possesses people skills (can be calm and approachable).
- Law enforcement experience (3 years).
- High standard of morals and integrity.

# Specifically Trained

Without proper training, SROs can make serious mistakes that at best cause short-term difficulties and at worse jeopardize the entire SRO program.

# SRO Triad Concept



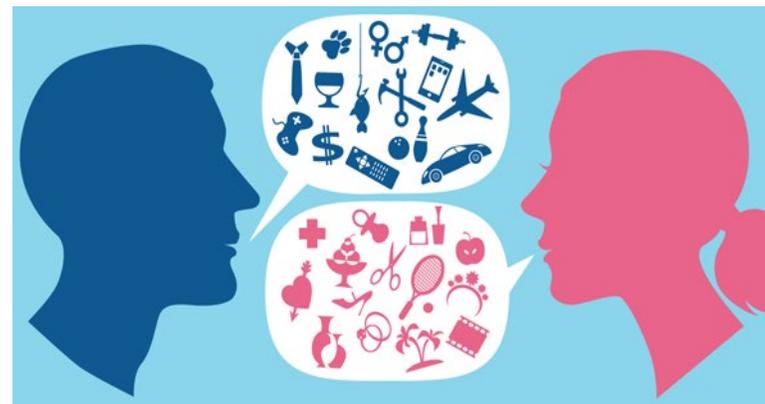


# Implicit Bias

The bias in judgment and/or behavior that results from *subtle cognitive processes* (e.g., implicit attitudes and implicit stereotypes) that often operate at a *level below conscious awareness and without intentional control*. (National Center for State Courts, 2012.)

# Implicit Bias

- Unconscious, automatic
- Generally, not an indication of one's beliefs and values
- Based on stereotypes
- **NOT** racism or sexism



*WE ALL HAVE THEM!*

# Explicit Bias

- Intentional and deliberate actions.
- Formed by personal experiences and the world around us.

# Getting to Know Your Students

- Socioeconomics
- Religions
- Races
- Ethnicities
- Cultures
- Family structure
- Sexual orientation



# Cultural Aspects to Consider

- Sense of self and space
- Communication styles
- Language barriers
- How to resolve conflict or differences
- Timeliness
- Families
- Personal issues
- Beliefs
- Judging others



# OJJDP Symposium: Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying

Jinnie Spiegler, Director of Curriculum & Training  
ADL Education  
*October 28, 2021*



*Working for Youth Justice and Safety*

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## What We Do

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ADL inspires millions of [educators](#), [students](#), [administrators](#), and [family members](#) to build a just society through anti-bias, antisemitism, and Holocaust education.



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# Why We Do It

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- 22% of students ages 12 to 18 report being **bullied** at school (Irwin et al., 2021).
- 36.5% of students ages 12 to 17 report being **cyberbullied** during their lifetime (Hinduja & Patchin, 2019).
- Students were **harassed** because of their **appearance/body size** (72%), **race or ethnicity** (26%), **religion** (26%), and **perceived sexual orientation** (22%) (McAfee, 2014).
- Students who report being bullied and cyberbullied are more likely to skip class, skip school altogether, avoid school activities, and engage in a physical fight (University of Southern California, 2020).
- 161 **antisemitic incidents** were reported in PreK-12 schools and 128 incidents reported on college campuses in 2020 (down 61% and 32% from 2019) (Anti-Defamation League, 2020).



# How We Do It

---

- Professional learning and direct to student programs
  - Self-paced online learning
  - Virtual, facilitated workshops and courses
  - In-person, customizable programs
- Support and consultation for school-wide programs
- Online curriculum and resources



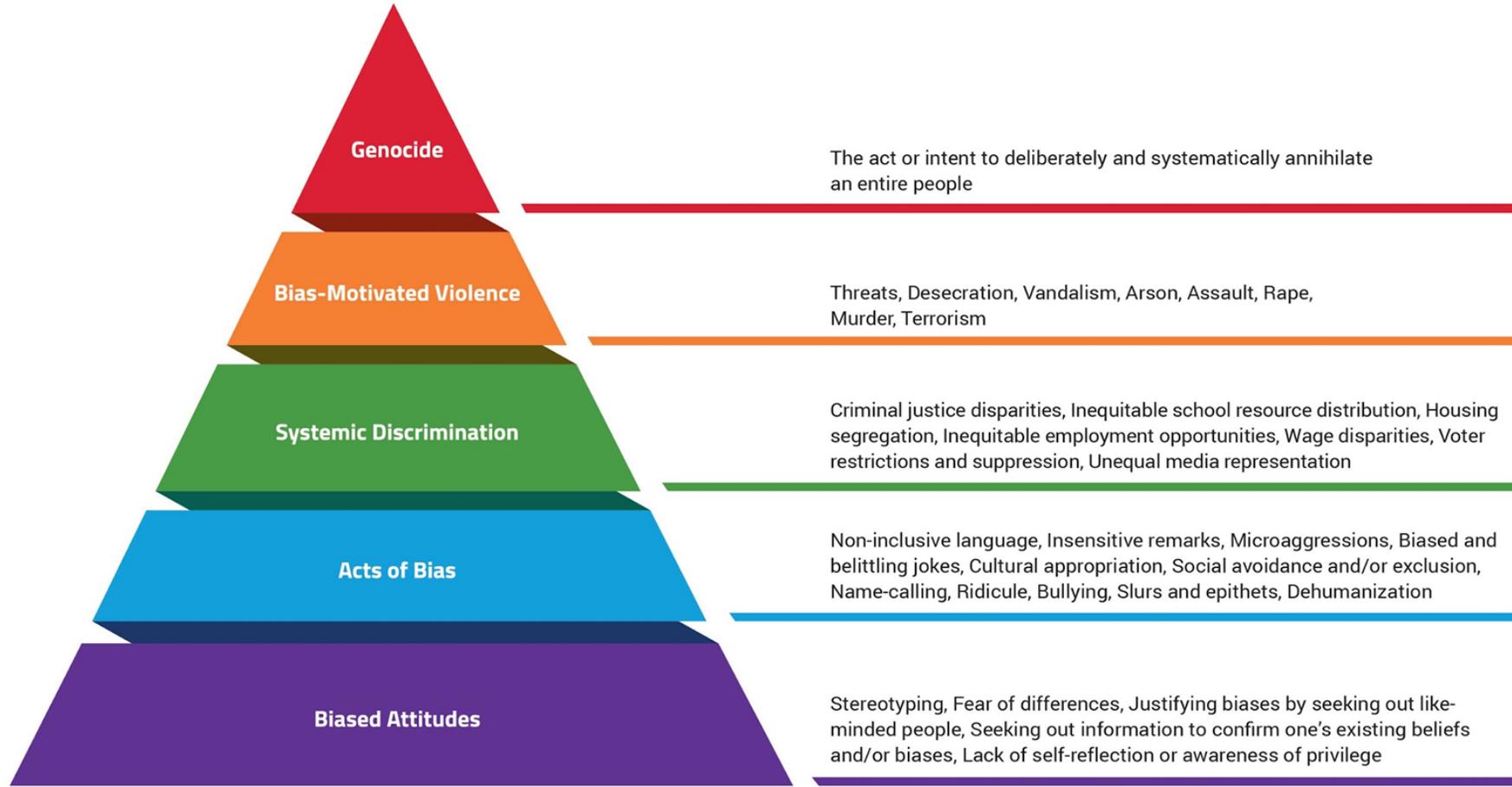
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# What We Believe



# Our Approach to Anti-Bias Learning

ADL anti-bias learning is framed by **4 pillars** that encourage us to:



EXPLORE our multifaceted **identities**.



INTERPRET **differences** in the world around us.



CHALLENGE **bias** within ourselves, others, and institutions.



CHAMPION **justice** in our community and society.

**ADL**<sup>®</sup>

# Areas of Programming We Offer

---

- PreK-12 Anti-Bias and Bullying Prevention Education
- Online Learning
- Campus & University Programs
- Antisemitism Education
- Holocaust Education



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# A World of Difference<sup>®</sup> Institute

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For over three decades, ADL's A World of Difference Institute has provided [in-person anti-bias programs](#) in which participants explore identity and culture and learn to recognize and examine their personal biases, so they are more likely to challenge bias in themselves, others, and society at large. ADL also offers [online learning opportunities](#) and [digital resources](#) for educators who want to incorporate anti-bias education into their instruction.

