

# Security Threat Group Management مواجهة مجموعات التهديد

## Facilitator Guide



مركز تدريب وتطوير القدرات النسائي في  
المملكة العربية السعودية

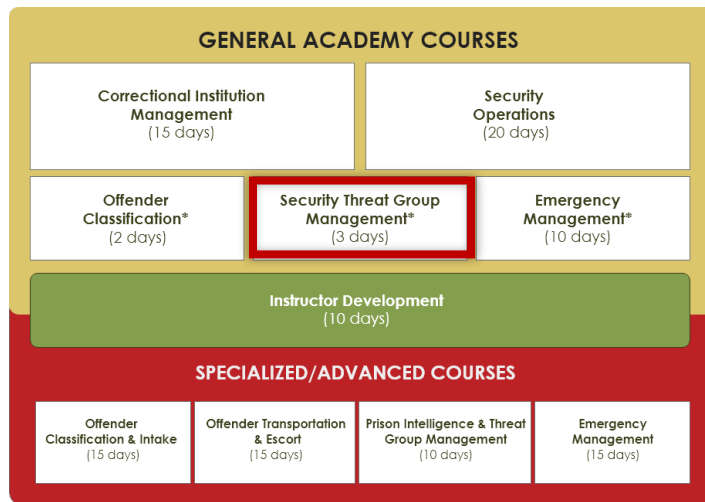
Kingdom of Saudi Arabia  
Female Training Center

## SECURITY THREAT GROUP MANAGEMENT

The purpose of this introductory course is to explore how and why security threat groups form, how they affect security and safety in the prison, and how they impact public safety. This course will also provide best practices for identifying, validating, and managing security threat groups.

## COURSE DETAILS

This 3-day course is part of the General Academy curriculum. It is a prerequisite for a more in-depth specialized course.



Security Threat Group Management	
<b>Level</b>	Foundations
<b>Prerequisite</b>	None
<b>Duration</b>	3 days
<b>Location</b>	Riyadh, KSA
<b>Class size</b>	25 participants
<b>Topics</b>	<ul style="list-style-type: none"> <li>Defining Security Threat Groups</li> <li>Prison Intelligence and Managing Threat Groups</li> </ul>

## INSTRUCTIONAL APPROACH

- LEARN:** During this General Academy course, you will learn the globally accepted best practices for identifying, validating, and managing threat groups.
- APPLY:** You will have the opportunity to apply this knowledge to the Kingdom of Saudi Arabian local context to develop best practices in managing security threat groups, including developing an incentives-based step-down program.
- TRANSFER:** The course will also help you facilitate the transfer of this knowledge to your co-workers and other GDP staff.

## COURSE MODULES & OBJECTIVES

MODULE	LEARNING OBJECTIVES	DAYS
<b>1 Defining Security Threat Groups</b>	<ul style="list-style-type: none"> <li>Define security threat groups</li> <li>Describe different types of STGs</li> <li>Explain the impact of STGs on prison management</li> <li>Explain why STGs form in prison</li> <li>Discuss characteristics of STGs</li> </ul>	1
<b>2 Managing Security Threat Groups</b>	<ul style="list-style-type: none"> <li>Describe the 5 types of risks examined during offender risks assessments</li> <li>Explain the 4 additional risks for STGs</li> <li>Explain the 3 categories of violent extremists</li> <li>Describe the STG validation process</li> <li>Identify the 5 steps in behavior-based management of STGs</li> <li>Explain best practices in STG management</li> </ul>	2

## COURSE AGENDA

### Week 1

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Pre-Knowledge Survey <b>Defining Security Threat Groups</b>	<b>Managing Security Threat Groups</b>	<i>Continued</i>		
<b>MORNING BREAK (30 min)</b>				
<i>Continued</i>	<i>Continued</i>	<i>Continued</i>		
<b>TEA BREAK (15 min)</b>				
<i>Continued</i>	<i>Continued</i>	Post-Knowledge Survey and Evaluations		

# COURSE OVERVIEW



## POLICY REFERENCES & RESOURCES

Each course includes a policy reference template with space to include relevant national laws, policies, executive orders, and institutional policies/procedures. This section also includes a definition of key terms and international resources used to develop this course.

RELEVANT POLICIES & PROCEDURES		
NATIONAL LAWS & POLICIES		
<b>Bureau of Experts at the Council of Ministers</b>	Receives executive orders from the King directly and processes them	<ul style="list-style-type: none"> <li>▪ <a href="https://www.boe.gov.sa">https://www.boe.gov.sa</a></li> <li>▪ <a href="#">Imprisonment and detention</a></li> </ul>
<b>National Center for Archives</b>	Directory of documents and archives	<ul style="list-style-type: none"> <li>▪ <a href="http://ncar.gov.sa">http://ncar.gov.sa</a></li> </ul>
(Placeholder)		<ul style="list-style-type: none"> <li>▪</li> </ul>
INSTITUTIONAL POLICIES & PROCEDURES		
<b>General Directorate of Prisons</b>		<ul style="list-style-type: none"> <li>▪ <a href="#">GDP website</a></li> </ul>

INTERNATIONAL STANDARDS	
Relevant Resource	Organization/Short Name
United Nations Office of Drugs and Crime (UNODC)	<a href="https://www.unodc.org">https://www.unodc.org</a> <a href="https://www.unodc.org/documents/dohadeclaration/">https://www.unodc.org/documents/dohadeclaration/</a>
UNODC: Handbook on the Classification of Prisoners	<a href="#">UNODC: Handbook on the Classification of Prisoners</a>
The United Nations Standard Minimum Rules for the Treatment of Prisoners	<a href="#">The Mandela Rules: Arabic</a> This course focused on the following relevant Mandela Rules: Rule 6; Rule 26; Rule 92.3
The United Nations Rules for the Treatment of Women Prisoners and Non-custodial Measures for Women Offenders	<a href="#">The Bangkok Rules: Arabic</a>
UNODC's Handbook on Dynamic Security and Prison Intelligence	<a href="#">UNODC: Dynamic Security and Prison Intelligence</a>
UNODC's Handbook on Management of High-Risk Prisoners Ebook	<a href="#">UNODC: Handbook on Management of High-Risk Prisoners</a>
UNODC's Handbook on Violent Extremist Prisoners	<a href="#">UNODC Handbook on Management of VEPs</a>

U.S. RESOURCES	
Relevant Resource	Organization
Subject matter expert and research material	U.S. Department of Justice (USDOJ), Federal Bureau of Prisons
Classification of High Risk and Special Management Prisoners , Developing Gender-Specific Classification Principles for Women Prisoners, Internal Prison Classification Systems, Objective Prison Classification, Prison Intake Systems	National Institute of Corrections <a href="https://nicic.gov/prison-classification">https://nicic.gov/prison-classification</a>

## KEY TERMS & CONCEPTS

TERM	DEFINITION
<b>Security Threat Group</b>	<ul style="list-style-type: none"> <li>Any organization, club, association, or group of individuals that may have a common name and identifying sign or symbol and whose members engage in activities that would include, but are not limited to, planning, organizing, threatening, financing, soliciting, committing, or attempting to commit unlawful acts or an act that would violate the institution's written instructions, which would detract from the safe orderly operations of prisons</li> </ul>
<b>Kites</b>	<ul style="list-style-type: none"> <li>Small folded notes attached to a long piece of string used to swing the note into a neighboring cell</li> </ul>
<b>Dead Drops</b>	<ul style="list-style-type: none"> <li>Messages left in or written on a location accessible to offenders</li> </ul>
<b>Knock/Tap Codes</b>	<ul style="list-style-type: none"> <li>Offenders tap a sequence of quiet knocks on the wall, cell bars, or plumbing pipes; each knock sequence corresponds to a location on a pre-determined grid of letters (e.g., 4-2 may point to the grid location for the letter "I")</li> </ul>
<b>Risk Assessment</b>	<ul style="list-style-type: none"> <li>Refers to an offender's potential for harm-related, order-related, security-related, reoffending-related, and crime-related risks</li> </ul>
<b>Member</b>	<ul style="list-style-type: none"> <li>Any offender who, based on documented evidence, has been accepted into membership by a gang</li> </ul>
<b>Associate</b>	<ul style="list-style-type: none"> <li>Any offender who, based on documented evidence, is involved periodically or regularly with the members of a criminal gang</li> </ul>
<b>Suspect</b>	<ul style="list-style-type: none"> <li>Any offender who, based on documented evidence, is suspected of being involved in or assisting an STG in the commission of criminal gang behaviors</li> </ul>
<b>Step-Down Program</b>	<ul style="list-style-type: none"> <li>An incentive-based multi-step process designed for STG offenders who choose to discontinue criminal activity but who require structured activities and programming</li> </ul>
<b>Situational Control</b>	<ul style="list-style-type: none"> <li>Situational measures that reduce the opportunity for disorder to occur—use of locks, bars, and security lighting, surveillance—including cameras, staff observations, and watch towers</li> </ul>
<b>Social Control</b>	<ul style="list-style-type: none"> <li>Measures that reduce disorder by developing or strengthening social relations between offenders and between staff and offenders</li> </ul>
<b>Control Hotspots</b>	<ul style="list-style-type: none"> <li>Measures to control times and places where a prevalence of critical situations occur because of some conjunction between persons and circumstances</li> </ul>
<b>Prison Intelligence</b>	<ul style="list-style-type: none"> <li>Collecting, evaluating, collating, analyzing, and disseminating information related to security threat group offenders to support the safe operation of prison facilities and prevent radicalization</li> </ul>
<b>Dynamic Security</b>	<ul style="list-style-type: none"> <li>A concept by which staff prioritize the creation and maintenance of everyday communication and interaction with offenders based on professional ethics; it aims at better understanding offenders and assessing the risks they pose and at ensuring safety, security, and good order</li> </ul>
<b>Intervention</b>	<ul style="list-style-type: none"> <li>Refers to any actions or activities that directly or indirectly contribute to the rehabilitation of violent extremists</li> </ul>

Knowledge Survey

المسح المعرفي



## Security Threat Group Management Knowledge Survey

1. A security threat group is any group of individuals that may have a common name and identifying sign or symbol and whose members engage in activities that include:
  - a. Planning, organizing, threatening, financing, or committing unlawful acts
  - b. Radical, extreme, anti-establishment views
  - c. Protesting, marching, and campaigning against law enforcement agencies
  - d. Writing anti-establishment graffiti on fences and buildings
2. The four main types of security threat groups are organized criminals, gangs, non-affiliated groups, and:
  - a. Drug dealers
  - b. Arsonists
  - c. Murderers
  - d. Terrorists
3. Major STG threats within the prison include:
  - a. Suicide or self-harm
  - b. Recruitment and radicalization
  - c. Violent visitors or family
  - d. Hunger strikes
4. STGs influence the correctional institutions by posing a threat to security, safety, society, and:
  - a. Rehabilitation
  - b. Visitors
  - c. Stability
  - d. Staff
5. A main reason that offenders join security threat groups is:
  - a. Boredom
  - b. Poor conditions in prisons
  - c. Chance to move to better prisons
  - d. Opportunity for better rehabilitation programs
6. A major component of consolidation of power is:
  - a. Stealing
  - b. Recruitment
  - c. Resistance
  - d. Contraband



7. The 5 types of risks examined during offender risk assessments are harm-related risk, order-related risk, security-related risk, crime-related risk, and:
  - a. Conflict-related risks
  - b. Defiance-related risks
  - c. Resistance-related risks
  - d. Reoffending-related risks
  
8. The 4 additional risks related to STGs are the offender's role within the organization, radicalizing others, maintaining operational command structures, and:
  - a. Plotting terrorist or criminal activities
  - b. Resisting authority of staff members
  - c. Challenging prison rules
  - d. Refusing to accept programs and interventions
  
9. The three levels within the violent extremist groups are leaders, members, and:
  - a. Acquaintances
  - b. Family
  - c. Associates
  - d. Contacts
  
10. Identifying, tracking, and monitoring affiliated STG offenders are 3 of the 5 steps in:
  - a. Laissez-Faire Management
  - b. Behavior-Based Management
  - c. Autocratic-Based Management
  - d. Security-Based Management
  
11. Provide graduated housing with increased programming/privileges (assuming initial classification was high-security housing) is a best practice in STG management.
  - a. True
  - b. False
  
12. Segregation in special prisons should be considered only for offenders who continue to present a high risk of committing violent extremist acts, recruiting others, and endangering the safety of others or the security of the institution.
  - a. True
  - b. False
  
13. The Step-Down Program is an incentive-based multi-step process designed for STG offenders who choose to:
  - a. Continue to present a high risk of committing violent extremist acts
  - b. Discontinue criminal activity but require structured activities/programming
  - c. Maintain or create operational command structures in prison
  - d. Recruit and radicalize other offenders in order to become more influential



