

**Study Findings Report**

# **Review of Prevention Programming Undertaken by Allies Abroad to Identify Promising Practices**

Developed for:



**Science and  
Technology**

Developed by RTI International



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# Executive Summary

The Department of Homeland Security (DHS) Science and Technology Directorate (S&T) supports the Department's mission by sponsoring scientific data collection and analysis to increase knowledge on targeted violence prevention programs and interventions. While the threat of terrorism is not a new phenomenon, the United States, along with many of its allies, face a heightened threat environment that requires a coordinated response from policy, operations, and research partners. As communities continue to develop and implement prevention programming, it is vital to understand what is working, what is not, and what is promising. Although there is limited research identifying evidence-based practices, decades of programming have identified lessons in the approaches, activities, and factors that may affect the success of prevention programming. To help close this gap, S&T commissioned a study to identify promising practices by engaging 46 global terrorism prevention experts. These experts helped identify promising practices based on their experience across government, academic, and nongovernmental organizations. Although terrorism prevention includes a variety of programs, this study was narrowed to three domains: 1) community engagement programs, 2) deradicalization and disengagement programs (DD) in criminal legal systems, and 3) DD programs in the community.

The research design included an iterative three-round Delphi study for each of the three selected program domains to identify areas of consensus among

terrorism prevention experts. Experts were selected based on their experience studying or working on terrorism prevention. Semi-structured interviews with a subset of experts were conducted to extract concrete and actionable recommendations that terrorism prevention program sponsors and practitioners can use to improve programming and measurement moving forward.

The practices identified here are promising because, in the experiences of participating terrorism prevention experts, they contributed to positive program results and may enable the successful implementation, operation, and measurement of terrorism prevention programs moving forward. These practices highlight priority areas of future research and evaluation to determine if these promising practices should be considered best practices. Areas of dissensus, also discussed throughout this report, provide additional clarity on the key debates still present within terrorism prevention and represent areas for additional research.

The promising practices identified for each program domain can be found in tables A-C. These promising practices can be found throughout this report, accompanied by a detailed discussion of the study findings. The study categorized the promising practices and detailed findings into relevant discussions, such as the inclusion of former extremists, how to mitigate unintended negative effects, and when and how to tailor programs.








## COMMUNITY ENGAGEMENT

Community engagement programs are preventative in nature and seek to engage specific audiences in efforts to address vulnerabilities to violent extremism and radicalization. These programs work specifically with local community stakeholders, such as community leaders, legal system agencies, social service providers, social networks (e.g., families, former extremists, mentors), and members of the neighborhood. ‘Engagement’ can refer to a range of interactions, including training, consulting, partnering, and communicating with various community members, all of which can take place at various points in a program lifecycle. Many of these programs ultimately seek to establish capacities, structures, initiatives, and networks within the community that will continue beyond the program’s completion. This study focused on four specific program types: threat training and awareness, police-led, educational or school-based programs, and community dialogue programs.

**Table A. Promising Practices in Community Engagement**

| Topic   | Promising Practices   |
|---|---|
|  <p><b>Program Type Effectiveness</b></p>    | <ul style="list-style-type: none"> <li>› Use educational activities that increase community awareness of resources and encourage self-efficacy in community engagement programs, such as trainings on how to effectively use a referral resource.</li> <li>› Assess existing community relations or perceptions of law enforcement before implementing police-led programs.</li> <li>› If police are leading a community engagement program: maximize appropriate information sharing with community members, be transparent about the police’s role and objectives; build in feedback loops using evaluation; incorporate institutional changes to enhance credibility and engagement.</li> </ul>  |
|  <p><b>Objectives</b></p>                    | <ul style="list-style-type: none"> <li>› In the short-term, program objectives should focus on smaller engagements that, over time, can effect attitudinal change (e.g., increase community knowledge of threats and resources, establish dialogue).</li> <li>› Long-term objectives should focus on creating trust, buy-in, and willingness and fostering attitudinal changes towards both terrorism prevention practitioners and towards other communities or groups.</li> <li>› Educational or school-based programs should focus on increasing life skills and improving youth confidence.</li> </ul>   |
|  <p><b>Data &amp; Measurement</b></p>      | <ul style="list-style-type: none"> <li>› Increase and improve evaluation in community engagement programs by incorporating evaluation experts from the beginning of projects to strengthen data collection plans and enable ongoing feedback to improve programs as they develop.</li> <li>› Conduct research that is transnational or international, multidisciplinary, and uses mixed methods to improve empirical knowledge and build the evidence base.</li> </ul>  |
|  <p><b>Engaging with the Community</b></p> | <ul style="list-style-type: none"> <li>› Collaborate with community stakeholders frequently, thoughtfully, and consistently.</li> <li>› Consider the variety of actors that play a role within the community you seek to reach and consider which of those actors have credible voices and influence your target audience.</li> <li>› When there is a low level of trust between communities and program stakeholders, identify credible “bridging” actors who can help navigate discussions by engaging honestly about why trust is an issue, invest in long-term relationship building, re-focus or re-frame initiatives to resonate more with communities, operate through small grants to empower community actors directly, and ensure that you are not negatively impacting a community actor’s own credibility and relationships.</li> </ul> |
|  <p><b>Tailoring to Local Context</b></p>  | <ul style="list-style-type: none"> <li>› Ensure that programs are designed in a community-centric and -informed manner.</li> <li>› Build networks that are diverse geographically, socially, economically, and politically to adapt to local contexts.</li> <li>› Incorporate local context into awareness briefings and other materials.</li> <li>› Use a whole-of-society approach to capture the many factors that interact in each local context.</li> </ul>  |

| Topic  | Promising Practices   |
|--|---|
|  <p><b>Gender</b></p>                             | <ul style="list-style-type: none"> <li>› Ensure programs are responsive to gender dynamics.</li> <li>› Consider all gender dynamics, not just those regarding women.</li> <li>› Adapt narratives and briefing materials to account for gender dynamics in the community.</li> </ul>   |
|  <p><b>Targeting &amp; Generalization</b></p>     | <ul style="list-style-type: none"> <li>› Consider whether the program can accomplish its goals with broader engagement or if it is necessary to utilize different messaging tools and approaches tailored to specific audiences.</li> <li>› When designing a targeted program, implement the following practices to ensure your target audience is relevant and to avoid stigmatization:             <ul style="list-style-type: none"> <li>» Anticipate unintended consequences and adapt accordingly;</li> <li>» Consider the accuracy of information on the specific group that you wish to target and, if this information is lacking, conduct additional research such as audience segmentation;</li> <li>» Communicate targeting decisions and reasons in a way that communities can understand.</li> </ul> </li> <li>› Educational or school-based programs should be all inclusive, while ensuring that program materials are not over-generalized to the point that they no longer reflect the program’s focus.</li> </ul> |
|  <p><b>Transparency</b></p>                     | <ul style="list-style-type: none"> <li>› Be as transparent as possible about program objectives, activities, target audience, and results.</li> <li>› Be direct about what information can and cannot be shared, if working with agencies such as law enforcement or social services.</li> <li>› Tailor language you use when explaining a program to balance being honest and being understood.</li> <li>› Engage all communities and stakeholders in conversation and be responsive to their inputs.</li> </ul>   |
|  <p><b>Mitigating Negative Consequences</b></p> | <ul style="list-style-type: none"> <li>› Engage in transparent dialogue with communities and adapt programs based on their feedback.</li> <li>› Devote time and resources to researching and anticipating potential unintended consequences and adapt programs accordingly or establish plans to deal with these concerns, should they occur.</li> <li>› Design materials to ensure that they do not perpetuate stigmas or stereotypes of a certain group. Include relevant community members to review these materials.</li> </ul>   |
|  <p><b>Former Extremists</b></p>                | <ul style="list-style-type: none"> <li>› Community threat training and awareness, police-led, and community dialogue programs should include former extremists in programming, when it is appropriate and after consideration of the positive and negative effects of their inclusion.</li> <li>› If including former extremists, programs should assess and train these individuals to mitigate risks prior to engagement.</li> </ul>  |


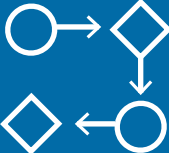

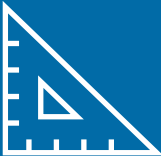



## DD IN CRIMINAL LEGAL SYSTEMS

Deradicalization and disengagement in criminal legal systems refers to terrorism prevention programs that typically aim to reduce individuals' violent extremist beliefs, actions and behaviors. Many of these programs aim to support individuals' rehabilitation and reintegration into 'normal' life, as relevant, by providing social services and skills training. "Criminal legal systems" are a set of institutions, systems, and agencies that seek to apprehend, prosecute, punish, detain, and rehabilitate criminal offenders. These programs are utilized in the pretrial stage, while an individual is incarcerated, or while they are on probation or parole. Some programs include discrete activities that are conducted in communities aiming to integrate radicalized individuals after previous criminal justice involvement.



**Table B. Promising Practices in DD in Criminal Legal Systems**

| Topic  | Promising Practices   |
|--|---|
|  <p><b>Objectives</b></p>   | <ul style="list-style-type: none"> <li>› Behavioral change should be the primary focus of DD programs in criminal legal systems.</li> </ul>   |
|  <p><b>Individualized &amp; Standardized Program Elements</b></p> | <ul style="list-style-type: none"> <li>› Individualize case management, intervention objectives, intervention duration, disciplines of intervention providers, types of services provided, and post-release supervision for each client.</li> <li>› Use a standard referral process and standard metrics of success.</li> </ul>   |
|  <p><b>Tailoring Programs</b></p>                                | <ul style="list-style-type: none"> <li>› Adapt interventions to clients' specific needs by tailoring each intervention.</li> <li>› Respond to clients' underlying root causes for radicalization and psychosocial change as opposed to their ideology.</li> <li>› Adapt interventions to account for the triggers, motivational factors, biases, and practical considerations that might differ based on gender.</li> <li>› Design post-release aftercare and reintegration programming based on the client's needs, risk factors, and protective factors. Examine the local context of the community that they are reintegrating into when identifying these factors.</li> </ul> |
|  <p><b>Data &amp; Measurement</b></p>                           | <ul style="list-style-type: none"> <li>› Use standard risk assessment tools to measure aggregate changes over time across all clients, while simultaneously using and examining individual-level data to assess variations in types or levels of goals and progress towards them.</li> <li>› Draw from multiple information sources by consulting with other service providers interacting with clients to triangulate information.</li> <li>› Train intervention providers on standard data collection processes at the beginning of the program.</li> <li>› Establish data sharing protocols at the beginning of the program.</li> </ul>  |
|  <p><b>Collaboration With Service Providers</b></p>             | <ul style="list-style-type: none"> <li>› Ensure that service providers are knowledgeable about and committed to working with extremist populations.</li> <li>› Collaborate with post-release aftercare service providers. Do so thoughtfully to balance the benefits of coordination and information sharing with the risks to providers.</li> </ul>  |

| Topic  | Promising Practices   |
|--|---|
|  <p><b>Staffing Programs</b></p>                  | <ul style="list-style-type: none"> <li>› Staff programs with a multidisciplinary team of professionals.</li> <li>› Select intervention providers based on their perceived credibility and the strength of their relationship with the client.</li> <li>› Provide relevant staff with training on ideology, extremism, counseling, case management, risk assessment, trust building, and data capture and entry processes.</li> <li>› Provide staff with regular mental health services to avoid burnout.</li> </ul> |
|  <p><b>Building Trust</b></p>                     | <ul style="list-style-type: none"> <li>› Be transparent about program goals and objectives with clients to build trust.</li> </ul>  |
|  <p><b>Former Extremists</b></p>                  | <ul style="list-style-type: none"> <li>› If including former extremists, assess and train them before their participation begins.</li> </ul>  |
|  <p><b>Target Audience</b></p>                  | <ul style="list-style-type: none"> <li>› The target audience of programs should be individuals who are radicalized.</li> <li>› If including at-risk individuals in programs, establish clear thresholds, assessment criteria, and referral process to determine if an individual is sufficiently “at-risk” to participate.</li> </ul>   |
|  <p><b>Voluntary Participation</b></p>          | <ul style="list-style-type: none"> <li>› Participation in programs should be voluntary.</li> <li>› Encourage voluntary participation by conducting tailored outreach, giving individuals a sense of agency, discussing the benefits of participating and consequences of not participating, being transparent regarding program processes and guidelines, engaging with individuals, and framing programs as rehabilitation.</li> </ul>   |
|  <p><b>Mitigating Negative Consequences</b></p> | <ul style="list-style-type: none"> <li>› Devote time and resources to researching and anticipating potential unintended consequences and adapt programs accordingly or establish plans to deal with these consequences, should they occur.</li> <li>› Engage proactively with clients and with community members to anticipate and mitigate potential negative dynamics during reintegration.</li> </ul>  |







## **DD IN THE COMMUNITY**

DD in the community refers to programs that aim to change individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs also aim to support individuals' rehabilitation and reintegration into 'normal' life. These programs specifically focus on initiatives that are conducted outside of criminal legal settings. Therefore, these programs work with individuals who are not currently under correctional supervision. For example, this domain primarily includes Exit programs, which focus on individuals that have not been convicted of a crime or previously completed a sentence and wish to leave their extremist group and/or ideology.

**Table C. Promising Practices in DD in the Community**

| Topic  | Promising Practices   |
|--|---|
|  <p><b>Objectives</b></p>   | <ul style="list-style-type: none"> <li>› Disengagement should be the primary focus of prevention programs in community settings.</li> <li>› Determine whether the program should facilitate the social, economic, and physical reintegration of individuals into society and to build the capacity of social networks to intervene.</li> </ul>  |
|  <p><b>Staffing Programs</b></p>                                    | <ul style="list-style-type: none"> <li>› Staff programs with professionals that are knowledgeable about or specialized in violent extremism.</li> <li>› Provide relevant staff with training in skills and processes to promote clients' sense of physical, emotional, and psychological security.</li> <li>› Select individuals intervening with a client based on the strengths and weaknesses of their relationship with that client.</li> </ul> |
|  <p><b>Former Extremists</b></p>                                   | <ul style="list-style-type: none"> <li>› Assess and train former extremists before they begin participating to mitigate risks.</li> <li>› Provide formers acting as peer mentors with training on organizational missions and goals, overviews of ideologies, extremism, risk assessment, counseling and therapeutic services, mental health challenges, professionalism, and assertiveness.</li> </ul>   |
|  <p><b>Target Audience</b></p>                                    | <ul style="list-style-type: none"> <li>› The target audience of programs should be individuals who are already involved in extremism.</li> </ul>  |
|  <p><b>Participant Recruitment</b></p>                            | <ul style="list-style-type: none"> <li>› When recruiting potential clients, be transparent about confidentiality and reporting practices, employ nonjudgmental listening, and focus on the individual's motivating factors.</li> </ul>  |
|  <p><b>Individualized &amp; Standardized Program Elements</b></p> | <ul style="list-style-type: none"> <li>› Individualize the intervention duration, intervener's relationship to the client, and types of services provided during the intervention for each client.</li> <li>› Use a standard referral process across clients.</li> </ul>  |

| Topic  | Promising Practices  |
|--|--|
|  <p><b>Tailoring Programs</b></p>                   | <ul style="list-style-type: none"> <li>› Include clients in the development of their individual treatment plan.</li> <li>› If addressing a client's ideology, select an actor that is seen as a credible voice regarding that ideology.</li> <li>› Ask clients if they feel more comfortable working with providers of a certain gender, if the program has the capacity to assign staff accordingly.</li> </ul>   |
|  <p><b>Collaboration with Service Providers</b></p> | <ul style="list-style-type: none"> <li>› Continuously coordinate and collaborate with post-release aftercare service providers.</li> <li>› Build a network or database of community-based service providers relevant to the program's geographic location and service needs and provide them with education, training, tools, and other support specific to extremist populations.</li> </ul>  |
|  <p><b>Data &amp; Measurement</b></p>               | <ul style="list-style-type: none"> <li>› When using standard metrics for disengagement and reintegration, contextualize the data and focus on progress over time as opposed to standard markers or thresholds of success.</li> <li>› Collect publicly available data and triangulate data as possible to measure long-term results.</li> </ul>   |
|  <p><b>Mitigating Negative Consequences</b></p>   | <ul style="list-style-type: none"> <li>› Be transparent with clients, communities, and other stakeholders about the program, including program processes, confidentiality policies, government affiliation, and mission and goals.</li> <li>› Staff program with professionally licensed or trained providers and have those staff conduct assessments up front with clients to gauge their most critical needs.</li> <li>› Set clear expectations with clients from the beginning regarding what can be accomplished through participation in the program.</li> <li>› Do not engage or intervene in communities without a locally-informed understanding of the context.</li> </ul> |



# 01

## Introduction

# 1.1 OVERVIEW

## Purpose

Terrorism prevention has emerged as one of the most prominent approaches to reducing terrorism and extremist violence globally. For the purposes of this report, this study uses the following definition, developed jointly by the National Counter Terrorism Center, the Department of Homeland Security (DHS) and the Federal Bureau of Investigation (U.S. Government, 2017).

**Terrorism Prevention, previously known as Countering Violent Extremism (CVE), is a multi-agency, multidisciplinary, proactive approach against the many forms of terrorist ideology. Terrorism Prevention works to protect our nation from terrorist threats, and remains our highest priority. It utilizes prevention, intervention, and disengagement efforts. The principles and strategies used in Terrorism Prevention are similar to those applied to community policing, counter-drug, and counter gang initiatives. Where possible, Terrorism Prevention should be incorporated into existing programs related to public safety, public health, resilience, inclusion, and violence prevention. (...) Communities are an integral part of the effort to prevent violent extremism and can assist public safety professionals in identifying at-risk individuals and intervening. (...) Violence reduction is a proactive approach to counter efforts by terrorists, and address those conditions that allow for violent extremism.**

Investments in terrorism prevention have grown to include existing community, social, and criminal justice system resources and actors. However, decades of terrorism prevention practices have revealed the difficulty in developing effective programming. Preventing and intervening in terrorism through any means is difficult, as it involves many actors, contexts, and social and political influences. Operationalizing terrorism prevention in the real world is made more challenging by the need to identify key outcomes and methods that ensure effective performance monitoring and program evaluation. There is limited rigorous research of terrorism prevention programs, which contributes to a lack of agreement in the broader field regarding effective programming.

Terrorism is a global concern and, while each country has taken a different approach to terrorism prevention, there are common themes in the types of domestic programs being funded and implemented. Examining how programs are approached across these different contexts can provide critical insight into what does and does not work, given conditions and goals. Identifying and distilling these lessons will contribute to the terrorism prevention evidence base overall and support government sponsors and program implementers with current and future programming.