## Audiences

- Students
- Educators
- Administrators
- Parents/Family Members

## Topics

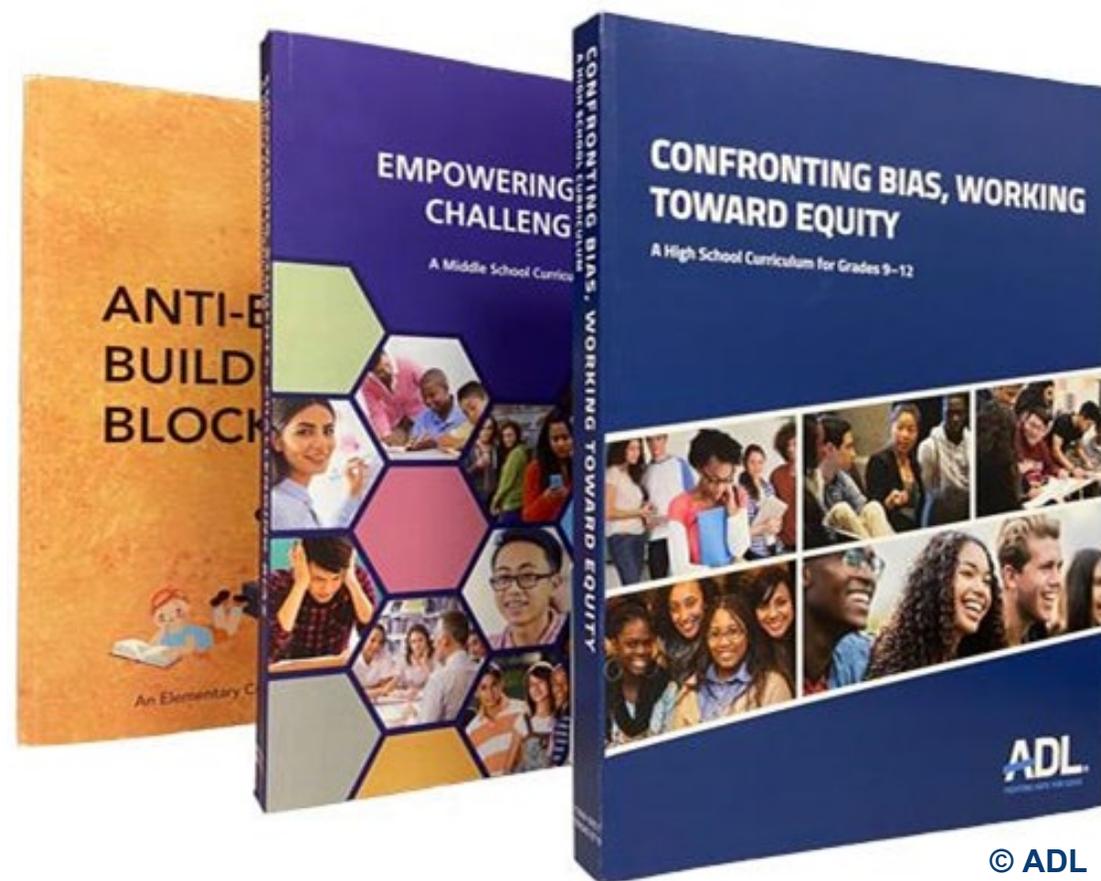
- General Anti-bias
- Bullying/Cyberbullying Prevention



# A World of Difference® Institute

Curriculum guides are used to teach anti-bias skills and concepts in the classroom. These 300+ page guides, which are Common Core aligned, are available for elementary, middle school, and high school educators. These guides assist students in:

- Exploring Identity
- Interpreting Differences
- Challenging Bias
- Championing Justice



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# A World of Difference® Institute Programmatic Reach in 2020

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- 16,737 PreK-12 educators acquired skills to support 1.25 million students in being allies against name-calling, bullying, bias, and harassment.
- 12,508 students identified concrete ways to challenge bias and bullying when they see it.
- 860 parents and adult family members gained the language, tools, and perspectives to lead important conversations related to anti-bias education in their homes and communities.



# No Place for Hate®

No Place for Hate® provides PreK-12 schools with **support and consultation** to implement a **framework** that engages the whole school in combating bias, bullying, and hatred in order to create a school climate in which all students can thrive.



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# No Place for Hate® Reach in 2020-2021

---

Over **1.36 million** PreK-12 students and **75,000** educators at **1,850** No Place for Hate schools learned how to use the power of positive peer influence to take action against bias and bullying in their schools, communities, and online.



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# Proof of Our Theory of Change

10%

increase in students who reported “stepping up to support the target of the teasing, harassment and/or bullying when they saw it.”

11%

increase in students who agreed/strongly agreed that students treat each other with respect at their school.

12%

increase in students who strongly agreed that “There is at least one adult I trust going to in my school if I am having a problem or want to report a problem.”

13%

increase in students who strongly agreed that “it is NOT okay to make fun of someone because of their race, ethnicity, religion, gender, sexual orientation, disability, appearance, or country of origin.”

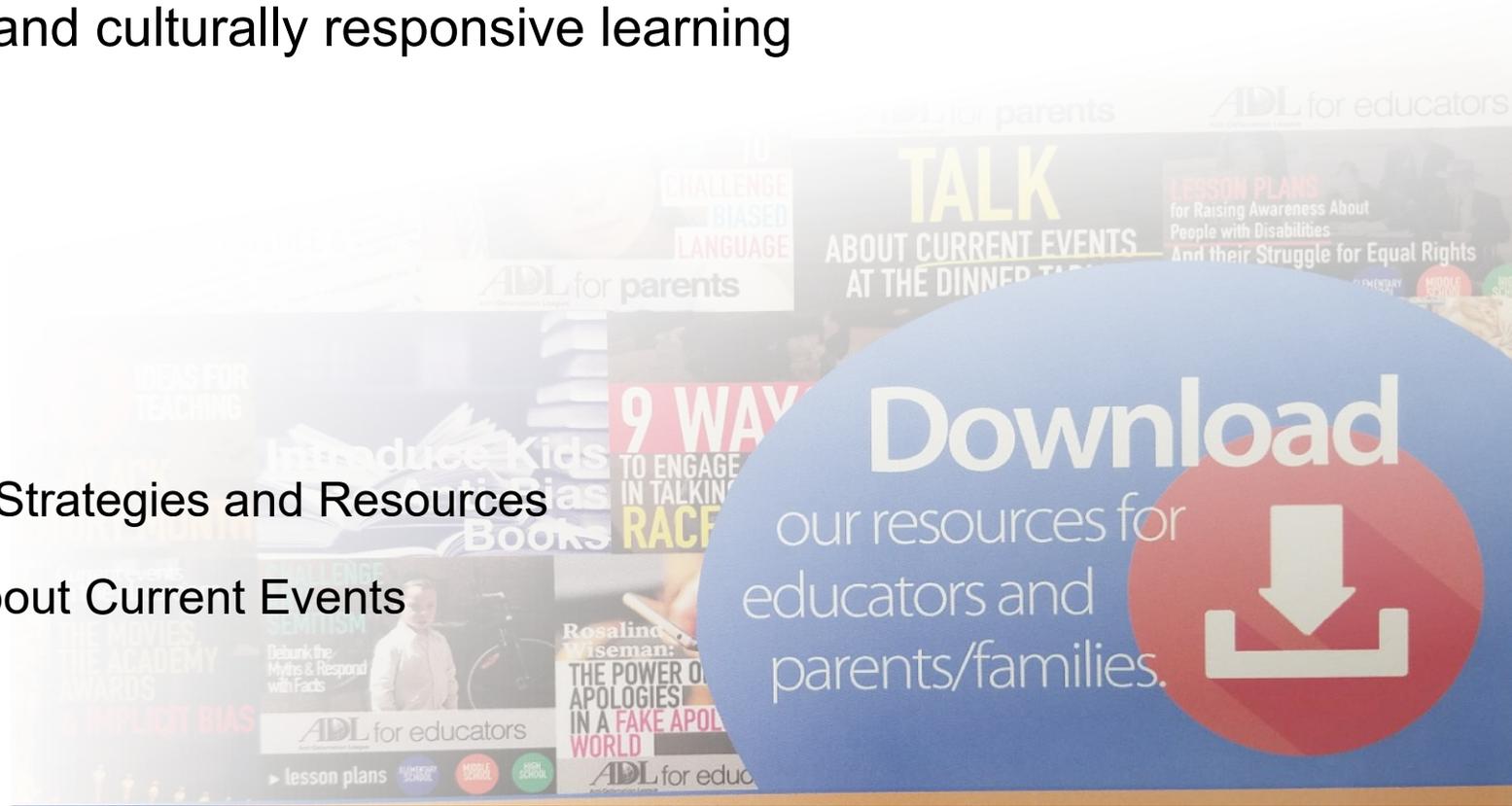
**ADL**<sup>®</sup>

# Online Resources

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ADL Education offers free [online lesson plans and resources](#) to support educators in their efforts to promote anti-bias and culturally responsive learning environments. Resources include:

- Books Matter
- Lesson Plans
- Anti-Bias Tools & Strategies
- Bullying & Cyberbullying Prevention Strategies and Resources
- Table Talk: Family Conversations About Current Events



**Download**  
our resources for  
educators and  
parents/families.

A large, semi-transparent blue circle containing a white downward-pointing arrow icon, which is a standard symbol for downloading.

# Books Matter

ADL has created [Books Matter](#), a curated list of over 800 children's and young adult literature focused on bias, diversity, and social justice. We feature a Book of the Month and provide discussion guides for educators and families for that book.

- Books have the potential to create lasting impressions.
- Books have the power to instill empathy, affirm children's sense of self, teach about others, transport to new places.
- Books inspire actions on behalf of social justice.