14. The most important strategy for managing security threat groups is one that focuses on:
- Applying sanctions
  - Segregating STGs
  - Providing programs
  - Maintaining control
15. Measures that include reducing disorder by developing or strengthening relations between offenders and between staff and offenders are known as:
- Social control
  - Situational control
  - Hotspot control
  - Movement control
16. The responsibility of actively gathering security information and passing it to the security department belongs to:
- Special prison staff
  - Management
  - All prison staff
  - Intelligence officers
17. A healthy prison environment is the primary deterrent for radicalization.
- True
  - False



## Security Threat Group Management Knowledge Survey

1. A security threat group is any group of individuals that may have a common name and identifying sign or symbol and whose members engage in activities that include: **(Defining Security Threat Groups)**
  - a. **Planning, organizing, threatening, financing, or committing unlawful acts**
  - b. Radical, extreme, anti-establishment views
  - c. Protesting, marching, and campaigning against law enforcement agencies
  - d. Writing anti-establishment graffiti on fences and buildings
2. The four main types of security threat groups are organized criminals, gangs, non-affiliated groups, and: **(Defining Security Threat Groups)**
  - a. Drug dealers
  - b. Arsonists
  - c. Murderers
  - d. **Terrorists**
3. Major STG threats within the prison include: **(Defining Security Threat Groups)**
  - a. Suicide or self-harm
  - b. **Recruitment and radicalization**
  - c. Violent visitors or family
  - d. Hunger strikes
4. STGs influence the correctional institutions by posing a threat to security, safety, society, and: **(Defining Security Threat Groups)**
  - a. Rehabilitation
  - b. Visitors
  - c. **Stability**
  - d. Staff
5. A main reason that offenders join security threat groups is: **(Defining Security Threat Groups)**
  - a. Boredom
  - b. **Poor conditions in prisons**
  - c. Chance to move to better prisons
  - d. Opportunity for better rehabilitation programs
6. A major component of consolidation of power is: **(Defining Security Threat Groups)**
  - a. Stealing
  - b. **Recruitment**
  - c. Resistance
  - d. Contraband



7. The 5 types of risks examined during offender risk assessments are harm-related risk, order-related risk, security-related risk, crime-related risk, and: **(STG Management)**
- Conflict-related risks
  - Defiance-related risks
  - Resistance-related risks
  - Reoffending-related risks**
8. The 4 additional risks related to STGs are the offender's role within the organization, radicalizing others, maintaining operational command structures, and: **(STG Management)**
- Plotting terrorist or criminal activities**
  - Resisting authority of staff members
  - Challenging prison rules
  - Refusing to accept programs and interventions
9. The three levels within the violent extremist groups are leaders, members, and: **(STG Management)**
- Acquaintances
  - Family
  - Associates**
  - Contacts
10. Identifying, tracking, and monitoring affiliated STG offenders are 3 of the 5 steps in: **(STG Management)**
- Laissez-Faire Management
  - Behavior-Based Management**
  - Autocratic-Based Management
  - Security-Based Management
11. Provide graduated housing with increased programming/privileges (assuming initial classification was high-security housing) is a best practice in STG management. **(STG Management)**
- True**
  - False
12. Segregation in special prisons should be considered **only** for offenders who continue to present a high risk of committing violent extremist acts, recruiting others, and endangering the safety of others or the security of the institution. **(STG Management)**
- True**
  - False
13. The Step-Down Program is an incentive-based multi-step process designed for STG offenders who choose to: **(STG Management)**
- Continue to present a high risk of committing violent extremist acts
  - Discontinue criminal activity but require structured activities/programming**
  - Maintain or create operational command structures in prison
  - Recruit and radicalize other offenders in order to become more influential



14. The most important strategy for managing security threat groups is one that focuses on: **(STG Management)**
- a. Applying sanctions
  - b. Segregating STGs
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  - d. **Maintaining control**
15. Measures that include reducing disorder by developing or strengthening relations between offenders and between staff and offenders are known as:
- (STG Management)**
- a. **Social control**
  - b. Situational control
  - c. Hotspot control
  - d. Movement control
16. The responsibility of actively gathering security information and passing it to the security department belongs to: **(STG Management)**
- a. Special prison staff
  - b. Management
  - c. **All prison staff**
  - d. Intelligence officers
17. A healthy prison environment is the primary deterrent for radicalization.
- (STG Management)**
- a. **True**
  - b. False

# Defining Security Threat Groups

## تحديد مجموعات التهديد الأمني



### Security Threat Group Background

**Purpose:** The purpose of this module is to provide an overview of how and why security threat groups form, how they affect security and safety in the prison, and how they impact public safety.

#### **Activities:**

- How Would You Manage? (20 min.)
- Targeting the Incentive (15 min.)
- How Could You Prevent? (20 min.)

**Estimated Time:** 4.5 hours

### **Facilitator Notes**

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

### **Worksheets**

- None

## Learning Objectives



- Define security threat groups



- Describe different types of STGs



- Explain the impact of STGs on prison management



- Explain why STGs form in prison

- Discuss characteristics of STGs

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for classifying offenders.

### Facilitator Notes

1. EXPLAIN the objectives to the participants to set expectations for the module.
2. ASK whether participants have any questions or need clarification on the objectives.





## Definition: Security Threat Group

Any **organization, club, association, or group** of individuals that may have a **common name** and **identifying sign or symbol**

...and whose members engage in activities that would include, but are not limited to...

*planning, organizing, threatening, financing, soliciting, committing, or attempting to commit unlawful acts or an act that would violate the institution's written instructions, which would **deduct from the safe orderly operations of prisons***



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### Definition: Security Threat Group

Security threat groups are criminal organizations within correctional facilities. The key words in this definition are **planning, organizing, threatening, financing, soliciting, committing, or attempting to commit unlawful acts** or acts that violate the facility's written instructions.

Correctional institutions in the U.S. have added the following description to their STG policy:

- Security threat groups are a group of offenders, designated by the commissioner, who may gather together regularly and informally. They possess common characteristics, interests, and goals distinguishing them from other offender populations. The group as a discrete entity poses a threat to the safety of the prison staff, other offenders, and the community. They also interrupt the safe, secure, and orderly operation of correctional facilities.

### Facilitator Notes

1. ENGAGE participants in a discussion on the definition in the slide.
2. POINT out the key words in the first sentence—any organization, club, association, or group of individuals that may have a common name and identifying sign or symbol.
3. ASK participants to name such organizations in their country or region or even worldwide that fit this definition.
4. DISCUSS some of the identifying signs and symbols of security threat groups. Examples include names, flags, numbers, and symbols used by extremist and rebel groups—swastikas, confederate flag, a raised fist, a yellow tiger, bullets, rifles, etc.
5. POINT OUT that these symbols and names alone are not criminal. It's the rest of the definition—planning, organizing, threatening, financing, soliciting, committing, or attempting to commit unlawful acts—that is criminal.
6. ENGAGE participants in a discussion on why this definition matters in a correctional context.



### U.S. Definition: Security Threat Groups

- An organized association of three or more individuals who collectively act in pursuit of mutual protection, criminal activity, and/or power projection
- Generally, these groups fall into four main types:
  - ✓ Criminal
  - ✓ Terrorist/violent extremist
  - ✓ Non-affiliated (based on regional identity, ethnicity, or ideology)
  - ✓ Gangs



#### U.S. Definition: Security Threat Groups

Over 25 percent of newly arriving offenders into the U.S. prisons are affiliated with a gang. Prison gangs are geographically and racially divided, but all are violent and present a threat to correctional staff, other offenders, and the community

The non-affiliated groups are known as cliques, a small group of people with established patterns of social interaction, similar social attitudes, social values, group loyalties, and mutual interests. If gangs are like criminal organizations, cliques are like a band of criminals but without clear leadership, direction, or structure.

Throughout Europe, the violent extremist prison population has grown substantially over the past decade. These extremists include more women and more far-right conspirators.

Europe also has more offenders convicted of terrorism-related offenses. Terrorists typically perceive themselves as soldiers in a just cause. Many view violence as a proper vehicle for achieving their ends. These perspectives and values carried into prison undermine order and discipline.

#### Facilitator Notes

1. REVIEW the definition of security threat groups in U.S. prisons.
2. DESCRIBE prison gangs—members sometimes numbering in the thousands, violent, and active inside and outside prisons.
3. EXPLAIN that although participants may not currently have gang members in their prisons, they should be aware of the potential and recognize the indicators of gangs. Add that gangs are a huge problem in many countries, including the U.S., Brazil, Mexico, South Africa, Pakistan, Yemen, Mali, Mozambique, and Guinea. Also, gangs and other organized criminals are involved in transnational crime; these groups and some international terrorist organizations have developed successful working relationships, leveraging their expertise/skills. Terrorist groups and transnational criminal networks share many of the same characteristics, methods, and tactics.
4. EXPLAIN that all such groups fit under the umbrella term “security threat groups” and are the same in regards to management.
5. ADD that the designation of an STG is based on the number and severity of incidents in prison. If a gang member comes into a prison and never do anything to disrupt; she will be tracked but not validated.



## Discussion: Let's Hear from You

- Which groups concern you the most? The least?
- Would you add any other group to the four just discussed?
- How would you describe security threat groups in your prison or region?



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### Discussion: Let's Hear from You

Engage in these discussion questions so we can learn about your concerns.

### Facilitator Notes

1. ENGAGE participants in the discussion.
2. EXPLAIN that although the number of security threat group members is small compared to the entire prison population, the level of disruption and the added work in managing an orderly prison is much greater.
3. ADD that prisons throughout the world are seeing growing numbers of security threat groups. If this isn't something that concerns the participants presently, they should be aware of and prepared for the possibilities in the near or distant future.





### Risks Posed by Terrorists/Violent Extremists

- Typical behaviors in prison include:
  - ✓ Refusing to cooperate with prison authorities
  - ✓ Developing the movement's strategy and ideology
  - ✓ Mobilizing supporters
  - ✓ Participating in violent campaigns
  - ✓ Intimidating other offenders and staff



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#### Risks Posed by Terrorists/Violent Extremists

Many of the difficulties in managing terrorists in prison are caused by the fact that they do not see themselves as criminals.

Rather than quietly serving their sentence, many regard their time in prison as an opportunity to continue the struggle.

Typical behaviors include:

- **Refusing to cooperate with prison authorities.** Politically motivated offenders believe they have been incarcerated for their beliefs rather than their actions and that the process that led to their incarceration is illegitimate.
- **Developing the movement's strategy and ideology.** Unable to participate in operations and planning, imprisoned terrorists use their time in prison to develop their movements' strategy or ideology.
- **Mobilizing supporters.** Prisons can provide an environment from which to continue the confrontation with the state, especially by highlighting and/or exaggerating the kinds of grievances and injustices that fuel the movements' campaigns.
- **Participating in violent campaigns.** Terrorists consider contributing to their movements' violent campaigns to be their duty, one they will try to continue in prison.

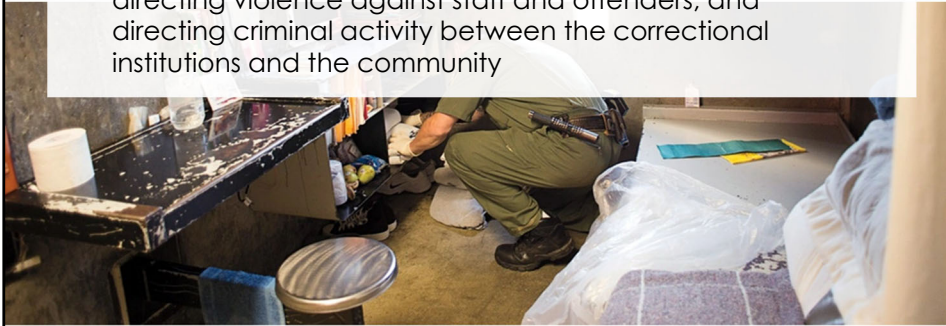
#### Facilitator Notes

1. DISCUSS the typical behavior of terrorists in prison.
2. EXPLAIN that politically motivated offenders believe they have been incarcerated for their beliefs rather than their actions and that the process that led to their incarceration is illegitimate.
3. EMPHASIZE that having a radical belief is not criminal. The criminal part comes with the criminal act itself.
4. EXPLAIN that terrorists may try to become involved in strategic and operational planning or issue operational guidance or authorization. Some of the most influential articles in the history of militant and terrorist movements were written from prison.
5. EXPLAIN that additional threats vary according to the terrorist's/violent extremist's role within the organization (i.e., high- or low-level), recruiting or radicalizing other offenders, maintaining or creating operational command structures in prison, and plotting terrorist activities from prison, in communication with outside contacts.
6. EMPHASIZE that terrorists are not ordinary offenders. They often use their time in prison to mobilize outside support, radicalize other offenders, and—when given the opportunity—attempt to recreate operational command structures.



