NEW JERSEY OFFICE OF THE SECRETARY OF
HIGHER EDUCATION

To:	NJ Institutions of Higher Education
From:	NJ Office of the Secretary of Higher Education,
	NJ Office of Homeland Security and Preparedness
Date:	March 19, 2025
Subject:	New Intelligence Products for the Education Sector from NCTC

The National Counterterrorism Center's (NCTC), FBI, and DHS have published a supplement to the U.S. Violent Extremist Mobilization Indicators booklet, a guide for the education sector.

Violent Extremist Mobilization Indicators and the Education Sector (February 26, 2025) This product highlights key indicators and risk factors that education sector observers can be on the lookout for to identify someone who may be mobilizing to violence, and near the end of the booklet provides a handful of additional resources and guides available to practitioners to help deal with and prevent violence in their institutions. This booklet is completely unclassified and can be shared with education sector partners, including school resource officers, counselors, or administrators.

(U) Education sector facilities are often targets of US-based violent extremist attacks and plots, often from current or former students who have personal grievances toward students, teachers, or staff, or individuals who cast the institution as hostile toward their violent extremist ideology.

(U) The supplement is organized into three sections. Section 1 lists examples of behavioral indicators derived from a review of violent extremists who plotted against or targeted education sector facilities. These indicators are categorized into six behavior types that explain the focus of an individual's activities. Section 2 provides a list of risk factors to consider in conjunction with the indicators of mobilization to violence. Section 3 provides a list of additional sector-specific resources for countering or reporting concerns about violent extremism.

NCTC are still in the process of printing physical copies of the supplement. If you are interested in a shipment, please email OSHE Chief of Staff at Sandra.GilotWest@oshe.nj.gov.

Please see the supplemental publication attached.

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VIOLENT EXTREMIST
MOBILIZATION INDICATORS
AND THE EDUCATION SECTOR

The National Counterterrorism Center (NCTC), the Federal Bureau of Investigation (FBI), and the Department of Homeland Security (DHS) are committed to safeguarding the rights guaranteed by the United States Constitution and applicable law. It is therefore important to emphasize that many of the mobilization indicators included in this booklet may also relate to constitutionally protected activities. Each indicator listed may be, by itself, lawful conduct or behavior and may constitute the exercise of rights guaranteed by the US Constitution. It is most important to look critically and contextually at the specific actions of the individual and their intent. Law enforcement action should never be taken solely based on constitutionally protected activities; on the apparent or actual race, age, ethnicity, national origin, religion, gender, sexual orientation, or the gender identity of the subject; or on any combination of these factors. Individuals are encouraged to contact law enforcement if—based on the totality of these behavioral indicators and the situational context—they suspect an individual is mobilizing to violence or engaging in violent extremist activities.

INTRODUCTION

NCTC, FBI, and DHS's *US Violent Extremist Mobilization Indicators 2021 Edition* is a booklet of 42 indicators—or observable behaviors—that suggest an ideologically motivated US-based violent extremist may be mobilizing to violence.[a] This supplement[b] is intended to show how these indicators can be used to help detect violent extremist threats against the US education sector.[c] They may also be relevant to detecting other forms of targeted violence within the education sector.

Education sector facilities are often targets of US-based violent extremist attacks and plots, often from current or former students who have personal grievances toward students, teachers, or staff, or who cast the institution as hostile toward their violent extremist ideology. Adherence to violent extremist ideology, especially for minors, is not always rigid. In rare occurrences, violent extremists have adopted aspects of, or switched between, seemingly disparate violent extremist ideologies, such as those promoted by foreign terrorist organizations (FTOs) and racially or ethnically motivated violent extremists (REMVEs), with their personal grievances fueling their beliefs.

[a] For purposes of the *US Violent Extremist Mobilization Indicators 2021 Edition,* ideologically motivated US-based violent extremists consist of homegrown violent extremists (HVEs) and domestic violent extremists (DVEs). An HVE is defined by the FBI and DHS as a person of any citizenship who has lived and/or operated primarily in the United States or its territories who advocates, is engaged in, or is preparing to engage in ideologically motivated terrorist activities (including providing support to terrorism) in furtherance of political or social objectives promoted by a foreign terrorist organization (FTO) but is acting independently of direction by an FTO. HVEs are distinct from traditional domestic terrorists who engage in unlawful acts of violence to intimidate civilian populations or attempt to influence domestic policy without direction or influence from foreign actors. A DVE is defined by the FBI and DHS as an individual based in and operating primarily within the United States or its territories without direction or inspiration from a foreign terrorist group or other foreign power who seeks to further political or social goals, wholly or in part, through unlawful acts of force or violence. The mere advocacy of political or social positions, political activism, use of strong rhetoric, or generalized philosophic embrace of violent tactics may not constitute extremism and may be constitutionally protected.

[b] This supplement is not a response to a specific threat against the United States. It provides general awareness of, considerations for, and additional resources related to threats resulting from general terrorist tactics, techniques, and procedures (TTPs) that could be leveraged to conduct a terrorist attack in the United States. NCTC's contributions to this supplement are limited to TTPs based on the conduct of international terrorists, HVEs, and US-based violent extremists directed, enabled, or inspired by, or who otherwise affiliate or collaborate with, foreign violent extremists.

[c] The US education sector consists of local, state, and Federal administrative educational facilities as well as over 100,000 public and private facilities, and covers pre-kindergarten through 12th grade schools (primary and secondary institutions), postsecondary institutions of higher education, and business and trade schools.

This supplement is organized into three sections:

- **Section 1** lists examples of behavioral indicators derived from a review of violent extremists who plotted against or targeted education sector facilities. These indicators are categorized into six behavior types that explain the focus of an individual's activities. These behaviors could be observed by:

  » People across the education sector who are in positions to observe these activities firsthand, including people who are likely to have different levels of access and insight into the individual who may be mobilizing to violence. Examples include: friends, classmates, or roommates; colleagues and supervisors; teachers, counselors, school nurses, bus drivers, custodial workers, and administrative staff members; school resource officers (SROs), campus police, and other school security personnel; and coaches, tutors, and club leaders.