## Lesson Plans

ADL's K-12 [Lesson Plans](#) are timely, promote critical thinking, and assist educators in teaching current events topics through the lens of diversity, bias, and social justice. Recent topics include:

- Identity, Hair, and Seeing Myself
- Black Lives Matter: From Hashtag to Movement
- Soccer, Salaries, and Sexism



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# Anti-Bias Tools & Strategies

ADL's [Anti-Bias Tools & Strategies](#) provide a wide range of tips, tools, strategies, and lessons for K-12 educators, administrators, students, and family members to promote safe, equitable, and respectful learning environments. Recent topics include:

- Empowering Young People in the Aftermath of Hate
- A Guide for Responding to School-Based Incidents
- Helping Students Make Sense of News Stories About Bias and Injustice



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# Bullying & Cyberbullying Prevention Strategies and Resources

ADL's [Bullying & Cyberbullying Prevention Strategies and Resources](#) provides expert advice about preventing bullying and cyberbullying for K-12 educators, administrators, students, and family members. Resources include:

- 6 Ways to Be an Ally
- 10 Things Students Wish Teachers Knew About Name-Calling and Bullying
- The “Grown Folks” Guide to Popular Apps



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# Table Talk: Family Conversations About Current Events

[Table Talk: Family Conversations About Current Events](#) provides parents and family members with the tools they need to engage their families in conversations about important news stories and other timely discussions about societal and world events, including:

- Let's Talk About Voting
- The Dangers of Disinformation
- What Is Heterosexism and What Can I Do About It?



*Photo credit: Bigstock.*



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# ADL On Campus

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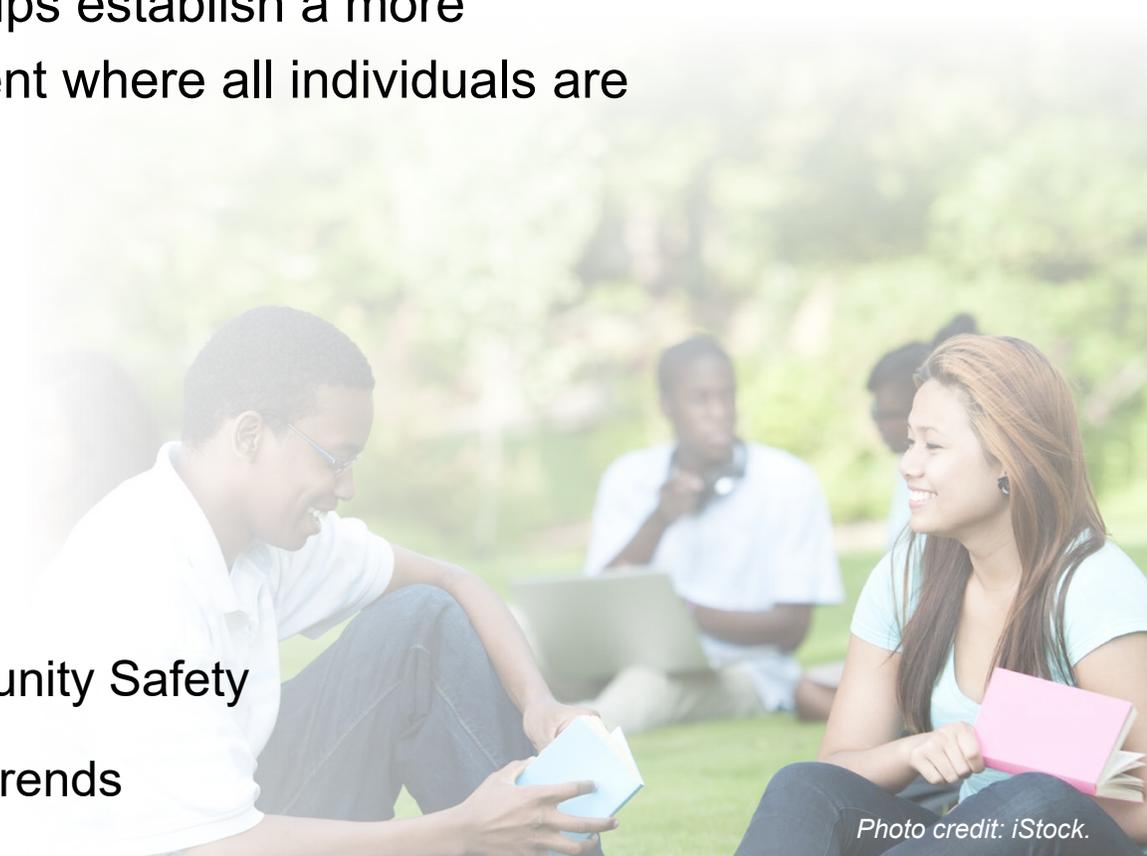
ADL Education offers a [hybrid education model](#) that helps establish a more welcoming, inclusive, and equitable campus environment where all individuals are valued and respected.

## Audiences

- Students
- Instructors/Faculty
- Administrators
- Non-faculty Staff
- Campus Law Enforcement

## Topics

- General Anti-bias
- Antisemitism
- Free Speech
- Cyberhate & Community Safety
- Extremism & Hate Trends



*Photo credit: iStock.*

# Hate/Uncycled

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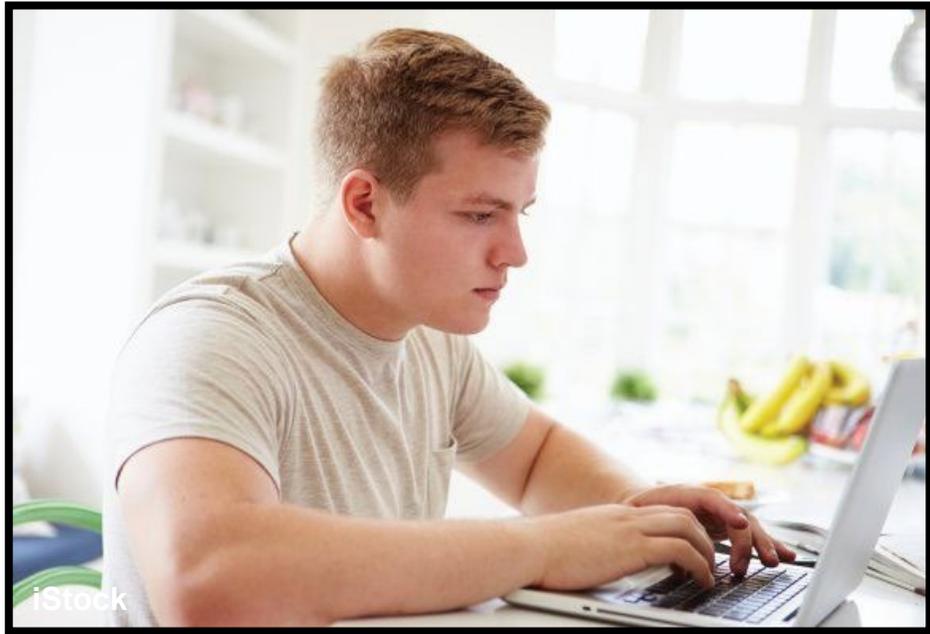
**Hate/Uncycled** is a support and consultation framework for colleges and universities as they create campuses that value diversity, inclusion, equity, and belonging. ADL encourages colleges and universities to think about bias and hate incidents in terms of:

- Prevention
- Preparation
- Response
- Healing
- Education



# Young People, Domestic Extremism, and Online Recruitment

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- What is Domestic Extremism?
- Adolescent Development/Youth Risk
- Warning Signs
- Recruitment and Radicalization
- Principles and Approaches for Talking with Young People
- Responding to Online Hate
- Fostering Safe, Inclusive, and Equitable Communities



# Thank you

Jinnie Spiegler

ADL Education

[Jspiegler@adl.org](mailto:Jspiegler@adl.org)

[www.adl.org/education](http://www.adl.org/education)

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# SCHOOL SPIRIT

School-Student Problem Identification and Resolution of Issues Together

Kim L. Milstead  
Conciliation Specialist  
Community Relations Service  
Southwest Region





# What is **CRS** COMMUNITY RELATIONS SERVICE ?

## Created under **Title X of the Civil Rights Act of 1964**

CRS, a U.S. Department of Justice agency, is the Federal government's

“**peacemaker**”

for community conflicts and tensions arising from differences of race, color, and national origin.