The DHS Science & Technology Directorate (S&T) therefore seeks to review prevention programming implemented domestically and internationally and identify promising practices in implementation of these programs. S&T leveraged bilateral relationships with Sweden, along with the multilateral Five Research and Development Countering Violent Extremism Network as a mechanism for identifying participants to help inform this study. This report will identify promising practices (see box for definition) in these areas by drawing upon the findings from three Delphi studies and semi-structured interviews conducted with a total of 46 international terrorism prevention experts. This report provides concrete and actionable steps that government sponsors and terrorism prevention practitioners can take to refine, adjust, and improve prevention programming and measurement.

## What is a “Promising Practice?”

A “promising practice” has led to results that suggest they are effective but has not yet demonstrated through empirical evidence that these results can be effectively replicated and adapted to other contexts. In comparison, a “best practice” has been formally evaluated and found to be effective, replicable, and adapted with success across a range of other contexts.

## Scope

This report will draw upon two data collection efforts. Given terrorism prevention’s limited evidence base, this study determined that applying the Delphi research methodology was an appropriate and well-suited approach to identify promising practices in the field. Delphi studies enabled researchers to identify areas of consensus and dissensus across a wide range of experts, with varying perspectives and experience. Following the Delphi studies, researchers conducted virtual, semi-structured interviews with a subset of Delphi respondents to probe further into these areas and examine how the identified promising practices are being implemented – or should be implemented – in practice. Delphi methodology and interview methods will be discussed in further detail in sections 1.2 and 1.3 below.

Terrorism prevention encompasses a variety of prevention and intervention programs globally and promising practices across these programs may vary due to their unique goals and context. This study focused its research on three specific program domains, which were determined based on an extensive review of the literature: community engagement, deradicalization and disengagement (DD) within criminal legal systems, and DD within communities. Each of these three programs have their own set of priorities and play a different role in the broader terrorism prevention strategy. Community engagement programs focus on prevention within the general community or at-risk populations for radicalization. DD programs instead focus on reducing the future risks of extremist violence by those who have been radicalized either within criminal justice institutions or within the community. Table 1 below further summarizes the different priorities and focus of each terrorism prevention program domain. More precise definitions of each program domain can be found in the reports’ section focused on each domain individually.

Table 1. Program domains

| Program Characteristics    | Community Engagement  | DD in Criminal Legal Systems   | DD in Communities  |
|----------------------------|---|--|--|
| <b>Intervention Type</b>   | Preventative  | Reactive   | Reactive   |
| <b>Priorities and Foci</b> | <ul style="list-style-type: none"> <li>› Relies upon establishing frequent dialogue with community members</li> <li>› Establish capacities, structures, initiatives, and networks within the community that will sustain beyond the program's completion</li> </ul> | <ul style="list-style-type: none"> <li>› Often housed within correctional institutions and prison-based programming</li> <li>› Focused on offender rehabilitation and reintegration</li> </ul> | <ul style="list-style-type: none"> <li>› Integrated with other community organizations</li> <li>› Often includes former extremists in their design</li> <li>› Tailored focus to youth and specific ideological groups</li> </ul> |

This study established geographic criteria to guide the selection of expert participants. These countries were selected by identifying Organization for Economic Co-operation and Development member states that implement publicly known domestic terrorism prevention programs. Specifically, the countries included were Australia, Belgium, Canada, Denmark, Finland, France, Germany, Ireland, Netherlands, New Zealand, Norway, Sweden, the United Kingdom (U.K.), and the United States (U.S.). The selected experts had experience working on programs in these countries across multiple disciplines.

## Structure

Each section in this report focuses on one of the three identified program domains. Sections begin with a definition of each domain and are subsequently divided into key topics discussed during the Delphi study and interviews (e.g., the inclusion of former extremists, staffing considerations, program objectives and metrics). Results under each topic will highlight the most relevant and actionable findings for implementers. A list of promising practices under each topic is provided, which distill the key recommendations from study findings for effectively implementing programming. The promising practices are not based on empirical evidence and should therefore be subject to additional research and evaluation. However, the promising practices represent the consensus of 46 international terrorism prevention experts across the three program domains and therefore offer critical insight into effective implementation methods. Each program domain section concludes with a discussion of these findings, outlining key takeaways that summarize the promising practices identified for each domain. Finally, this report concludes with an overarching examination of the promising practices that emerged across the three program domains.

## 1.2 DELPHI STUDIES

### Methods

This Delphi study consisted of an expert panel undergoing three rounds of questionnaires. The Delphi technique is used to identify areas of agreement and disagreement within a group on a given topic through an iterative process of asking questions, providing feedback to the group, and then asking follow-up questions. Each round requires the analysis of participant responses to each questionnaire to inform subsequent questioning.

In a typical Delphi study, the first stage involves open-ended questions to explore the opinions, beliefs, or concerns participants have with a given topic or prompt. Subsequent rounds are then used to evaluate and refine prior responses by giving participants an opportunity to revise their answers, after the moderator has shared the responses of the panel (Varndell et al., 2021). This study conducted three separate Delphi studies across each terrorism prevention thematic domain. Additional details regarding the design and implementation of the Delphi studies can be found in Appendix A.

### Recruitment

Experts within the terrorism prevention field were identified and selected through a multi-step process. First, the research team conducted an initial review of the relevant literature regarding the three program domains and used this review to identify researchers and practitioners knowledgeable about each domain. Researchers and DHS S&T additionally drew from existing relationships and networks to identify additional experts that fell within the selection criteria regarding program domain, country, and sector. Once participants were identified, a pre-study screening survey was distributed, where identified experts were asked to express their willingness to participate and to provide basic information about their terrorism prevention experience. The research team reviewed all screener data to ensure that participants still met the selection criteria and thus finalized the list of Delphi respondents.

This study attempted to obtain a purposive sample of people involved in a variety of fields and countries whose work represented the selected program domains. Despite challenges in delineating who is an “expert” and the qualifications to operationalize across Delphi studies (Landeta, 2006), this study includes both practitioners, in both the government and non-profit sectors, and academics operating within the terrorism prevention landscape. Table 2 provides a breakdown of participation by country, sector, and program domain. In total, researchers engaged 46 experts across nine countries and across government, academic, and non-profit organizations. Most experts (76%) came from the United States, the United Kingdom, and Canada. The full participant list can be found in Appendix B.



**Table 2. Delphi participation by sector, country, and domain**

| Sector and country | Community Engagement | DD in Criminal Legal Systems | Community-Based DD | Total     |
|--------------------|----------------------|------------------------------|--------------------|-----------|
| <b>Government</b>  | <b>6</b>             | <b>3</b>                     | <b>2</b>           | <b>11</b> |
| Canada             | 2                    | 0                            | 0                  | 2         |
| Netherlands        | 0                    | 1                            | 0                  | 1         |
| Sweden             | 2                    | 0                            | 1                  | 3         |
| United Kingdom     | 0                    | 1                            | 0                  | 1         |
| United States      | 2                    | 1                            | 1                  | 4         |
| <b>Non-profit</b>  | <b>4</b>             | <b>5</b>                     | <b>5</b>           | <b>14</b> |
| Central Asia*      | 0                    | 1                            | 0                  | 1         |
| Germany            | 0                    | 0                            | 1                  | 1         |
| United Kingdom     | 2                    | 1                            | 2                  | 5         |
| United States      | 2                    | 3                            | 2                  | 7         |
| <b>University</b>  | <b>8</b>             | <b>8</b>                     | <b>5</b>           | <b>21</b> |
| Australia          | 1                    | 1                            | 0                  | 2         |
| Canada             | 1                    | 0                            | 1                  | 2         |
| Netherlands        | 1                    | 1                            | 0                  | 2         |
| United Kingdom     | 1                    | 3                            | 2                  | 6         |
| United States      | 4                    | 2                            | 2                  | 8         |
| Romania            | 0                    | 1                            | 0                  | 1         |
| <b>Total</b>       | <b>18</b>            | <b>16</b>                    | <b>12</b>          | <b>46</b> |

\* This denotes a region, rather than specific country, as the latter was not provided.

## Design

Each round provided participants two weeks to complete their responses (three weeks were given for the final round), with two weeks between rounds for the research team to assess participant responses and design the subsequent questionnaire. As such, each of the three Delphi questionnaires took eleven weeks to administer and were conducted from July to October 2022.

This study adopted a three-round classic Delphi method. The first round included seven to 10 open-ended questions, depending on the domain explored.

Using open-ended questions is desirable in scenarios when little is known about a topic (Sofaer, 1999). These questions were driven by a review of the terrorism prevention literature pertaining to each of the three program domains. Once these questionnaires were administered, researchers coded responses into different categories, based on the themes expressed. These themes were then used to determine questions in the subsequent round's questionnaire.

The second round of questions primarily contained closed-ended questions, but some open-ended questions were added to further clarify existing concepts and themes. The first-round responses for community

engagement suggested that, given the variation on responses based on specific program focus, subsequent rounds should be stratified. As such, 12 questions were asked across four different program types: threat training and awareness programs; police-led programs; educational or school-based programs; and community dialogue programs (e.g., 48 questions total). This study use the term “program types” to denote specific types of programming that can be categorized based on the goals, activities, and stakeholders involved. The third round of questionnaires comprised only close-ended questions. Each were designed pursuant to the results of the previous questionnaire.

Questions across each of the domains varied, based on 1) how the literature influenced the crafting of round one questions and 2) the variation in responses given in rounds one and two. These questions largely assessed implementation practices, the proper scope and target population of terrorism prevention programming, whether former extremists should be used in the delivery of programming, the role of contextual factors in influencing the delivery of programming, and impact of gender-responsiveness on administration and effectiveness. Second and third round questionnaires summarized prior responses for the participant, presented at the beginning of the questionnaire (Round 2), or as specific group averages for each item that had not yet reached consensus (Round 3). Examples of this feedback and questions by round and domain can be found in Appendix C.

## Analysis

This analysis consisted of two components. First, open-ended responses were coded using an inductive approach where the written responses were analyzed to generate a list of codes (e.g., themes, topics) that can be used to classify the content of each response. Tables in Appendix D show the codes generated for each open-ended question and how many times that theme, topic, or response was given by experts within that respective round. These questions were then included in

subsequent rounds as close-ended questions for experts to discern whether they agree (or the extent to which they agree or disagree) with a specific conclusion or finding from the prior round.

Second, close-ended questions were analyzed once rounds (second and third only) were completed. In asynchronous Delphi studies, researchers assess responses for consensus and stability at the group level in between rounds (von der Gracht, 2012). In this Delphi, a predetermined number of rounds was used instead (three), which is a common and accepted number of rounds (Diamond et al., 2014). This study used two measures of consensus, based on question type:

- › 180% agreement on dichotomous (e.g., yes/no) items within the group
- › The interquartile range (IQR) of responses for Likert or scale type questions.

The IQR denotes the measure of dispersion of the median (von der Gracht, 2012). This means that responses between the 25th and 75th quartiles are used to discern the deviation of responses within the middle 50% of the sample. An IQR of 1 or less (or 15%) for a 7-point Likert scale response means the group reached consensus (De Vet et al., 2004; Linstone and Turoff, 2002).

This report will focus on the key takeaways that emerged from the Delphi study and will therefore not discuss all results in detail. Please refer to Appendix D to view the complete, final responses regarding program types, key program features, short-term objectives, long-term objectives, implementation practices to increase program effectiveness, and implementation practices for minimizing the chance of unintended consequences, among others. These may serve a useful reference list for sponsors and implementers when designing and implementing a program.

## 1.3 INTERVIEWS

Following the completion of the Delphi studies and the respective analyses, semi-structured interviews were used to dive deeper into areas of agreement and disagreement as well as areas of ambiguity. Questions were then used to probe for additional nuance based on what was obtained via the Delphi responses.

### Participant Selection

For this part of the study, we selected a small sample (n=6) from each of the three program domains, while trying to maximize the participation of those from underrepresented countries (see Table 2) across the different sectors and domains mentioned. To balance out the participation of experts from different countries and sectors across each of the three domains, some level of proportionality was followed. For example, we decided to include two interviews for each domain with participants

from the United States, with two more reserved for those from the United Kingdom. This is because U.S. and U.K. participants constituted 41% and 26% of the overall Delphi sample, respectively.

Given the focus on developing a set of best practices in a nascent but growing field, we adopted a purposive 2:1 sampling ratio of practitioners to academics. Put simply, each of the three domains needed to have twice as many practitioners (e.g., those working in government or in non-profit circles) as those working in academia (e.g., university researchers or professors). As such, four of the six interviews for participants in each of the three domains were set aside for practitioners. Several prospective interviewees were unable to participate, which impacted researchers' ability to precisely adhere to the original sampling parameters. Ultimately, the following sample of participants were interviewed (see Table 3).

**Table 3. Interview participations by sector, country, and domain**

| Sector and country | Community Engagement | DD in Criminal Legal Systems | Community-Based DD | Total     |
|--------------------|----------------------|------------------------------|--------------------|-----------|
| <b>Government</b>  | <b>4</b>             | <b>2</b>                     | <b>0</b>           | <b>6</b>  |
| Canada             | 2                    | 0                            | 0                  | 2         |
| Netherlands        | 0                    | 1                            | 0                  | 1         |
| Sweden             | 1                    | 0                            | 0                  | 1         |
| United States      | 1                    | 1                            | 0                  | 2         |
| <b>Non-profit</b>  | <b>0</b>             | <b>2</b>                     | <b>2</b>           | <b>4</b>  |
| United Kingdom     | 0                    | 1                            | 0                  | 1         |
| United States      | 0                    | 1                            | 2                  | 3         |
| <b>University</b>  | <b>2</b>             | <b>2</b>                     | <b>4</b>           | <b>8</b>  |
| Australia          | 0                    | 1                            | 0                  | 1         |
| Canada             | 0                    | 0                            | 1                  | 1         |
| United Kingdom     | 1                    | 1                            | 2                  | 4         |
| United States      | 1                    | 0                            | 1                  | 2         |
| <b>Total</b>       | <b>6</b>             | <b>6</b>                     | <b>6</b>           | <b>18</b> |

## Design & Interview Process

Semi-structured interview protocols were designed for each of the three program domains based on the Delphi findings. Questions are written in a manner that probes into gaps in knowledge and areas of substantive disagreement, while asking interviewees to provide concrete, actionable practices for how to implement the recommendations that emerged from the Delphi studies. The goal of the interview was not to generate consensus, but to better distill promising practices for the field.

All three protocols contained approximately 12 to 14 questions, and each interview begins with a standardized introduction statement and informed consent, notifying interviewees that they can refuse to answer any question they wish or stop the interview at any point in time. Anonymity of feedback is also reiterated at this juncture. Each of the three interview protocols can be found in Appendix E.

## Analysis

Transcription of the interviews was completed using a combination of human and computer-assisted methods. Interviews were analyzed as a group according to their program domain. The transcripts were coded inductively to identify recurring themes across responses. After examining the interviews within each thematic domain for common takeaways, interviews across each of the three thematic domains were examined for cross-cutting takeaways (e.g., data collection methods). Coding was conducted iteratively until no new codes could be identified. Following this first round of coding, the interviews and the generated codes were reviewed by the project manager and areas of agreement, disagreement, and potential refinement were discussed. Another round of coding was conducted for each interview based on the revised codes.

# 02

## Community Engagement





This section presents the findings from a Delphi study and interviews with 18 experts about promising practices in community engagement programming within the terrorism prevention field. For the purposes of this report, this study developed the following definition of community engagement to broadly outline the programs that are encompassed within this area.

Community engagement programs are preventative in nature and seek to engage specific communities in efforts to address vulnerabilities to violent extremism and radicalization. These programs work specifically with local community stakeholders, such as community leaders, legal system agencies, social service providers, social networks (e.g., families, former extremists, mentors), and members of the neighborhood. ‘Engagement’ can refer to a range of interactions, including training, consulting, partnering, and communicating with various community members, all of which can take place at various points in a program lifecycle. Many of these programs ultimately seek to establish capacities, structures, initiatives, and networks within the community that will continue beyond the program’s completion.

In practice, however, there is no set definition of community engagement within the terrorism prevention field and there are several applications of community engagement used with terrorism prevention programs. Researchers used a Delphi study to learn how terrorism prevention experts define community engagement and the specific community engagement program types they use or study. In this study, the term “program types” is used to denote specific types of programming that can be categorized based on the goals, activities, and stakeholders involved.

In total, terrorism prevention experts listed 14 program types that fit this study’s definition of community engagement for terrorism prevention, as illustrated in Figure 1. Experts stated that the goals, implementation

practices, and metrics they would recommend depend on which program type is being used. Delphi studies and interviews were focused on four program types to learn more about specific implementation practices, performance monitoring, and sustainability. The four program types – threat training and awareness, police-led, educational or school-based programs, and community dialogue programs – were selected because they were some of the most cited program types by experts and are funded through DHS’ Targeted Violence & Terrorism Prevention Grant Program (see <https://www.dhs.gov/tvtpgrants>). The selected program types can be found in blue with an asterisk in Figure 1.

**Figure 1. Community Engagement Program Types**



The Delphi study asked experts to answer the same questions for each of these four program types. The semi-structured interview questions then gathered firsthand accounts of specific program features to support identification of promising practices used by terrorism prevention practitioners. This chapter reviews the key findings from the Delphi study and offer more detailed nuance provided through the expert interviews.

The purpose for this research project is to identify promising practices for program implementers and other stakeholders. Although additional research is needed to empirically assess these promising practices, they provide a foundation for terrorism prevention practitioners to identify activities, procedures, or approaches that have the potential to lead to improved outcomes. The terrorism prevention field is rather nascent and as such the findings from the Delphi study and interviews represent the participating terrorism prevention experts' recommendations for how to successfully implement community engagement programming.

## 2.1 PROGRAM TYPE EFFECTIVENESS



### Promising Practices

- › Use educational activities that increase community awareness of resources and encourage self-efficacy in community engagement programs, such as trainings on how to effectively use a referral resource.
- › Assess existing community relations or perceptions of law enforcement before implementing police-led programs.
- › If police are leading a community engagement program: maximize appropriate information sharing with community members, be transparent about the police's role and objectives; build in feedback loops using evaluation; incorporate institutional changes to enhance credibility and engagement.

Experts were asked to rate the four selected program types on a seven-point scale by their level of effectiveness, with one being very ineffective and seven being absolutely effective. Experts agreed that educational or school-based, community threat training and awareness, and community dialogue programs were "slightly effective." As described in Table 4 below, this indicates that these programs were seen to have value for terrorism prevention but were not considered to be "effective" or "absolutely effective" in their current form.

**Table 4. Program Type Effectiveness**

|  |
|--|
| <b>Neither Effective nor Ineffective</b> |
| <b>Police-led</b>                        |
| <b>Slightly Effective</b>                |
| <b>Education or School-based</b>         |
| <b>Community dialogue forums</b>         |
| <b>Threat training and awareness</b>     |

## Increasing Program Effectiveness by Educating and Empowering Communities

During interviews with terrorism prevention experts, experts stated they did not believe that there are other types of community engagement program types that have evidence of being more effective than these four program types. However, some experts noted that recent data suggest that specific program elements appear to be effective, which could be incorporated into the four program types. For example, one expert explained that prevention activities should go beyond merely providing threat briefings. Instead, such briefings could be seen as opportunities to bring the community together to educate people about where to go, what to do, and specific resources they might use to report or refer individuals. Additionally, experts emphasized using learning opportunities that empower community members to act and encourage self-efficacy. These program elements could be incorporated into educational initiatives or community threat awareness programs, for example.