  » Potential observers[d] outside the education sector include family members, social media users, community authority figures, commercial sector representatives, and financial sector representatives. Business owners and community authority figures who are near schools or other sector facilities are well positioned to observe some of these behavioral indicators, underscoring the importance of local community outreach and tripwire programs.

- **Section 2** provides a list of risk factors to consider in conjunction with the indicators of mobilization to violence.

- **Section 3** provides a list of additional sector-specific resources for countering or reporting concerns about violent extremism.

It is important to consider the totality of a person's circumstances when observing potential indicators. We incorporated the word "unusual" in many of these examples to remind observers that we are looking for concerning behavior that is different from an individual's normal or expected activity. Many of these indicators are constitutionally protected activities, and the presence of one or even multiple indicators does not necessarily mean that an individual is mobilizing to violence. However, when observed in context or in combination with other suspicious behaviors, one or more of these indicators may raise suspicion in a reasonable person and constitute a basis for reporting to law enforcement.

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[d] For a complete description of these categories of observers, sometimes referred to as bystanders, please see *US Violent Extremist Mobilization Indicators 2021 Edition.* For a full copy, please access the QR code on the back of this booklet or go to: https://www.dni.gov/files/NCTC/documents/news_documents/Mobilization_Indicators_Booklet_2021.pdf.

SECTION ONE

INDICATORS AND EXAMPLES BY BEHAVIOR TYPE[e]

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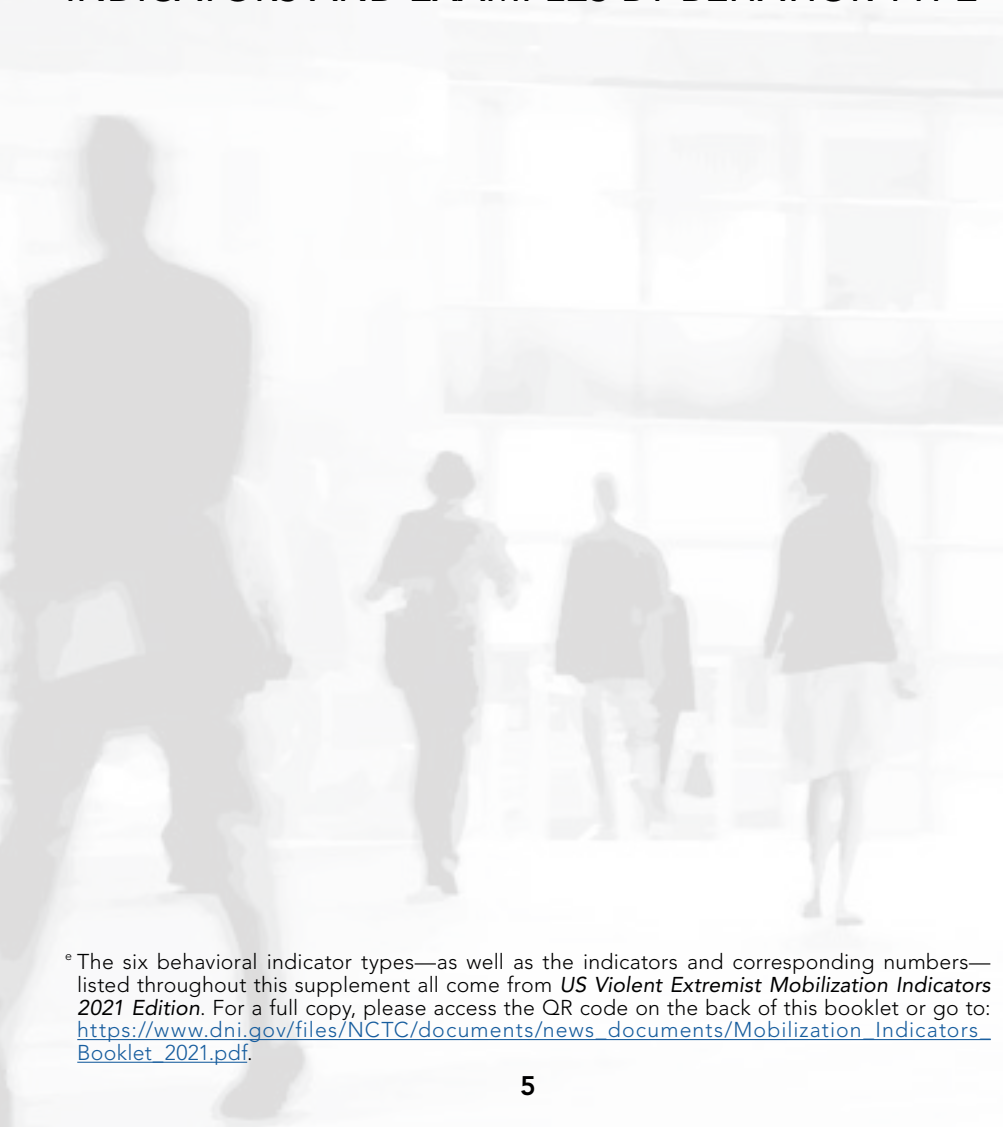
[e] The six behavioral indicator types—as well as the indicators and corresponding numbers—listed throughout this supplement all come from *US Violent Extremist Mobilization Indicators 2021 Edition*. For a full copy, please access the QR code on the back of this booklet or go to: https://www.dni.gov/files/NCTC/documents/news_documents/Mobilization_Indicators_Booklet_2021.pdf.