*Photo: President Lyndon Baines Johnson signs the Civil Rights Act of 1964, surrounded by civil rights and congressional leaders. Taken from the 2015 Annual Report.*





## What is **CRS** COMMUNITY RELATIONS SERVICE ?

Services expanded under the Hate Crimes Prevention Act of 2009, CRS acts to prevent and respond to violent hate crimes:

- **Gender**
- **Gender Identity**
- **Sexual Orientation**
- **Religion**
- **Disability**
- **Race**
- **Color**
- **National Origin**

# CRS Services

## ► Facilitation

Guided process that bring parties together to clarify information, identify issues, and develop solutions



## ► Mediation

Structured problem-solving process that develops agreements between parties



## ► Consultation

Technical assistance, best practices, models, and evidence-based resources



## ► Training

Knowledge or skills-based programs



*Photos clockwise from top left:  
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Shutterstock\_108822983;  
church\_burning\_shutterstock\_108822983  
team\_training\_shutterstock\_365362820.*

# Reasons To Host a School-SPIRIT Program

<b>Improve</b> 	<b>Collaborate</b> 	<b>Prevent and Respond</b> 
<b>Communication</b>	<b>Issues Identification</b>	<b>Bias Incidents</b>
<b>Problem Solving</b>	<b>Solutions Development</b>	<b>Hate Crimes</b>
<b>Trust</b>	<b>School Action Plan</b>	<b>Tension</b>
<b>Relationships</b>	<b>SPIRIT Council</b>	<b>Critical Incidents</b>

# School-SPIRIT Program Goals



Bring together diverse student leaders in dialogue to identify issues impacting their student community and to develop solutions to address those issues



Improve communication and collaboration between student leaders and school administrators



Create a council of student leaders to work with school administrators to implement solutions together