## Caution with Police-Led Community Engagement

Conversely, experts were rather ambivalent about their support for police-led programs as they were rated as “neither effective nor ineffective.” Experts emphasized the uncertainty, concern, and hesitation surrounding the use of police-led terrorism prevention programs. Some experts found law enforcement-led programs to be effective when there are high levels of collaboration between law enforcement and community members. Other experts, however, were more concerned about having law enforcement lead terrorism prevention programs. These concerns are primarily due to historical legacy effects related to distrust, poor community relations, and concerns of law enforcement using the guise of prevention to engage in intelligence gathering. One expert recommended that law enforcement only be incorporated into programs after assessing community relations with or perceptions of these agencies to ensure they are positive.

## Strategies to Incorporate Law Enforcement

Despite the concerns with law enforcement involvement with terrorism prevention, experts emphasized that police have an important role to play in community engagement prevention programs, particularly given their knowledge of local threats. Highlighted below are four recommended practices for terrorism prevention programs considering incorporating law enforcement:

**Openness to change.** For community engagement to be successful, organizations must be open to change. This includes law enforcement departments and community organizations. For example, law enforcement services can provide community engagement units with additional resources; change incentive or promotion structures to value community engagement and collaboration; or consider different policing models.

**Information sharing.** Better decisions are made when information is shared across organizations. Community engagement is an opportunity to break down silos, to bring law enforcement officers together with community members to create collective problem-solving strategies. With this in mind, police should share as much information with community members as possible and communicate openly (and often).

**Transparency.** Be transparent and overt regarding the police’s role and objectives in the community. As noted above, police intelligence regarding threats is important, but police must be able and willing to share this information with communities. Additionally, if community members refer a threat or individual to police, police should inform the community about their response so that the community is aware of what actions took place.

**Evaluation.** Build in feedback loops using external independent evaluation. This allows the program to adapt as needed and increases credibility of program results among community members.

## 2.2 OBJECTIVES



### Promising Practices

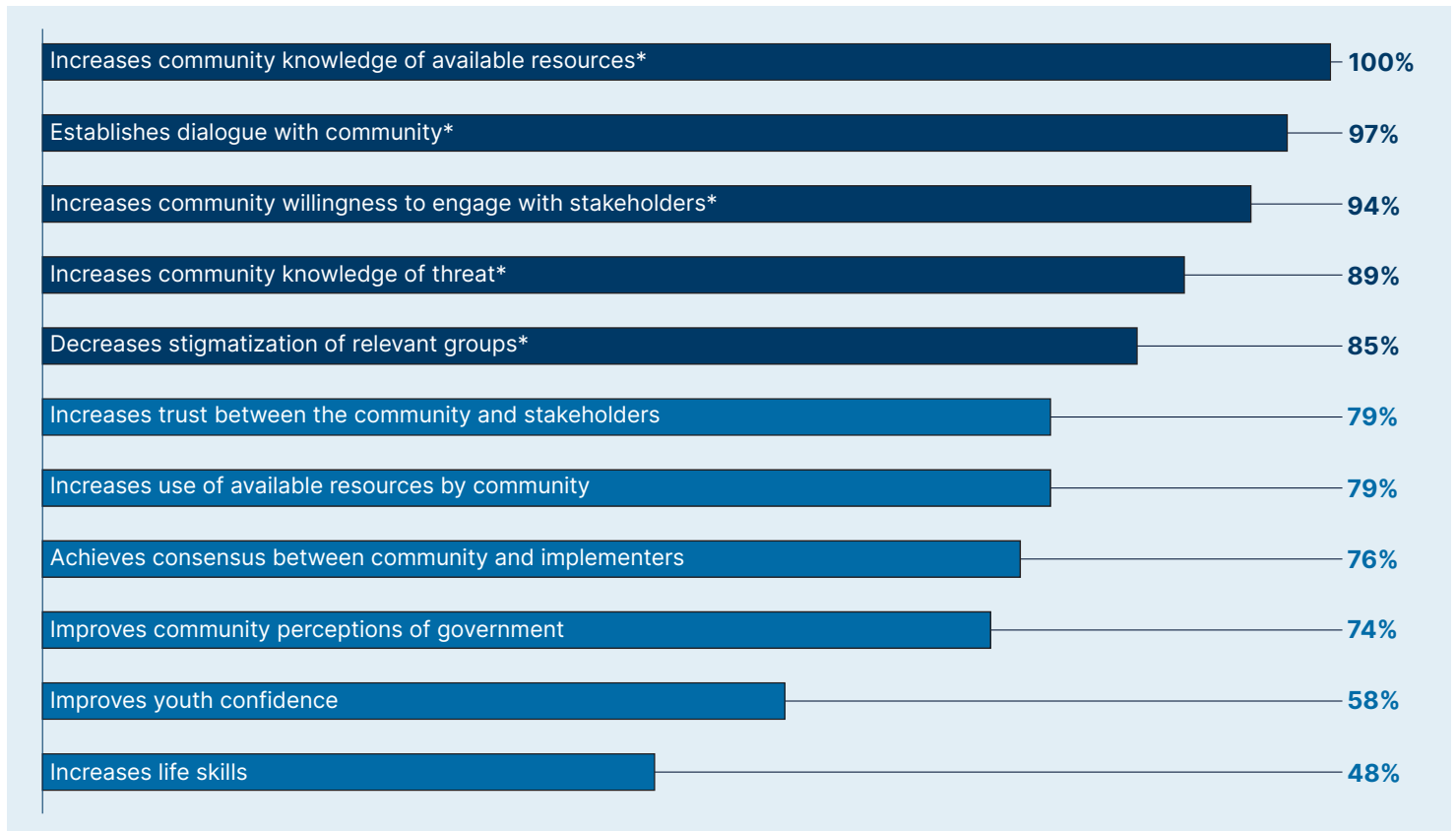
- › In the short-term, program objectives should focus on smaller engagements that, over time, can effect attitudinal change (e.g., increase community knowledge of threats and resources, establish dialogue).
- › Long-term objectives should focus on creating trust, buy-in, and willingness and fostering attitudinal changes towards both terrorism prevention practitioners and towards other communities or groups.
- › Educational or school-based programs should focus on increasing life skills and improving youth confidence.

Terrorism prevention programs have struggled to identify appropriate objectives that effectively capture their work and its intended impacts. This reduces the ability of the field to strengthen its evidence base. To address this gap, researchers asked experts to provide short- and long-term objectives for community engagement programs. While there is no set timeframe that delineates a short-term objective from a long-term objective, short-term objectives tend to focus more so on knowledge or skill gain, as these changes can take place quickly. Longer-term objectives instead tend to focus on behavioral or larger changes that take time to accomplish and begin to address the program's overarching goal.

### Short-Term Objectives

In total, experts identified 11 possible short-term objectives and 12 possible long-term objectives. Using these lists, researchers then asked experts to state whether these objectives should be used, depending on the program type. Figure 2 shows the short-term objectives identified, ranked by the percent of experts that supported their use. These rankings are based on the cumulative score that each objective received across all four program types examined. Dark blue bars with an asterisk indicate that experts achieved consensus regarding the use of the objective. These findings are aggregated across all four program types (i.e., threat training and awareness programs, police-led programs, educational or school-based programs, and community dialogue programs). While most objectives received similar scores across all four types, a few scored differently for educational or school-based programs. These differences are discussed below. Experts scored objectives similarly for threat training and awareness, police-led, and community dialogue programs, so this study will not discuss the scores of each of these individual program types.

**Figure 2. Short-term objectives ranked by the percent of experts supporting their use, cumulative across all four program types**

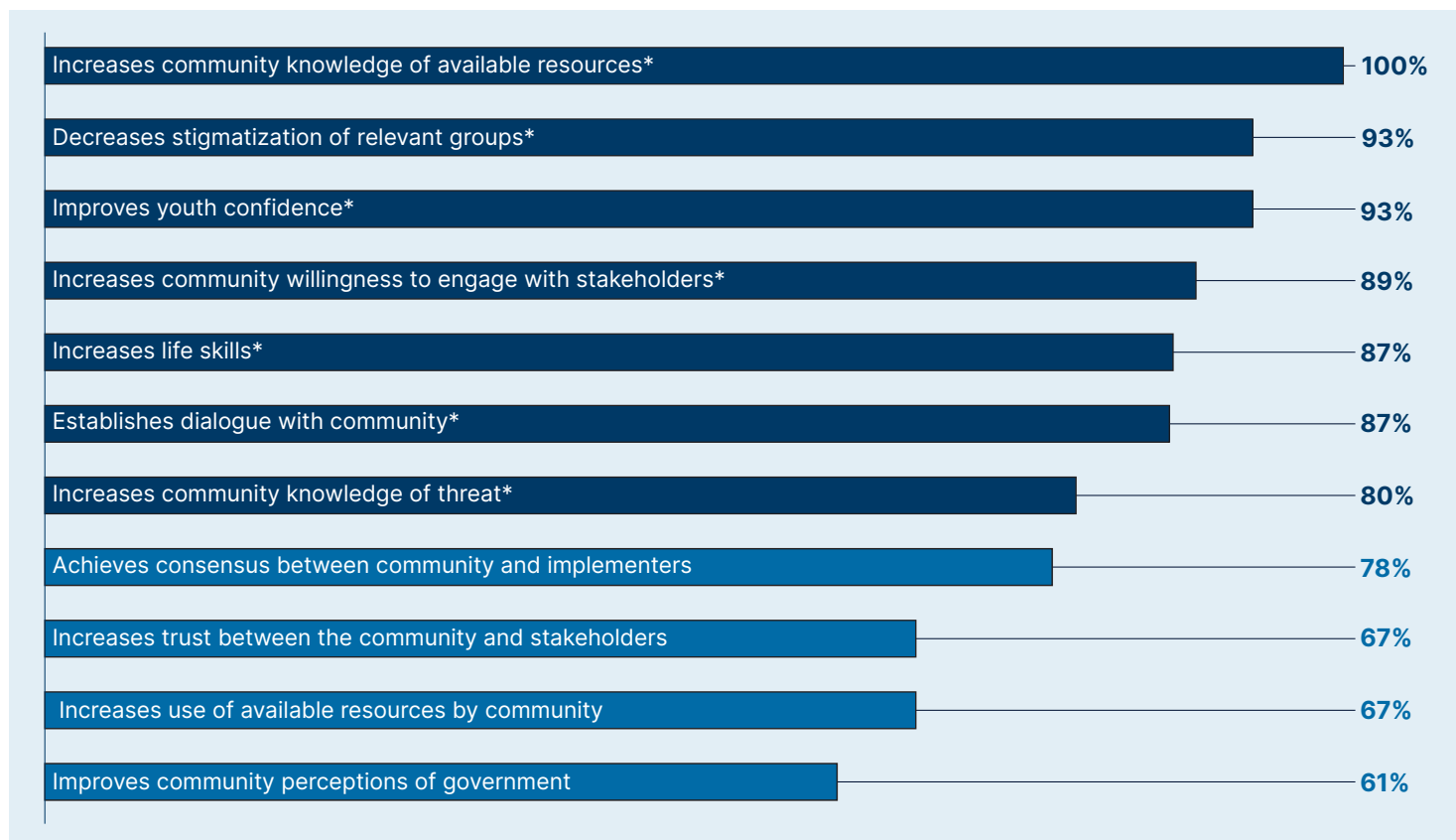


**Community Knowledge of Resources.** The first objective, increasing community knowledge of available resources, was the only objective that 100% of experts stated should be used across all four program types. Increasing the knowledge of available resources expands the variety of available prevention options and connects people to terrorism prevention resources in the form of counsellors, mentors, and training workshops. This has been a key component of terrorism prevention programs implemented by City of Houston Mayor’s Office of Public Safety and Homeland Security and Heartland Democracy Center in the U.S. (DeMichele et al., 2021), and in Canadian family-oriented terrorism prevention programs (El-Amraoui and Ducol, 2019). The final two objectives, improving youth confidence and increasing life skills, received far less support overall than the other objectives.

#### **Improve Youth Confidence & Increase Life Skills.**

There was less consensus overall among experts regarding the appropriate objectives for educational programs and the average response received was often different from the other three program types. For example, 87% of experts stated that increasing life skills should be an objective for educational or school-based programs, whereas most experts stated that it should not be used for the other three program types (ranking it lowest in Figure 2 above). Similarly, 93% of experts stated improving youth confidence should be used for educational or school-based programs, whereas they were split regarding whether it should be used for the other program types. Figure 3 below shows the percent of experts that supported each short-term objective, looking specifically at educational or school-based programs. These results logically demonstrate that educational or school-based programs often focus on youth populations and on building foundational skills and attitudes, as they fit within the broader school context.

**Figure 3. Short-term objectives ranked by the percent of experts supporting their use for educational or school-based programming**



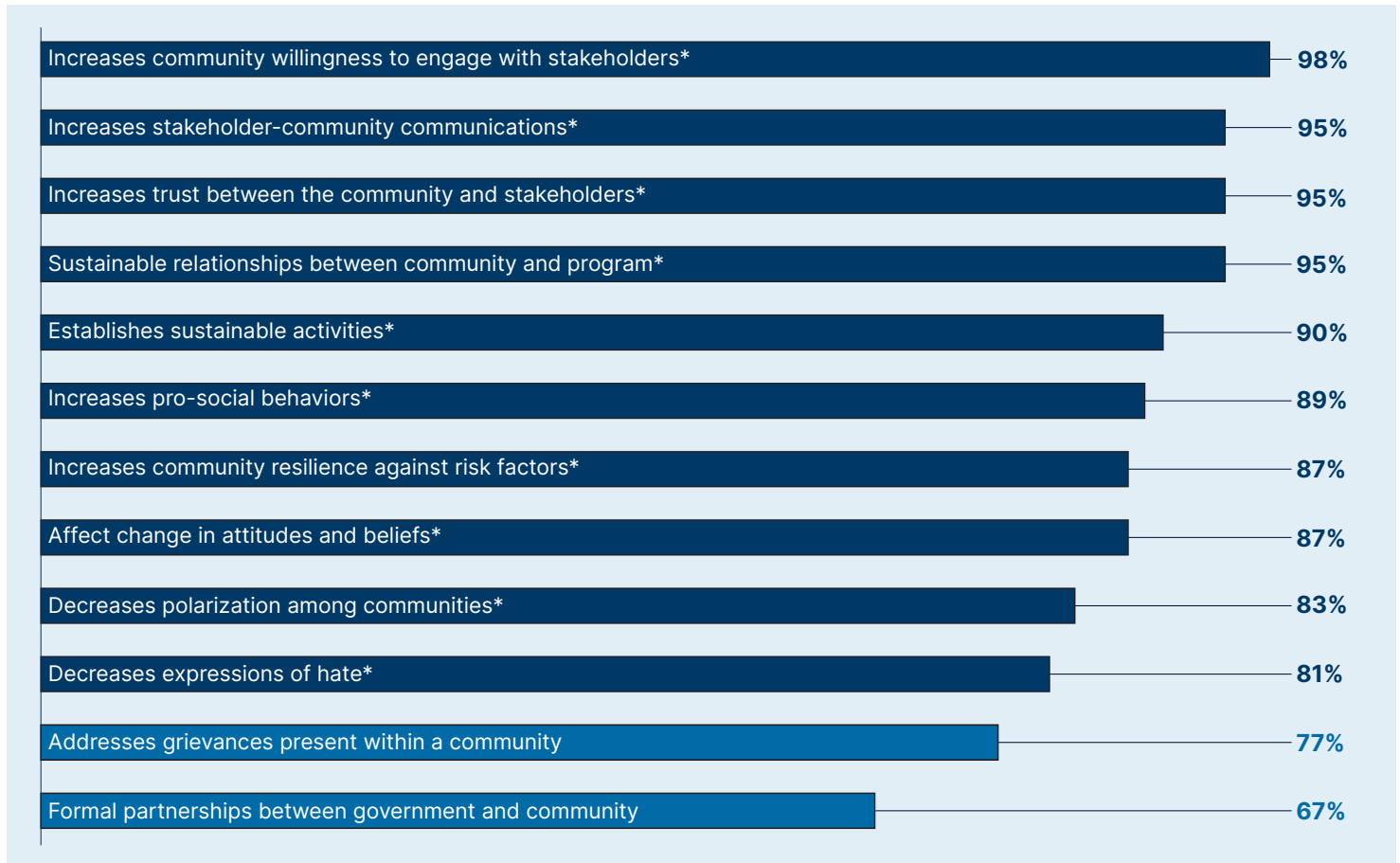
**Increase Trust and Legitimacy of Government.** Conversely, several short-term objectives were considered less relevant for educational or school-based programs than the other three program types. Experts agreed that, for threat training and awareness, police-led, and community dialogue programs, the following objectives were appropriate: increase trust between the community and stakeholders, increase use of available resources by community, and improve community perceptions of government stakeholders. However, experts were not in agreement regarding whether these should be used for educational or school-based programs.

## Long-term Objectives

Experts suggested 12 long-term objectives for community engagement programs, presented in Figure 4 in order of the percent of experts that felt they should be used. These rankings are based on the average scores that each objective received across all program types examined.



**Figure 4. Long-term objectives ranked by the percent of experts supporting their use, cumulative across all four program types.**



**Build Trust & Increase Engagement.** The first five long-term objectives in Figure 4 received consistently high scores across all four program types (at least 90% of experts agreed that these objectives were appropriate). These objectives center around creating trust, buy-in, and willingness to work together, both in the current initiative and in the future, indicating that this should be the primary focus of community engagement programs in the long-term.

**Changing Attitudes & Behaviors.** The next five objectives focus on changing attitudes and behaviors to increase resilience and social cohesion. Although not as highly ranked, 81% to 89% of experts supported the use of these objectives, suggesting that this is a secondary long-term aim of community engagement programs in terrorism prevention. These two groups of long-term objectives follow logically from the emphasis in the short-term objectives on knowledge gain, as this increase in community members' knowledge of and understanding of the threat may improve their

attitudes towards and motivation to engage with program implementers.

**Establishing Formal Partnerships.** The final objective, establishing formal partnerships between government agencies and communities, received lower scores than the other objectives and experts did not agree if it should be an objective for any of the four program types. However, the other long-term objectives listed include efforts to increase engagement and relationship-building between communities and program stakeholders. The relatively lower score received by the final objective therefore suggests that experts placed a primary emphasis on informal connections with communities and were not as concerned by codifying these relationships in formal partnerships. That said, this objective received support from 67% of experts, indicating that it may still be considered an appropriate objective for some programs.