## Gang Members

- Prison gangs use the prison system—and their control over life within it—as a key resource for organized criminal and political activity
- Gangs are responsible for criminal activities within the institution, to include trafficking of narcotics, committing or directing violence against staff and offenders, and directing criminal activity between the correctional institutions and the community



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### Gang Members

In a number of countries, a growing proportion of high-risk offenders are gang members; this segment of security threat groups is responsible for a high percentage of prison violence. The violence is mostly limited to acts of disrespect and internal discipline that is executed inside prison by use of mostly intimidation.

Similar to offenders convicted of terrorism-related offenses, the risk of gangs recruiting new members is high.

Violence is often required for gang membership, with many gangs requiring a violent act such as murder or assault to be performed against another offender to gain admission. Exiting gang members are injured or killed for what other gang members perceive as disloyalty to the gang.

Research in the United States found that almost 50 percent of gang members in prison were not affiliated with a gang when they entered prison.

Some gangs have expanded into large organizations operating in multiple prisons, where they order the day-to-day life of offenders under their jurisdiction. These gangs wield significant power outside prison, where they organize and tax street-level criminal activity.

### Facilitator Notes

1. EXPLAIN the risks of gang members in prison.
2. DISCUSS the results of research in the U.S. that found that almost 50 percent of gang members in prison became associated with gangs once they were in prison.
3. ADD that the risk increases or decreases according to a member's role, status, and influence within a group.
4. EXPLAIN that prison gangs have evolved from small predatory groups to sophisticated criminal and transnational organizations with the capacity to organize street-level crime and radically alter patterns of criminal violence.
5. USE examples of large prison gangs in the U.S.



## Organized Crime

- Risks associated with offenders who are members of organized crime syndicates include:
  - ✓ Escape or escape attempts
  - ✓ Continuing to operate criminal activities within and outside the prison
  - ✓ Bringing drugs or other illegal items into the prison
  - ✓ Running an underground economy in the prison



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### Organized Crime

In some cases, the highest risk that organized criminals pose is to the public because they continue to instigate criminal acts outside prison by passing on orders to their associates in the community.

In prison, there is significant overlap between gangs and criminal groups. These gangs may deal with or cooperate with international criminal organizations and drug cartels as a way to extend their global reach and increase power and profit. Gangs and criminal organizations that were traditionally enemies partner with each other or form temporary alliances. Types of crime include:

- Embezzlement
- Extortion
- Counterfeiting
- Loan Sharking
- Bribery
- Trafficking—human, drugs, weapons, and organ
- Racketeering
- Murder
- Organized begging rings

### Facilitator Notes

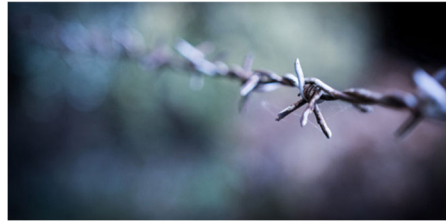
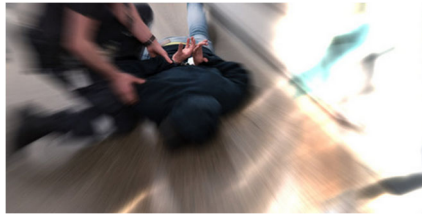
1. DISCUSS the risks associated with organized crime.
2. ENGAGE participants in a discussion on whether they have organized crime offenders inside their prisons in the KSA.
3. Examples of international organized crime groups (human trafficking, narcotics, organ trafficking, organized begging rings), relevant to KSA?



## Risks Posed by STGs

Regardless of the size or type of groups, they negatively influence the safety and security of correctional institutions by posing a threat to:

- Security—risk of escape
- Safety—risk of safety of others
- Stability—risk to the order of the prison
- Society—risk of conducting criminal activity outside the prison



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### Risks Posed by STGs

- **Security** (risk of escape): Offenders who require comprehensive security measures to keep them in custody.
- **Safety** (risk to the safety of others): Offenders who show dangerous behavior toward prison staff or other offenders.
- **Stability** (risk to the order of the prison): Offenders who require a range of control measures to ensure their behavior complies with the rules of the prison.
- **Society** (risk of conducting criminal activity outside the prison): Offenders who direct activities related to organized crime, terrorism, drug trafficking, or the intimidation and corruption of witnesses, judiciary, lawyers, or jurors.

### Facilitator Notes

REVIEW the risks of STGs to prisons, prison staff, other offenders, and society, in general.

## Impact of STGs on Prison Management

The threats include:

- Involvement in major incidents
- Distribution of contraband
- Higher rates of violence
- Increased racial, ethnic, inter-group tensions
- Undermining rehabilitative programming
- Intimidation/manipulation
- Radicalization



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### Impact of STGs on Prison Management

STGs engage in criminal activities both within and outside the prison to achieve their goals.

Recruitment and radicalization are major STG threats within the prison.

Most cases of prison radicalization have involved some degree of socialization between regular offenders and extremists.

Radicalization is not always purely ideological in nature. Often, it is a pragmatic choice made in an unsafe and hostile environment. Many join merely for protection and to belong while serving their time.

The STG's main weapon is the group's ability to threaten or inflict violence.

If left uncontrolled and not effectively managed, these violent actions can lead to serious disruption and riots.

### **Facilitator Notes**

1. **DISCUSS** the impact of STGs on prison management.
2. **SHARE** any stories you may have from your experience with managing STGs.
3. **EXPLAIN** that radicalization is the process by which offenders adopt extreme views, including beliefs that violent measures need to be taken for political or other purposes.
4. **ENGAGE** participants in a discussion on the increased difficulties posed by security threat groups.
5. **ADD** "what if..." scenarios to have participants brainstorm possible disruptions caused by STGs and the impact on their prisons.
6. **TALK** about the disruptions to orderly management and the impact on other offenders.

### How Would You Manage?

**EXERCISE**

- Based on what you have learned so far, brainstorm within your group extra steps you would have to take to manage security threat groups in your prison
- Consider staffing, training, procedures, housing, programs, etc.
- Be creative but be aware that the goal is still to place all offenders in the least restrictive conditions



Work in Groups

➔

Share Response



20 min.

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How Would You Manage?	
Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm within your group and determine how best to manage security threat groups.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm ways in which you would manage security threat groups in your prison:                             <ul style="list-style-type: none"> <li>• Consider staffing, training, procedures, housing, programs, etc.</li> <li>• Consider human rights standards</li> </ul> </li> <li>3. Be prepared to share with the class and to ask probing questions of other groups.</li> <li>4. The purpose of this activity is to be as prepared as possible in the event you have members of security threat groups in your prison.</li> </ol>

**Facilitator Notes**

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. EXPLAIN that the goal is to develop the best plans possible in the event they have members of security threat groups in their prison in the future.
4. REGROUP on the next slide.



## How Would You Manage?

### REGROUP

1. How would you manage security threat groups
2. Consider staffing, training, procedures, housing, programs, etc.



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### How Would You Manage?

Regroup from the previous activity and discuss the responses as a group.

### Facilitator Notes

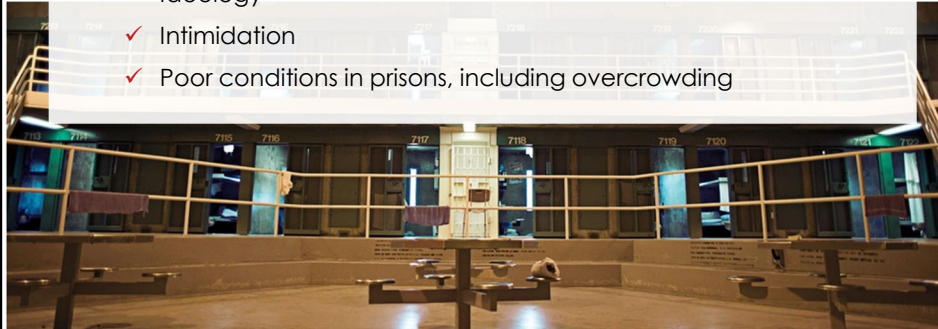
1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participants to ask probing—"what if" questions of other groups.
4. PROVIDE your observations and ask any questions you may have of the groups.
5. EXPLAIN that you will discuss management of these groups in the next module, but this exercise is to get participants to start to think about how to manage the additional risks posed by these groups.





## Why Do STGs Form in Prison?

- Why offenders join security threat groups:
  - ✓ Protection
  - ✓ Identity
  - ✓ Status
  - ✓ Ideology
  - ✓ Intimidation
  - ✓ Poor conditions in prisons, including overcrowding



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### Why Do STGs Form in Prison?

STGs provide members with a means to secure benefits or avoid potential victimization. They can form as a response to external conditions, for example:

- Prison overcrowding
- Government policy (e.g., targeted crackdowns)
- Protection from real or perceived threats from another group

STGs can also form as a result of weak social identification or lack of status, for example:

- Poor integration into the larger community (ethnic or economic segregation)
- Anti-government sentiment

STGs can form to secure additional economic benefits for members, including better cell/job assignments, access to contraband, etc.

### Facilitator Notes

1. EXPLAIN why STGs form in prison.
2. ADD that research on prisons in Texas (U.S.) revealed that about 10% of the offenders joined a gang for the first time in prison. Status and protection were common reasons for joining a gang in prison, much like on the street. However, ideology—such as race supremacy or vigilantism—was also important, which rarely occurred in street gangs.
3. The same is true with terrorists/violent extremists. Many were not politically involved until a tenure in prison.



**Why Do STGs Form? Terrorists/Violent Extremists**

- Conditions that are conducive to radicalization (both inside and outside prison) include:
  - ✓ A sense of marginalization from society
  - ✓ Lack of a clear identity
  - ✓ Mental illness
  - ✓ Socially estranged
- Some are susceptible to radicalization because they want:
  - ✓ Political or social change
  - ✓ To make money
  - ✓ The excitement or gratification
  - ✓ Status, belonging, or meaning

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**Why Do STGs Form? Terrorists/Violent Extremists**

Violent extremism and radicalization in prisons is of increasing concern to the international community.

Individuals who feel marginalized and experience discrimination are at a greater risk of radicalization. Offenders who identify with neither their heritage culture nor the culture they are living in feel marginalized and insignificant. They experience a loss of belonging and feelings of humiliation, shame, hopelessness, and anger.

Experiences of discrimination may lead to greater support for radicalism, which promises a sense of meaning and life purpose.

No single reason explains why some people become radicalized; however, it often happens when someone is trying to fill a deep personal need. For example, a person may feel alone or lack meaning and purpose in life. Some people also become violent extremists because they disagree with government policy, hate certain types of people, do not feel valued or appreciated by society, or think they have limited chances to succeed.

**Facilitator Notes**

1. DISCUSS conditions that are conducive to radicalization.
2. DISCUSS reasons offenders and others may become violent extremists.
3. EXPLAIN that one international extremist group is known to specifically recruit in prison, telling targets "You don't have to change your behavior, just your motivation."
4. ADD that successful attacks in Belgium, France, the United States, and United Kingdom have been tied to extremists who were either recruited or radicalized while in prison.
5. Many extremist groups fund their activities via cash-generating crimes like robbery, narcotics, and weapons sales.



## Why Do STGs Form? Prison Gangs

- Race and ethnicity matters to all prison gangs
- Motivated by a desire to make money and be at the top of an institution's offender power structure, prison gangs exploit the inherent weaknesses resulting from overcrowded, understaffed prisons



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### Why Do STGs Form/Prison Gangs

Geographic proximity is the great social sorter for street gangs; it is race and ethnicity for prison gangs. Nearly all prison gangs comprise a single race or ethnicity.

Many offenders see gang membership as a source of safety in a dangerous environment; others see it as a means for economic gain. Still others join as a way to gain status within the prison.


### Facilitator Notes

1. EXPLAIN that gangs normally form around racial lines. Because of that, racial tensions increase between all offenders and between offenders and guards.
2. EXPLAIN why offenders join gangs.
3. SHARE any stories you have on gang membership in prisons.

### Targeting the Incentive

EXERCISE


- Assuming you could create the perfect prison environment that was not conducive to radicalization, what would it look like?
- Be creative



Work in Groups

➔


Share Response



15 min.

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Targeting the Incentive	
Duration	15 minutes
Purpose	The purpose of this activity is to brainstorm within your group ways in which you would create a prison environment that was not conducive to radicalization or gang membership.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm ways in which you would create a prison environment that was not conducive to radicalization or gang membership. (For this exercise, assume that you have all resources—including staff, training, space, etc.—you would need.)</li> <li>3. Describe what the environment would be like. Be specific.</li> <li>4. Be prepared to share.</li> </ol>

**Facilitator Notes**

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



## Targeting the Incentive

### REGROUP

What would the perfect prison environment look like?

What could you do to prevent offenders from becoming susceptible to radicalization?



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### Targeting the Incentive?