INTENT

Developing or communicating goals or plans to commit a violent act
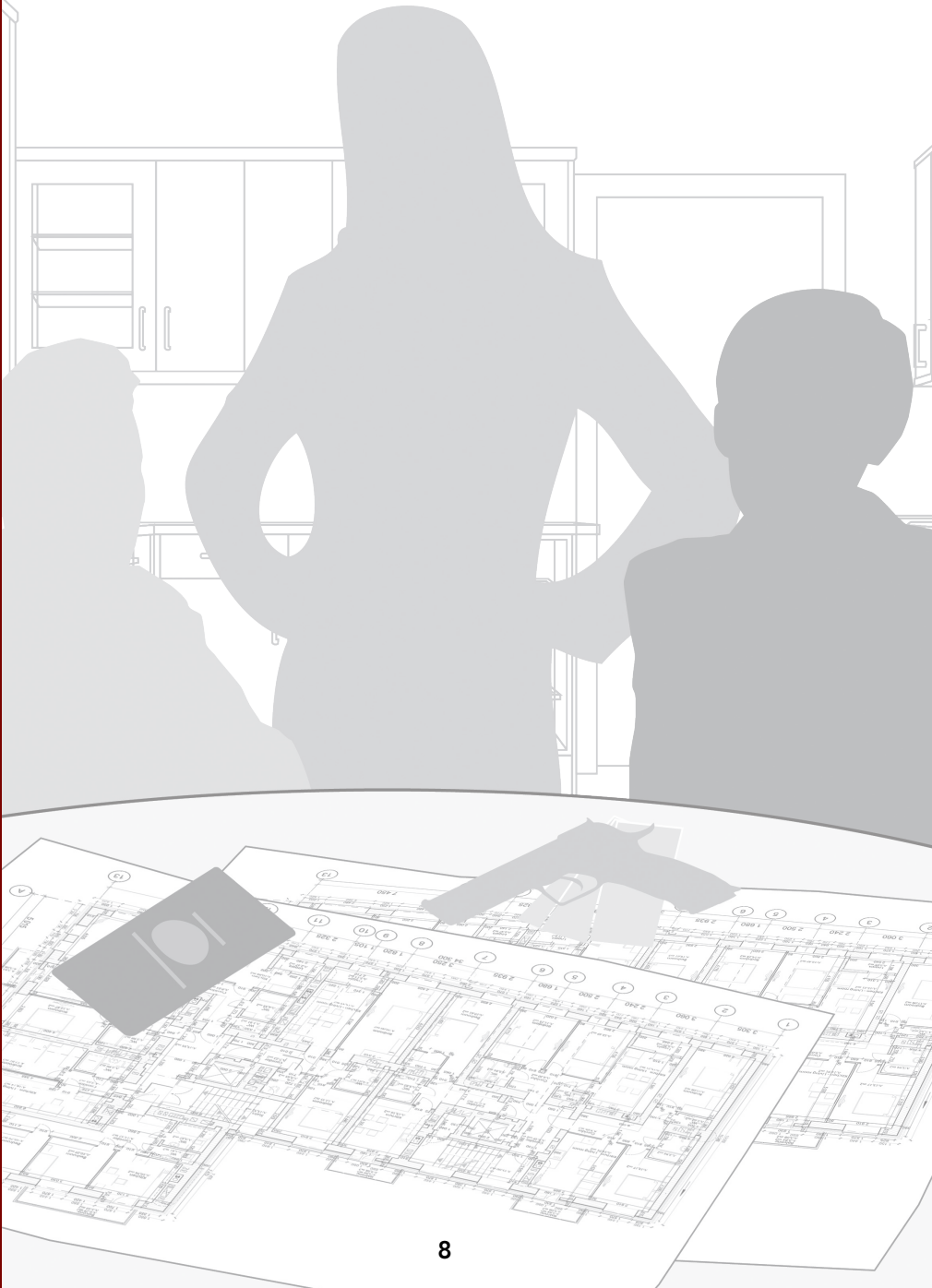
● Mobilization ■ Preparation ⬡ Motivation

2 Engaging in a threatening interaction or violently refusing to comply with law enforcement based on an observed violent extremist ideology

3 Disseminating one's own martyrdom or last will video or statement (for example, a pre-attack manifesto)

5 Identifying—in person or online—specific details of an intended violent activity, including targets, time frames, and participant roles

8 Communicating in person or online an intent to engage in violence or a direct threat with justification for action, particularly if presented as necessary or inevitable

28 Professing an intent to harm law enforcement if law enforcement takes action or stating an intent to harm others if confronted

30 Threatening specific violence against a particular physical target, especially in response to current news reporting on political and legislative issues or other flashpoint events that speak to one's ideological concerns

31 Threatening violence toward specific individuals, including civilian, government, law enforcement, or military personnel

34 Expressing acceptance of violence as a necessary means to achieve ideological goals and saying that nonviolent means are ineffective or unavailable

Potential Examples:

- Posting or sharing threats of violence targeting education sector facilities or personnel, especially when justifying such violence as retribution against school staff or students who have ridiculed or persecuted them for their ideological beliefs. Such threats can be conveyed or leaked online (such as on public discussion boards or in private small-group chats), during class discussions, or written on homework or tests.

- Communicating in person or online about plans to develop, revise, or disseminate a pre-attack manifesto or final statement, especially one that references or glorifies an FTO, other violent extremists, or past school shooters.

- Frequent "jokes" threatening specific violence against a particular education sector target or individual, especially in reference to particular dates or anniversaries associated with violent extremist activity.