## 2.3 DATA & MEASUREMENT



### Promising Practices

- › Increase and improve evaluation in community engagement programs by incorporating evaluation experts from the beginning of projects to strengthen data collection plans and enable ongoing feedback to improve programs as they develop.
- › Conduct research that is transnational or international, multidisciplinary, and uses mixed methods to improve empirical knowledge and build the evidence base.

### Metrics of Success

Interviewees were asked what metrics could be used to measure success in achieving the objectives identified in section 2.2. They identified the following:

- › Learn about empirical information regarding threats, pathways to radicalization, identities, grievances, and indicators
- › Develop media literacy skills
- › Learn about local resources available
- › Learn about how local resources are used (e.g., frequency of use, whether they are used correctly)
- › Quantity and quality of cross-sector relationships (e.g., number of relationships, frequency of communication, depth of engagement, new partnerships)
- › Level of community resilience (e.g., changes in protective factors)
- › Self-efficacy of community members (e.g., activities undertaken or initiated by community)

### Data Capacity Challenges

Terrorism prevention programs are challenged by limited data capacity among providers. During interviews with terrorism prevention experts, researchers learned about data capacity challenges and opportunities to overcome these challenges.

**Limited Access to Data.** Multiple experts cited an inability to access important programmatic data. They mentioned that some government agencies and community organizations are hesitant to share information with others, such as those operating within the education, social work, health, clinical, or legal space. Additionally, inter-agency data sharing is challenged by pragmatic issues including different data management systems, privacy concerns, and low response rates to data collection efforts.

**Support, Sustainability, & Long-Term Timelines.** The prevention experts discussed the challenges of developing, implementing, and assessing programs in the real world. That is, successful program implementation and assessment takes time – often several years – but stakeholders want to see results more quickly. Realistic expectations need to be established that allow several years for program implementation and evaluation. Further, given the need to assess long-term outcomes, there needs to be considerations given for sustainability and supporting programs for multiple years.

**Limited Research and Evaluation.** While there are often calls for increased program evaluation in the terrorism prevention field, there is a lack of support for terrorism prevention program evaluations in practice. This minimizes the quantity and quality of data being collected by programs, as programs are not required or incentivized to collect data and programs do not or cannot devote resources to identifying ways to gather complex data.

**Reinforcement of Biases.** In addition, experts noted that research is often designed based on existing assumptions. For example, programs might focus on a specific community because of biases towards that community's vulnerability to radicalization. By prioritizing research on that community, programs or researchers sometimes unintentionally reinforce those biases.

**Lack of Clarity on Interpretation of Data.** One expert noted that it is not clear how to interpret some data. For example, it is not clear if an increase in referrals is a positive or negative outcome, but it is generally portrayed as a positive finding. Clearly, more referrals are good when people receive needed attention and services. However, the mechanism behind a change in referrals is not clear. It may be that referral increases signify an increase in individuals of concern, or it could mean that community members are increasingly aware of how to refer individuals to programs.

**Reliance on Small N Studies.** Finally, experts frequently referenced the challenges created by the small sample sizes collected by community engagement programs. This makes it difficult to draw statistical inferences regarding program effects, undermines opportunities to support replication in other contexts, and delays the identification of program impacts. Researchers and evaluators need to implement study designs that are suited for programs with small samples.

## Improve Program Research & Evaluation

The most cited practice to address the above challenges by interviewees was to improve research and program evaluation. The prevention experts provided five recommendations for how to do so:

- › Support the engagement of evaluation experts from the beginning of programs
- › Create adaptive programs using feedback loops based on process and formative evaluations
- › Develop a sustainable evaluation framework that continues after a program is completed
- › Develop baseline measurements and landscape reports
- › Experiment with innovative, multidisciplinary, and mixed methods to measure change
- › Engage in transnational research and evaluation

## 2.4 ENGAGING WITH THE COMMUNITY



### Promising Practices

- › Collaborate with community stakeholders frequently, thoughtfully, and consistently.
- › Consider the variety of actors that play a role within the community you seek to reach and consider which of those actors have credible voices and influence your target audience.
- › When there is a low level of trust between communities and program stakeholders, identify credible “bridging” actors who can help navigate discussions by engaging honestly about why trust is an issue, invest in long-term relationship building, re-focus or re-frame initiatives to resonate more with communities, operate through small grants to empower community actors directly, and ensure that you are not negatively impacting a community actor’s own credibility and relationships.

Unsurprisingly, experts consistently emphasized the need to meaningfully engage with community actors and organizations as a critical program feature. Experts specifically agreed that collaborating with the community is one of the most important ways to minimize the chance of a program causing negative unintended consequences. Experts mentioned two primary challenges to community engagement: accounting for complexity within communities and contending with low levels of trust.

### Engaging with Complex Communities

The ‘community’ is not a monolith; implementers must therefore recognize that communities can be defined at many levels and be responsive to the variety of smaller communities and actors that have their own needs, expectations, concerns, and capacities (Salyk-Virk, 2020). Recognizing that the exact actors will vary across programs, interviewees listed a number of potential community actors that programs should engage with: mental health providers, social services, law enforcement, local leaders, faith-based communities, private sector businesses, and schools and colleges. However, one expert noted the importance of pausing before beginning engagement to think through who you are trying to reach and identify who they are listening to and who they find to be credible. For example, some prominent community leaders may seem like a clear choice, but they may not have influence with the community members that the terrorism prevention program is trying to engage.

### Limited Trust between Community and Government

Prior community engagement programs have faced immense challenges to delivering services effectively due to lack of trust between communities and government sponsors, implementers, or other stakeholders. These challenges will not only influence a program’s effectiveness but have resulted in further reductions in trust and cause the community to feel alienated and stigmatized – a known vulnerability for violent extremism. This may be why community members’ willingness to engage was so prominently cited as a short- and long-term objective in the Delphi study.

## Strategies for Engagement without Trust

Experts were asked how program implementers or relevant stakeholders can begin the process of engaging with communities within a context of low trust.

**Use Bridges to Engage Community.** One suggested practice was to engage first with “bridging” actors, such as social workers, who already have credibility in the community and are willing to work with program stakeholders. When working with these actors, however, it is important to consider how programs can avoid placing their community relationships at risk by association. Further, once a program establishes contact with a potential community gatekeeper, it is important to have an open conversation acknowledging the lack of trust and discussing the underlying causes for this condition and potential joint solutions.

**Establish Sustainable Relationships.** Another suggested approach was to focus on building long-term relationships, outside of a specific program or initiative. Programs might also consider how they focus or frame their program, as communities are often more receptive if a program focuses on larger and more day-to-day issues that the community may be facing other than terrorism (e.g., crime, employment, raising children, quality of life).

**Conduct Pilot Projects.** Lastly, one expert encouraged the use of small grant mechanisms within contexts of low levels of trust, as this ensures that those engaging with communities come from within those same communities, often mitigating this concern. Again, this must be done with caution to avoid impacting grantees’ relationships.

## 2.5 TAILORING TO LOCAL CONTEXT



### Promising Practices

- › Ensure that programs are designed in a community-centric and -informed manner.
- › Build networks that are diverse geographically, socially, economically, and politically to adapt to local contexts.
- › Incorporate local context into awareness briefings and other materials.
- › Use a whole-of-society approach to capture the many factors that interact in each local context.

Experts emphasized the importance of programs adapting to the local context by being designed in a community-centric and -informed manner. While interconnected with the topic of collaborating with the community discussed above, this study sought to further clarify how programs can tailor their design to meet the contextual realities of the communities with which they are engaging.

## Strategies for Community-Centric Design

**Develop Practitioner Networks.** There was very little consensus among experts regarding how best to adapt programs based on political, socioeconomic, and geographic factors. Instead, experts discussed changing dynamics in extremism – from urban settings with a few common ideologies to more disperse locations and a multitude of ideologies – and how this has forced programs to adapt. Experts’ primary focus in response to these shifts was to develop networks of practitioners and other stakeholders within this more disperse environment to conduct programming within new local contexts.

**Awareness Briefings.** Another suggested practice when adapting to the social, economic, geographic, and political factors is to ensure that these contexts are incorporated into awareness briefings.

**Whole of Society Approach.** Lastly, adopting a whole-of-society approach that empowers citizens and state, local, tribal, and territorial authorities, as well as private sector, non-governmental, and community leaders, enables programs to naturally adapt to local contexts and be aware of consequences beyond those targeted by the terrorism prevention program.

## 2.6 GENDER



### Promising Practices

- › Ensure programs are responsive to gender dynamics.
- › Consider all gender dynamics, not just those regarding women.
- › Adapt narratives and briefing materials to account for gender dynamics in the community.

Delphi experts said that being gender-responsive was “moderately important” to “important” for community dialogue, educational or school-based programs, and police-led programs. Experts did not achieve consensus, however, with regards to the importance of being gender-responsive in community threat training and awareness programs.

## Strategies for Gender-Responsive Programming

There was very little consensus across all four program types regarding practices programs can adopt to be gender-responsive. The practice most frequently cited by experts was to consider gender roles and narratives within the community when designing the program or specific activities. This might include conducting research into a) typical gender roles in the community (and in various groups within the community); b) the needs, vulnerabilities, and concerns of each gender in these community groups; and c) how these gender dynamics intersect with an individual’s other identities. All promising practices mentioned by experts are discussed below.



**Conduct research to understand gender dynamics.**

Conduct research to better understand gender roles, norms, and narratives within the community and adapt programming accordingly. Use gender-sensitive indicators in the program's evaluation framework.

**Adapt program activities and materials based on gender research.**

Design activities with different genders' needs, incentives, and benefits of participation in mind. Design activities to ensure the accessibility of programming for all genders and preempt gendered barriers to engagement (e.g., transportation to activities, childcare, timing of activities). Tailor messaging and communication strategies based on gender dynamics, as messaging will resonate differently with different genders. Anticipate and plan for unintended consequences that program participation may have by gender, including how social and cultural expectations may be challenged or fulfilled by participation.

**Engage inclusively.** Involve all genders in program design and implementation. Identify and engage with stakeholders in a gender-inclusive manner. For example, ensure that you are including local women's groups in addition to other community stakeholder groups. Provide forums and interfaces that are comfortable for all genders to participate in.

**Select program staff and participants with gender in mind.**

When selecting presenters and other community interlocutors, consider the gender of your audience and if specific staff might facilitate better trust, connection, and participation with that audience. Achieve a gender balance among participants that is reflective of the target audience or is otherwise intentional.

**Avoid replicating unconscious bias in program materials.**

Incorporate information discussing the roles that all genders can play in terrorism prevention. Anticipate and design programs to avoid replicating unconscious bias by accounting for gendered assumptions about risk, threat, and prevention.

Interviewees were asked if programs are tailored to gender contexts and how. Participants stated that gender is still a relatively new consideration of many terrorism prevention programs, but it is gaining focus with the repatriation of women from Iraq and Syria and because of the growing awareness of the incel ideology. While some programs focus directly on gender by specifically targeting women and mothers, programs should remember that adapting to gender dynamics goes beyond working with women.

## 2.7 TARGETING VERSUS GENERALIZATION



### Promising Practices

- › Consider whether the program can accomplish its goals with broader engagement or if it is necessary to utilize different messaging tools and approaches tailored to specific audiences.
- › When designing a targeted program, implement the following practices to ensure your target audience is relevant and to avoid stigmatization:
  - » Anticipate unintended consequences and adapt accordingly;
  - » Consider the accuracy of information on the specific group that you wish to target and, if this information is lacking, conduct additional research such as audience segmentation;
  - » Communicate targeting decisions and reasons in a way that communities can understand.
- › Educational or school-based programs should remain as generalized as possible, while ensuring that program materials are not over-generalized to the point that they no longer reflect the program's focus.

Experts were asked if the four program types will be more effective if they are targeted or generalized. For the purposes of this study, “targeting” refers to a program that focuses on a specific group of individuals and tailors its recruitment, program activities, and materials based on that group’s context. A generalized program would therefore constitute an initiative that is provided to a range of individuals in a given area and would therefore have broader participant criteria and materials that are not tailored to any specific group within a population. The results discussed in this section stem from this binary choice presented to experts during Delphi studies, but numerous experts mentioned that they would want some program elements generalized and some targeted. Therefore, programs should not consider this as a single decision to be made when designing and implementing.

For community threat training and awareness, police-led, and community dialogue programs, experts did not achieve consensus on this question. However, the average response for each of these three programs indicated that experts were in favor of targeting over generalization (67% for community threat training and awareness, 61% for police-led, and 67% were in favor of targeting within community dialogue programs).

When asked to explain their selection between targeting and generalization, experts provided the following list of rationales in favor of targeting these three program types (see Table 5).

**Table 5. Benefits and targeting or generalizing programs**

|   |  |
|---|--|
| <p>Identified benefits of targeting programs</p>    | <ul style="list-style-type: none"> <li>› Programs should be targeted to reflect the diversity of needs, perspectives, challenges, and strengths across different communities and get buy-in from the community. An approach in one community may not be valid for another community.</li> <li>› Targeting is more effective for achieving change. Identifying a target audience allows program design to be adapted so that its substance and structure are specifically adapted to the target audience, making it more likely to be effective.</li> <li>› Targeted engagement is more likely to build trust by fostering connections and investing in engagement with the specific audience it is targeting.</li> <li>› Targeting enables programs to focus on the most acute needs.</li> <li>› It can be difficult to evaluate programs if they are too general because it is more challenging to measure outcomes.</li> <li>› Targeting is easier if programs have fewer resources because the scope is more limited.</li> <li>› Targeting your program can reduce the risks of causing unintended consequences because you have adapted your programming to a specific audience.</li> <li>› Targeting stakeholder participation can avoid sidetracking caused by having too many groups involved. When an audience is too broad, the likelihood of unbridgeable dissonance increases and effective social bonding opportunities are limited. This rationale was particularly cited with regards to community dialogue programs.</li> <li>› Experts and program staff cannot be equally knowledgeable in all ideologies and contexts, so having targeted programming connects professionally qualified individuals with the correct audiences.</li> </ul> |
| <p>Identified benefits of generalizing programs</p> | <ul style="list-style-type: none"> <li>› Targeting a specific audience risks causing or increasing profiling or stigmatization, whether real or perceived. Developing targeted programs generates suspicion surrounding the specific community which can cause prejudice and profiling. This can also make communities feel greater stigmatization and can decrease their support for or willingness to engage in a program.</li> <li>› Generalization is more appropriate for the goals of community engagement programs, which typically seek to effect holistic, whole-of-society change. Broader approaches empower the larger population to engage in preventative efforts by increasing awareness and resilience.</li> <li>› Many pro-social behaviors and protective factors are universally applicable skills that should be taught to a wider population.</li> <li>› Terrorism prevention is multifaceted and dynamic so targeting might 'miss' relevant individuals or emerging threats because they are targeting based on outdated knowledge.</li> <li>› Specifically for police-led programs, police are mandated to serve the entire community. Engaging in a whole community approach prevents them from veering toward the pre-criminal space and instead building trust broadly with their constituency.</li> <li>› Specifically for educational or school-based programs, it is logistically easier to cover a generalized audience in school settings.</li> </ul>   |

## Targeted Law Enforcement Program Concerns

Sixty-one percent of experts favored targeting police-led programs. However, there were two rationales for generalization that were specifically mentioned in reference to police-led programs. First was the concern that targeting risks profiling or stigmatization, whether real or perceived. This concern was mentioned far more frequently than all the others regarding police-led programs and significantly more frequently than it was mentioned with regards to community dialogue and community threat training and awareness programs. Interestingly, it was mentioned both by experts who stated that police-led programs should be generalized and by those that stated they should be targeted. This is not surprising, given the unique concerns that might arise among community members when interacting with law enforcement actors, but places a clear spotlight on a key consideration for police-led programs. Second, experts stated that the police mandate is to serve the entire community.

## Targeting Police-led, Community Dialogue, and Threat Training Programs

Given that experts leaned towards targeting for police-led, community dialogue, and threat training and awareness programs, interviewees were asked how to target these programs. They provided a series of practices and considerations to do so, including: anticipating unintended consequences and adapting accordingly, considering the accuracy of your information regarding the specific group that you wish to target before targeting them, and, if this information is not empirical or contains gaps in knowledge, conducting additional research, such as audience segmentation to understand the nuances between different groups. Multiple experts did voice concern about the risk of stigmatization, reflecting the lack of

consensus on this question. To mitigate this risk, they recommended that programs consider whether they can accomplish their goals with broader programming, through which the underlying target audience would still be included, or if it is necessary to use different messaging and approaches for different audiences. If targeting, experts additionally advised programs to ensure that they are sufficiently justifying and explaining their choice in a way that communities can understand.

## Generalizing Education Programs

Conversely, experts were in consensus that educational or school-based programs should be generalized, with 89% in favor of generalization over targeting. The primary rationale that experts presented for this position was that targeting populations in a school context brings a particularly high risk of stigmatization. Targeting groups or individuals in schools might cause greater divisions between students due to factors surrounding adolescent social development. For example, one expert cited research that demonstrated that youth interested in far-right ideologies in Sweden felt they were being targeted by school educational activities focused on the Holocaust (Mattson and Johansson, 2018). Experts also felt that these programs in particular should be generalized because they should seek to effect holistic, whole-of-society change. School-based programs primarily seek to build prevention capabilities, pro-social behaviors, and other protective factors among students. Therefore, it is more important that a wide range of students participate in programs, as these skills will assist those who might be at-risk, while also empowering those not at-risk to take action as needed. Generalized programming should seek to mitigate stigmatization and reach more people in schools and educational settings than targeted programming. However, experts noted that programs should avoid generalizing the materials to such an extent that they do not actually address what the program seeks to focus on.

## 2.8 TRANSPARENCY



### Promising Practices

- › Be as transparent as possible about program objectives, activities, target audience, and results.
- › Be direct about what information can and cannot be shared, if working with agencies such as law enforcement or social services.
- › Tailor language you use when explaining a program to balance being honest and being understood.
- › Engage all communities and stakeholders in conversation and be responsive to their inputs.

External transparency in program goals and activities was ranked as the second most important practice for program effectiveness and the most important practice for minimizing the chance of causing unintended consequences. In interviews, experts noted that the underlying goal of being transparent is to build trust and credibility.

### Limitations to Transparency

Interviewees noted two primary challenges in being transparent. First, it is not possible to be fully transparent if programs include agencies that necessitate confidentiality (e.g., police, social services). In this case, it is critical that programs are frank about what information can and cannot be shared. Second, multiple experts noted that it can be challenging to select the language to use when explaining a program. The use of the term “terrorism” might make some feel uncomfortable or might not resonate. One expert noted that actors in school settings might feel more open to programming that uses a hate lens. However, this expert noted that it is simultaneously critical that program implementers not adopt language that disguises the true underlying objective, as this may undermine trust in the program. Each program must therefore consider the balance between translating the program into a way that is understandable, without obscuring its purpose.