Regroup from the previous activity and discuss the responses as a group.

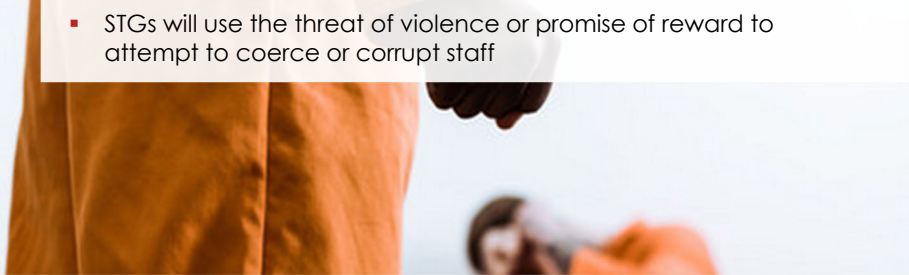
### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participants to ask probing—"what if" questions of other groups.
4. PROVIDE your observations and ask any questions you may have of the groups.



## How STGs Form

- The more members an STG has, the safer those members will feel and the more power the group will be able to exert
- STGs are aggressive in their recruitment efforts
- Recruitment is a major component of consolidation of power.
- Inside the prison, the larger STGs can compete with existing power structures (staff)
- STGs will use the threat of violence or promise of reward to attempt to coerce or corrupt staff



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### How STGs Form

STGs form and expand through face-to-face interactions between offenders.

These interactions allow STGs to propagate within the prison and to extend their reach to other prisons via offender transfers, subsequent incarcerations, etc.

The more members an STG has, the more power it is able to project. Many STGs have thousands of members spread throughout prisons.

STGs may form on the street and consolidate power inside the prison. Conversely, prison STGs may extend their control over smaller street-based gangs through alliances and turf-sharing agreements, or by offering protection against other larger gangs.

### Facilitator Notes

1. EXPLAIN how STGs form inside a prison.
2. SHARE any personal stories you may have.



## STG Influence Outside Prison

- Outside the prison, STGs provide structure, protection, and a sense of community
- Prison STG leaders may direct the activities of members on the outside through letters, phone calls, or messages passed during visitation



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### STG Influence Outside Prison

Members on the outside know that they will be protected by the STG once incarcerated, so the threat of incarceration is not as severe.

Prison STGs can also provide ready markets for contraband produced or secured outside. This will drive the activities of street-level members and other affiliate gangs.

For example, the U.S. Aryan Brotherhood prison gang partnered with the Mexican Mafia street gang to facilitate the movement of drugs and other contraband into prisons for distribution by Aryan Brotherhood offenders.

### Facilitator Notes

1. DESCRIBE the STG influence outside prison.
2. DISCUSS the ways in which prison gangs communicate with others outside the prison.

## STG Influence in Prison

- STG members view prison sentences as opportunities, not punishments
- Incarceration allows STGs to more closely coordinate their activities both within and outside the prison system
- This proximity helps prison STGs consolidate and propagate their power
- STGs will use the threat of violence to establish control



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### STG Influence in Prison

STGs—whether terrorists, violent extremists, or gang members—view their prison sentences as opportunities to plan and recruit. They have been known to deliberately commit a crime for the “opportunity” to expand their membership.

For example, in the U.S., a gang member from one state planned its expansion into a neighboring state’s prison system by assaulting a law enforcement officer in that state so he could begin recruiting efforts once incarcerated.

Gangs try to control their prison environment through intimidation and violence directed toward non-members.

Terrorists have developed multiple plots and recruited “regular” offenders to participate. In some cases, their imprisonment allows them to meet like-minded extremists, share ideas, develop expertise, and create connections that would not have otherwise existed. Violent extremists have found recruiting offenders easier than recruiting someone who has never committed a crime.

### Facilitator Notes

1. DISCUSS STG influence in the prison.
2. EXPLAIN that gang members and terrorists deliberately commit a crime in order to have the opportunity to recruit inside the prison.
3. SHARE the example given in the left column.
4. ENGAGE participants in a discussion on the impact recruiting and planning has on the prison.
5. DISCUSS the intimidation and violence that gang members use to try to control their environment.



### Characteristics of an STG

- Regardless of category, STGs share certain characteristics
  - ✓ Shared identity (race, ethnicity, religion, geography, ideology)
  - ✓ Entry requirements
  - ✓ Rules for conduct once admitted
  - ✓ Leadership structure
  - ✓ Regularly scheduled meetings
  - ✓ Common identifiers
  - ✓ Mutual protection for members
  - ✓ Control over members
  - ✓ Capitalize on the reality that an individual is vulnerable, while a group is not
  - ✓ Promote “us” vs “them” mentality



#### Characteristics of an STG

Building familiarity with these characteristics can help prison staff effectively identify and manage the STG threat.

- Shared identity—race, ethnicity, religion, geography, ideology
- Entry requirements—e.g., blood in/blood out
- Rules for conduct once admitted—internal discipline standards, etc.
- Leadership structure—strict hierarchy, relatively flat, or independent at each prison
- Regularly scheduled meetings
- Common identifiers—tattoos, common standards of dress, colors utilized, etc.
- Mutual protection for members
- Engage in activities for profit—e.g., drugs, control of turf, smuggling phones or controlling phone access, commissary, laundry, card tables, controlling access to televisions)
- Capitalize on the reality that an individual is vulnerable, while a group is not
- Enforce an “us” versus “them” mentality

#### Facilitator Notes

1. DESCRIBE the characteristics of an STG.
2. EXPLAIN that shared identity promotes the “us” versus “them” mentality—and is true for all types of STGs.
3. ADD that these characteristics are general—not every STG will have all the characteristics.



## How STGs Communicate and Coordinate

- Face-to-face interactions
- Ask a non-member offender to contact a specific party
- Use codes or ciphers to obscure content
- Use trusted intermediaries
- A variety of written strategies, including:
  - ✓ Kites
  - ✓ Dead drops
  - ✓ Knock/tap codes



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### How STGs Communicate and Coordinate

Communication with the outside world is generally carried out through trusted intermediaries, including family members or attorneys.

STGs employ codes or ciphers to obscure content in their communication. Each group will have its preferred technique or cipher—e.g., simple code phrases in a letter may disguise instructions being passed to outside parties, such as: “That tooth is starting to hurt” may translate to “Go assault (target).”

Within the prison, STG offenders may not always be able to meet face-to-face. In these circumstances, they may resort to a variety of written strategies, including:

- Kites—small folded notes attached to a long piece of string used to swing the note into a neighboring cell
- Dead drops—messages left in or written on a location accessible to offenders
- Knock/tap codes—used to communicate near-silently between adjacent cells. Offenders tap a sequence of quiet knocks on the wall, cell bars, or plumbing pipes; each knock sequence corresponds to a location on a pre-determined grid of letters (e.g., 4-2 may point to the grid location for the letter “l”).

### Facilitator Notes

1. EXPLAIN how STGs communicate.
2. DESCRIBE some of the methods, using examples.
3. ADD that communication among gang members is essential to carry out organized violence.



## Manipulation and Intimidation

- Another significant challenge to the safe operations of prisons is the extent to which security threat groups try to compromise, manipulate, or intimidate staff members



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### Manipulation and Intimidation

Security threat groups take extreme measures to threaten, intimidate, or otherwise coerce a staff member into doing something illegal.

Tactics include testing or gathering information about a staff member's likes and dislikes, strengths and weaknesses, tendency toward leniency and gullibility, or anything else that points toward susceptibility to manipulation. A gang will launch an organized attempt to compel staff to undertake a course of action favorable to it based upon a shared ethnicity or religion.

Some prison staff have been bribed to help smuggle in contraband or to allow it to be smuggled in.

### Facilitator Notes

1. **DISCUSS** the many ways in which gang members—and other offenders—try to manipulate or intimidate staff members.
2. **EXPLAIN** that because of the money associated with smuggling drugs or other contraband, staff members have been bribed.
3. **SHARE** the story of the leader of the Black Guerrilla Family gang who was manipulating staff and managing his gang operation in prison.



## Discussion: Why Do We Need to Know

- Why do we need to know:
  - ✓ How security threat groups form?
  - ✓ Why security threat groups form?
  - ✓ The characteristics of security threat groups?
  - ✓ How security threat groups communicate?
- What is the next step?



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### Discussion: Why Do We Need to Know?

Engage in the discussion questions in the slide. Brainstorming and reflecting on the answers will help you in the next module as we begin to discuss managing security threat groups.

### Facilitator Notes

1. ENGAGE participants in the discussion.
2. ASK for multiple volunteers to respond.
3. COMPARE and CONTRAST their responses.
4. OFFER your opinion and provide feedback on the responses.



## Discussion: Let's Hear from You

- Which groups concern you the most? The least?
- Would you add any other group to the four just discussed?
- How would you describe security threat groups in your prison or region?



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### Discussion: Let's Hear from You

Engage in these discussion questions so we can learn about your concerns.

### Facilitator Notes

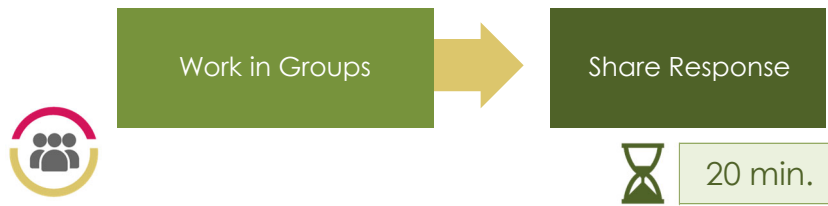
1. ENGAGE participants in the discussion.
2. EXPLAIN that although the number of security threat group members is small compared to the entire prison population, the level of disruption and the added work in managing an orderly prison is much greater.
3. ADD that prisons throughout the world are seeing growing numbers of security threat groups. If this isn't something that concerns the participants presently, they should be aware of and prepared for the possibilities in the near or distant future.



### How Can You Prevent Manipulation/Intimidation?

#### EXERCISE

- Assume that you have a powerful security threat group with many members in your prison.
- A number of members have been trying to intimidate some of your staff and manipulate other members of your staff.
- Determine all the steps you would take to protect staff from intimidation/manipulation. Be specific.



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#### How Could You Prevent Intimidation/Manipulation?

Duration	20 minutes
Purpose	The purpose of this activity is to brainstorm ways in which you can protect staff from intimidation/manipulation.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Brainstorm steps you can take to protect staff from intimidation or manipulation by a powerful security threat group. Be specific.</li> <li>3. Be prepared to share with the class.</li> </ol>

#### Facilitator Notes

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



## How Could You Prevent?

### REGROUP

1. Intimidation?
2. Manipulation?



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### What If You Didn't Have a Classification System?

Regroup from the previous activity and discuss the responses as a group.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. ENCOURAGE participant interaction as they discuss their responses.
4. PROVIDE your recommendations and ask any questions you may have of the groups.



## SUMMARY

### Topics

- ✓ Security Threat Group Definitions
- ✓ Risks Posed by Security Threat Groups
- ✓ Why Offenders Join STGs
- ✓ How STGs Form
- ✓ Characteristics of STGs

### Knowledge Check

In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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### Summary

1. Review notes from previous session.
2. Work with your group to respond.

### Facilitator Notes

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.

# Managing Security Threat Groups

## مواجهة مجموعات التهديد الأمني



### Managing Security Threat Groups

**Purpose:** The purpose of this module is to provide best practices for identifying, validating, and managing security threat groups.

#### **Activities:**

- Validating Violent Extremists (15 min.)
- The Step-Down Process (30 min.)
- Training the Staff (15 min.)
- Being a Positive Role Model (10 min.)
- Focused Interventions (30 min.)

**Estimated Time:** 9 hours (2 days)

### **Facilitator Notes**

1. INTRODUCE yourself and any co-facilitators.
2. LEAD a quick energizer.
3. PROVIDE a brief overview of what will be covered.
4. ADVANCE to next slide to review module objectives.

### **Worksheets**

- Validating STGs
- Step-Down Process
- U.S. Step-Down Process

## Learning Objectives



- Describe the 5 types of risks examined during offender risks assessments



- Explain the 4 additional risks for STGs



- Explain the 3 categories of violent extremists



- Describe the STG validation process

- Identify the 5 steps in behavior-based management of STGs

- Explain best practices in STG management

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### Learning Objectives

These learning objectives are the essential steps to reaching the goal of the course—understanding procedures and best practices for classifying offenders.

### Facilitator Notes

1. **EXPLAIN** the objectives to the participants to set expectations for the module.
2. **ASK** whether participants have any questions or need clarification on the objectives.