TACTICS

Acquiring or developing skills, knowledge, or materials to engage in violent extremist activities

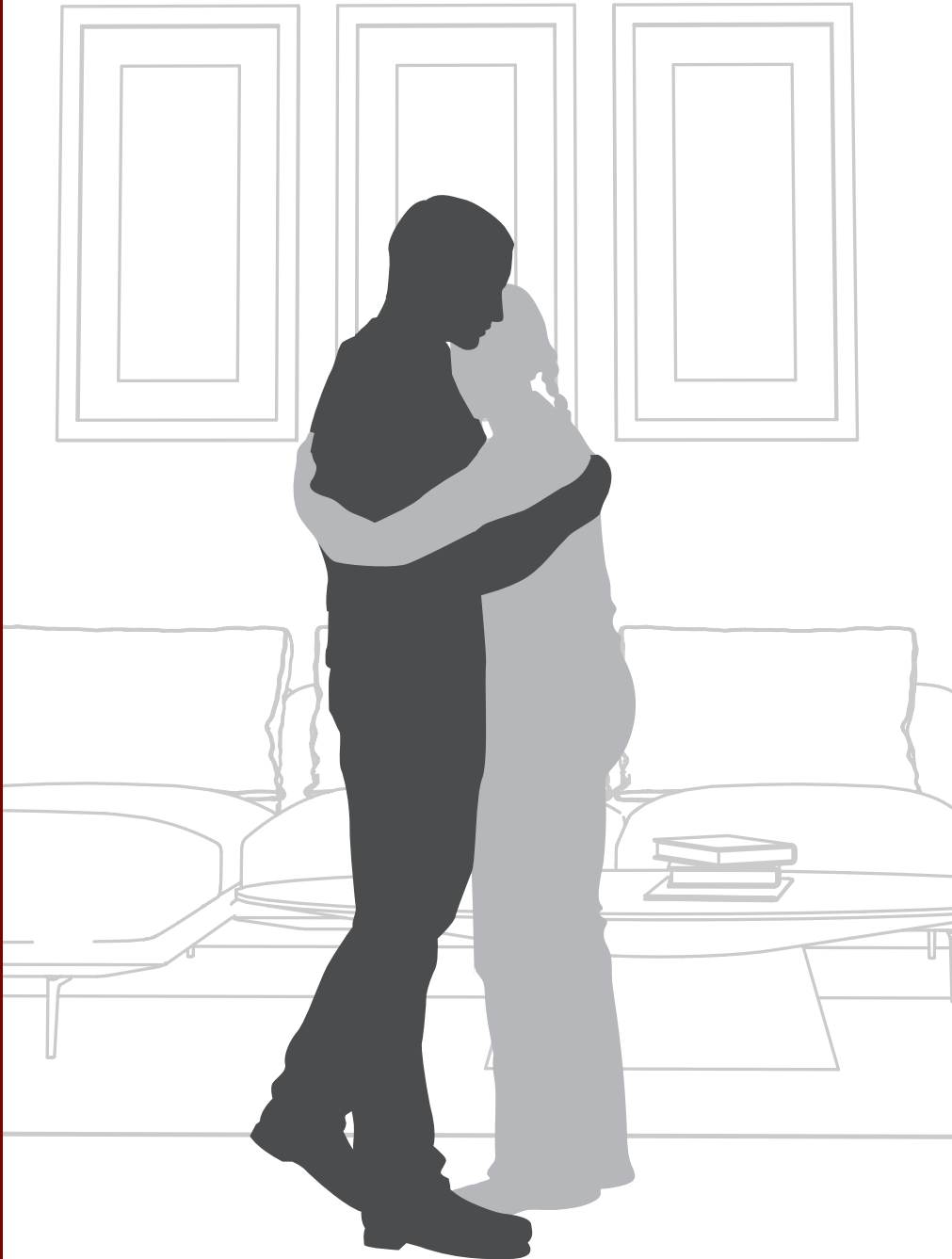● Mobilization   ■ Preparation   ⬡ Motivation

4 Conducting a dry run of an attack or assault or attempting to gain proximity or access to targets

15 Surveilling potential attack targets

16 Increased use of physical concealment tactics in support of planning a specific act of violence

17 Increased use of online concealment tactics in support of planning a specific act of violence

20 Acquisition of weapons for suspected criminal purposes

21 Change in or initiation of physical or weapons training for suspected criminal purposes

25 Conducting research for target or tactic selection for violent acts

26 Pursuing or exploiting jobs or personnel who provide sensitive access to enable violent acts

27 Attempting to seek technical expertise to enable planned violence

Potential Examples:

- Acquisition of weapons, such as edged weapons or firearms, with the expressed intent of bringing them to school for protection from bullies or revenge against students or staff.

- Unusual research into specific education sector facility vulnerabilities or loopholes, such as downloading online maps or imagery with information pertaining to a facility's physical security, or asking staff members unusual questions about building security.

- Unusual attempts to physically surveil potential targets, including taking photos or videos of security features of an education sector facility or unidentified persons making multiple visits to a site, especially combined with signs of tampering with locks or fencing intrusions; or the theft, unlawful acquisition, or misappropriation of credentials or key fobs.