### Two-Way Engagement

Programs must be open with relevant communities and stakeholders about their design process, purpose, activities, who is being targeted and why, possible outcomes of participation (e.g., referrals), and evaluation results. Experts stressed, however, that transparency also requires two-way communication. Therefore, programs should engage in conversation with communities or stakeholders to hear about their thoughts, inputs, and concerns and respond to them in an actionable way.

## 2.9 MITIGATING NEGATIVE CONSEQUENCES

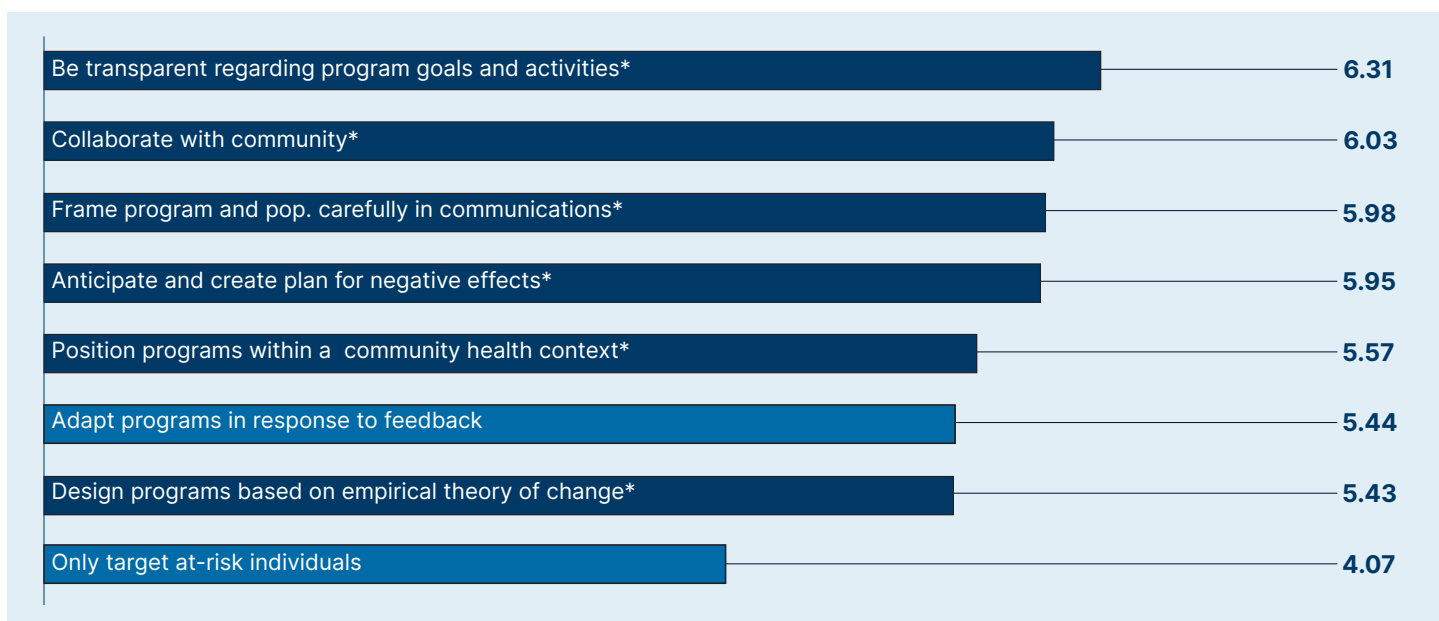


### Promising Practices

- › Engage in transparent dialogue with communities and adapt programs based on their feedback.
- › Devote time and resources to researching and anticipating potential unintended consequences and adapt programs accordingly or establish plans to deal with these concerns, should they occur.
- › Design materials to ensure that they do not perpetuate stigmas or stereotypes of a certain group. Include relevant community members to review these materials.

When asked how programs can minimize the chance of causing unintended consequences, Delphi experts provided the list shown in Figure 5. Using the answers provided, they then assessed the importance of each practice on a seven-point scale, with one being not at all important and seven being extremely important. Figure 5 below illustrates the levels of importance associated with each practice. Dark blue bars denote practices that achieved consensus across all four program types, which are also noted using asterisks. Light blue bars indicate that experts did not achieve consensus on the importance of this practice for at least one program type.

**Figure 5. Practices for minimizing unintended negative consequences ranked by level of importance, cumulative across all four program types.**





## Strategies for Anticipating & Planning for Negative Effects

One very important practice, which ranks fourth on the list, is anticipating and planning for potential negative consequences. Researchers asked interviewees how programs can mitigate these unintended consequences and they provided three primary practices.

**Transparent Dialogue.** Experts reiterated the importance of transparent dialogue. This is related to the findings in section 2.8, in which experts emphasized the need to discuss program purpose and decisions with communities and be responsive to their feedback. This includes conversations with communities that do not impose a particular perspective and solution upon them but ask them for their own perspective on the reasons and solutions to the problem.

### **Commit Time & Resources to Anticipate Risks.**

Second, experts stated that programs should be devoting time and resources to thinking through potential consequences. This can be done by conducting research on relevant programs and what effect they had, building in time for program staff to discuss possible consequences, and considering how programs might be coopted by extremist narratives.

### **Design Materials with Negative Effects in Mind.**

Experts noted that programs should design materials in a way that mitigates the risk of stigmatization. In particular, programs should emphasize that there is no one profile of someone who radicalizes and that there are multiple forms of extremism leading to violence. Programs might also have relevant individuals or groups from communities serve in an advisory capacity and review program materials.

## 2.10 FORMER EXTREMISTS



### Promising Practices

- › Community threat training and awareness, police-led, and community dialogue programs should include former extremists in programming, when it is appropriate and after consideration of the positive and negative effects of their inclusion.
- › If including former extremists, programs should assess and train these individuals to mitigate risks prior to engagement.

The inclusion of former extremists in program design and implementation emerged as a key question in the terrorism prevention field and one that lacks sufficient evidence. As such, the research team asked experts if the inclusion of such 'formers' is appropriate for the four program types. Experts were given a binary yes/no choice and these results are discussed here. However, in the open-ended response boxes provided, numerous experts made it clear that their earlier answer was not a definitive response, but rather a response that depended on a number of factors. Again, programs should not consider this as a black and white decision to be made when designing and implementing.

Experts agreed that formers' inclusion is appropriate in community threat training and awareness (87%), police-led (83%), and community dialogue programs (80%). Experts did not achieve consensus on this question with regards to educational or school-based programs. However, 67% of experts were in favor of the inclusion of formers in educational or school-based terrorism prevention programs.

## Formers' Roles in Community Engagement

Interviewees were asked what roles formers play when they are involved in programs. Roles varied, with some operating in a limited role providing specific inputs or experience, while others led programs. Most often, experts stated that formers served as a peer mentor, working with individuals who may have been referred for being vulnerable.

## Benefits & Risks of Formers in Community Engagement

Between the Delphi study and the interviews, experts provided rationales, detailed in Table 6, for why the inclusion of formers in programs is or is not appropriate.

**Table 6. Benefits and risks of including formers in community engagement program implementation**

|  |   |
|--|---|
| <p>Identified benefits of including formers were:</p>                      | <ul style="list-style-type: none"> <li>› Formers can be very effective in capturing audience attention by inspiring experts and helping them relate to the issues on a personal level.</li> <li>› Formers can be trusted and credible messengers due to their firsthand experience and community connections. This enables them to establish relationships with those who might otherwise be unwilling or mistrustful.</li> <li>› Formers can provide unique insights into groups, ideologies, and processes. Their intimate knowledge of the radicalization and exit processes can improve outreach efforts and flesh out theoretical understandings in the field.</li> </ul>  |
| <p>Possible risks or negative effects that formers might have include:</p> | <ul style="list-style-type: none"> <li>› Formers might alienate the audience by intimidating them or distract them from the informational content.</li> <li>› Programs might extrapolate or overgeneralize based on a former's experience, which is non-empirical and unique to each individual.</li> <li>› Formers might not have the skills to use their experience to help others.</li> <li>› Participation of formers might be resource-intensive due to the costs of vetting and/or training.</li> <li>› Participation of formers increases the risk of unintended consequences if a former is not sufficiently disengaged and deradicalized. This might result in the former re-engaging and spreading their beliefs, consciously or unconsciously.</li> <li>› Including a former in programs, even if they volunteered for it themselves, may cause undue stress or harm to the former and put them at greater risk.</li> <li>› Participation by formers might minimize the perceived cost of their initial engagement in violent extremism, whether intentionally or unintentionally, through things like celebrity.</li> <li>› The participation of formers is inappropriate and/or unnecessary for the program goals and audience of community engagement programs. This was particularly emphasized with regards to educational or school-based programs.</li> </ul> |

## Professionalization of Formers in Community Engagement

Experts noted throughout the Delphi study and subsequent interviews, often regardless of their position on this question, that the inclusion of former extremists is not inherently essential to the success of any of these four terrorism prevention program types. However, their responses ultimately make it clear that they do not believe their inclusion should be ruled out, as this decision should primarily depend on program goals and the former extremist themselves, including their experience, their program role, and where they are in their DD journey. Some open-ended responses indicated that there should be conditions associated with their participation, such as vetting and/or training. This echoes the calls present in some of the recent terrorism prevention literature for the professionalization of former extremists. Some interviewees stated that programs had a clear, formal vetting process and others stated that vetting was done but somewhat informally or in a limited manner. Similarly, it appears that some programs provide formal training to formers while others do not.

## 2.11 DISCUSSION

Community engagement programming represents a diverse array of options for preventing radicalization to violence. This chapter covered many promising practices within this realm in detail, including how those practices can be implemented. Six general takeaways emerged from these findings and these conclusions are briefly discussed below.

**Community engagement programs should center their approach around fostering community collaboration and trust.** Community engagement programs in terrorism prevention rely on community collaboration to identify their specific concerns and require trust to meaningfully address radicalization issues. However, if the program does not meaningfully engage these communities during design and implementation, these engagements may be superficial, unresponsive to the local context, and undermined by mistrust. Conversely, effective community collaboration during design and implementation can improve program results and mitigate potential unintended negative impacts. Programs should therefore be grounded in community collaboration and trust, even when their primary focus is on shifting attitudes, building skills, or transferring knowledge. Importantly, an effective community collaboration approach accounts for the variety of subgroups and contextual factors that exist within each community.

**Program transparency is central to fostering community engagement.** Programs that are more deliberately transparent are viewed as more credible, legitimate, and trustworthy. This in turn promotes community collaboration, buy-in, and participation. For example, involving community members in program design can foster responsive feedback and input. It is then critical that programs respond to and incorporate that feedback, as appropriate. Being transparent about the program's objectives with both participants and the community at large can also mitigate unintended consequences or potential blowback. For example, being mindful of the language used and the framing of the program's overarching objectives in a way that is culturally appropriate and easily understood can mitigate stigmatization. This also requires programs to be aware of the types of program partners they involve, as some are less transparent than others due to their approach and focus. For instance, law enforcement agencies cannot be as transparent about specific threats, concerns, or people, given various privacy and other legal constraints.

**Programs should be designed and adapted to mitigate stigmatization.** One of the largest concerns voiced throughout this study was the inadvertent stigmatization of specific communities or groups. It is vital to ensure the intentions, activities and target audiences of the program are clearly defined and legitimized through empirical research. Targeting programs based on identity runs the risk of stigmatizing communities; especially if paired with law enforcement involvement. However, this study found that experts favored targeting threat training and awareness, police-led, and community dialogue programs due to concerns of overgeneralizing programs. Any targeting that is done should therefore be carefully considered based on evidence and triangulated through transparent community collaboration. Practitioners should also proactively create mitigation plans for stigmatization and other unintended consequences.

**Programs must better define and measure “success.”** In the short-term, programs should focus on building knowledge, awareness, and skills of community members and organizations. This will in turn support long-term objectives, which should focus on a) building trust and engagement among communities and between community members and practitioners and on b) creating attitudinal and behavioral change among community members. Measuring success towards these objectives is critical to further developing the terrorism prevention field and improving sustainability and programs must improve data collection and measurement practices to do so. Government sponsors should provide funding for the execution of external independent evaluation during and after program completion. Researchers and evaluators can be useful partners to leverage in improving program data collection, measurement, and evaluation throughout the program lifecycle and to adapt programs in response to data-driven feedback. This research does not just provide a stronger evidence base for future programs, but also enables existing community engagement initiatives to be responsive to positive and negative emerging consequences. Being responsive to these factors can increase their credibility and trust in the eyes of community members, especially if these adaptations are transparently communicated.

**Police involvement has utility but must be carefully considered.** It is not clear whether police-led programs should operate within the community engagement domain. Further, this study indicated that community engagement programs may be more effective if they are not led primarily by police. However, police are an important stakeholder to include in such efforts, given their role in general crime prevention and their familiarity with various communities. Police involvement should therefore be carefully considered by each program, based on existing community-police dynamics and the purpose for their involvement. If including police, programs should be clear and transparent about their roles, responsibilities, and information sharing capacity and share program results.

**Educational or school-based programs should be designed and implemented differently than other community engagement programs.** The interviews and Delphi responses revealed that educational and school-based programs have distinct objectives and scopes. These program elements therefore require unique considerations in the context of educational or school-based programs. Contrary to the other program types examined within this report, experts clearly felt that educational or school-based programs should be generalized rather than focused on a specific target population. Also unique to these programs is their focus. While they share some objectives with other community engagement programs, educational or school-based programs in particular should focus on improving youth confidence and increasing life skills.





03

**Deradicalization &  
Disengagement in  
Criminal Legal Systems**

This section presents the findings from a Delphi study and interviews concerning promising practices in DD in criminal legal systems. While the research team chose to include both deradicalization and disengagement in the program domain title, these terms refer to distinct processes. Deradicalization is the social and psychological process whereby an individual's commitment to, and involvement in, violent radicalization is reduced to the extent that they are no longer at heightened risk of involvement and engagement in violent activity. Disengagement is the process whereby an individual experiences a change in role or function that is usually associated with a reduction of violent participation. It is most frequently associated with significant temporary or permanent role change (Horgan, 2009). This study chose to include both terms in the program domain title to include programs that focus on either process. Additionally, there is widespread debate within the terrorism prevention field concerning deradicalization and if attempting to influence ideology is an appropriate, achievable, or worthwhile objective for such programs (Stern and Pascarelli, 2020). Researchers therefore included deradicalization within the definition in order to probe further into this debate through this study. To further clarify what programs are included within this program domain, the following definition was developed.

Deradicalization and disengagement in criminal legal systems refers to terrorism prevention programs that typically aim to reduce individuals' violent extremist beliefs and/or violent extremist actions and behaviors. Many of these programs aim to support individuals' rehabilitation and reintegration into 'normal' life, as relevant, by providing social services and skills training. "Criminal legal systems" are a set of institutions, systems, and agencies that seek to apprehend, prosecute, punish, detain, and rehabilitate criminal offenders. These programs take place in the pretrial stage, while an individual is incarcerated, or while they are on probation or parole. Some programs include discrete activities that are conducted in communities aiming to integrate radicalized individuals after previous criminal justice involvement.

The purpose for this research project is to identify promising practices for program implementers and other stakeholders. These promising practices are identified from a Delphi study and semi-structured interviews with 16 terrorism prevention experts. Although additional research is needed to empirically assess these promising practices, they represent the participating experts' recommendations for how to successfully implement, manage, and evaluate DD programming in criminal legal systems. The terrorism prevention field is developing and, as such, the promising practices provide a foundation for practitioners to identify activities, procedures, or approaches that have the potential to lead to improved outcomes.

## 3.1 OBJECTIVES



### Promising Practices

- › Behavioral change should be the primary focus of DD programs in criminal legal systems.

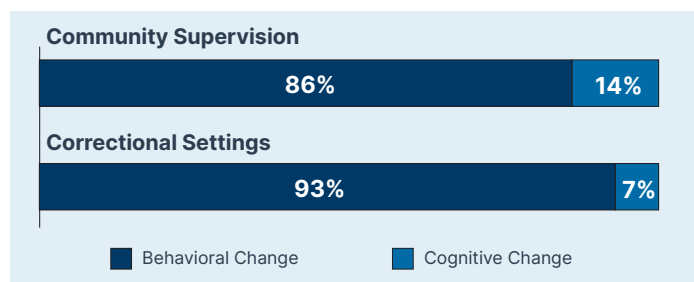


Terrorism prevention programs sometimes use the terms “deradicalization” and “disengagement” interchangeably, conflate them, or do not provide any concrete definitions behind either goal. However, these elements can have large implications for program design. Whether a program seeks to address deradicalization or disengagement (or if it seeks to address both) impacts the interventions themselves and should drive program objectives and metrics. As noted above, the terrorism prevention field also continues to debate the appropriateness of deradicalization as an objective. With these considerations in mind, this study sought to learn which process should be the primary objective of DD programs in criminal legal systems. First round responses from experts indicated that they preferred to use the terms behavioral change, which is primarily associated with disengagement, and cognitive change, which is primarily associated with deradicalization. Researchers therefore used these terms throughout the remainder of the Delphi study and interviews. An example of a behavior change is less frequent contact or engagement with group members, while an example of cognitive change is a shift in commitment to an ideology.

## Behavioral Change

Terrorism prevention experts were asked to answer this question based on two different contexts – correctional settings (e.g., prison) and community supervision (e.g., probation). This was done to assess if the primary objective differed between these two contexts. In both cases, the experts agreed that behavioral change should be the primary focus, with 93% supporting behavioral change for programs implemented in correctional settings and 86% supporting behavioral change for programs implemented under community supervision (see Figure 6).

**Figure 6. Responses regarding whether DD programs in criminal legal systems should primarily focus on behavioral or cognitive change**



When experts were asked to explain their selection, they provided the following reasons in support of behavioral change:

- › Deradicalization typically requires a longer time frame, which is not well-suited to the limited timeframe typical to correctional settings.
- › Changing individuals’ behavior is what mitigates public safety risks, as opposed to their beliefs.
- › Behavioral change can facilitate cognitive change.
- › Behavioral change is more appropriate because engagement in terrorism is not always motivated by beliefs.
- › Behavioral changes enable clients to make positive contributions to society, thereby reducing stigma during reintegration.
- › Correctional institutions’ intended purpose is to modify illegal behavior, not ideologies.
- › The government and correctional institutions, by extension, lack the legitimacy and justification to challenge radical ideas.

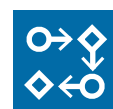
Only 14% and 7% of terrorism prevention experts felt that cognitive change should be the primary focus in community supervision settings and correctional settings, respectively. The rationale used for this position was that cognitive change is necessary for social reintegration and, therefore, reducing recidivism.