## Risk Assessment

- Risk refers to an offender's potential for:
  - ✓ Harm-related risk
  - ✓ Order-related risk
  - ✓ Security related risk
  - ✓ Reoffending-related risk
  - ✓ Crime-related risk



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### Risk Assessment

The prevailing consideration in security risk assessments is the protection of the public. The following criteria is used to assess risks:

- Threat the offender may present to the community if she escaped
- Likelihood that the offender will try to escape
- History of attempting to escape
- Nature of the crime for which the offender was convicted
- Number and types of any previous offenses
- Potential threat to other offenders and staff
- Potential risk to the public via contacts with the outside world (e.g. offenders involved in organized crime syndicates or terrorist groups)

### Facilitator Notes

1. EXPLAIN that risk refers to the offender's potential for:
  - Harm to self, other offenders, or to persons working in or visiting the prison (harm-related risk)
  - Threat to good order in the prison (order-related risk)
  - Likelihood of escape (security-related risk)
  - Committing another serious offense on prison leave or release (reoffending-related risk)
  - Participating in the commission of offenses in the community in cooperation with associates on the outside (crime-related risk)
2. EXPLAIN that the goal of risk assessments is to compare the risk from the offender against the security measures to determine whether any additional measures have to be in place to mitigate the risk.



## Additional Risks for STGs

- ✓ The offender's role within the organization (high or low level)
- ✓ Recruiting or radicalizing other offenders
- ✓ Maintaining or creating operational command structures in prison
- ✓ Plotting terrorist or criminal activities within or outside the prison



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### Additional Risks for STGs

Violent extremist offenders do not comprise a homogenous group. Some individuals in this group have not committed acts of violence and may never do so. Being radical does not mean that a person will conduct violent action.

Risk assessments are intended to provide an estimate of the risk presented by an individual, the nature of the risk, and the degree of seriousness of the risk.

Ascertaining their role and status within the organization is crucial to develop appropriate strategies for their categorization and allocation within the prison system.

Risks associated with offenders who are members of organized criminal organizations include:

- Continuing to operate criminal activities both inside and outside prison
- Bringing drugs or other illegal items into prison
- Running an underground economy in prisons
- Passing on orders to their associates in the community
- Compromising staff

### Facilitator Notes

1. REMIND participants that it is important to remember that violent extremist offenders do not comprise a homogenous group; some individuals in this group may not have committed any crime. Some have been lone actors; others may be members of an extremist group; some may have a history of training and engagement in violent extremist acts, while others may have been arrested while planning for their first violent act; some are charismatic leaders; others are followers; some have the capacity to recruit, while others are vulnerable to recruitment.
2. STRESS that being radical is not a crime. Conducting violent action is.
3. ADD that a range of non-violent activities are considered terrorism offenses, many of which represent a limited risk to society. Lesser risks include those associated with fundraising, intention to travel, or possession of material considered extremist.
4. INTRODUCE risks associated with offenders who are members of organized crime networks.



### Identifying Violent Extremists

Violent extremists should be identified according to at least three categories:

<b>Leaders</b>	<b>Members</b>	<b>Associates</b>
	<ul style="list-style-type: none"> <li>▪ Ideologues and radicalizing agents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Followers and vulnerable to increasing radicalization</li> <li>▪ Criminal opportunists interested in self-gain and affiliate with violent extremists to personally benefit</li> </ul>

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#### Identifying Violent Extremists

Risk assessments will identify specific violent extremism elements of concern, including elements pertaining to:

- Beliefs and attitudes (ideology-narrative)
- Social context and intention of the individual (includes family connections and groups with whom the individual is associated)
- Capacity in terms of background, training, and skills
- Propensity for violence
- Personal and ideological needs that are driving the violent extremism

Do not assume that all offenders convicted of terrorism-related offenses are committed to bringing about political or social change or fighting for a moral cause. Some embrace violence to make money. Others try to fulfill more intrinsic needs, such as the need for status or belonging.

#### Facilitator Notes

1. **EXPLAIN** that the motivations, circumstances, and reasons individuals commit similar offenses vary. The risk assessment must be supported by an understanding of the characteristics of any group to which these individuals belong.
2. **ADD** that each individual's personal and contextual circumstance must be assessed. These assessments focus on three dimensions:
  - **Engagement**—circumstances or factors that may motivate an individual to engage with a violent extremist group
  - **Intent**—circumstances or factors that enable an individual to be willing to offend on behalf of the group
  - **Capability**—circumstances that enable an individual to actually commit a violent extremist act
3. **ADD** that knowledge of the different types of violent extremist offenders and their associations have important implications for the placement of offenders, types of interventions, and outcomes of interventions.



## Identifying Gang Members

- A security threat group coordinator interviews the offenders to identify potential gang members and determine whether they are one of the following:
  - ✓ Leader
  - ✓ Member
  - ✓ Associate
  - ✓ Suspect



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### Identifying Gang Members

A **member** is any offender who, based on documented evidence, has been accepted into membership by a gang. This identification requires at least three independent source items with a value of 10 points or greater, coupled with intelligence indicative of a member. Validation of a member of an STG requires that at least one source item be a direct link to a current or former validated member or associate of the gang.

An **associate** is any offender who, based on documented evidence, is involved periodically or regularly with the members of a criminal gang. STG associate identification requires at least three independent source items with a value of 10 points or greater, coupled with intelligence indicative of an associate. Validation of an associate of an STG requires at least one source item be a direct link to a current or former validated member or associate of a gang.

A **suspect** is any offender who, based on documented evidence, is suspected of being involved in or assisting an STG in the commission of criminal gang behaviors. Suspects will require 2 or more points and would not be officially validated but tracked for intelligence purposes.

### Facilitator Notes


1. EXPLAIN that gang members are categorized in one of three levels. Explain each level.
2. REMIND participants that they learned in the Classifications Course that most prisons have developed systems that assign an offender points for having certain attributes associated with gang membership. For example, if an offender has a history of active gang membership or certain types of tattoos or is reported by another credible source as being associated with an STG, she will be given points for each of these attributes. If the points reach a certain threshold, the offender will be confirmed as a member of an STG.
3. EXPLAIN that this process is also known as validation, which is the formal and objective process for identifying and documenting criminal gang members and associates.



### Validating Violent Extremists

**EXERCISE**

- Refer to the Worksheet: Risk Factors for STGs
- Use the worksheet to validate each of the offenders listed in the scenarios
- Determine whether the offender can be categorized as: leader, member, associate, or a non-STG




VALIDATING STGS

Work in Groups

➔

Share Response




15 min.

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Validating Violent Extremists	
Duration	15 minutes
Purpose	The purpose of this activity is to categorize a number of simulated offenders according to the STG validation process.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> <li>• Risk Factors for STGs Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Using the Risk Factors for STGs Worksheet as a guide, determine risk factors for the simulated offenders listed in the scenarios.</li> <li>3. Categorize each offender as leader, member, associate, or non-STG.</li> <li>4. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. ASK participants to work in their groups.
2. MAKE sure they have copies of the Worksheet: Risk Factors for STGs.
3. EXPLAIN the activity.
4. NOTE that the scenarios begin on the second page of the worksheet.
5. REGROUP on the next slide.



## Validating Violent Extremists

### REGROUP

- Leader
- Member
- Associate



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### Validating Violent Extremists

Regroup from the previous activity and discuss the responses as a group.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. PROVIDE your observations and ask any questions you may have of the groups.
4. TELL participants they will be working with these scenarios later in the module.



## Needs Assessment

- Important differences exist between security threat groups and other criminals in terms of:
  - ✓ Personal needs
  - ✓ Motivations
  - ✓ Political and ideological perspectives
  - ✓ Grievances
  - ✓ Values
  - ✓ Attitudes
  - ✓ Personal characteristics

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### Needs Assessment

As covered earlier, no single profile applies to violent extremists in terms of age, sex, educational achievements, upbringing, mental health, nationality, ethnicity, and background. Many are otherwise normal functioning individuals who have a commitment to an ideology and are willing to use violence to further their goals.

Many offenders come from stable families. Others do not. Some are highly trained professionals such as doctors and engineers; others have limited education. Some are leaders; others are followers or criminal opportunists.

Despite these differences, indicators can be constructed into a protocol to:

- Identify these individual characteristics
- Identify and describe the risks an individual presents
- Provide information that will assist in the management of violent offenders in the prison

### **Facilitator Notes**

1. **EXPLAIN** that important differences exist between security threat groups and other offenders.
2. **ADD** that understanding these differences is important to the identification of individualized intervention program goals and intervention strategies to be used to counter violent extremism.
3. **REMINDE** participants that there is no one profile for violent extremists. Some are young; others are old. Some are educated professionals; other are uneducated and unemployed. Some are leaders; others are followers.
4. Despite these differences, there are indicators that can be used to identify the individual characteristics, identify and describe risks, and provide information that will assist in the management of the offenders.





## Behavior-Based Management of STGs



Identify affiliated STG offenders



Track STG offenders



Monitor their conduct



Take interdiction action



Apply sanctions when they are found to be involved in illicit or unlawful activity

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### Behavior-Based Management of STGs

A behavior-based STG management model will provide for STG behavior to be appropriately documented to ensure offenders are placed into the appropriate programs. Documentation may be in the form of disciplinary reports, counseling, confidential memorandums, and other sources documenting behaviors and intelligence gathered.

Staff use the disciplinary process to hold offenders accountable for alleged violations of departmental rules and regulations.

Best practices are for every offender to be served an Advisement of Expectations of the departmental policy related to STG involvement. The advisement explains the facility's STG policy to include consequences of STG involvement as well as support for those wishing to disavow the STG lifestyle.

Proof that the Advisement of Expectations was issued should be recorded and maintained in the offender's file.

### Facilitator Notes

DISCUSS behavior-based strategies for managing STGs.

### Best Practices in STG Management

- Provide graduated housing with increased programming/privileges (assuming initial classification was high-security housing)
- Enable offenders to engage in reintegration
- Support and educate offenders
- Prevent or reduce influence and violence
- Promote safe & efficient prison operations
- Weaken organization & communication through intelligence
- Curtail ability to participate in crimes beyond the boundaries of the institution
- Provide programs to promote social values & prepare for reintegration

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#### STG Management Strategy

The following are best practices for managing STGs:

- Provide graduated housing with increased programming and privileges
- Enable offenders to engage in reintegration
- Support and educate offenders (provide opportunities for STG offenders to enhance their education, vocational skills, religious practices, and family ties)
- Prevent or reduce STG influence and violence
- Promote safe and efficient prison operations
- Weaken STG organization and communication through intelligence
- Curtail STG ability to participate in crimes beyond the boundaries of the institution by using transfers, restricted housing, communication monitoring, and discipline

#### Facilitator Notes

DISCUSS the management strategies listed in the slide and in the left column for managing security threat groups.



## Segregation in Special Prisons/Wings

- Separation or placement in high security prisons/wings should be considered only for offenders who present:
  - ✓ A persistent risk of planning, facilitating, or committing violent extremist acts
  - ✓ The risk of recruiting other offenders or staff to commit such acts
  - ✓ Assaultive, disruptive behavior toward staff and/or offenders
- Separation does not mean solitary confinement



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### Segregation in Special Prisons/Wings

The separation or placement in high security prisons should be considered for those offenders whose conduct endangers the safety of others or the security of the institution; it is also for offenders who present a particular and persistent risk of planning, facilitating, or committing violent extremist acts or who represent the risk of recruiting other offenders or staff to commit such acts.

Separation does not refer to solitary confinement in any form. In accordance with human rights law, prison rules, and well documented psychological, emotional and physical negative effects, solitary confinement should not be an option for placement of violent extremist offenders.

The objective of separation of violent extremist offenders in specific prisons or wings is to monitor changes in their behavior and attitudes and implement targeted interventions that would allow them to return to the general prison community.

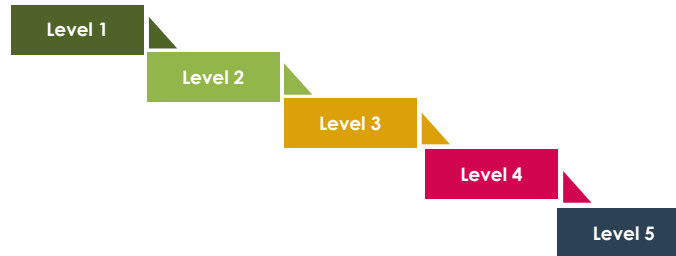
This return to the general prison community will facilitate adjustment to the future release after they have completed their prison term.

### Facilitator Notes

1. EXPLAIN that segregation in special prisons or wings of prisons should be considered only for those offenders who continue to present a high risk of committing violent extremist acts, recruiting others, and endangering the safety of others or the security of the institution.
2. EXPLAIN that separation does not mean solitary confinement. Add that solitary confinement should not be an option for placement of violent extremist offenders.
3. EXPLAIN that within a prison, authorities have to make the decision whether violent extremist offenders will be part of the regular population and regime or whether they will be placed in a separate wing within the prison. These are behavior-based moves that should be decided after a risk assessment is conducted and approved.
4. ADD that other prisons choose to use many prison locations and disperse violent extremist offenders as much as possible. The pros and cons of containment and dispersal will be discussed in the advanced course on STGs.
5. EMPHASIZE that separation is not intended as punishment for misbehavior; it is to protect the public, staff, and other offenders.