# Key Elements of the School-SPIRIT Program



# School-SPIRIT Program

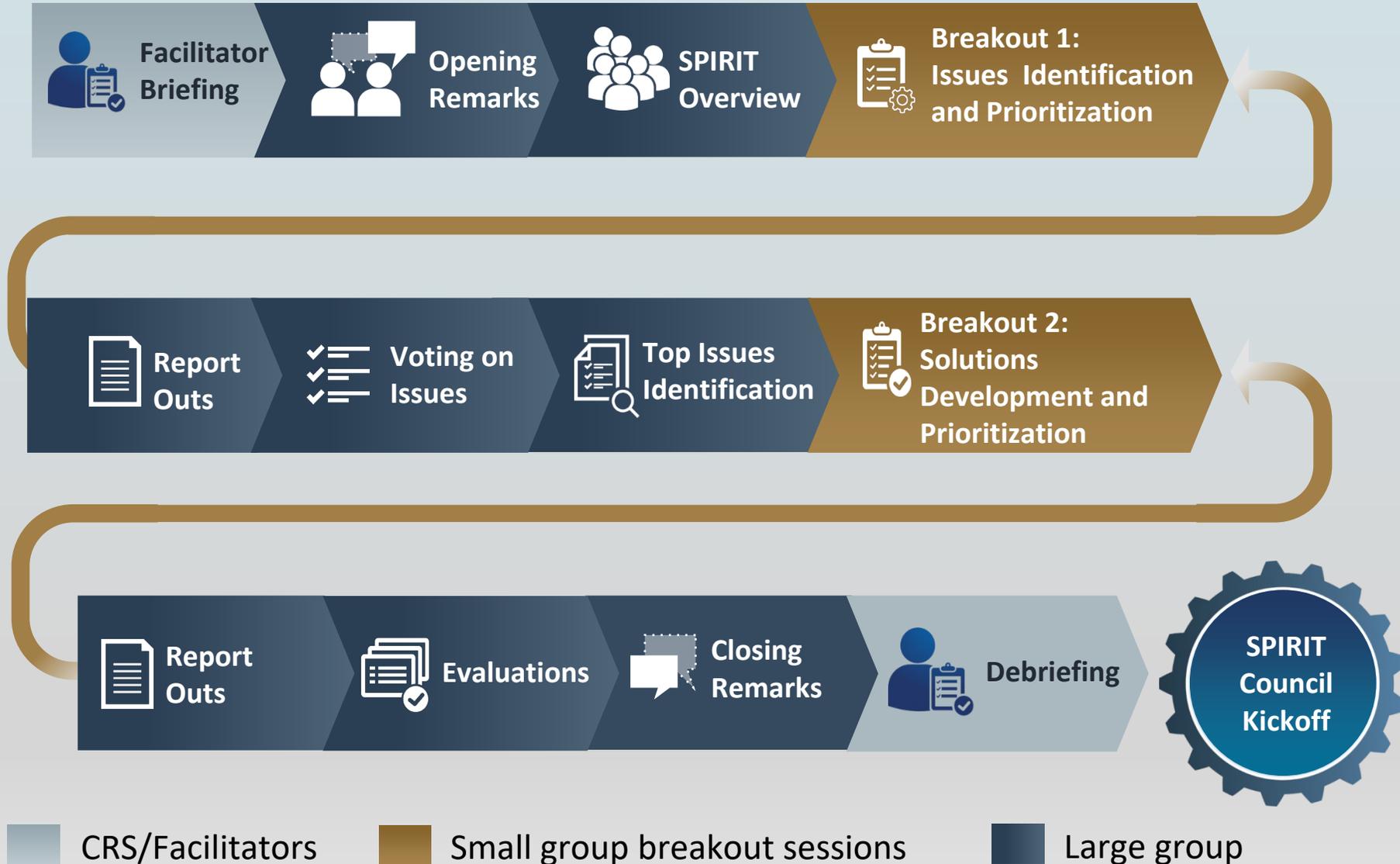
## Program Facilitation



## Following Program Facilitation



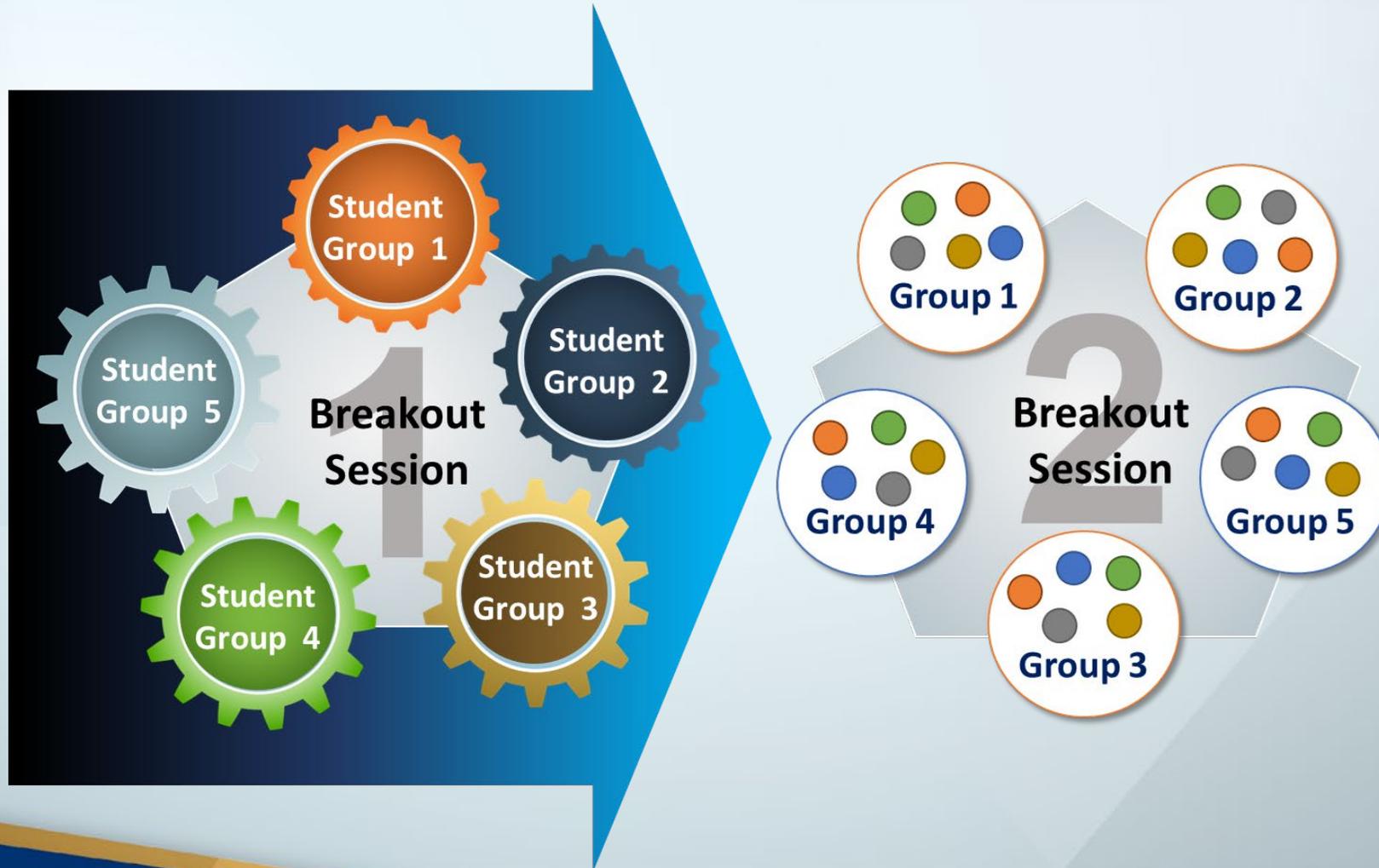
# School-SPIRIT Program



# Issues Identification



# Solutions Development



# SPiRiT Report



**Documents the  
SPiRiT Program—  
its purpose and its process**



**Serves as a “road map”  
for the SPiRiT Council and  
school administrators**



**Presents all the  
issues identified—  
including the  
prioritized issues**



**Presents all the  
solutions developed—  
including the  
prioritized solutions**



**Identifies the  
SPiRiT Council  
members**

# SPIRIT Council



Made up of two representatives from each group



Meets on a regular basis



Acts as an “advisor” to school administrators for school climate issues



Creates action plans for solutions created during the SPIRIT Program



Works with school administrators to implement action plans



Increases communication and collaboration among leaders



Reports progress to the broader school community



Proactively identifies and addresses conflicts and tensions

# Sample One-Day SPIRIT Agenda

Minutes	Sample Time	Presenter(s)	Agenda
30 minutes	7:30am – 8:00am	Conciliation Specialist	Small Group Facilitator Briefing
15 minutes	8:00am – 8:15am	School Administration	Welcome and Overview
30 minutes	8:15am – 8:45am	Conciliation Specialist	SPIRIT Overview
At least 60 minutes	8:45am – 10:00 am	Small Group Facilitators	Small Group Breakout Session #1 Issues Identification and Prioritization
45 minutes	10:00am – 10:45am	Conciliation Specialist	Large Group Session Report Out #1
15 minutes	10:45am – 11:00am	Conciliation Specialist	Voting and Issues Prioritization
45 minutes	11:00am – 11:45am	Participants	Lunch
45 minutes	11:00am – 11:45am	Conciliation Specialist Small Group Facilitators	Large Group Issues Prioritization
At least 90 minutes	11:45am – 1:15pm	Small Group Facilitators	Small Group Breakout Session #2 Solutions Development and Prioritization
45 minutes	1:15pm – 2:00pm	Conciliation Specialist	Large Group Session Report Out #2 Voting and Solutions Prioritization
10 minutes	2:00pm – 2:10pm	Conciliation Specialist	Evaluation for Participants Evaluation for Small Group Facilitators
15 minutes	2:10pm – 2:25pm	School Administration	Closing Remarks by Principal Announcement of SPIRIT Council
30 minutes	2:25pm - 3:05pm	SPIRIT Council Members	Gathering of SPIRIT Council
30 minutes	2:25pm – 3:05pm	Conciliation Specialist	Debriefing: School Administration, Conciliation Specialist, Small Group Facilitators

# Sample Two-Day SPIRIT Agenda

## Day One: SPIRIT Agenda

Minutes	Time	Presenter(s)	Agenda
30 minutes	8:00–8:30	Conciliation Specialist	Briefing Small Group Facilitators
15 minutes	8:30–8:45	School Administration	Welcome and Overview
15 minutes	8:45–9:00	Conciliation Specialist	SPIRIT Overview
At least 60 minutes	9:00–10:45	Small Group Facilitators	Small Group Breakout Session #1: Issues Identification and Prioritization
30 – 60 minutes	10:45–11:45	Conciliation Specialist	Large Group Session: Report-Out #1
15 minutes	11:45–12:00	Conciliation Specialist	Large Group Session: Voting and Prioritization Close Day One
15 minutes	12:00–12:15	Conciliation Specialist	Debriefing: <ul style="list-style-type: none"> <li>▪ School Administration</li> <li>▪ Conciliation Specialist</li> <li>▪ Small Group Facilitators</li> </ul>

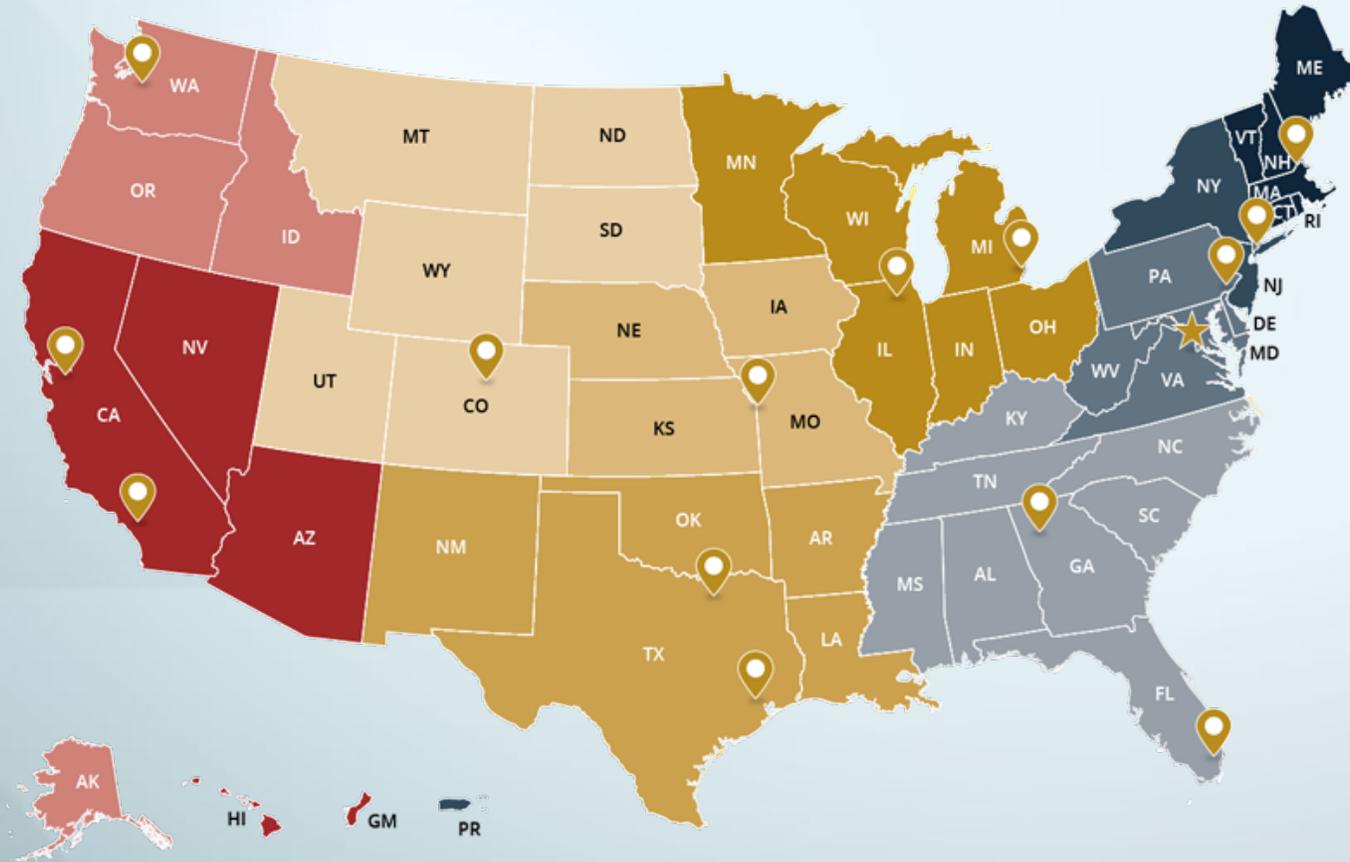
## Day Two: SPIRIT Agenda

Minutes	Time	Presenter(s)	Agenda
30 minutes	8:00–8:30	Conciliation Specialist	Briefing Small Group Facilitators
15 minutes	8:30–8:45	School Administration	Welcome and Overview
15 minutes	8:45–9:00	Conciliation Specialist	SPIRIT Overview
At least 90 minutes	9:00–10:30	Small Group Facilitators	Small Group Breakout Session #2: Solutions Development and Prioritization
30 – 60 minutes	10:30–11:30	Conciliation Specialist	Large Group Session Report-Out #2: Voting and Prioritization
15 minutes	11:30–11:45	Conciliation Specialist	Evaluation for Participants Evaluation for Small Group Facilitators
15 minutes	11:45–12:00	School Administration	Closing Remarks by Principal Announcement of SPIRIT Council

# School-SPIRIT Program Commitments



# CRS Regional and Field Office Locations



## legend

- New England Regional Office (ME, VT, NH, MA, CT, RI)
- Northeastern Regional Office (NY, NJ, VI, PR)
- Mid-Atlantic Regional Office (DC, DE, MD, PA, VA, WV)
- Southeastern Regional Office (AL, FL, GA, KY, MS, NC, SC, TN)
- Midwestern Regional Office (IL, IN, MI, MN, OH, WI)
- Central Regional Office (IA, KS, MO, NE)
- Southwestern Regional Office (AR, LA, NM, OK, TX)
- Rocky Mountain Regional Office (CO, MT, ND, SD, UT, WY)
- Northwestern Regional Office (AK, ID, OR, WA)
- Western Regional Office (AZ, CA, GM, HI, NV)
- Regional and Field Office Locations