## Cognitive Change: Intertwined & Individual

Some terrorism prevention experts, however, indicated that programs should not focus solely on behavioral changes without also engaging cognitive processes. Instead, they felt that both behavioral and cognitive change should be pursued simultaneously as they may be intertwined. This linkage has not been demonstrated in the literature, however (Simi et al., 2017; Bjørgo, 2002). Others noted that this decision should be specific to the individual case.

Nevertheless, terrorism prevention experts indicated that behavioral change should be the primary focus, even if it is not the only one. Given the breadth of possible behavioral changes that might take place, section 4.4 examines specific performance metrics that could be used to measure behavioral change.

## 3.2 INDIVIDUALIZED & STANDARDIZED PROGRAM ELEMENTS



### Promising Practices

- › Individualize case management, intervention objectives, intervention duration, disciplines of intervention providers, types of services provided, and post-release supervision for each client.
- › Use a standard referral process and standard metrics of success.

Experts agreed that adapting programming to clients' specific needs is "very important" for mitigating negative unintended consequences and scored it as the second most important practice overall (see section 3.11 for other cited practices and their ratings). They further emphasized the need to individualize DD programs in criminal legal systems based on the individual case, although some terrorism prevention experts noted that programs may benefit from some sort of standardized framework or best practices. Specifically, as shown in Table 7, experts confirmed case management, intervention objectives, intervention length, disciplines of intervention providers, types of services provided, and post-release supervision should be individualized. Conversely, referrals and metrics should be standardized.

**Table 7. Responses regarding which program elements should be individualized or standardized**

| Individualized                        |     | Standardized       |     |
|---------------------------------------|-----|--------------------|-----|
| Case management                       | 87% | Referrals          | 87% |
| Intervention objectives               | 93% | Metrics of success | 87% |
| Length of intervention                | 93% |                    |     |
| Disciplines of intervention providers | 87% |                    |     |
| Type of services provided             | 93% |                    |     |
| Post-release supervision              | 93% |                    |     |



## 3.3 TAILORING PROGRAMS TO THE INDIVIDUAL

### Promising Practices

- › Adapt interventions to clients' specific needs by tailoring each intervention.
- › Respond to clients' underlying root causes for radicalization and psychosocial change as opposed to their ideology.
- › Adapt interventions to account for the triggers, motivational factors, biases, and practical considerations that might differ based on gender.
- › Design post-release aftercare and reintegration programming based on the client's needs, risk factors, and protective factors. Examine the local context of the community that they are reintegrating into when identifying these factors.

### Tailoring to Ideology

As experts agreed interventions should be tailored to the individual (see section 3.2), this study examined how they might do so. Interviewees were asked if and how programs account for different ideologies among clients. They explained that, in general, programs are not explicitly tailored for each ideology, but this is due to interventions a) already being individualized and b) focusing primarily on the individual's pathway, risk factors, strengths, grievances, and patterns of thinking. At present, terrorism prevention programs are designed in response to underlying root causes and psychosocial changes as opposed to the client's specific ideology. However, one expert highlighted that DD programs in criminal legal systems have thus far primarily worked with clients who adhere to extremist Islamic ideologies. Changing dynamics in many of the countries included within the scope of this report point to increasing numbers of clients who adhere to far-right ideologies – or to a range of ideologies, sometimes simultaneously (Hardy, 2019). Therefore, this expert noted, it is not known from the evidence to date whether programs will need to adjust in response to shifts in grievances or ideologies.

### Tailoring to Gender

In thinking about how interventions may differ based on gender, interviewees noted that most DD programs worked exclusively with men, until recent years. Therefore, some interventions with women may require different considerations. First, women may have different experiences with trauma, triggers, and motivational or protective factors. For example, one expert noted that, compared to men, women tend to be more motivated to engage in programming to see their children. Second, intervention providers must contend with biases regarding the role that women play in extremist groups. For example, many individuals associate women with peaceful traits and therefore assume that women do not voluntarily commit violent acts or hold extreme beliefs. As evidenced by the long-standing observation that women are often given shorter sentences and placed under less restrictive supervision conditions (Doerner and Demuth, 2014), these biases can translate into concrete logistical considerations that programs must contend with. Additionally, the experts recommended that programs consider the gender of the intervention provider assigned to the client, as some clients may establish a stronger rapport with their own gender or someone of a different gender.

## Tailoring Reintegration

Experts were asked about post-release aftercare and reintegration programming and whether these programs are tailored to the local context that an individual will be integrated or reintegrated to. Local contexts vary based on socioeconomic differences, urban versus rural differences, or political differences, among others. Therefore, clients' reintegration environment and resources may dramatically differ, likely influencing the effectiveness of the reintegration process (Kirk, 2009). For example, individuals have different opportunities to gain employment, access to social support, and face different levels or types of stigmatization (Jackl, 2021). Experts stated that reintegration services currently account for local context, as they individualize the resources provided based on the client's needs, risk factors, and protective factors. These factors are inherently influenced by their socioeconomic conditions and other community dynamics and are therefore integrated in aftercare plans. Responses did highlight differences in reintegration challenges unique to different countries. In the Netherlands, there are specialized officers within the municipalities who manage reintegration, who can therefore provide localized resources and networks. In the United States, however, these resources and networks are harder to locate and provide outside of urban areas, so the geography of the community may inherently affect aftercare. Finally, one expert noted that programs cannot always mitigate some local factors through aftercare. Political narratives that are common in certain communities cannot be addressed through reintegration programming, so programs must find other ways to mitigate this risk factor, such as continuing to work with the client to mitigate their engagement in these narratives.

## 3.4 DATA & MEASUREMENT



### Promising Practices

- › Use standard risk assessment tools to measure aggregate changes over time across all clients, while simultaneously using and examining individual-level data to assess variations in types or levels of goals and progress towards them.
- › Draw from multiple information sources by consulting with other service providers interacting with clients to triangulate information.
- › Train intervention providers on standard data collection processes at the beginning of the program.
- › Establish data sharing protocols at the beginning of the program.

### Standardized Data Collection & Metrics

As noted in section 3.2, experts agreed that success metrics should be standardized, while interventions themselves should be individualized. Considering this finding, researchers asked how programs should develop standard metrics when interventions differ in length, level of engagement, and focus, among other aspects. Multiple experts stated that their terrorism prevention program conducted risk assessments of each client at regular intervals and compared these aggregated results over time and across all clients to evaluate program success. However, some cautioned against relying too heavily on any one risk assessment or similar tool that might not capture the most relevant information for each individual and recommended that terrorism prevention programs take a multi-faceted approach to data collection and analysis.

Specifically, programs should use standardized risk assessment tools to enable the identification of aggregate, program-level results, while simultaneously using individual-level data to gauge more nuanced participant progress. By doing so, programs can identify characteristics that might influence overall intervention success or other patterns surrounding intervention goals while allowing for programmatic corrections in cases where an individual has an atypical response.

Terrorism prevention experts identified the following metrics that programs might use to measure behavioral change.

**Table 8. Identified metrics to measure behavioral change in DD programs in criminal legal systems**

### Engagement with extremism

Engagement with extremist material or networks (online and offline)  
Statements (made publicly or to friends and family) that they are disengaging

### Relationships

Quantity and quality of pro-social relationships, networks  
Engagement with family  
Level of engagement in pro-social activities

### Engagement in interventions and relevant activities

Frequency and quality of engagement

### Employment

If the individual has a job and is fulfilled by their job  
If the individual is on time and engaged during work hours  
How the individual interacts with their coworkers

### Conflict resolution skills (use of different solutions to problems)

### Substance use or abuse

## Data Capacity Challenges

During interviews, terrorism prevention experts noted a range of data collection and evaluation challenges facing DD programs in criminal legal systems.

**Limited Access to Data.** The lack of access to data was the challenge most frequently cited by the experts. Researchers often struggle to access court records or other relevant data, privacy regulations prevent programs and researchers alike from observing clients after they complete the program, and, in some countries like the Netherlands, client data must be erased after seven years. This currently limits

the ability of evaluations to assess long-term results and the nuances of success among those who do not recidivate. Experts did not provide ways to mitigate this challenge.

**Reliance on Small N Studies.** The low number of individuals who engage in extremism make it difficult to draw statistical inferences about intervention results.

**Lack of Clarity on Goals.** Involved agencies might have different goals they seek to achieve, resulting in confused objectives and metrics. For example, some agencies or staff might be focused on behavioral change, whereas others seek to achieve cognitive change among clients as well.

**Limited Validation of Risk Assessment Tools.** The predictive accuracy of each risk assessment tool is unclear. To mitigate this, one expert emphasized the need to triangulate information across multiple tools and sources. However, risk assessment tools require significant time and information to complete, so this might not be plausible for many programs. Risk assessments should be seen as one tool among many that prevention practitioners can use to gain a better understanding of each client.

**Inconsistent Data Collection & Sharing Protocols.**

There is often a lack of standardized data collection processes and data sharing protocols. Programs should invest in establishing data collection procedures up front, such as training intervention providers on consistent case note processes or establishing data sharing agreements with partners.

**Self-Reported Data Limitations.**

Prevention experts reported that they rely on self-reported information from clients but are aware that self-reported information is not always accurate. To mitigate this concern, intervention providers should collect and verify information using multiple sources.

## 3.5 COLLABORATION WITH POST-RELEASE AFTERCARE SERVICE PROVIDERS



### Promising Practices

- › Ensure that service providers are knowledgeable about and committed to working with extremist populations.
- › Collaborate with post-release aftercare service providers. Do so thoughtfully to balance the benefits of coordination and information sharing with the risks to providers.

Coordinating with post-release aftercare stakeholders was the second most important factor for program effectiveness. It was cited as an “extremely important” practice when engaging with the community to facilitate reintegration. Experts noted that they often collaborate with the following post-release service providers: mental health providers, substance abuse services, municipalities or local government, employment assistance providers, housing providers, and theological mentors.

### Identification of Service Providers

In some countries (e.g., United Kingdom, Netherlands), there is a formalized multiagency process that determines what services are needed post-release and identifies service providers. In other countries, such as the United States, there are typically no formal systems, and programs must instead draw upon their networks to identify service providers in each client’s reintegration location. Experts noted that this can be a challenge, as it is difficult to find service providers that are knowledgeable about extremist populations and are willing to work with the government or take on the client.



## Strategies for Engaging Community-Based Service Providers

When engaging with a community-based service provider, experts recommended using two practices.

**Assess & Educate Providers.** Programs should ensure that any potential partners understand the unique issues related to extremist populations and have the capacity to rehabilitate these individuals accordingly. Further, programs should assess providers' comfort with working with extremist populations and any stigmas or hesitations they may have. If needed, programs should then provide them with relevant information to address these concerns.

**Balancing Information Sharing & Independence.** Second, programs should carefully consider how they are collaborating with these providers. On one hand, communication is key to successfully transitioning a client from criminal legal systems to the community and providers will often prefer to receive as much information as possible from the government. However, community-based service providers are valuable in part because of their inherent independence and distance from government. Clients or communities may otherwise believe that these providers are informing on them to the government, which would negatively impact the providers' reputation or relationships.

## 3.6 STAFFING PROGRAMS



### Promising Practices

- › Staff programs with a multidisciplinary team of professionals.
- › Select intervention providers based on their perceived credibility and the strength of their relationship with the client.
- › Provide relevant staff with training on ideology, extremism, counseling, case management, risk assessment, trust building, and data capture and entry processes.
- › Provide staff with regular mental health services to avoid burnout.

### Individualize Staff Disciplines & Sectors

The Delphi study revealed numerous considerations regarding the staffing of DD programs in criminal legal systems. First, experts continuously noted the importance of using a multidisciplinary team of professionals. This is consistent with section 3.2, where experts confirmed that the disciplines included within this team should vary based on the client. Second, experts provided no inherent preference between using an intervention provider that comes from the government as opposed to one from a nongovernmental organization. Each bring their own strengths and weaknesses, so it is more important to select an intervention provider based on their perceived credibility and the strength of their relationship with the client.

## Provide Specialized Staff Training

Lastly, providing staff with training specific to extremist offenders was considered the most important factor for program effectiveness. Experts specifically noted that the following types of training should be provided to staff, depending upon their pre-existing experience and training:

- › Ideologies and their unique aspects
  - » Ideas and behaviors
  - » Motivations and drivers
  - » Online and offline presence
- › Extremism
  - » Radicalization processes
  - » Underlying grievances
  - » Sacred values
  - » Risk and protective factors
  - » Disengagement and deradicalization processes
  - » Setbacks (how they might manifest and how intervention providers can manage them)
- › Counseling and therapeutic services
- › Case management
- › Risk assessment
- › Trust building with clients
- › Data capture and entry processes

Experts highlighted one final staffing consideration: there are limited professionals working in DD programs in criminal legal systems. This is due to limited staff availability and the fact that the nature of their work results in high burnout rates. To mitigate this, one expert emphasized the need to provide staff with regular mental health services.

## 3.7 BUILDING TRUST



### Promising Practices

- › Be transparent about program goals and activities with clients to build trust.

Building trust between intervention providers and clients emerged as an important factor in determining the success of DD programs in criminal legal systems. The most frequently noted way to achieve this was to be transparent regarding the program's goals and activities. Other ways to build trust that were suggested, although not at the same frequency as transparency, were to:

- › Recognize and respond to client's perspectives, needs, interests. This follows logically from the emphasis placed on tailoring interventions to the individual client, as discussed in section 3.2.
- › Allow clients to express grievances non-judgmentally.
- › Be consistent, reliable, respectful, credible, empathic, and willing to engage in debate.
- › Do not try to address cognitive change, at least in the early stages of intervention.
- › Demonstrate or otherwise illustrate the benefits of participation.

Given the importance of building trust, programs should provide training or other support to program staff in these areas, if not already provided as a part of their licenses.

## 3.8 FORMER EXTREMISTS



### Promising Practices

- › If including former extremists, assess and train them before their participation begins.

### Inclusion within DD Programs in Criminal Legal Systems

The Delphi study did not achieve consensus regarding the appropriateness of including former extremists in DD programs in criminal legal systems. Most interviewees had not worked with formers on the programs that they were familiar with. One interviewee who worked with formers primarily engaged them in consultancy roles to assist in reviewing initial outreach materials, provide advice for ideological conversations, or, less frequently, speak directly with clients if they are not otherwise able to establish trust.

Interviewees cited three reasons why formers were not included in their programs: 1) government-run programs are not willing to take on the risk of working with formers, 2) legislation prohibits individuals with terrorism or terrorism-related convictions from becoming involved (e.g., Australia), and 3) probation restrictions prohibit some formers from being in contact with individuals convicted for felony offenses.

### Benefits & Risks of Formers in DD Programs in Criminal Legal Systems

Experts identified positive and negative effects that formers' inclusion may have on programs, shown in Table 9.

**Table 9. Benefits and risks of including formers in implementation of DD programs in criminal legal systems**

Identified benefits of including formers were:

- › Formers' insights gained through their lived experience can inform programming to make it more effective.
- › Formers have credibility and legitimacy because of their firsthand experience. This enables them to be more effective at reaching certain individuals that may not view others as trustworthy.
- › Formers can quickly develop rapport with clients because of their shared experience in their radicalization pathway, engagement in extremism, incarceration, and/or exit and reintegration. This can in turn increase engagement by clients.

### Possible risks or negative effects that formers might have include:

- › Programs, or formers themselves, may overgeneralize the experience of one former and therefore discount the unique experience of each client.
- › If a former is not sufficiently disengaged or deradicalized, their inclusion creates a risk that they might spread their beliefs, consciously or unconsciously.
- › Formers might not have sufficient training or skills to build trust, manage issues around security and confidentiality, and prioritize the client's lived experience over their own.
- › Formers might be motivated to gain celebrity or material rewards, which minimize the perceived cost of their initial engagement.
- › Formers might not be viewed as credible by some clients because they disengaged.
- › Including a former in programs, even if they volunteered for it themselves, may cause undue stress or harm to the former and put them at greater risk of re-engaging, burning out, or triggering other unhealthy behaviors.
- › Including formers can be resource-intensive, as programs must devote time vetting, training, and monitoring them.
- › There is no empirical evidence demonstrating that formers are effective, or more effective than other intervention providers. It is therefore not worth the added risk to include them in programs.

## Conditions for Inclusion in Programs

Given the major positive and negative effects that formers might have, experts recommended that programs focus on the conditions under which they would include a former in programming. Experts agreed on two conditions for the inclusion of formers.

**Vetting.** Eighty-seven percent of experts stated that formers should be vetted before implementing programs. During interviews, one expert noted that they informally assess formers as they build relationships with them. Another recommended that programs require a lengthy period between any criminal behavior and engagement in programming.

**Training & Licensure.** Second, 80% of experts agreed that formers should be trained and/or licensed. Specifically, formers should be trained in reporting mechanisms and clinical or social work.

**Supervision.** Some experts recommended applying the supervision model from psychology or social work, in which a licensed professional would oversee a former serving as a peer mentor. The supervisor can therefore oversee the former's conduct and support them with any challenges. However, the Delphi study did not achieve consensus regarding supervision as a condition for inclusion in program implementation. Only 33% supported this condition, indicating that it should not be a universal requirement across programs.

## 3.9 TARGET AUDIENCE



### Promising Practices

- › The target audience of programs should be individuals who are radicalized.
- › If including at-risk individuals in programs, establish clear thresholds, assessment criteria, and referral process to determine if an individual is sufficiently “at-risk” to participate.

The Delphi study additionally examined who should participate in DD programs in criminal legal systems. This is an important consideration as not all individuals who may support extremism will be incarcerated due to an offense that is explicitly extremist and some individuals become radicalized while in prison. As shown in Table 10, researchers provided a spectrum of possible participants groupings.

**Table 10. Radicalization groupings**

| Radicalization Level         | Definition   | Example   |
|------------------------------|--|---|
| <b>At-risk</b>               | Those who are believed to be vulnerable or receptive to an extremist ideology or group, based upon their social environment, exposure to extremist ideology, or behaviors      | An individual who has recently increased time spent with other offenders who hold extremist beliefs or commit extremist behaviors |
| <b>Partially radicalized</b> | Those who demonstrate significant interest in an extremist ideology and have begun to engage with its members and materials  | An individual who began participating in online forums in support of an extremist ideology  |
| <b>Radicalized</b>           | Those who are actively committed to an extremist ideology or those who have actively participated in an extremist group  | An individual who was incarcerated for providing material support to an extremist group   |
| <b>Highly radicalized</b>    | Those who actively share or are highly committed to an extremist ideology or have undertaken significant actions in furtherance of the goals of an extremist group or movement | An individual who actively plotted a violent attack in support of an extremist ideology   |

### Target Partially Radicalized, Radicalized, and Highly Radicalized Individuals

Terrorism prevention experts clearly agreed that individuals who are partially radicalized (93%), radicalized (100%), or highly radicalized (93%) should participate in DD programs in criminal legal systems. However, experts did not agree if individuals at-risk of radicalization were appropriate participants for DD programs, with only 53% in support.