## Step-Down Program

- Establishes an incentive-based multi-step process
- Assigns, transitions & monitors offenders who have demonstrated need for special strategies for their management
- Designed for STG offenders who choose to discontinue criminal activity but who require structured activities and programming
- Programming must be consistent and driven by the offender's behavior



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### Step-Down Program

The STG Step-Down Program is normally completed in five steps and provides a process for offenders engaged in STG behavior to demonstrate their ability to refrain from criminal behavior, preparing them for return to a general population.

The offender is responsible for demonstrating that she can be released to a less-restrictive environment and abstain from disruptive behavior.

The initial four steps are generally designed to be completed within 48 months. The fifth step, which consists of observation and monitoring of behavior within the general population, will normally be completed within 12 months following Step 4.

Each step will consist of programs and privileges that increase as the offender progresses through the program.

If the offender chooses not to progress through any step of the program, she will be returned to a previous step until she demonstrates a desire and behavior for movement into the next step.

### Facilitator Notes

1. EXPLAIN the Step-Down Program.
2. EXPLAIN that the program is completed in five steps, and the purpose is to provide offenders the opportunity to disavow criminal behavior and to have more privileges. The ultimate purpose is to return to a general population.
3. TELL participants that participation in the Step-Down Program is a selective option, which requires the offender to agree with the program conditions and sign a contract. The contract outlines the goals, expectations, and consequences for failure to fully participate and complete the program at any step of the process.
4. ADD that each program step is progressive. The offender is responsible for demonstrating that she can be released to a less-restrictive environment while abstaining from criminal gang behaviors. If she chooses not to progress through any step of the program, she will be returned to a previous step until she demonstrates a desire and behavior for movement into the next step.



### The Step-Down Process

**EXERCISE**

- Assume you have a 5-step program with level 1 being the most restrictive and level 5 being the least restrictive
- Use the worksheet to list privileges you would allow or restrictions you would impose (in each category) for each level based upon the offender's behavior

```

graph LR
    A[Work in Groups] --> B[Share Response]
    C[30 min.]
    
```

STEP-DOWN  
PROCESS

30 min.

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The Step-Down Process	
Duration	30 minutes
Purpose	The purpose of this activity is to brainstorm restrictions you would impose and privileges you would grant for each category listed for the 5-step step-down process.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Step-Down Process Worksheet</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Refer to the Worksheet: Step-Down Process.</li> <li>3. Determine restrictions you would impose and privileges you would grant for each category listed for each step of the step-down process.</li> <li>4. Write you restrictions/privileges for each row and column listed in the worksheets.</li> <li>5. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. ASK participants to work in their groups.
2. MAKE sure each group has a copy of the Step-Down Process.
3. EXPLAIN the activity.
4. REGROUP on the next slide.



## The Step-Down Process

**REGROUP**

Level 1  
Level 2  
Level 3  
Level 4  
Level 5

U.S. STEP-DOWN PROCESS

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### The Step-Down Process

Regroup from the previous activity and discuss the responses as a group.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE participants' responses.
4. STRESS the need to have written procedures to ensure consistency.
5. DISCUSS problems encountered if the restrictions and privileges are not consistent.
6. PROVIDE your observations and ask any questions you may have of the groups.

## Control Strategies

- The following strategies contribute to achieving well-ordered prisons when dealing with violent extremists
  - ✓ Situational control
  - ✓ Social control
  - ✓ Hotspots control



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### Control Strategy

Control is routines and a variety of formal and informal practices that assist in the maintenance of order.

A number of broad strategies can be deployed when managing security threat groups that contribute to achieving well-ordered prisons. The most important is focusing on maintaining control.

**Situational control** methods reduce the opportunity for disorder to occur. Situational measures refer to the use of locks, bars, and security lighting for example as well as surveillance, which includes cameras, staff observations, and watch towers to harden targets and reduce opportunities to undermine control.

**Social control** measures include reducing disorder by developing or strengthening social relations between offenders and between staff and offenders.

**Control hotspots:** Even prisons holding only high-risk offenders have certain hotspots for trouble—i.e., times and places where a prevalence of critical situations occurs because of some conjunction between persons and circumstances, such as food service, recreation yards, religious services, common areas in housing units, and work details.

### Facilitator Notes

1. EXPLAIN that controls are routines and practices that assist in the maintenance of order.
2. EXPLAIN situational control. Add the following examples of situational control: temporarily remove offenders to segregation or another room; increase staff patrols and visibility (formal surveillance); conduct location tracking (work units, housing units, etc.); increase time in room; unlock only a few offenders at a time; limit the numbers of offenders permitted to gather in one place; and use CCTV cameras and other means of surveillance.
3. EXPLAIN social control. Add that socialization and strengthening social relations can be achieved by having the right balance of offenders; changing offender culture; strengthening relationships; ensuring that most offenders see the exercise of power as legitimate; and developing mutual trust. It is appropriate for prison staff to maintain **healthy, professional, and constructive** relations with offenders. A healthy, respectful relationship between staff and high-risk offenders is needed to ensure the orderly operation of a prison.
4. EXPLAIN control hotspots. Provide the following example: Offenders can be resistant to having to leave the exercise area and return to their rooms. Staff should take care when managing these situations to prevent them from becoming flash points for disorder.



## Discussion: Movement Control

- Movement control procedures should be put in place so that offender movements are assessed for risks and clearly recorded and controlled from a central point
- Name some procedures that should be in place



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### Movement Control

Controlled movement is a system in which a 5-minute movement period is used for offenders to move from place to place at the top (or bottom) of each hour. The offenders are searched in and out, metal detected, and locked back in place in the arrival destination.

Offenders get searched departing and arriving in high-security venues. Metal detectors are also placed at each location entrance. At a Max security prison, there is no open movement. Each offender is moved with 3 staff escorts and in restraints.

The purpose of controlled movement is to ensure compartmentalization of offenders should an incident occur. This strategy prevents prison staff from losing control of any area other than the area affected by an incident, should it occur. In addition, prison staff have the ability to control the number of offenders moving at any given time.

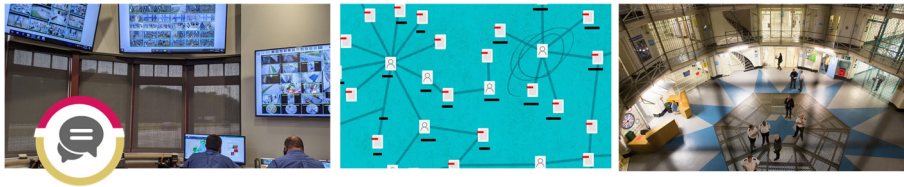
### Facilitator Notes

1. EXPLAIN the importance of movement control procedures.
2. PROVIDE examples as shown in the left column.
3. ASK participants to name other procedures that should be in place for controlling the movement of offenders.
4. ADD procedures you are familiar with.



## Prison Intelligence

- All prisons should have a structured prison intelligence system to gather security and related information in a secure environment, consistent with national legislation and international standards
- All prison staff should have a responsibility to actively gather security information and pass this information to the security department



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### Prison Intelligence

The ability to collect, evaluate, collate, analyze, and disseminate information related to security threat group offenders is critical not only to the safe operation of prison facilities but also to the prevention of radicalization. Prison intelligence informs interventions and rehabilitative measures.

Accurate intelligence assists prison management in making sound strategic decisions about offender placement and allocation of human resources and funding to address security issues, including the prevention of radicalization.

The effective management of security threat groups requires the collaborative sharing of intelligence throughout the offenders' incarceration (pretrial, post-conviction, and pre-release).

### Facilitator Notes

1. **EXPLAIN** that from the time a violent extremist—or other security threat group—offender enters prison, a wealth of information is already available from the police, prosecution service, judiciary, social services, and other agencies. The prison intelligence unit must capture all available intelligence and create an offender profile.
2. **ADD** that prisons should be open to receiving and sharing intelligence. Prison authorities should put appropriate protocols and procedures in place to share information internally and externally.



## Gathering Information and Intelligence

- Management should use all available legal means and intelligence resources to obtain information, including:



Collection and evaluation of information obtained from prisoner communications



Analysis of observed behaviors in prisons or in the community



Sharing of the information between relevant staff and agencies



Information from pre-trial, trial evidence, post-trial, and prison behavior

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### Gathering Information and Intelligence

Intelligence units should use all available legal means and intelligence resources to obtain information pertinent to security threat group offenders. This includes the collection and evaluation of information obtained from offender communications, the analysis of observed behaviors in prisons or in the community, and the sharing of the information between relevant staff and agencies.

Good intelligence is a critical element of maintaining a safe and orderly prison, including the detection of offenders who are seeking to direct criminal activity taking place outside the prison.

### Facilitator Notes

- EXPLAIN that intelligence is a critical element of maintaining a safe and orderly prison. It can be used to:
  - Prevent escapes
  - Prevent riots and disturbances
  - Identify criminal activity in prison
  - Identify rule breaking in prison
  - Detect staff corruption and smuggling
  - Learn about criminal activity directed from the prison
- EXPLAIN that when intelligence is used to inform decision-making, it must be used in accordance with legal frameworks and human rights.
- DISCUSS the need to monitor offender mail, phone calls, visitations, etc.



## Dynamic Security

- Dynamic security is based on:
  - ✓ Positive relationships, communication, and interaction between the staff and offenders
  - ✓ Professionalism
  - ✓ Collecting relevant information
  - ✓ Insight into and improving the social climate of the institution
  - ✓ Firmness and fairness
  - ✓ Understanding personal situation of the offender
  - ✓ Communication, positive relations, and exchange of the information among all staff



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### Dynamic Security

By being more attentive to what is going on throughout the facilities, correctional personnel, especially line staff, can be instrumental in maintaining order.

Seasoned correctional personnel can develop a sixth sense about the feel of certain correctional environments. They know when something is not right or normal.

Gathering intelligence is refining those learned traits and reporting and documenting observations, conversations, associations, changes in offenders' actions and behaviors, etc.

Dynamic security is much more qualitative than static security. An alert staff member who has regular contact with an offender will be responsive to situations that are different from the norm and may present a threat. With effective dynamic security, staff will be monitoring and reading their environment and the offenders within it.

### Facilitator Notes

1. EXPLAIN that dynamic security is a concept by which staff prioritize the creation and maintenance of everyday communication and interaction with offenders based on professional ethics. It aims at better understanding offenders and assessing the risks they pose and at ensuring safety, security, and good order.
2. EXPLAIN that placing an emphasis on the need for prison staff to establish positive relationships with offenders is key to dynamic security. This concept rests on the notion that engaging with offenders and getting to know them can enable staff to anticipate and better prepare themselves to respond effectively to any incident that may threaten the security of the prison or the safety of staff and offender.
3. ADD that a fundamental aspect of dynamic security is that it provides prison management with essential information on what is happening within the prison. Prison staff who mix with offenders observe and listen to what is going on and obtain information from the offenders. They are able to feed this information into the security system so that valuable intelligence is developed. Many escapes have been prevented through effective dynamic security and information gathering.



## Trained, Competent, Resilient Staff

- Staff should be trained to:
  - ✓ Detect early warning signals that disturbances are likely
  - ✓ Prevent and detect plotting and group conspiracies
  - ✓ Prevent and detect recruitment or radicalizing efforts
  - ✓ Diffuse tense situations
  - ✓ Build relationships to gain the trust of offenders
  - ✓ Model pro-social behaviors and attitudes
  - ✓ Detect manipulative efforts to influence staff



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### Trained, Competent, Resilient Staff

Staff should be trained to:

- Detect early warning signals that disturbances are likely to occur
- Prevent and detect plotting and group conspiracies
- Prevent and detect recruitment or further radicalizing efforts between leaders and followers
- Diffuse tense situations
- Build relationships to gain the trust of offenders to encourage rehabilitation efforts
- Model pro-social behaviors and attitudes that challenge those associated with extremism
- Detect manipulative efforts by offenders to influence staff members and their mind-set

The availability of well-trained, knowledgeable, competent, and resilient staff is the most important precondition of a security system for violent extremist offenders. This is especially important when such offenders are concentrated in a separate unit or wing. In a separate unit, new group dynamics are likely to emerge, and staff should be prepared.

### Facilitator Notes


1. EXPLAIN the importance of a well-trained staff.
2. EXPLAIN that staff training must include the topic of diversity to improve understanding offenders of different cultural and religious backgrounds in order to understand which behaviors and practices are linked to radicalization and which are not.
3. All staff should be vigilant to the potential danger that violent extremist offenders may present to staff and their families. There are many examples of offenders using blackmail, threats, intimidation, attempted corruption, favors, and violence to influence staff to serve their own objectives.
4. EXPLAIN the importance of staff being able to identify changes in the prison environment. When status quo changes, staff need to be able to identify that something is different and exactly what has changed. Staff having an in-depth knowledge of their area, post, and offenders is vital to success.