- Deleting, hiding, or manipulating social media or other online accounts to hide group membership, contacts, or activities; or incorporating use of end-to-end encrypted platforms or other private online spaces to discuss operational or other violent extremist activity.
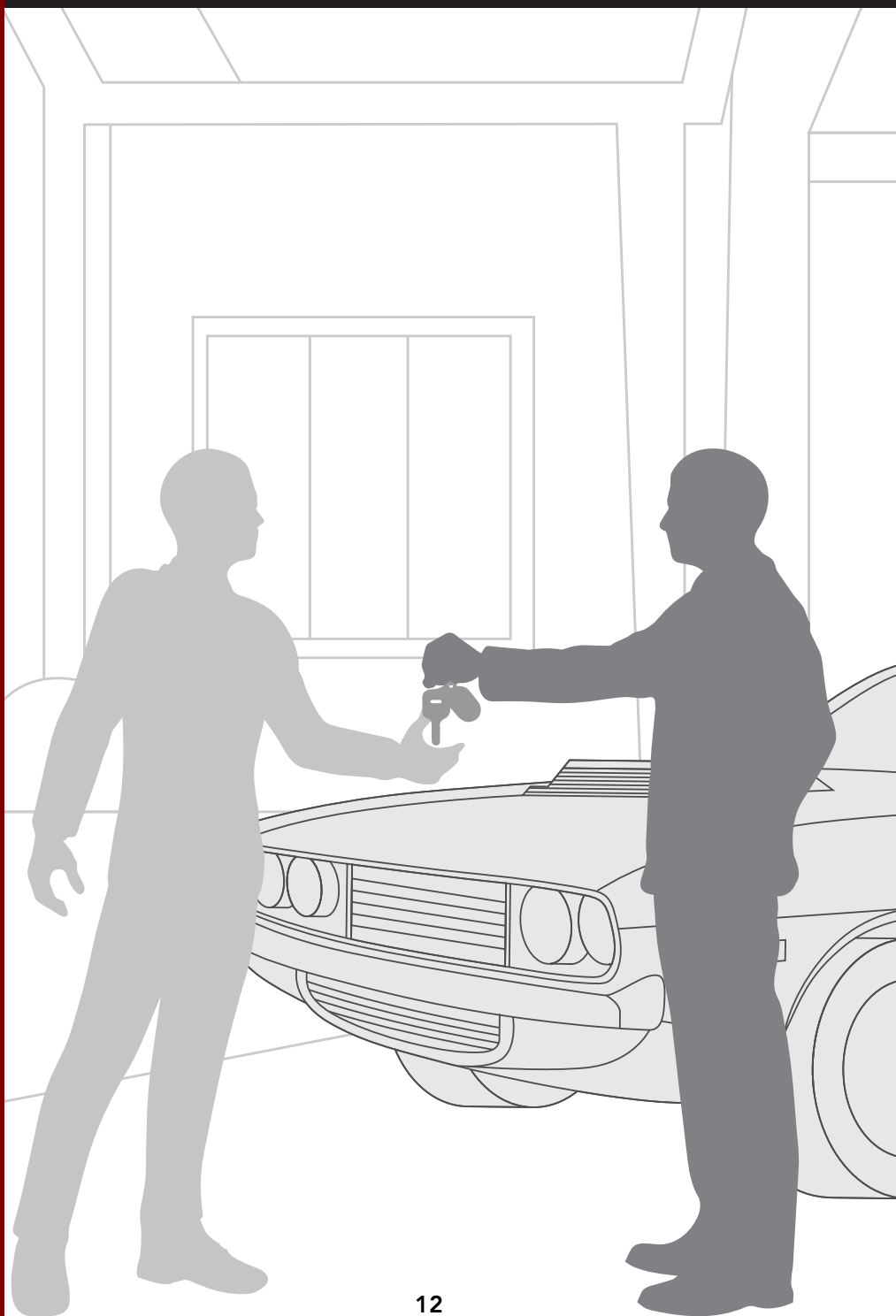
● Mobilization ■ Preparation ⬡ Motivation

7 Unusual goodbyes or post-death instructions

14 Breaking away from a larger group or creating a more exclusive or operationally secure group to discuss or plan specific violent activity

24 Creating, joining, or implying membership or association—in person or online—with violent extremists for the purpose of furthering violent activity

35 Attempting to radicalize others, especially family members and peers, to violence

38 Engaging in outbursts or fights with or condemning behavior of family, peers, community, or authority figures while advocating violent extremist ideology

42 Isolating oneself from family and peers, particularly if citing violent extremist doctrine or ideology

Potential Examples:

- Posting final farewells referencing violent extremist ideology on social media or virtual learning management systems used by students and teachers.

- Forming or joining student groups not sanctioned by the school that promote violent extremism or target specific ideological opponents.

- Increased seclusion from school or extracurricular activities or significant unexplained time away from family and friends, especially in conjunction with other indications of interest in violent extremist activities.

- Increasingly or abnormally violent responses—including making specific threats or engaging in physical violence—to individuals or groups when confronted about adherence to violent extremist ideology.

TRAVEL
Transiting within the United States or abroad to prepare for or conduct violence

● Mobilization   ■ Preparation   ⬡ Motivation

1 Traveling, within the United States or abroad, to carry out or participate in violent extremist activity

11 Planning or preparing to travel within the United States to participate in violent extremist activity

22 Planning or pursuing suspicious travel activity in a manner that raises suspicion of potential violence

Potential Examples:

- Discussing, posting about, or organizing meet-up events to plot or advocate violent extremist activity, especially if done at school to organize off-site activities.

- Unscheduled one-way travel to physically surveil an education sector site or repeated drive-by surveillance from unusual vehicles, such as cars with new or out-of-town license plates.

FINANCIAL
Moving or acquiring money or resources to prepare for or conduct violence

6 Disposing of meaningful personal assets or belongings in an unusual manner, particularly with a sense of urgency or without regard for personal financial gain

23 Sending or receiving unexplained financial resources or equipment to or from violent extremists

Potential Examples:

- Using a credit card or online account—including those belonging to a parent or other adult—to purchase materials for a violent act.

- Donating money to or receiving funding from organizations advocating for violence or identifying dissenting voices as targets for violence.

- Using unlicensed or unregulated foreign money service businesses to obfuscate financial transfers, especially in conjunction with other indications of interest in violent extremist activities.

- Funds deposited to or withdrawn from a cryptocurrency address with direct or indirect links to known violent extremists, which could include connections to darknet marketplaces, mixing services, questionable gambling websites, ransomware, or theft reports.

IDEOLOGICAL

Developing or communicating the mentality or justification that could lead to the commission of a violent act

● Mobilization   ■ Preparation   ⬡ Motivation

12 Seeking or claiming religious, political, or ideological justification or validation for a planned violent act

32 Producing, promoting, or extensively consuming violent extremist content online or in person, including violent extremist videos, narratives, media, and messaging

36 Praising, or researching to emulate, past successful or attempted violent extremist attacks or attackers

37 Demonstrating increasing or extreme adherence to conspiracy theories as a justification of violence against ideological targets

39 Adopting more than one violent extremist ideology

40 Rejecting nonviolent voices in favor of violent extremist ideologues

41 Changing vocabulary, style of speech, or behavior to reflect a hardened point of view or new sense of purpose associated with violent extremist causes, particularly after a catalyzing event

Potential Examples:

- Unusual fixation on or admiration of past violent extremist attackers or school shooters. The fixation or admiration can include wearing clothing or repeating key phrases associated with previous attackers or referring to previous attackers as "saints."