# Regional and Field Offices Contacts (1 of 2)

Office	Address	Telephone and Fax Number
<b>New England Regional Office (Region I) (ME, VT, NH, MA, CT, RI)</b>	408 Atlantic Avenue, Suite 222 Boston, MA 02110	T: 617.424.5715 F: 617.424.5727
<b>Northeastern Regional Office (Region II) (NY, NJ, VI, PR)</b>	26 Federal Plaza, Suite 36-118 New York, NY 10278	T: 212.264.0700 F: 212.264.2143
<b>Mid-Atlantic Regional Office (Region III) (DC, DE, MD, PA, VA, WV)</b>	200 2nd & Chestnut Street, Suite 208 Philadelphia, PA 19106	T: 215.597.2344 F: 215.597.9148
<b>Southeastern Regional Office (Region IV) (AL, FL, GA, KY, MS, NC, SC, TN)</b>	61 Forsyth Street, SW, Suite 7B65 Atlanta, GA 30303	T: 404.331.6883 F: 404.331.4471
<b>Southeastern Field Office</b>	51 SW First Avenue, Suite. 624 Miami, FL 33130	T: 305.536.5206 F: 305.536.6778
<b>Midwestern Regional Office (Region V) (IL, IN, MI, MN, OH, WI)</b>	230 South Dearborn Street, Room 2130 Chicago, IL 60604	T: 312.353.4391 F: 312.353.4390
<b>Midwestern Field Office</b>	211 West Fort Street, Suite 1404 Detroit, MI 48226	T: 313.226.4010 F: 313.226.2568

Email us at [askcrs@usdoj.gov](mailto:askcrs@usdoj.gov) for Regional and Field Offices

# Regional and Field Offices Contacts (2 of 2)

Office	Address	Telephone and Fax Number
<b>Southwestern Regional Office (Region VI) (AR, LA, NM, OK, TX)</b>	Harwood Center Building 1999 Bryan Street, Suite 2050 Dallas, TX 75201	T: 214.655.8175 F: 214.655.8184
<b>Southwestern Field Office</b>	515 Rusk Avenue, Suite 12605 Houston, TX 77002	T: 713.718.4861 F: 713.718.4862
<b>Central Regional Office (Region VII) (IA, KS, MO, NE)</b>	601 E. 12th Street, Suite 0802 Kansas City, MO 64106	T: 816.426.7434 F: 816.426.7441
<b>Rocky Mountain Regional Office (Region VIII) (CO, MT, ND, SD, UT, WY)</b>	1244 Speer Boulevard, Suite 650 Denver, CO 80204-3584	T: 303.844.2973 F: 303.844.2907
<b>Western Regional Office (Region IX) (AZ, CA, GU, HI, NV)</b>	888 South Figueroa Street, Suite 2010 Los Angeles, CA 90017	T: 213.894.2941 F: 213.894.2880
<b>Western Field Office</b>	90 Seventh Street, Suite 3-300 San Francisco, CA 94103	T: 415.744.6565 F: 415.744.6590
<b>Northwestern Regional Office (Region X) (AK, ID, OR, WA)</b>	915 Second Avenue, Suite 1808 Seattle, WA 98174	T: 206.220.6700 F: 206.220.6706

Email us at [askcrs@usdoj.gov](mailto:askcrs@usdoj.gov) for Regional and Field Offices

# Connect With Us

## For More Information

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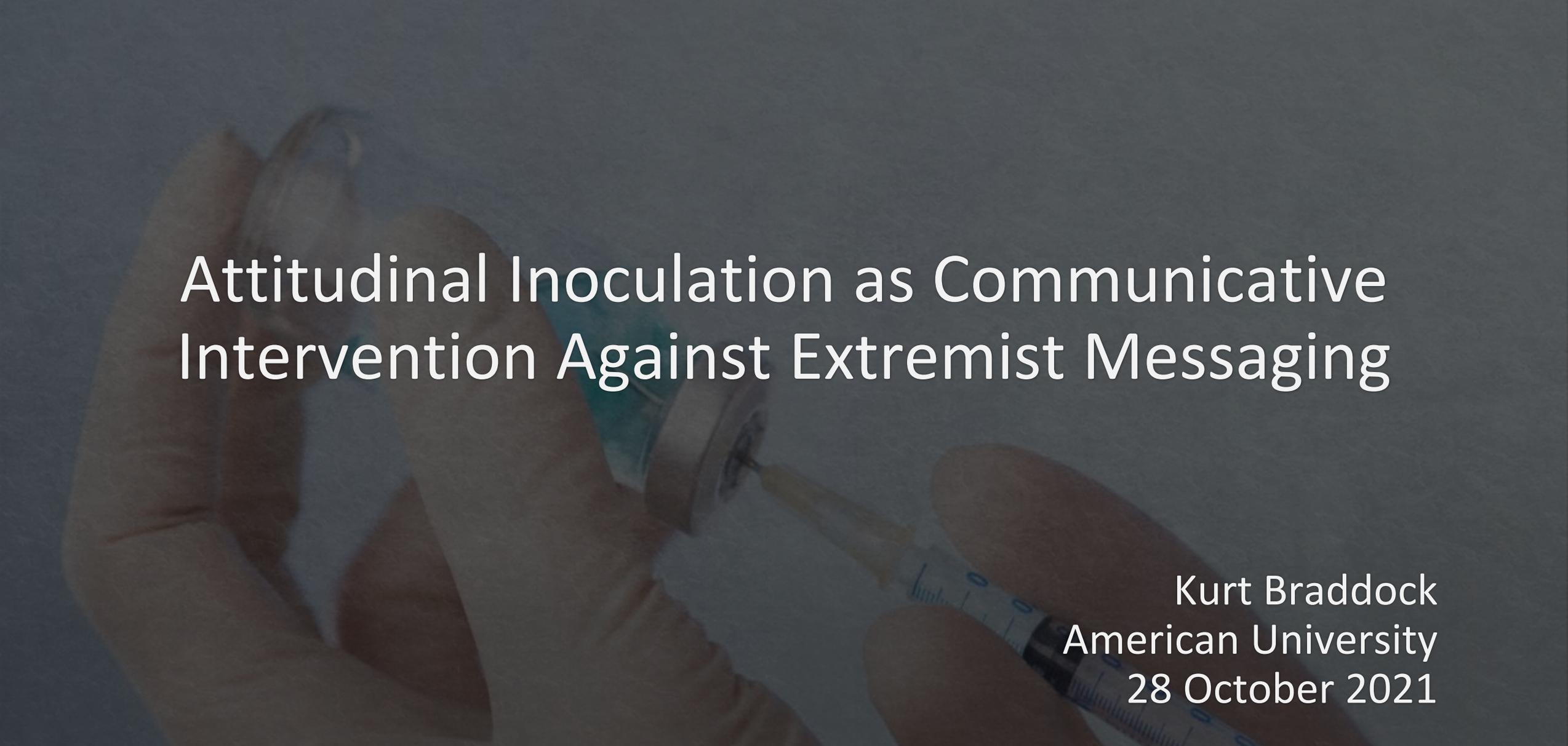
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Community Relations Service



# Attitudinal Inoculation as Communicative Intervention Against Extremist Messaging

Kurt Braddock  
American University  
28 October 2021



*Working for Youth Justice and Safety*

[ojjdp.ojp.gov](https://ojjdp.ojp.gov)

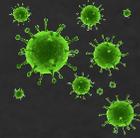
# Attitudinal Inoculation

- ◆ We seem to have gotten better at designing interventions
  - Little empirical evidence to support their efficacy
  - Case-by-case anecdotal data with little transparency
- ◆ Research agenda: Quantitative research geared toward the development of interventions
  - Overarching question: Does communication science using quantitative data offer empirical evidence for how we can protect individuals from persuasion via terrorist propaganda?
- ◆ First stop: Inoculation theory