### Training the Staff

**EXERCISE**

- Create a list of all training you think should be provided to:
  - Groups 1 & 2: All staff who come in contact with STGs
  - Groups 3 & 4: Specialists (counselors, etc.) who work with STGs








15 min.

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Training the Staff	
Duration	15 minutes
Purpose	The purpose of this activity is to think about training the staff who work with security threat groups should have.
Materials	<ul style="list-style-type: none"> <li>• Flipchart</li> <li>• Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Create a list of all training you think should be provided to:                             <ul style="list-style-type: none"> <li>• Groups 1 &amp; 2: All staff who come in contact with STGs</li> <li>• Groups 3 &amp; 4: Specialists who work with STGs</li> </ul> </li> <li>3. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. ASK participants to work in their groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



## Training the Staff

### REGROUP

- All staff who come in contact with STGs
- Specialists who work with STGs



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### Training the Staff

Regroup from the previous activity.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE participants' responses.
4. ADD any training you deem important. Some possibilities are listed below:
  - General training: Understanding the circumstances that can lead to violent extremism; recognizing processes of radicalization; cultural sensitivity; knowledge of images, symbols, words/phrases, slogans, and other visible or verbal expressions relating to different ideologies; and information about regulations and processes to follow when observing radicalization or extremist behaviors.
  - Specialist training: Training will typically cover a range of professional practices, including: understanding pathways to violent extremism; recognizing radicalization warning signs; conducting intelligence assessments; following ethical standards; interpersonal skills; stress management; religious and cultural diversity; and delivery of de-radicalization and disengagement interventions.





## Creating a Healthy Environment

- Staff-offender relationships—dignity, respect, and courtesy
- Well-being and personal development—basic needs
- Conditions and family contact—personal hygiene/decency, clean living space, and access to and respect for cultural and religious considerations
- Security, safety, and control—organized, controlled, and efficient prison
- Professionalism—apply rules and distribute privileges fairly



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### Creating a Healthy Environment

A healthy prison environment is the primary deterrent for radicalization. The risks of radicalization are reduced through a professional, secure, and fair prison. The absence of these elements can reinforce the extremist mindset and distrust toward authorities and increase the formation of groups and triggers for violence.

Investing in day-to-day staff-offender relationships, through staff empowerment, professionalism, respect and dynamic security measures is key to dealing with VEOs.

The prison environment includes the physical environment and values, relationships, procedures, and policies that constitute the day-to-day functioning of a prison. These factors shape the prison experience and can provide opportunities to reduce the risk of radicalization during imprisonment and the risk of reoffending after release into society.

Overcrowding, a lack of staff or poor relationships between staff and offenders, and poor facilities — including poor access to meaningful activities such as education and work—can have a negative impact on offenders.

Consistency in enforcement, discipline, and communication is also vital.

### Facilitator Notes

EXPLAIN the following:

- **Staff-offender relationships:** Offenders must be treated with dignity, respect, and courtesy at all times. Effective staff-offender relationships can facilitate the building of trust and help break down us versus them barriers, distrust, and suspicion.
- **Well-being and personal development:** Offenders' well-being and development must form the core of rehabilitation. Ensuring this involves meeting basic needs (access to decent food, clean sanitary facilities, time outside) and providing vocational training so that they may pursue personal development.
- **Conditions and family contact:** Prison conditions encompass facilities to maintain personal hygiene and decency and a clean living space. Family contact is a crucial form of support and contributes to healthy relationships after release. Frequency of contact with family, a meaningful space for visits that includes comfortable spaces for children, and an appropriate time allocated for meaningful contact are all important for family contact.
- **Security, safety and control:** An organized, controlled, and efficient prison provides offenders with structure. Understaffing or inexperienced personnel have a negative impact on security and control.



## Being a Role Model

- Supportive day-to-day interactions—such as respectful communication and providing positive role models—between staff and offenders may play a crucial role in facilitating constructive changes and developing resilience against being drawn into violent extremism



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### Being a Role Model

Emerging evidence suggests that small actions may have strong effects, often initiating steps to disengage or to reconsider harmful attitudes and perceptions of other groups. Supportive human interactions on an everyday basis between staff and offenders, such as respectful communication and providing positive role models to offenders may play a crucial role in facilitating constructive changes and developing resilience against being drawn into violent extremism.

### Facilitator Notes


EXPLAIN that a well-run prison must be grounded in intelligent trust: trusting prisoners who are trustworthy and allowing opportunities for those considered untrustworthy to build trust. Heavy-handed or punitive policies, as well as poor staff-prisoner relationships, can erode trust, contribute to alienation, legitimize extremist views against the state, undermine efforts to rehabilitate, and jeopardize safety.



### Being a Positive Role Model

**EXERCISE**


- Assume that your group is in charge of mentoring a newly hired staff member
- Think of words of advice you would give her to help her understand how to show respect and be a role model when dealing with violent offenders



Work in Groups

➔


Share Response



10 min.

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Being A Positive Role Model	
Duration	10 minutes
Purpose	The purpose of this activity is to think of ways in which staff can show respect and be a positive role model when dealing with violent extremist offenders.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Assume that your group is in charge of mentoring a newly hired staff member.</li> <li>3. Write down words of advice you would give her in how she can show respect and be a positive role model for violent extremist offenders.</li> <li>4. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. ASK participants to work in their groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



## Being a Positive Role Model

### REGROUP

- Showing respect
- Being a role model



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### Being a Positive Role Model

Regroup from the previous activity and discuss the responses as a group.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE participants' responses.
4. SHARE any ideas you may have.



## Rehabilitation Interventions

- *Intervention* refers to actions or activities that directly or indirectly contribute to the disengagement/rehabilitation of violent extremists
- Interventions are most effective when embedded within a holistic approach that addresses the following issues:



Psychological



Social



Practical



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### Rehabilitation Interventions

The term *intervention* refers to any actions or activities that directly or indirectly contribute to the rehabilitation of violent extremists.

The emphasis is on interventions that require personal change in the offender, such as her actions, beliefs, identity, and relationships.

Interventions may range from targeted programs to more general activities (such as education, employment, or occupational activities). Interventions may vary depending on a multitude of factors, including the extent to which they are delivered to purposefully address extremist offending, the time span over which they are delivered, who delivers the interventions, how they are delivered, and their intended aims and outcomes.

Interventions are most effective when they are embedded and delivered within a holistic approach that addresses psychological, social (including familial), and practical issues associated with effective disengagement and reintegration efforts.

### Facilitator Notes

1. EXPLAIN rehabilitation interventions.
2. PROVIDE examples (either your own or those listed in the left column).
3. EXPLAIN that interventions are most effective when delivered with a holistic approach. The holistic approach recognizes that rehabilitation from violent extremism is a multifaceted journey.
4. ADD that vocational training is a significant step in preparing offenders for release and abstention from crime.
5. EXPLAIN that providing opportunities for offenders to maintain close ties with networks of family and friends is important to bridging the transition from prison to release. Research on violent extremist offenders, specifically in relation to de-radicalization and disengagement, supports the importance of social ties in these processes. Interventions such as mentoring projects can also be used to provide social support and help build trust-based relationships.

## Intervention Goals



- All interventions and management actions should set out to achieve clear and specific objectives, including:
  - ✓ Preventing offenders from becoming or remaining engaged with extremist groups, causes or ideologies
  - ✓ Preventing offenders from becoming or remaining willing or prepared to commit offenses on behalf of an extremist group, cause, or ideology
  - ✓ Preventing offenders from having or retaining the capacity to commit violent extremists

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### Intervention Goals

In correctional services, interventions are typically considered from a risk management and rehabilitation perspective.

Intervening to change problematic or harmful relationships, behavior, and ways of thinking should be embedded in everyday correctional practice.

Meaningful interventions, such as education, employment, sports, and religious and cultural activities should be provided to develop resilience against becoming involved in extremism and to encourage and support a crime-free life.

The specific focus and benefits of these activities and the changes they are intended to bring about should be identified and considered carefully.

Understanding the role these approaches may play and the changes they may facilitate is important in recognizing their relevance and value to individual offenders.

### Facilitator Notes

1. PROVIDE examples of how education may be a meaningful intervention: Education may help broaden perspectives, develop critical thinking, and empower individuals to seek new alternatives in their lives.
2. PROVIDE examples of how employment may be a meaningful intervention: Employment may help facilitate new relationships, build self-worth and purpose, and provide hope.
3. PROVIDE examples of how sports may be a meaningful intervention: Sports may provide excitement and fun, opportunities to develop skills in teamwork, discipline, leadership, and a sense of personal agency.
4. PROVIDE examples of how cultural activities may be a meaningful intervention: Cultural activities may help develop self-reflection, contentment, and belonging.



### Intervention Requirements



- ✓ Facilitate opportunities to fulfill offenders' needs
- ✓ Enable offenders to pursue goals and objectives
- ✓ Strengthen offenders' sense of control over her decisions and behavior
- ✓ Encourage/enable offenders to express their values, beliefs, and emotions in social ways rather than anti-social
- ✓ Prevent individuals from being able to commit extremist offenses by disrupting relationships, network, and communications that promote extremism and facilitate extremist offenses

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#### Intervention Requirements

Interventions need to:

- Facilitate opportunities and activities to fulfill needs (such as belonging, significance, and purpose) that individuals may otherwise seek through violent extremism
- Empower and enable individuals to pursue goals and objectives through legitimate means rather than through violence
- Strengthen an individual's sense of personal agency over her own decisions and behavior
- Strengthen beliefs and perceptions that can protect individuals from being willing and prepared to commit violent extremist acts
- Encourage and enable individuals to express their values, beliefs, and emotions in pro-social ways rather than anti-social, extremist acts
- Prevent individuals from being capable of committing extremist offenses, including disrupting relationships, networks, and communications that promote extremism

#### Facilitator Notes


DESCRIBE the requirements of interventions for violent extremists and other security threat groups using the information in the slide and left column.



### Focused Interventions

**EXERCISE**


- Refer to the four scenarios you worked on in the first exercise
- Select one of the scenarios and design an intervention program for the offender that you believe addresses psychological, social, and practical issues



Work in Groups


➔

Share Response



30 min.

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Focused Interventions	
Duration	30 minutes
Purpose	The purpose of this activity is to think about rehabilitative interventions for a particular violent extremist offender.
Materials	<ul style="list-style-type: none"> <li>Flipchart</li> <li>Markers</li> <li>Scenarios (from first exercise)</li> </ul>
Steps	<ol style="list-style-type: none"> <li>1. Work in small groups.</li> <li>2. Select one of the scenarios from the first exercise in this module.</li> <li>3. Develop an intervention program that addresses psychological, social, and practical issues.</li> <li>4. Be prepared to share with the class.</li> </ol>

**Facilitator Notes**

1. HAVE participants work in their small groups.
2. EXPLAIN the activity.
3. REGROUP on the next slide.



## Focused Interventions

### REGROUP

- Psychological
- Social
- Practical



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### Focused Interventions

Regroup from the previous activity.

### Facilitator Notes

1. REGROUP from the previous activity.
2. CALL upon a spokesperson from each group to give the group's response.
3. COMPARE participants' responses.
4. PROVIDE your observations and ask any questions you may have of the groups.

## SUMMARY


Topics

- ✓ Risk Assessment
- ✓ Needs Assessment
- ✓ STG Management Strategy
- ✓ Creating a Healthy Environment
- ✓ Interventions

Knowledge Check


In your group, answer the following:

- What is the most important point you learned today?
- What point remains least clear to you?



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**Summary**

1. Review notes from previous session.
2. Work with your group to respond.

**Facilitator Notes**

1. ASK for volunteers to answer these two questions.
2. ENCOURAGE participants to engage in a conversation to test knowledge gained in this module.



# Worksheets



## Validating Security Threat Groups

Different source items have different point values, as shown in the table below.

Validating Security Threat Groups		
Source Items	Point Value	Total Points
<ul style="list-style-type: none"> <li>• Symbols (hand signs, graffiti, distinctive clothing, tattoos)</li> <li>• Written materials (membership or enemy lists) identifying the offender that are not in his or her possession</li> </ul>	2	
<ul style="list-style-type: none"> <li>• Association with validated STG affiliates</li> <li>• Informant information (validation cannot be based solely on hearsay informant information)</li> <li>• Debriefing report</li> </ul>	3	
<ul style="list-style-type: none"> <li>• Written materials in the personal possession of the offender</li> <li>• Photos (no more than four years old)</li> <li>• Staff observations</li> <li>• Information from other agencies</li> <li>• Visits from people known to promote or assist STG activities</li> <li>• Communications (e.g., notes, phone conversations, mail)</li> </ul>	4	
<ul style="list-style-type: none"> <li>• Self-admissions</li> </ul>	5	
<ul style="list-style-type: none"> <li>• Crimes committed for benefit, at direction, or in association with an STG</li> <li>• Tattoos or body markings</li> </ul>	6	
<ul style="list-style-type: none"> <li>• Legal documents (sentencing, lawsuits, new charges, etc.)</li> </ul>	7	
Total Points		

A validation requires at least three independent source items with a combined value of 10 points or greater in addition to information/behavior indicative of membership or association.