## Programming Considerations for At-Risk Individuals

The interviews echoed this mixed support, with most experts supporting some sort of programming for at-risk individuals, but a lack of clarity regarding what this would look like. Some experts stated that at-risk individuals should receive related, but fundamentally separate, programming or services. Interviewees noted, for example, that these programs should be conducted by civil society organizations rather than government agencies and should focus on different protective factors, as these individuals have not yet radicalized. Multiple experts highlighted the need to establish clear thresholds, assessment criteria, and referral processes to determine if an individual is at a sufficient degree of risk to qualify for such programs. Otherwise, program providers risk unnecessarily expanding their scope, potentially leading to inappropriate referrals and stigmatization or alienation.

### 3.10 VOLUNTARY PARTICIPATION



#### Promising Practices

- › Participation in programs should be voluntary.
- › Encourage voluntary participation by conducting tailored outreach, giving individuals a sense of agency, discussing the benefits of participating and consequences of not participating, being transparent regarding program processes and guidelines, engaging with individuals, and framing programs as rehabilitation.

The Delphi study asked whether participation in such programs should be mandatory or voluntary. Experts reached consensus that participation should be voluntary, providing the following rationales for this decision:

- › Voluntary participation maximizes clients' motivation and participation.
- › Voluntary participation maximizes clients' trust and respect.
- › Voluntary participation minimizes the chance of false compliance among clients.
- › Voluntary participation minimizes the chance of clients' undermining the program.
- › Voluntary participation avoids exacerbating existing grievances or feelings of victimization.
- › Voluntary participation minimizes burnout among program workers from working with resistant or difficult clients.

#### Coercion in Criminal Legal Settings

Multiple experts noted that, while they agreed that participation should be voluntary, the true meaning of "voluntary" differs within a criminal legal systems context. In many cases, an individual may be technically free to reject participation in a program, but will face direct consequences for doing so, such as additional time incarcerated. Therefore, programs should be forthcoming and realistic about how "voluntary" participation truly is and note this in interpreting program findings.



## Recruiting Voluntary Participants

Experts did provide one reason to make participation mandatory: the individuals that DD programs in criminal legal systems would ideally want to work with will not want to participate in programming. This dilemma therefore points to the importance of effective recruitment to encourage individuals to voluntarily engage. Interviewees noted several ways that DD programs in criminal legal systems encourage participation:

- › Conduct direct and tailored outreach to potential clients.
- › Give potential clients a sense of agency by making participation voluntary.
- › Discuss the benefits of participating (e.g., assistance with employment or training).
- › Be transparent about how the program operates and its processes, responsibilities of staff, relationships that the program has to other agencies or partners.
- › Interact with the individual to build rapport and gain insights into their grievances or motivations.
- › Remind the individual of the potential consequences if they do not participate.
- › Frame programs as rehabilitation rather than deradicalization.

One expert noted female intervention providers may face an added challenge in recruiting male clients, as it can take longer to earn their trust and respect. However, as noted in section 3.3, some clients may in fact be more comfortable speaking with female intervention providers.

## 3.11 MITIGATING NEGATIVE CONSEQUENCES

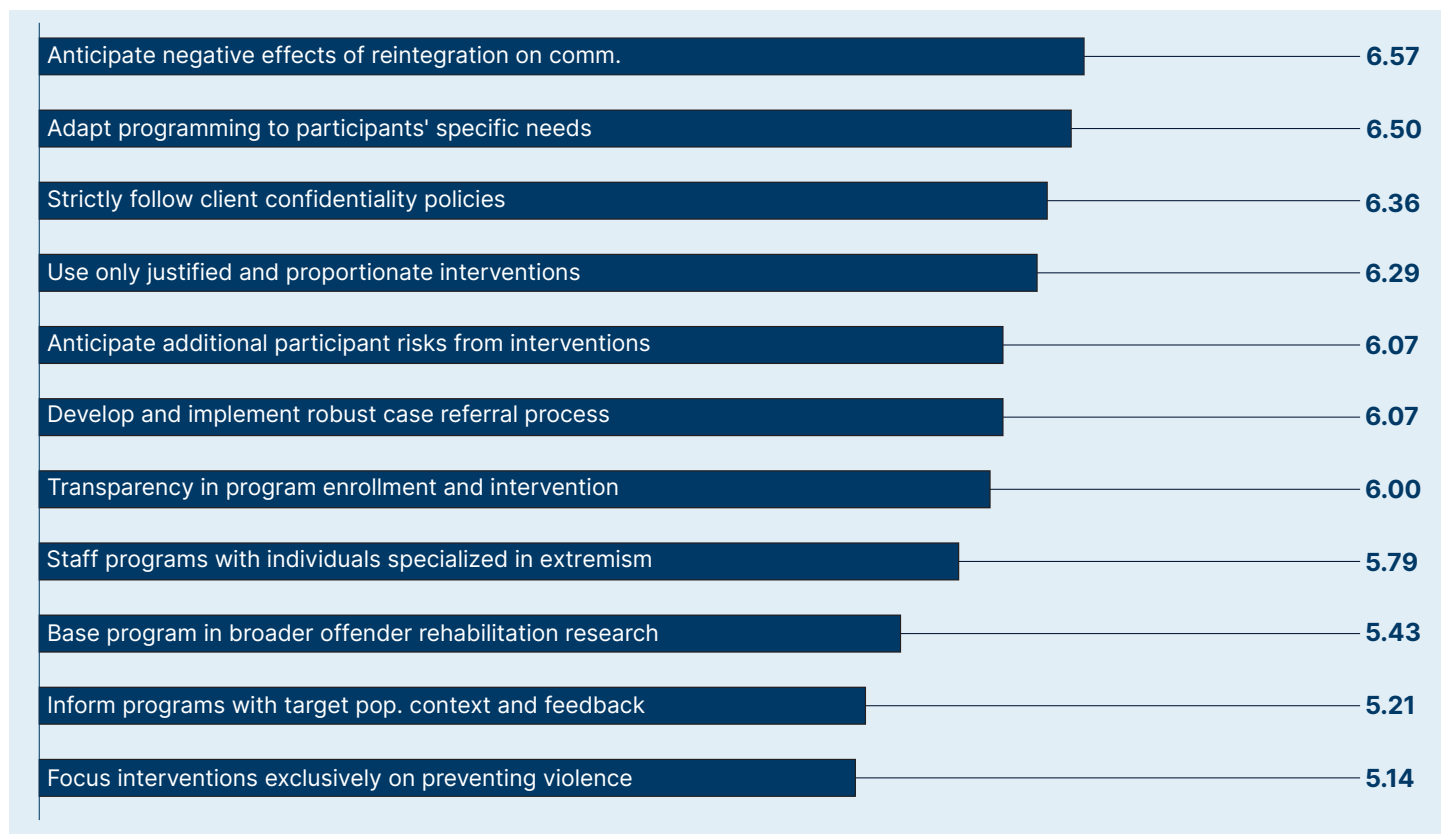


### Promising Practices

- › Devote time and resources to researching and anticipating potential unintended consequences and adapt programs accordingly or establish plans to deal with these consequences, should they occur.
- › Engage proactively with clients and with community members to anticipate and mitigate potential negative dynamics during reintegration.

Experts were asked how programs can minimize the chance of causing unintended negative consequences. They were then asked, using the answers provided, to assess the importance of each practice on a seven-point scale, with one being not at all important and seven being extremely important. Figure 7 shows the practices identified, in order of level of importance.

**Figure 7. Implementation practices for minimizing unintended negative effects, ranked by level of importance.**



## Anticipate Negative Effects

Anticipating negative effects of reintegration ranked the highest among these practices and was the only practice considered as “extremely important.” Experts also agreed that following client confidentiality policies was very important in minimizing unintended consequences. This is also important for maintaining gains in trust, as discussed in section 3.7 above. Interviewees identified numerous unintended negative consequences that programs may have, both during incarceration and reintegration, discussed below.

**Psychological Stress.** First, interventions can be tiring and place added stress upon a client’s psychological vulnerabilities.

**Entrenched Identity.** Too much intervention with a client can further entrench their identity as an extremist offender and does not give them the space to explore other identities.

**Alienation.** Criminalizing beliefs (whether real or perceived) can further radicalize individuals and feed into extremist narratives.

**Legal Actions Undermine Trust.** Finally, governmental or law enforcement actions can undermine client trust with intervention providers and motivation to engage. For example, clients may finish their sentence but still be subject to a continued detention order or may be stripped of their nationality, demoralizing them and causing them to second guess the benefits of participation. Additionally, one expert noted that some clients are checked on by law enforcement while on parole, causing them to be defensive and believe that intervention providers are reporting on them.

## Strategies for Mitigating Negative Effects

Interviewees were asked how they might mitigate concerns during reintegration, and they provided a variety of actions focused on either the client or the community.

- › Identify mitigation plans if a client is triggered post-release.
- › Switch to primarily informal intervention.
- › Focus on how the client is feeling rather than their progress towards specific intervention goals.
- › Engage service providers to ensure the individual's needs are met and that they are a contributing member of the community.
- › Allow clients to experience “normal” life and distance themselves from their extremist identity.
- › Reintegrate clients with someone they know in the community, such as a friend or family member, who can help re-socialize them.
- › Work directly with the reintegration community to address concerns, educate them, and attempt to reduce stigma.

## 3.12 DISCUSSION

The use of criminal legal systems to intervene with radicalized and at-risk offenders is an essential component of terrorism prevention. The following key takeaways summarize the critical considerations and promising practices for DD programs within these contexts.

**Behavioral change is the core goal of DD programs in criminal legal systems.** Targeting behavioral change should be the primary objective of programs to ensure the broader goal of violence reduction is achieved. This is also an important way to avoid negative effects. This does not mean, however, that practitioners should ignore cognitive change, such as attitudes, psychosocial coping skills, or tolerance of others. As indicated in this study, cognitive change is associated with behavioral change and can be reciprocal but targeting problematic behaviors and social relationships is key to creating distance between actors and anti-social influences and behaviors. Programs can use metrics to gauge success like online and offline engagement with extremist content, quantity and quality of pro- and anti-social relationships, and the nature of engagement with program activities. Such behaviors need to be tracked over the long-term, however, as disengagement is a non-linear process that requires patience and a long-term commitment of resources.

**Individualization of interventions is key.**

Individualization came up as a clear theme across numerous program elements for DD programs in criminal legal systems. Experts emphasized that intervention providers and their disciplines and sectors, the format and type of interventions, and reintegration services should all be tailored to each client. This enables programs to address contextual factors (e.g., ideology, gender, local context) and the specific needs and risk and protective factors of each individual to maximize program effectiveness. It can also increase client participation and motivation and mitigate negative unintended effects. While individualization can pose a challenge to efforts to evaluate programs and draw statistical inferences, this study indicated multiple strategies to get around these concerns. Namely, programs can use standardized metrics of success and risk assessment tools to collect data regardless of the specific details of each individual's intervention and aggregate these data to identify overall trends or outliers. Individualization can

also pose a challenge in the reintegration context, as DD programs must identify community-based service providers that are available and qualified. This is not a concern in smaller countries with centralized DD programs but can be difficult in larger countries without formalized networks of professionals and service providers.

**Data should be standardized, but contextualized and triangulated.** As noted above, data collection can be standardized to assess program results. Additionally, interviews revealed that data collection must be systematized across intervention providers at the beginning of a program. For example, staff should be trained in notetaking and data sharing protocols to ensure data are of a sufficiently high quality that they can be assessed. However, study findings also emphasize the need to contextualize these data. Because of the emphasis on individualization, some data will be more relevant for some clients than others and some tools may not capture the most important data for a certain individual. It is therefore important that program staff and evaluators account for the individual's context and triangulate the data with other tools or information sources. This will also mitigate data limitations, such as self-reported data, to gain a more holistic view of each client's progress.

**Program staff and service providers should be assessed for their readiness and appropriateness.**

Working with radicalized individuals requires considerations that are unique from traditional offenders. DD programs in criminal legal systems should therefore assess those who are working with these clients for their understanding and capacity to work with this specific population. This applies both to standard program staff and to former extremists, if included in program implementation. If they do not have existing training or licensure, programs should provide specialized training to ensure a consistent foundation of knowledge and protocols. Training should cover different ideologies, basic concepts of extremism and its pathways, specific services like counseling, and data capture skillsets and tools. Programs must also assess community-based service providers when transitioning clients to reintegration programming, as most will not already have existing knowledge of this population's needs and may not feel comfortable working with them. The onus is therefore on programs to engage these providers, educate them, and assess them to ensure they are an appropriate match for the client.



# 04

## **Deradicalization & Disengagement in the Community**



This section presents the findings from the Delphi study and interviews conducted with 12 terrorism prevention experts about promising practices in DD in community settings. While this study chose to include both deradicalization and disengagement in the program domain title, these terms refer to distinct processes. Deradicalization is the social and psychological process whereby an individual's commitment to, and involvement in, violent radicalization is reduced to the extent that they are no longer at heightened risk of involvement and engagement in violent activity. Disengagement is the process whereby an individual experiences a change in role or function that is usually associated with a reduction of violent participation. It is most frequently associated with significant temporary or permanent role change (Horgan, 2009).

Both terms were included in the program domain title to include programs that focus on either process. Additionally, there is widespread debate within the terrorism prevention field concerning deradicalization and if attempting to influence ideology is an appropriate, achievable, or worthwhile objective for such programs (Dalgaard-Nielsen, Anja and Jakob Ilum, 2020). Researchers therefore included deradicalization within the definition in order to probe further into this debate through this study.

For the purposes of this report, the following definition was developed to broadly outline the programs that are encompassed within this domain.

Deradicalization and disengagement in the community refers to programs that aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs also aim to support individuals' rehabilitation and reintegration into 'normal' life. These programs specifically focus on initiatives that are conducted outside of criminal legal settings. Therefore, these programs work with individuals who are not currently under correctional supervision. For example, this domain primarily includes Exit programs, which focus on individuals that have not been convicted of a crime or previously completed a sentence and wish to leave their extremist group and/or ideology.

This research activity seeks to identify promising practices for program implementers and other stakeholders. These promising practices, highlighted at the beginning of each section below, represent the participating experts' recommendations for how to successfully implement DD programming in community settings. Although additional research is needed to empirically assess these promising practices, they provide a foundation for practitioners to identify activities, procedures, or approaches that have the potential to lead to improved outcomes.

## 4.1 OBJECTIVES



### Promising Practices

- › Disengagement should be the primary focus of prevention programs in community settings.
- › Determine whether the program should facilitate the social, economic, and physical reintegration of individuals into society and to build the capacity of social networks to intervene.



Terrorism prevention programs sometimes use the terms “deradicalization” and “disengagement” interchangeably, conflate them, or do not provide any concrete definitions behind either goal. When these elements are poorly understood or misused it can have large implications for program design. Whether a program seeks to address deradicalization or disengagement (or both) should drive program design, objectives, and evaluation metrics. As noted above, the terrorism prevention field also continues to debate the appropriateness of deradicalization as an objective. With these considerations in mind, this study sought to learn which process should be the primary objective of DD programs in criminal legal systems.

## Disengagement

Disengagement emerged as the most important priority for community-based prevention experts. Across all three terrorism prevention domains covered in this report, this was the only element to achieve consensus organically within the first round of open-ended questions. Ninety percent of experts asserted that disengagement was an appropriate program objective.

Initially, 30% of experts mentioned deradicalization as a program objective. In the second round, researchers asked experts whether deradicalization was an appropriate objective on a seven-point scale, with one being very inappropriate and seven being very appropriate. Experts agreed that it was “slightly appropriate” (see Figure 8). Taken together,

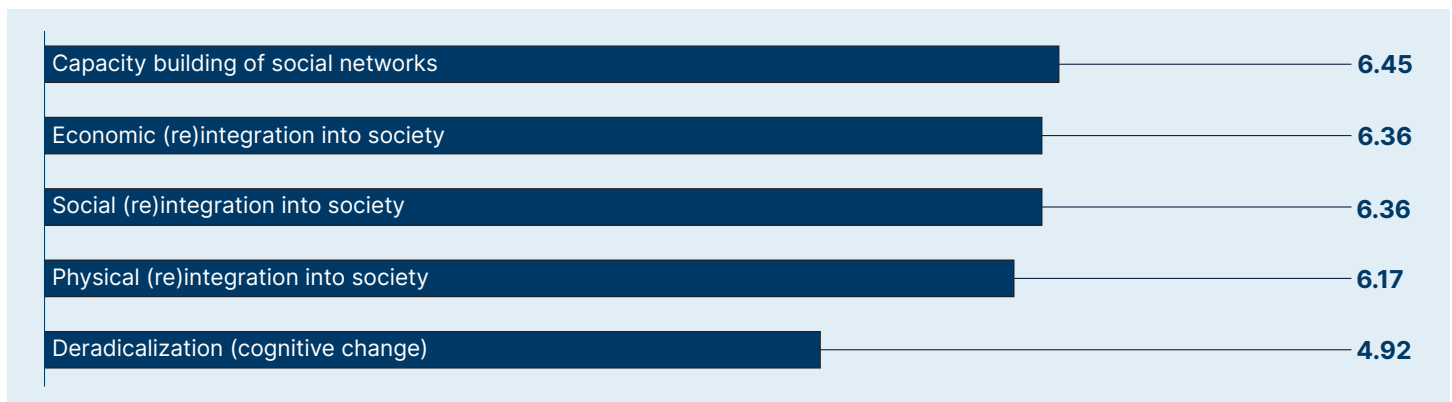
the selected experts revealed that programs should focus on achieving behavioral change over cognitive changes, even though this program domain is commonly referred to as community-based “deradicalization and disengagement.”

## Reintegration & Capacity Building

Experts suggested two program objectives related to but distinct from DD. These additional objectives were: 1) social, economic, and physical reintegration of individuals into society and 2) building the capacity of social networks to intervene. Participants stated that both objectives were “appropriate” for such programs and should thus be considered, depending on the program context (see Figure 8).

Unexpectedly, this places reintegration and social networks as more appropriate than deradicalization. Deradicalization emerged as the least appropriate objective out of those identified with all others reaching consensus at a level between “appropriate” and “very appropriate.” Across the three rounds of the Delphi, it thus emerged that disengagement is the most appropriate objective for DD-C programs. This is followed by second-tier priorities centered around social, economic, and physical reintegration of individuals into society, and building the capacity of social networks to intervene, with deradicalization being a third-tier priority.

**Figure 8. Appropriateness of objectives for community-based DD programs**





## 4.2 STAFFING PROGRAMS

### Promising Practices

- › Staff programs with professionals that are knowledgeable about or specialized in violent extremism.
- › Provide relevant staff with training in skills and processes to promote clients' sense of physical, emotional, and psychological security.
- › Select individuals intervening with a client based on the strengths and weaknesses of their relationship with that client.