# Inoculation Theory



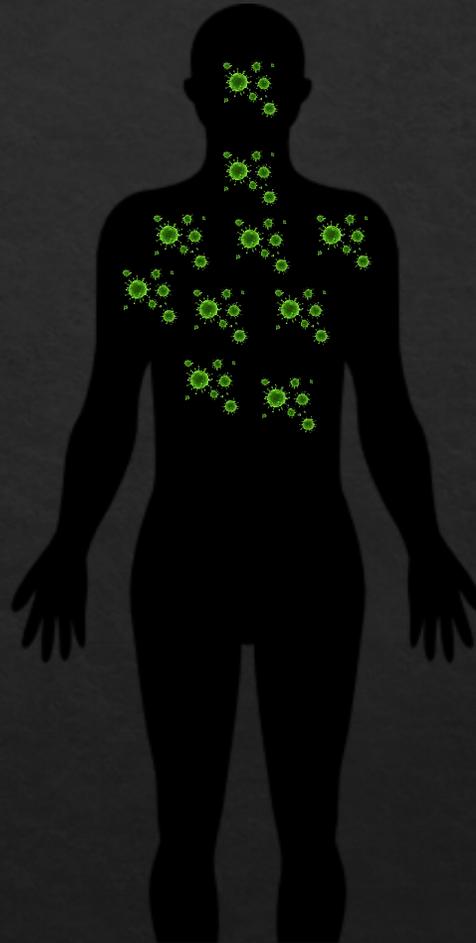
# Inoculation Theory



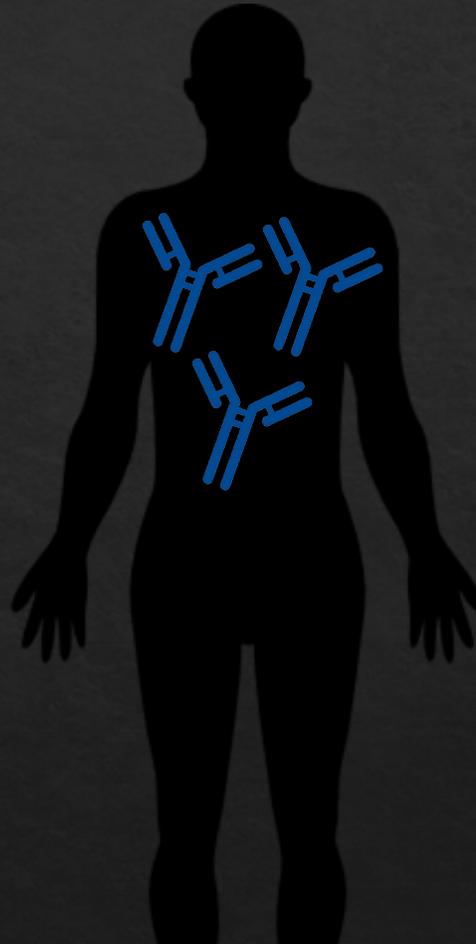
# Inoculation Theory



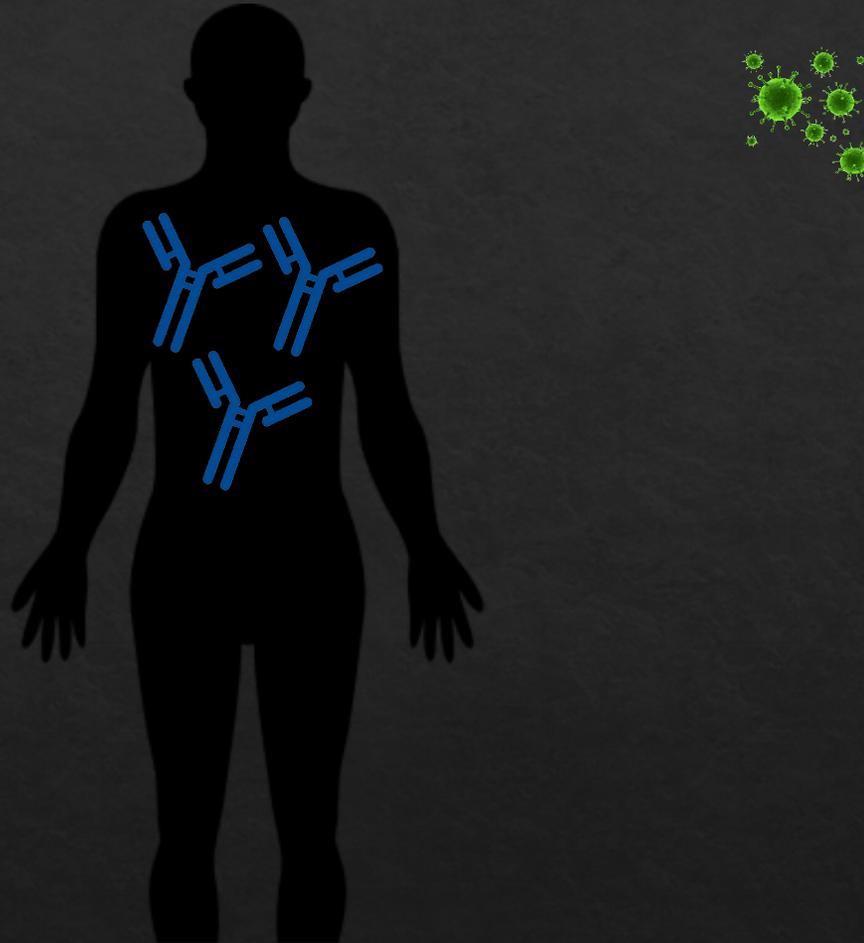
# Inoculation Theory



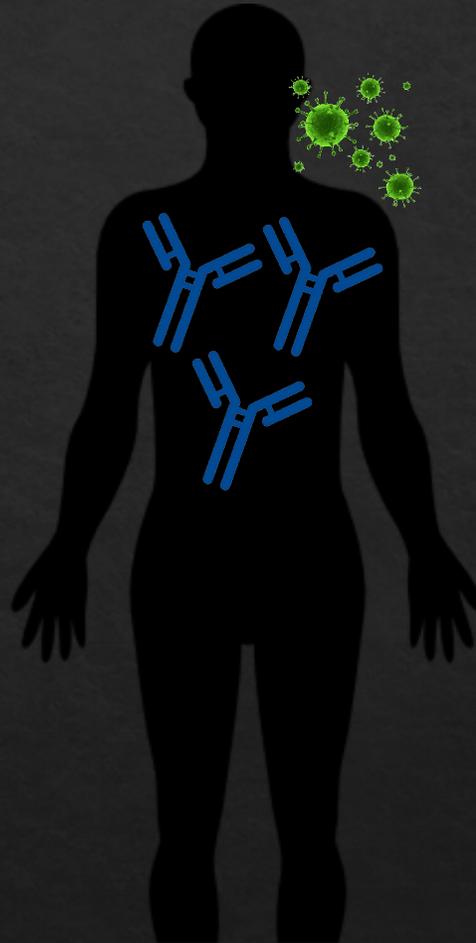
# Inoculation Theory



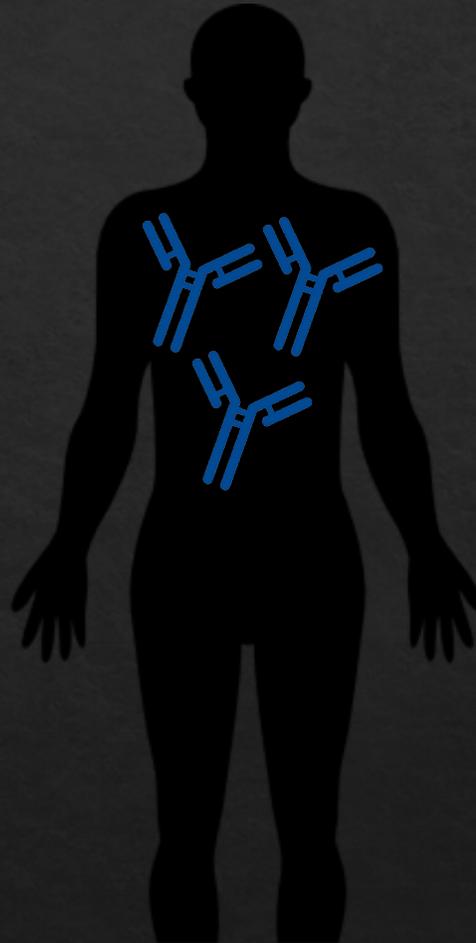
# Inoculation Theory



# Inoculation Theory



# Inoculation Theory

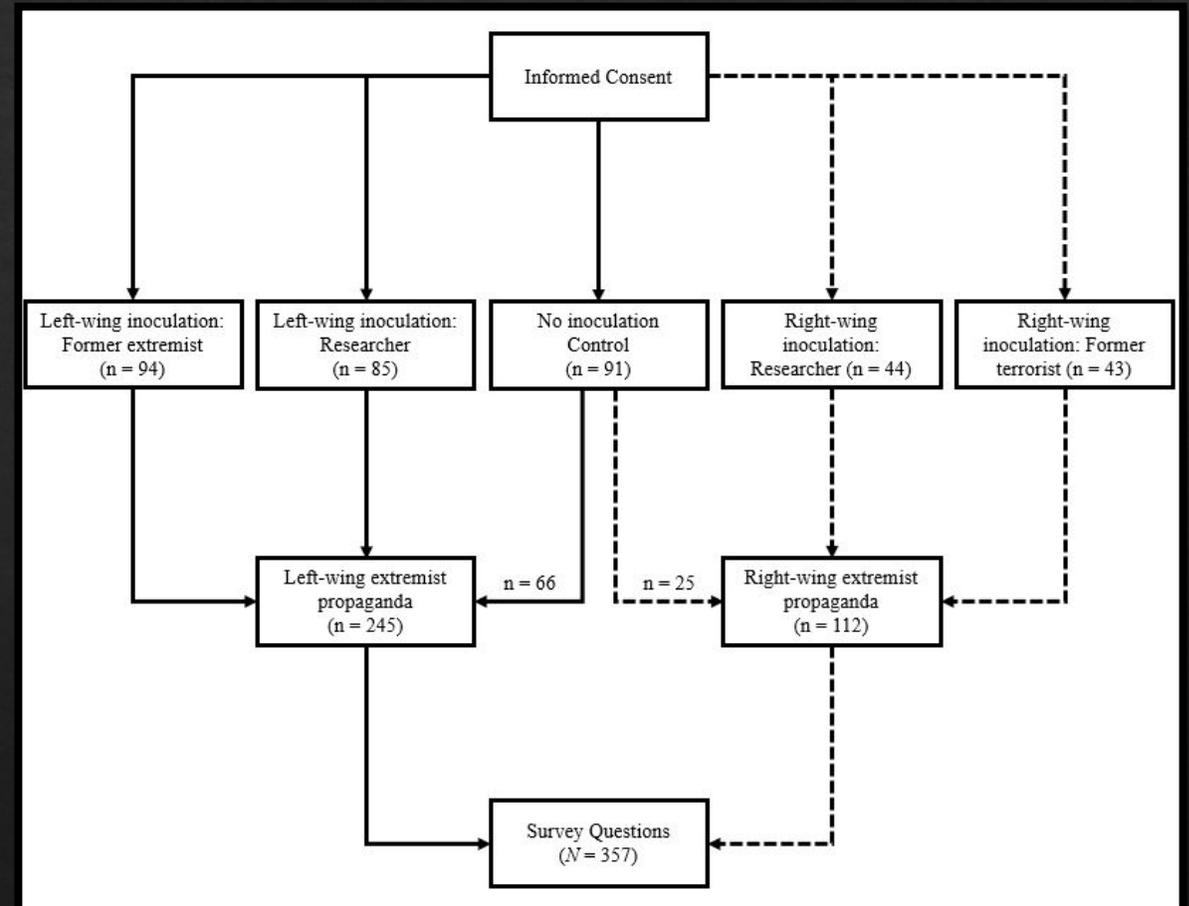


# Inoculation Theory

- ◆ Ideas operate the same as viruses – we can become resistant to both (McGuire, 1961)
- ◆ Two components of inoculation
  - Impending threat – “Someone will try to trick you to believe something that is not true”
  - Refutational pre-emption – “Here are some reasons why those things are not true”
- ◆ Possible mechanisms of resistance to persuasion
  - Psychological reactance (Brehm, 1966)
- ◆ Consistent results across context (Banas & Rains, 2010)

# Method: Inoculating Against Extremist Propaganda

- ◆ 2 x 2, between-subjects experimental design (with control)
  - ▢ Two conditions: Message source varied
  - ▢ Two conditions: Ideology varied
  - ▢ Control: No inoculation message
- ◆ N = 357
- ◆ Outcomes
  - ▢ Counter-arguing
  - ▢ Anger
  - ▢ Perceived credibility of terrorist group
  - ▢ Intention to support terrorist group



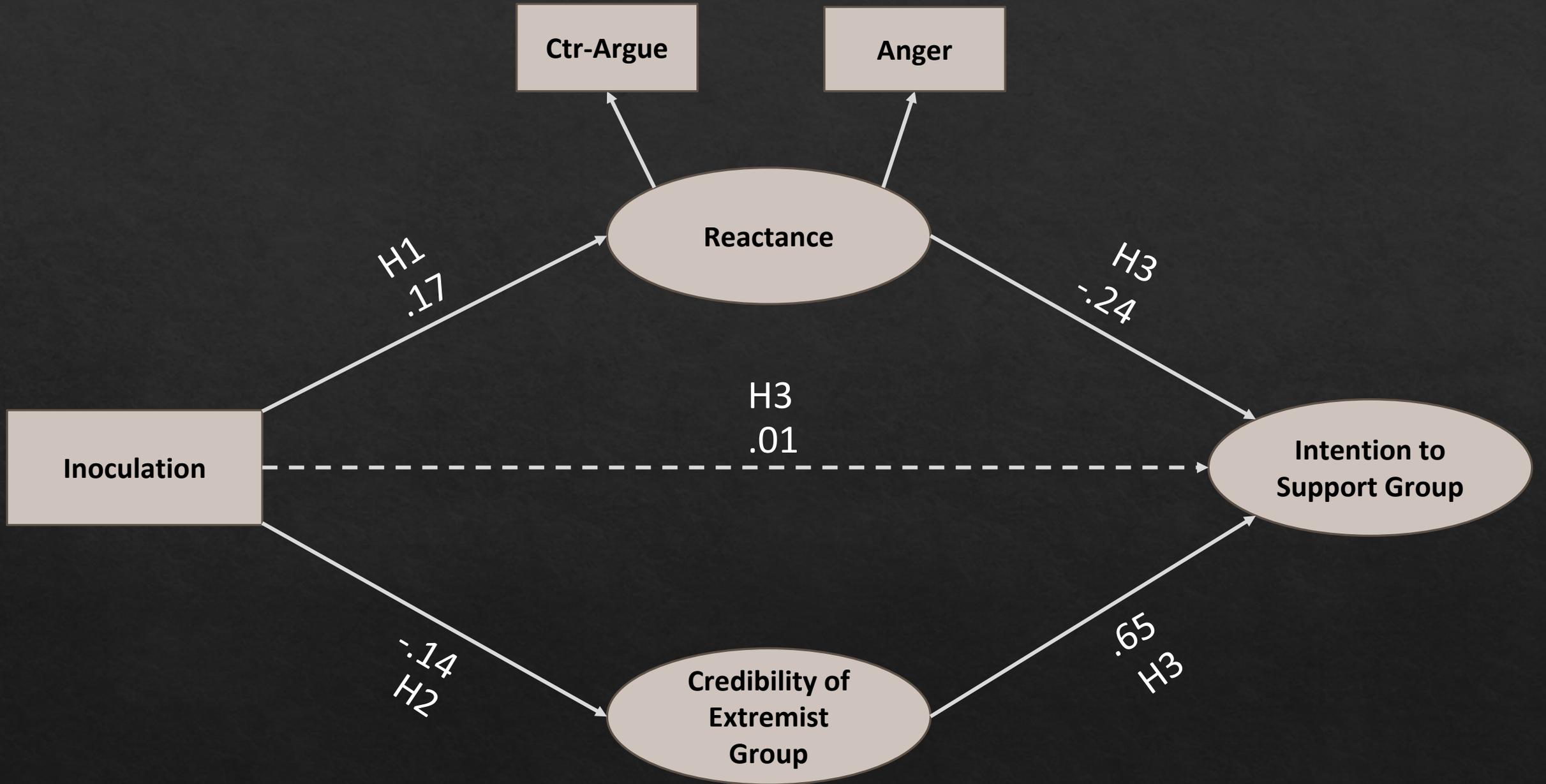
# Predictions

- ▣ H1: Inoculated participants will experience greater psychological reactance (i.e., the intertwined combination of anger and counter-arguing) in response to extremist propaganda than non-inoculated participants.
- ▣ H2: Inoculated participants will perceive the source of the extremist propaganda to be less credible than non-inoculated participants.
- ▣ H3: Inoculated participants will report less intention to support the source of the extremist propaganda than non-inoculated participants.

# Materials



	The Weather Underground	The National Alliance
Active	1969 – 1970s	1974 - Current