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## Offender Profiles/Scenarios

### Offender A

Offender A is a 27-year-old suspected member of a criminal street gang that has recently begun expanding to territories outside the capital. She has a lengthy criminal history, including charges of assault, receiving stolen property, breaking and entering, and possession of a small amount of narcotics. Offender A is serving a sentence for assault and is scheduled for reclassification in two months. Reports from Offender A's previous periods of incarceration show multiple disciplinary infractions, including one for threatening corrections staff and another for assault on another offender.

When Offender A arrived at the prison, she was uncooperative and uncommunicative with staff. Court records indicate Offender A has two young children, neither of whom lived with her prior to her most recent arrest. Records also indicate that Offender A never completed secondary school, although she was able to read and comprehend all documents presented to her during her trial and subsequent admission to the prison.

Since beginning her sentence, Offender A has been observed in the company of known gang members; she regularly talks with another offender (Offender D) who is suspected of holding a leadership position in a known extremist group. Offender A avoids any contact with Offenders 5,6,7, and 8, all of whom have been validated as members in a competing criminal street gang. Booking photos show a small symbol tattooed on Offender A's right wrist. A review of Offender A's social media turned up repeated posts featuring that symbol as depicted in graffiti and amateur artwork, as well as messages boasting about Offender A's involvement in gang-related offenses. Offender A also had pictures of herself with narcotics, money, and weapons on her social media accounts.

#### Assignment:

- **Use the worksheet to validate Offender A**
- **Determine whether the offender can be categorized as: leader, member, associate, or a non-STG**

Total Point Value: \_\_\_\_\_

Level of STG: \_\_\_\_\_ **Leader;** \_\_\_\_\_ **Member;** \_\_\_\_\_ **Associate;** \_\_\_\_\_ **non-STG**

### Offender B

Offender B is 19 years old, with one prior charge for shoplifting that was dropped on request of the store owner. She has no secondary education; court records indicate she is functionally illiterate, able to read and write her name as well as a few other simple words, but unable to read and comprehend trial-related documents. Offender B is serving her first prison sentence for aiding and abetting a known terror suspect.

In her interactions with staff, Offender B has been compliant, even polite, despite demonstrating a large degree of fear or apprehension about her incarceration. Offender B's only known family is her father, who was partially paralyzed in a vehicle crash and now supports himself by operating a fruit stand outside the city.

Court records indicate that Offender B came to the city to look for work, and at some point, she met Suspect R. Suspect R has been implicated in a string of burglaries that have been tied to a known



extremist group operating in the city (the group committed these burglaries to raise funds for the purchase of weapons). Offender B accepted Suspect R's offer of temporary shelter. Police interviewed Offender B at her place of work, seeking information on the whereabouts of Suspect R following the latter's most recent burglary. Offender B claimed not to know Suspect R and left her place of work immediately after police departed to warn Suspect R of their interest. When police arrived at her place of residence, Offender B once again claimed to not know Suspect R.

Court and medical records indicate Offender B may be slightly developmentally disabled, although a full diagnosis has not been completed.

**Assignment:**

- **Use the worksheet to validate Offender B**
- **Determine whether the offender can be categorized as: leader, member, associate, or a non-STG**

**Total Point Value:** \_\_\_\_\_

**Level of STG:** \_\_\_\_\_ **Leader;** \_\_\_\_\_ **Member;** \_\_\_\_\_ **Associate;** \_\_\_\_\_ **non-STG**

**Offender C**

Offender C is a 37-year-old woman who is serving a sentence for financial crimes. Offender C worked at a national bank's wire transfer office, where she used her access to help move and conceal funds tied to a known terror group. Prior to this crime, Offender C had no interaction with law enforcement. She is a university graduate.

A recent search of Offender C's cell turned up contraband in the form of a mobile phone. Other than this issue, Offender C has no disciplinary remarks in her record. Staff describe her as aloof or withdrawn at times, especially in a group environment. In one-on-one interactions with staff, Offender C seems eager to form connections and has offered to provide occasional reports on other offenders. She has requested that prison management dismiss the disciplinary charge for the mobile phone in exchange; she has refused to identify the source of the phone, saying that it did not belong to her and she does not know how it appeared in her cell. Offender C has been observed to suffer short periods of emotional breakdown throughout her incarceration, some of which have required medical intervention.

At the time of her arrest, investigators found photo evidence tying Offender C to a member of a known terror group, who was later determined to be her cousin.

**Assignment:**

- **Use the worksheet to validate Offender C**
- **Determine whether the offender can be categorized as: leader, member, associate, or a non-STG**

**Total Point Value:** \_\_\_\_\_

**Level of STG:** \_\_\_\_\_ **Leader;** \_\_\_\_\_ **Member;** \_\_\_\_\_ **Associate;** \_\_\_\_\_ **non-STG**



## Offender D

Offender D is 44 and serving a life sentence. She and another offender were arrested for plotting a well-planned attack against high-level government officials. She has two previous offenses, one for vandalism (extremist graffiti sprayed on a government building) and the other for weapons possession. Her co-conspirator also has two previous offenses, money laundering and conspiracy to spark violence at a peaceful protest. Offender D's disciplinary record shows no infractions within the past year.

Offender D attended university but did not graduate. She is unmarried and has no children. She has placed herself in a position of considerable influence among other offenders, offering new offenders guidance on adjusting to prison life and help with educational assignments. Offender D has recently been seen talking at length with Offender A and a number of offenders who are serving shorter sentences or who are likely to be transferred to other facilities within the prison system. She quits talking when staff come near.

Court records indicate that Offender D withdrew from university due to her recurring conflicts with those in authority, including professors and other staff. In the initial stages of her incarceration, Offender D was prone to angry outbursts and threats against older offenders and prison staff. Recently, though, she seems to have withdrawn as much as possible from direct interaction with staff.

### Assignment:

- **Use the worksheet to validate Offender D**
- **Determine whether the offender can be categorized as: leader, member, associate, or a non-STG**

**Total Point Value:** \_\_\_\_\_

**Level of STG:** \_\_\_\_\_ **Leader;** \_\_\_\_\_ **Member;** \_\_\_\_\_ **Associate;** \_\_\_\_\_ **non-STG**



## Step-Down Program for Security Threat Groups

Items	Step 1	Step 2	Step 3	Step 4
Housing Location				
Review Period				
Minimum Length of Term Required for Review or Release				
Mail				
Canteen				
Phone				



Items	Step 1	Step 2	Step 3	Step 4
TV and Radio				
Programs				
Yard Exercise				



Items	Step 1	Step 2	Step 3	Step 4
Meals				
Personal Property				
Personal Property Package				



## Step-Down Program for Security Threat Groups

Items	Step 1	Step 2	Step 3	Step 4
<b>Housing Location</b>	Security Housing Unit	Security Housing Unit	Security Housing Unit	Security Housing Unit
<b>Review Period</b>	180 days	180 days	180 days	180 days
<b>Minimum Length of Term Required for Review or Release</b>	12 months prior to movement to Step 2	12 months prior to movement to Step 3	12 months prior to movement to Step 4	12 months prior to review for release to Step 5
<b>Mail</b>	In accordance with procedures (same across the steps)	In accordance with procedures (same across the steps)	In accordance with procedures (same across the steps)	In accordance with procedures (same across the steps)
<b>Canteen</b>	Limit @ 25% of maximum draw (\$55 per month) May include limitations on types of product	Limit @ 30% of maximum draw (\$66 per month) May include limitations on types of product	Limit @ 40% of maximum draw (\$88 per month) May include limitations on types of product	Limit @ 50% of maximum draw (\$110 per month) May include limitations on types of product
<b>Phone</b>	On emergency basis only as determined by institution/facility staff	One call to an approved friend or family member upon successful completion of Step 1	Two calls to an approved friend or family member upon successful completion of Step 2	Four calls to a friend or family member upon successful completion of Step 3
<b>TV and Radio</b>	1 television, 1 radio, or 1 television/radio combination Clear technology only	1 television, 1 radio, or 1 television/radio combination Clear technology only	1 television, 1 radio, or 1 television/radio combination Clear technology only	1 TV and 1 radio or a television/radio combination Clear technology only
<b>Programs</b>	College programs and proctoring of college exams Observation phase to include in-cell studies designed to enhance life skills	College programs and proctoring of college exams Observation/enhanced privilege phase to include in-cell studies designed to enhance life skills	College programs and proctoring of college exams Enhanced program, privileges & peer interaction phase to include individual/group meetings on life-skills and self-help programs Group meetings limited in size and made up of mixed gang affiliations to begin peer interaction	College programs and proctoring of college exams Transitional program, privileges & peer interaction phase to include alternatives to violence programs and identified work and education programs within the housing unit Group meetings limited in size and made up of mixed gang affiliations to begin peer interaction



Items	Step 1	Step 2	Step 3	Step 4
<b>Yard Exercise</b>	10 hours individual or with compatible cell partner Include isometric and exercise equipment as determined and deemed appropriate	10 hours individual or with compatible cell partner Include isometric and exercise equipment as determined and deemed appropriate	At least 10 hours of individual or with compatible cell partner Include isometric and exercise equipment as determined and deemed appropriate	At least 10 hours of individual or with compatible cell partner Yard interaction with offenders of diverse affiliations after 6 months of programming within Step 4
<b>Meals</b>	Consumed in cell	Consumed in cell	Consumed in cell	Consumed unrestrained in section with other Step-Down Program offenders
<b>Personal Property</b>	According to procedures	According to procedures Allow possession of playing cards	According to procedures Allow plastic tumbler; plastic bowl; pair of personal tennis shoes; combination of 10 books, newspapers, or magazines; playing cards; and domino game	According to procedures Allow plastic tumbler; plastic bowl; pair of personal tennis shoes; combination of 10 books, newspapers & magazines; photo album; chess, checker, and domino games; and playing cards
<b>Personal Property Package</b>	1 personal package per year not to exceed 30 pounds	1 personal package per year not to exceed 30 pounds	1 personal package per year not to exceed 30 pounds	2 personal packages per year not to exceed 30 pounds each

Course Evaluation

تقييم الدورة

# COURSE EVALUATION

## ANONYMOUS FEEDBACK

Please take a moment to complete an evaluation of this training program. Your input is important and will help us improve future programs. Thank you!



**Course:** Prison Intelligence & Threat Groups Management  
(General Academy)

**Date:** \_\_\_\_\_

1 Rate each aspect of the training: (circle rating)	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. I understood the training content and concepts.	1	2	3	4	5
b. The training was engaging and relevant to me.	1	2	3	4	5
c. I will be able to apply what I learned at my job.	1	2	3	4	5
d. The training program met my expectations.	1	2	3	4	5

**2** What did you find particularly valuable?

**3** What did you wish to receive but did not?

6 Rate the instructional methods used: (circle rating)	Poor	Not bad	Average	Good	Excellent
a. Presentations (lecture, demonstration, slides)	1	2	3	4	5
b. Discussions and interactions (exercises, activities)	1	2	3	4	5
c. Teach-backs (instructional practice, coaching)	1	2	3	4	5
d. Resources (training tools, guides, job aids, media)	1	2	3	4	5

**7** What would you change or improve?

**8** What did you enjoy most?



# COURSE EVALUATION

9 Rate your experience with the instructors: <i>(circle rating)</i>	Strongly disagree	Disagree	Neither	Agree	Strongly agree
a. It was easy to understand the instructors.	1	2	3	4	5
b. The instructors encouraged my participation.	1	2	3	4	5
c. The instructors answered most of my questions.	1	2	3	4	5
d. The instructors contributed to my development.	1	2	3	4	5

10 Rate the language/translation services: <i>(circle rating)</i>	Poor	Not bad	Average	Good	Excellent
a. Translation of written materials (slides, forms)	1	2	3	4	5
b. Interpretation of instructors (lecture, directions)	1	2	3	4	5
c. Interpretation of interactions (discussions, activities)	1	2	3	4	5
d. Availability and access to interpreters	1	2	3	4	5

**Please circle the rating that best describes your overall experience.**

1	2	3	4	5
Poor	Acceptable	Average	Good	Excellent

## Additional Notes

Please provide any additional comments or suggestions.

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*Thank You and Congratulations!*