- Creation or use of video game modifications (known as mods) to demonstrate support for one or more violent extremist ideologies or intent to engage in violence, including mods that re-create past school shootings or other violent extremist attacks, school shooter simulations, or re-creating locations or moments in history that glorify violent extremism, such as ISIS's "caliphate" or Nazi concentration camps.

- Producing or sharing music, videos, memes, or other media that could reflect justification for violent extremist beliefs or activities, including content from online gore networks frequented or promoted by violent extremists, many of which encourage murder, self-harm, suicide, child sexual abuse material (CSAM), and animal torture.

- Increasingly using phrases or words particular to specific violent extremist communities or participating in associated online forums.

SECTION TWO

RISK FACTORS

The following risk factors should be considered in conjunction with the indicators of mobilization to violence, as each risk factor may be insignificant on its own and no one factor appears to be more significant than another. Some of these risk factors may involve constitutionally protected activities. In the context of the education sector, observers should stay attentive to risk factors that can exacerbate or calcify grievances against fellow students or school staff, such as frequent targeted bullying or exclusion; feeling wronged by bad grades; or being the subject of frequent disciplinary matters.

Risk factors may include the following:

- Family, significant other, or peers espousing or supporting a violent extremist ideology.
- History of encouraging violence by dehumanizing people who are not in the same identity group or who are ideological opponents.
- History of notable noncompliance with restrictions, boundaries, laws, or military regulations, including attempts to normalize such noncompliance.
- History of stalking, harassing, threatening, or menacing behavior.
- History of violence (not necessarily related to terrorism), unstable mental state resulting in threat to self or others, or past exposure to violence or traumatic event.
- Negative response to or failure to cope with existing, new, or changing personal circumstances, including personal relationships, family dynamics, employment, or substance abuse or dependence.
- Presence of real or perceived injustice or a feeling of being wronged (grievances); may be broad or specific to a person, group, or event.
- Previous travel or exposure to a conflict zone or an area of high political or social violence, including personal or noncombatant travel.

Multiple risk factors—when observed in combination with multiple indicators described in Section 1 of this supplement—may warrant reporting.

SECTION THREE

SECTOR-SPECIFIC RESOURCES

Education sector personnel should immediately report any imminent threats of violence or activity that may constitute criminal conduct to the FBI or local law enforcement. Education sector partners are encouraged to share observations of ideologically motivated calls for violence against their facilities to NCTC, FBI, and DHS to enhance the accuracy and utility of future editions of this supplement.

There are numerous federal resources and programs to assist education sector personnel with enhancing the safety and security of the education sector, including those listed below. In addition, users of this supplement may wish to utilize state and local resources. To discover state-specific school safety resources, programs, contacts, and opportunities as well as a host of other school safety resources, please visit SchoolSafety.gov (https://www.schoolsafety.gov/state-search-tool), a collaborative, interagency website created by the Federal Government.

PREVENTING YOUTH VIOLENCE

Addressing the Risk of Violent Behavior in Youth; *Department of Education*

This presentation helps teachers and school personnel identify common risk factors and warning signs associated with violent behavior as well as strategies to effectively respond to situations of concern.

https://safesupportivelearning.ed.gov/addressing-risk-violent-behavior-youth-know-signs-youth-violence-and-how-identify-and-reduce-risk

Averting Targeted School Violence: A U.S. Secret Service Analysis of Plots Against Schools; *DHS/US Secret Service (USSS)*

This study examines 67 disrupted plots against K-12 schools and highlights the importance of proactive reporting and intervention.

https://www.secretservice.gov/newsroom/reports/threat-assessments/schoolcampus-attacks/details-0

Community Violence Prevention Resource for Action: A Compilation of the Best Available Evidence for Youth and Young Adults; *Department of Health and Human Services (HHS)*

This resource provides information that communities can use to begin new efforts or expand existing efforts to reduce violence and associated risk factors. The approaches in this resource, particularly universal school-based programs that strengthen youths' skills and modify the physical and social environment, can help schools reduce key risk factors associated with violence.

https://www.cdc.gov/violence-prevention/media/pdf/resources-for-action/cv-prevention-resource-for-action_508.pdf

Enhancing Behavioral Threat Assessment and Case Management Capabilities Through a Public Health-Informed Approach; *DHS/Center for Prevention Programs and Partnership (CP3)*

This resource outlines how behavioral threat assessment and case management models may benefit by adopting a public health–informed approach to targeted violence and terrorism prevention and summarizes emerging practices in case management techniques to build practitioner capacity at all levels of violence prevention.

https://www.dhs.gov/sites/default files/2024-08/2024_0821_cp3_-prevention-resource-btams.pdf

Improving School Safety Through Bystander Reporting: A Toolkit for Strengthening K-12 Reporting Programs; *DHS/Cybersecurity & Infrastructure Security Agency (CISA) and USSS*

This toolkit offers simple strategies and guidance that K-12 schools and school districts can use to implement and enhance safety reporting programs and encourage bystander reporting among students and other members of the school community.

https://www.cisa.gov/sites/default/files/2023-05/CISA-USSS K-12 Bystander Reporting Toolkit_508.pdf

Invent2Prevent; *DHS*

This experiential learning program challenges high school and college students to design and implement creative solutions to prevent targeted violence, hate, or terrorism in their communities.