Platform	Radical left-wing, communist, anti-imperialist	Radical right-wing, neo-Nazi, fascist
Activities	Protest, bombing, arson, guerrilla war	White supremacist music, bombing



$\chi^2 (60) = 181.12 (p < .001)$ , CFI = .98, SRMR = .03, RMSEA = 0.07, AIC = 243.12, BIC = 363.33

# Takeaways

- ◆ Attitudinal inoculation seems to have a negative effect on persuasion
- ◆ Two mechanisms by which inoculation reduces intention to support the non-state violent organization
  - Increasing reactance (counter-arguing + anger)
  - Decreasing credibility of extremist group
- ◆ Attitudinal inoculation can reduce support for behaviors consistent with disinformation or extremist messaging

# Ongoing Work



# Contact



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# Moderator & Panelists Q&A



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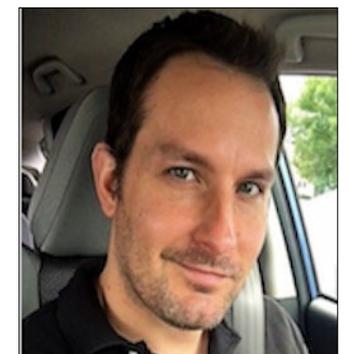
**Mo Canady**  
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**Jinnie Spiegler**  
Director of Curriculum  
and Training  
Anti-Defamation  
League (ADL)



**Kim Milstead**  
Conciliation Specialist  
Community Relations  
Service  
U.S. Department of  
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**Kurt Braddock**  
Assistant Professor  
American University

# Closing Remarks



**Steffie Rapp**

Program Manager

Special Victims and Violent Offenders Division, Office  
of Juvenile Justice and Delinquency Prevention



**PREVENTING  
YOUTH HATE  
CRIMES &  
BULLYING**  
An OJJDP Initiative

# Coming Soon

## Webinar Series

Next month, OJJDP launches a series of 12 webinars tailored to provide juvenile justice professionals, law enforcement, school personnel, and parents an understanding of youth hate crimes and hate groups and strategies to prevent hate crimes and mitigate microaggressions and implicit bias.

Get details and learn about more upcoming events!

<https://ojjdp.ojp.gov/events>



*Working for Youth Justice and Safety*

[ojjdp.ojp.gov](https://ojjdp.ojp.gov)