https://www.dhs.gov/invent2prevent

National Threat Evaluation and Reporting Program; *DHS*

This program works collaboratively with Federal, state, local, tribal, territorial, and private sector partners to build capacity to recognize the warning signs of terrorism and targeted violence, tria ge suspicious activity reporting, and address threatening or concerning behaviors before an individual escalates to violence.

https://www.dhs.gov/nter

Prevention Resource Finder; *DHS/CP3*

This website provides tools to help people prepare for and prevent acts of targeted violence such as mass shootings, school and campus shootings, workplace violence, and hate crimes.

https://www.dhs.gov/prevention

School Safety and Reporting Resources; *SchoolSafety.gov*

This issue brief provides information, strategies, and resources to enhance student and school safety through reporting programs.

https://www.schoolsafety.gov/sites/default/files/2024-04/SchoolSafety.gov_School%20Safety%20and%20Reporting%20Resources_508c.pdf

School Violence Prevention: Tips for Parents and Educators;
National Association of School Psychologists

This webpage offers tips for parents and educators on speaking to children about school violence. It provides information on what to say, suggested key points, and age-appropriate conversation guidelines.

https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/school-violence-resources/school-violence-prevention/school-violence-prevention-tips-for-parents-and-educators

Strategies for De-Escalating Student Behavior in the Classroom;
Department of Education

This practice brief provides strategies educators can use to de-escalate challenging student behavior in the classroom. Resource link: Strategies for De-Escalating Student Behavior in the Classroom.

https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom#:%7E:text=Strategies%20for%20De-escalating%20Student%20Behavior%20in%20the

Youth Programs; *FBI*

> The FBI has a number of programs geared toward children of elementary, middle, and high school ages that provide mentorship and can foster greater understanding and positive relationships with law enforcement
>
> https://www.fbi.gov/how-we-can-help-you/outreach

INTERVENTION STRATEGIES TO SUPPORT STUDENTS

Creating a Safe and Respectful Environment in Our Nation's Classrooms; *Department of Education*

> This training is designed to support classroom teachers, other educators, and support personnel to reduce instances of bullying behavior and to build a supportive classroom climate in which bullying is less likely to occur.
>
> https://safesupportivelearning.ed.gov/creating-safe-and-respectful -environment-our-nations-classrooms

Positive Behavioral Interventions & Supports; *Department of Education*

> This center supports schools, districts and states to build systems capacity for implementing a multi-tiered approach to social, emotional, and behavior support.
>
> https://www.pbis.org/

Whole School, Whole Community, Whole Child; *HHS*

> This webpage provides an overview of the Whole School, Whole Community, Whole Child (WSCC) model, which serves as the US Centers for Disease Control and Prevention's framework for addressing health in schools. The WSCC model emphasizes the role of the community in supporting the school, the connections between health and academic achievement, and the importance of evidence-based school policies and practices.
>
> https://www.cdc.gov/whole-school-community-child/about/

EMERGENCY PLANNING AND SAFETY

Anonymized Threat Response Guidance: A Toolkit for K-12 Schools; *DHS/CISA*

> This toolkit provides best practices for K-12 schools to identify and implement scalable response solutions to threats originating on, or submitted via, anonymized platforms and mediums.
>
> https://www.cisa.gov/resources-tools/resources/k-12-anonymized -threat-response-guidance

Bomb Threat Guide; *DHS/CISA and FBI*

This guide provides awareness and guidance in preparing for and reacting to a bomb threat. It assists decisionmakers with assessment of and response to received bomb threats.

https://www.cisa.gov/resources-tools/resources/bomb-threat-guide

Building Blocks to School Safety: A Toolkit for Schools and Districts for Developing High-Quality Emergency Operations Plans;
Department of Education

This toolkit provides information on the fundamentals of school safety, security, emergency management, and preparedness for school administrators, law enforcement, and state officials.

https://www.schoolsafety.gov/resource/building-blocks-school-safety-toolkit-schools-and-districts-developing-high-quality

CISA Tabletop Exercise Packages; *DHS/CISA*

These resources are designed to assist stakeholders in conducting their own exercises. Partners can use these packages to initiate discussions within their organizations about their ability to address a variety of threat scenarios.

https://www.cisa.gov/resources-tools/services/cisa-tabletop-exercise-packages

Emergency Action Plan Guide, Active Shooter; *DHS/CISA*

This guide can help organizations document initial steps toward creating an active shooter preparedness plan.

https://www.cisa.gov/sites/default/files/publications/active-shooter-emergency-action-plan-112017-508v2.pdf

FBI Active Shooter Safety Resources; *FBI*

This webpage provides a consolidated list of FBI's active shooter school safety case resources, including publications, training, videos, and victim assistance.

https://www.fbi.gov/how-we-can-help-you/active-shooter-safety-resources

Social Media Threat Guidance for School Staff and Authorities Infographic; *DHS/CISA*

This infographic highlights social media threats affecting school districts in the United States, provides mitigation and response measures for social media threats directed at school districts, and connects school safety stakeholders to a suite of tools and resources available to promote a culture of readiness and preparedness.

https://www.cisa.gov/resources-tools/resources/social-media -threat-guidance-school-staff-and-authorities-infographic

SUPPORT STUDENT MENTAL WELLNESS

988 Suicide & Crisis Lifeline; *HHS*

This program offers 24/7 call, text, and chat access to trained crisis counselors who can help people experiencing a suicidal, substance use, or mental health crisis or emotional distress. The corresponding webpage provides additional resources and information for strengthening suicide prevention and mental health crisis services.

https://www.samhsa.gov/find-help/988

Advancing Comprehensive School Mental Health Systems: Guidance From the Field; *HHS*

This resource synthesizes the knowledge and guidance of national experts and serves as a foundational document in the field to help guide local, state, and national efforts to strengthen school mental health efforts and to understand and bring consensus to the quality domains of school mental health.

https://www.schoolmentalhealth.org/resources/foundations-of -school-mental-health/advancing-comprehensive-school-mental -health-systems/

How To Talk About Mental Health: For Educators; *HHS*

This webpage provides general information for educators on student mental health, including what to look for in student behavior and ways to support students and their families.

https://www.samhsa.gov/mental-health/how-to-talk/educators

Mental Health Resources; *SchoolSafety.gov*

This issue brief provides information, strategies, and resources for schools and school districts to support student mental health and well-being.

https://www.schoolsafety.gov/sites/default/files/2023-05/Mental%20 Health%20Resources.pdf

National Center for School Mental Health; *HHS*

This technical assistance and training center provides resources, webinars, and trainings to strengthen school mental health policies and programs.

https://www.schoolmentalhealth.org/

ONLINE SAFETY PRACTICES FOR YOUTH

Childhood Smart; *DHS/USSS*

This program educates parents, trusted adults, children, and the community about real-world safety issues to increase awareness of internet safety. It provides educational and interactive sessions on topics such as child sexual abuse material, online enticement, child sexual exploitation, child abduction, and child sex trafficking.

https://www.dhs.gov/know2protect/training

Parents, Caregivers, and Teachers: Protecting Your Kids; *FBI*

This webpage provides advice and information to help protect children from dangers lurking online and offline.

https://www.fbi.gov/how-we-can-help-you/parents-and-caregivers -protecting-your-kids

Protecting Kids Online; *Federal Trade Commission*

This webpage offers information and resources on how to talk to children about being online and how to help them make good decisions to stay safe.

https://consumer.ftc.gov/identity-theft-and-online-security/ protecting-kids-online

Guide Safe Online Surfing; *FBI*

This educational program helps children learn about online safety and digital citizenship. It includes interactive games that cover topics such as cyberbullying, online threats, and digital etiquette.

https://sos.fbi.gov/en/

INTENT

- Posting or sharing threats of violence targeting education sector facilities or personnel, especially when justifying such violence as retribution against school staff or students whom an individual perceives to have ridiculed or persecuted them for their ideological beliefs. Such threats can be conveyed verbally or in writing, including online (such as on public discussion boards or in private small-group chats), during class discussions, or written on homework or tests.

- Communicating in person or online about plans to develop, revise, or disseminate a pre-attack manifesto or final statement, especially one that references or glorifies an FTO, other violent extremist groups, or past school shooters.

- Frequent "jokes" threatening specific violence against a particular education sector target or person, especially in reference to particular dates or anniversaries associated with violent extremist activity.

TACTICS

- Acquisition of weapons, such as edged weapons or firearms, with the expressed intent of bringing them to school for protection from bullies or revenge against students or staff.

- Unusual research into specific education sector facility vulnerabilities or loopholes, such as downloading online maps or imagery with information pertaining to a facility's physical security, or asking staff members unusual questions about building security.

- Unusual attempts to physically surveil potential targets, including taking photos or videos of security features of an education sector facility. This could also include unidentified persons making multiple visits to a site, especially combined with signs of tampering to locks or fencing intrusions; or the theft, unlawful acquisition, or misappropriation of credentials or key fobs.

- Deleting, hiding, or manipulating social media or other online accounts to conceal group membership, contacts, or activities; or incorporating use of end-to-end encrypted platforms or other private online spaces to discuss operational or other violent extremist activity.

RELATIONSHIP

- Posting final farewells referencing violence and/or violent extremist ideology on social media or virtual learning management systems used by students and teachers.

- Forming or joining student groups not sanctioned by the school that promote violent extremism or target specific ideological opponents.

- Increased seclusion from school or extracurricular activities or significant unexplained time away from family and friends, especially in conjunction with other indications of interest in violent extremist activities.

- Increasingly or abnormally violent responses—including making specific threats or engaging in physical violence—to individuals or groups when confronted about adherence to violent extremist ideology.

TRAVEL

- Discussing, posting about, or organizing meet-up groups or events to plot or advocate for violent extremist activity, especially if doing so at school to organize off-site activities.
- Unscheduled one-way travel to physically surveil an education sector site. This could include repeated drive-by surveillance from unusual vehicles, such as cars with new or out-of-town license plates.

IDEOLOGICAL

- Unusual fixation on or admiration of past violent extremist attackers, including school shooters. The fixation or admiration can include wearing clothing or repeating key phrases associated with previous attackers, or favorably referring to previous attackers as "saints."
- Creation or use of video game modifications (known as mods) to demonstrate support for one or more violent extremist ideologies or intent to engage in violence. This could include mods that re-create past school shootings or other violent extremist attacks, school shooter simulations, or re-creating locations or moments in history that glorify violent extremism, such as ISIS's "caliphate" or Nazi concentration camps.
- Producing or sharing music, videos, memes, or other media that could reflect justification for violent extremist beliefs or activities, including content from online gore networks frequented or promoted by violent extremists, many of which encourage murder, self-harm, suicide, CSAM, and animal torture.
- Increasingly using lexicon particular to specific violent extremist communities or participating in associated online forums.

FINANCIAL

- Using a credit card or online account—including those belonging to a parent or other adult—to purchase materials intended for use in a violent act.
- Donating money to or receiving funding from violent extremist organizations advocating for violence or identifying dissenting voices as targets.
- Utilizing unlicensed or unregulated foreign money service businesses to obfuscate financial transfers, especially in conjunction with other indications of interest in violent extremist activities.
- Funds deposited to or withdrawn from a cryptocurrency address with direct or indirect links to known violent extremists, which could include connections to darknet marketplaces, mixing services, questionable gambling websites, or ransomware.

WWW.FBI.GOV   WWW.NCTC.GOV   WWW.DHS.GOV

Readers are strongly encouraged to contact their local FBI office by telephone or submit an online tip to the FBI at https://tips.fbi.gov if, based on these indicators and the situational context, they suspect an individual is mobilizing to violence.

In case of an emergency, please call 9-1-1.

Link to Booklet

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