This Delphi study highlighted program staffing as a critical element for DD programs in community settings. Specifically, experts noted staff training or specialization in extremism is “very important” for program effectiveness. Experts also stated that promoting clients' sense of physical, emotional, and psychological security throughout interventions was another “very important” practice. Both factors should therefore be prioritized in staff selection and training in community-based DD programs.

### Intervention Provider Profiles

Additionally, researchers asked which actors are best suited to intervene with an individual (e.g., family member, youth worker, law enforcement). Instead of a specific stakeholder group, most experts said this should either depend on the individual case or programs should ideally draw upon multiple actors. This notion was further explored in later rounds by asking experts whether 1) the intervener's relationship to the client (e.g., friend, community leader, no relationship) and 2) the discipline of the intervention provider (e.g., psychologist, social worker, police officer) should depend on the individual case or be standardized. Experts agreed the intervener's relationship should be an individualized determination (discussed further in section 4.6). Although experts fell just short of reaching consensus regarding intervention providers' disciplines, 75% stated they should be selected on an individualized basis. This suggests that all aspects of who is intervening with each client should be determined based on their strengths and weaknesses with relation to that client and there is no universally generalizable group or relationship type that should be prioritized for intervention.

### Gaps Between Licensure & Programming

One staffing challenge that was raised, specific to the United States, was the fact that licensure of social workers and mental health professionals is issued by state, but some programs operate nationwide. If a program does not have a staff member who is licensed in the client's state, the program will not be able to provide them with mental health services or these services will be delayed until they can find a community-based provider. This is a concern, given that many clients have an urgent need for services and the potential consequences for extremist violence.



## 4.3 FORMER EXTREMISTS

### Promising Practices

- › Assess and train former extremists before they begin participating to mitigate risks.
- › Provide formers acting as peer mentors with training on organizational missions and goals, overviews of ideologies, extremism, risk assessment, counseling and therapeutic services, mental health challenges, professionalism, and assertiveness.

### Formers' Roles in Community-Based DD Programs

Terrorism prevention experts did not reach consensus whether former extremists should serve as case managers or mentors in community-based DD programs, although 60% did recommend it. Experts agreed it would be appropriate for formers to participate in program design, program communications and messaging, awareness raising events, training events, and in a mentoring role. During interviews, experts noted that, when formers were included in programs, it was primarily in two capacities. First, many DD programs in the community were founded by formers (e.g., Exit USA, which is implemented by Life After Hate, Exit Sweden) and therefore lead their design and implementation. However, multiple experts did not feel this was a promising practice because, without any professional training or licensure, these individuals are not prepared to effectively implement programs. Second, experts noted that formers are often included as peer mentors, where they work one-on-one with clients. Another role one interviewee has seen filled by formers is in an advisory capacity, providing feedback on outreach and counter-narrative materials to assist in reaching certain populations.

### Benefits & Risks of Formers

Regardless of experts' opinions on including formers in programs, they all noted the positive and negative effects associated with their participation. The potential benefits identified by participants are detailed in Table 11.

**Table 11. Benefits and risks of formers in program implementation**

|  |  |
|--|--|
| <p style="font-size: 1.2em; margin: 0;">Identified benefits of including formers</p> | <ul style="list-style-type: none"> <li>› Formers' insights gained through their lived experience can inform programming to make it more effective.</li> <li>› Formers can more rapidly develop rapport with clients because of their shared experience in their radicalization pathway, engagement in extremism, and/or exit. They can also provide clients with hope as an example of successful exit.</li> <li>› Formers have perceived credibility and legitimacy because of their firsthand experience. This enables them to be more effective at reaching certain individuals that may not view others as trustworthy.</li> <li>› Sometimes formers can confront ideology more directly and effectively.</li> </ul> |
|--|--|

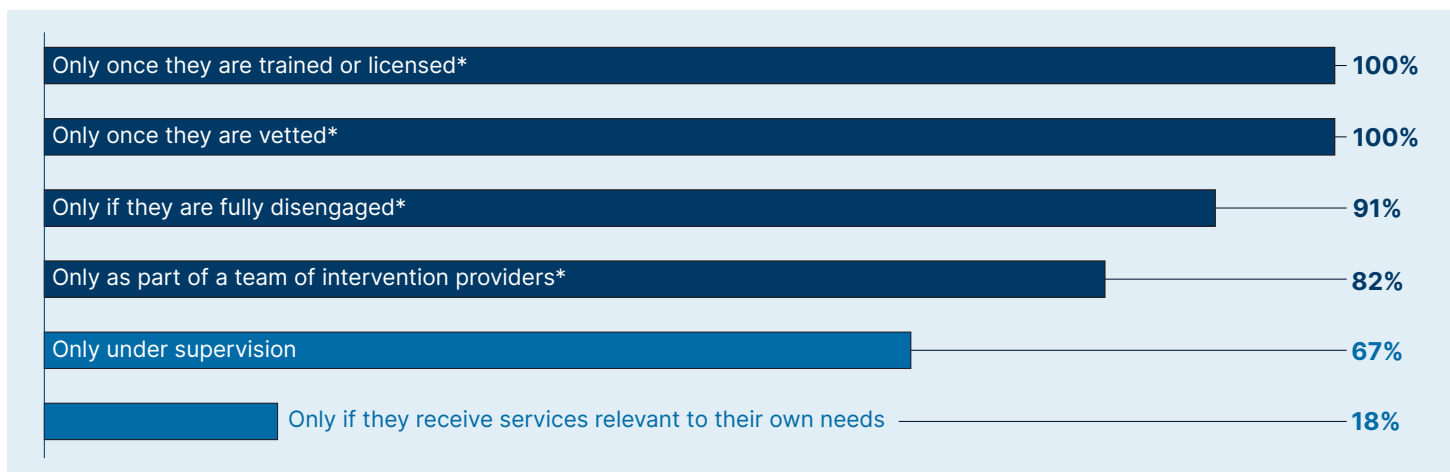
## Risks or negative effects of including formers

- › Formers might not be viewed as credible by some clients because they disengaged or because of the specific ideology or group that they belonged to.
- › Including a former in a program may prevent formers from fully reintegrating, even if they volunteered for the role. It might also cause undue stress or harm to the former, putting them at greater risk of re-engaging, burning out, or triggering other unhealthy behaviors.
- › If a former is not sufficiently disengaged or deradicalized, their inclusion creates a risk that they might spread their beliefs, consciously or unconsciously. Formers might also exhibit other unhealthy behaviors that inhibit their ability to ethically and/or professionally provide services.
- › Formers might not have sufficient training or skills to provide services in line with best practices or to assess and respond to risks or threats.
- › Programs, or formers themselves, may overgeneralize the experience of one former.
- › Formers might be motivated to gain celebrity or material rewards, which minimize the perceived cost of their initial engagement.
- › Including formers in programs might alienate survivors or victims of terrorist attacks.
- › There is no empirical evidence demonstrating that formers are effective, or more effective than other intervention providers. It is therefore not worth the added risk to include them in programs.

## Professionalization of Formers

Due to these potential benefits and risks, many experts emphasized the importance of placing conditions upon the participation of formers. All experts agreed that formers should be subject to vetting and should be trained or licensed (indicated by dark blue bars with an asterisk below in Figure 9). Experts additionally felt that they should only be included if they have fully disengaged from their extremist ideology or group (91%) and if they participate as part of a multidisciplinary team (82%). As can be seen below in Figure 9, experts did not reach consensus on requiring supervision for formers to be included in DD-C programming (67%) or making their participation contingent on them receiving services related to their own disengagement (light blue).

**Figure 9. Conditions for former extremist participation in program implementation**



During interviews, experts provided examples of how they have applied these conditions in their programs or how they have seen them applied. Some noted these conditions are primarily focused on formers operating in a peer mentoring capacity. Formers operating in an advisory capacity, for example, would not require the same training because they are not directly providing services to clients. Regarding vetting, the overarching goal noted by experts was the need to ascertain if the former is truly disengaged and/or deradicalized. One expert said the vetting process often depends on whether a former is participating in a government-sponsored program, which typically require a formal vetting process. Community-run programs without governmental funding may have fewer resources to devote and therefore may be limited to only informal vetting of formers. Two experts noted that, when formal vetting takes place in their experience, it consisted of an interview in which they sought to assess the formers' readiness (e.g., the extent of their disengagement and their psychosocial stability) and appropriateness (e.g., the motivation behind their desire to serve as a peer mentor). These interviews also seek to assess how formers describe their experience, the complexity of their understanding of their own pathway, if they are taking accountability for their decisions, and if they are still exhibiting dehumanizing behaviors towards others or themselves.

Interviewees stated that training provided to formers has varied significantly across programs and over time but is becoming more common. If formers have not already received a professional degree or training, experts recommended that training modules include:

- › Organizational mission and goals
- › Overviews of ideologies
- › Extremism
  - » Radicalization processes
  - » Risk and protective factors
- › Risk assessment
- › Counseling and therapeutic services
  - » Motivational interviewing
  - » Ethics codes and practices
  - » Documentation standards and processes
- › Mental health challenges
  - » Personality disorders
  - » Substance abuse
  - » Differences between unhealthy relationships and abuse
  - » Stages of change
- › Professionalism in the peer mentor context
  - » Appropriate boundaries and behaviors
  - » Managing your own emotional reactions
- › Assertiveness training

As noted above, experts did not reach consensus on whether supervision is an appropriate condition for formers' participation (67%). During interviews, experts noted that Life After Hate's Exit USA program does provide supervision by a licensed psychologist, in addition to pairing formers with licensed social workers serving as case managers. Peer mentors can therefore consult with these individuals or escalate questions or challenges they are experiencing as needed, demonstrating that this may be a viable option.



## 4.4 TARGET AUDIENCE

### Promising Practices

- › The target audience of programs should be individuals who are already involved in extremism.

### Radicalized Individuals

Experts agreed that the target audience for DD programs in community settings should be individuals already involved in extremism (80%). Only 20% of experts stated that programs should seek to engage individuals that are at-risk of radicalization or engagement in extremism. This suggests that the inclusion of those deemed to be at-risk of radicalization may not be appropriate as a target audience in DD programs in community settings.

### Social Networks

A minority of experts (20%) advocated for broadening the scope of the targeted audience further by including the social networks of those at-risk or radicalized. As mentioned in section 4.1, experts agreed that building the capacity of social networks to intervene should be a program objective, possibly suggesting a distinction between the target audience of a program and those who should be included as resources. Consequently, leveraging social networks is important for DD programs in community settings to succeed, but they should not be seen as the target audience themselves.

## 4.5 PARTICIPANT RECRUITMENT



### Promising Practices

- › When recruiting potential clients, be transparent about confidentiality and reporting practices, employ nonjudgmental listening, and focus on the individual's motivating factors.

### Voluntary & Mandatory Participation

Community-based DD programs take place outside of criminal legal systems and participation in these programs is therefore presumably voluntary. However, multiple experts noted that there has been an increase in the number of individuals in the U.S. that are mandated to participate in Exit programming. This reduces the resources needed to recruit those participants but poses additional challenges to programs as mandated participants are less likely to engage meaningfully. As most clients in community-based DD programs participate voluntarily, this study focused on how programs can effectively recruit clients.



## Strategies to Encourage Participation

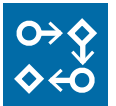
Interviewees stated that initial outreach and recruitment can take the form of online campaigns, individual communication, information sessions for community groups or law enforcement agencies, and referrals from family members. The larger recruitment challenge, however, is in converting this outreach to active engagement. Specifically, multiple interviewees stated that gaining the trust of potential clients and social networks is critical to securing participation. Strategies for doing so are discussed below.

**Transparency.** To mitigate this challenge, programs should be transparent about their code of ethics, confidentiality and reporting requirements, and the extent to their independence from government or law enforcement agencies.

**Build Rapport.** Another recommended recruitment practice was to ensure that staff interacting with clients are building their relationship with the individual by listening nonjudgmentally, rather than challenging them, and meeting them where they are.

**Motivating Factors.** Interviewees recommended programs focus on an individual's motivations for participation.

## 4.6 INDIVIDUALIZED & STANDARDIZED PROGRAM ELEMENTS



### Promising Practices

- › Individualize the intervention duration, intervener's relationship to the client, and types of services provided during the intervention for each client.
- › Use a standard referral process across clients.

As mentioned previously, participants felt that many aspects of DD programs in the community should be individualized to each client, although they did not achieve consensus regarding whether standardized interventions were less effective than tailored interventions. In open-ended responses, participants noted that some level of standardization is likely necessary for programs, but the intervention should be tailored to some extent.

Experts subsequently focused on which program aspects should be standardized or individualized. Specifically, as shown in Table 12, experts confirmed that the length of the intervention (91%), the intervener's relationship to the client (82%), and the type of services provided (83%) should be individualized. Although they did not reach the threshold for consensus, 75% of participants felt the intervention objectives and disciplines of intervention providers should also be individualized. Conversely, experts felt the referral process should be standardized (91%). When asked about program metrics, experts did not achieve consensus, but 67% indicated that they should be standardized as well. This is further discussed in section 4.9.

**Table 12. Individualized and standardized program elements**

| Individualized                        |     | Standardized       |     |
|---------------------------------------|-----|--------------------|-----|
| Length of intervention                | 91% | Referrals          | 91% |
| Intervener's relationship to client   | 82% | Metrics of success | 67% |
| Type of services provided             | 83% |                    |     |
| Intervention objectives               | 75% |                    |     |
| Disciplines of intervention providers | 75% |                    |     |

## 4.7 TAILORING PROGRAMS TO THE INDIVIDUAL



### Promising Practices

- › Include clients in the development of their individual treatment plan.
- › If addressing a client's ideology, select an actor that is seen as a credible voice regarding that ideology.
- › Ask clients if they feel more comfortable working with providers of a certain gender, if the program has the capacity to assign staff accordingly.

As discussed above, experts confirmed that interventions should be individualized. To achieve this, experts stated that including clients in the development of their individual treatment plan was very important for program effectiveness and is necessary to determine which interventions are appropriate for the individual.

### Tailoring Programs to Ideology

In interviews, experts were asked if and how programs account for different ideologies among clients. They explained that programs are not explicitly tailored for each ideology as they are primarily focused on the individual's pathway, behavior, trauma, and needs instead. When programs do address ideology, it often is through the use of a religious leader or peer mentor who can debate the ideology itself and what it means to the client. One expert noted it is easier for community organizations to address ideologies, as they are more likely to understand the ideology and how it resonates within their community. When government-run programs attempt to discuss ideology, it can sometimes further alienate or provoke clients.

### Tailoring Programs to Gender

Interviewees did not assert that community-based DD programs specifically account for gender, beyond the inherent individualization of each intervention. One expert noted that programs should not automatically match clients with an intervention provider of the same gender, as some may in fact be more comfortable speaking with

someone of different gender. Instead, if possible, it was suggested that program staff should ask clients who they would prefer to work with.

## Barriers to Reintegration

Given that DD programs in community settings often focus on reintegration efforts, as confirmed in section 4.1, this study also examined how these aspects can be tailored to the individual. Experts provided a number of barriers that individuals might face reintegrating into society, as below:

- › Educational challenges
- › Hostility from former extremist group or associates
- › Lack of access to supportive programs
- › Lack of economic security
- › Lack of employment opportunities
- › Lack of physical security
- › Lack of psychosocial skills
- › Lack of trust in government and authority
- › Mental instability
- › Social stigma
- › Substance abuse issues

However, participants did not reach consensus on the importance of any of the above barriers. This lack of consensus may indicate that barriers are unique to the individual and to the context that they are integrating into, further emphasizing the importance of tailoring such programs.

## 4.8 COLLABORATION WITH COMMUNITY-BASED SERVICE PROVIDERS



### Promising Practices

- › Continuously coordinate and collaborate with post-release aftercare service providers.
- › Build a network or database of community-based service providers relevant to the program's geographic location and service needs and provide them with education, training, tools, and other support specific to extremist populations.

Because experts selected building the capacity of social networks as a program objective, this study sought to identify promising practices that community-based DD programs might follow to do so. When experts were asked, however, there was almost no consensus on how best to build this capacity. Indeed, they only agreed that it was “very important” to partner with community-based service providers.

## Varied Service Providers

Experts noted in interviews that they often collaborate with the following community-based service providers: mental health, drug and alcohol treatment, medical, housing, and food providers. They also work on an ad hoc basis with religious groups, workforce development providers, and schools. One interviewee also recommended working with client's family members and victims of terrorism. This highlights the plethora of partnership options that are available to DD programs in community settings and demonstrates that the nature of these partnerships can be adapted to the unique needs of each program and their clients.

## Challenges & Strategies for Collaboration

Interviewees noted a range of challenges to engaging with service providers.

**Limited Capacity & Familiarity with Extremist Populations.** Experts expressed that some community-based service providers are hesitant to engage with

extremist populations. Programs must therefore focus on educating providers to make them feel comfortable and destigmatize the population. This is exacerbated by the fact that there are few service providers with the knowledge and skills to work with extremist populations. It was noted that this is being addressed in U.S., as some current programs aim to provide mental health providers with specialized training and tools and to provide other frontline workers with similar support.

**Patchwork Networks.** Additionally, interviewees working in the U.S. highlighted the challenge of identifying and connecting with community-based service providers across so many locations. When probed, experts suggested that this concern can be mitigated by the creation and expansion of program networks and/or databases.

**Continuous Collaboration.** Finally, one expert noted the challenge of continuously coordinating with numerous service providers and the drain that this places on resources but asserted the importance of doing so to ensure that services are indeed being provided to the client.

# 4.9 DATA & MEASUREMENT



## Promising Practices

- › When using standard metrics for disengagement and reintegration, contextualize the data and focus on progress over time as opposed to standard markers or thresholds of success.
- › Collect publicly available data and triangulate data as possible to measure long-term results.

Experts emphasized that using evidence-based design is “very important” to ensure that a community-based DD program is effective. To design programs based on evidence, however, programs must measure and evaluate existing programs. As participants recommended multiple program objectives (see section 4.1), this study sought to identify specific metrics that could be used to measure success in affecting these changes.

## Disengagement Metrics

First, this study sought to identify metrics that measure disengagement. This is difficult, however, as experts indicated metrics should be standardized, while interventions should be tailored to each client (see section 4.6). Highlighting that there is a potential tradeoff between evaluability and ideal practice, experts also agreed that standardized interventions are more evaluable than individualized ones.

In response to these program design concerns, interviewees were asked how they would adapt to the need to have standard metrics that can be used to evaluate programs while also tailoring each intervention. Interviewees suggested using the following client metrics, with the caveat that programs should not expect to witness consistent progress, as disengagement is typically non-linear and there is no clear endpoint. Additionally, one expert stated that the field has not yet clarified what should be used as acceptable milestones of success in disengagement. For example, some programs will consider the lack of recidivism as sufficient, whereas others might expect clients to channel grievances into pro-social avenues, which is a markedly higher threshold for success. One expert also encouraged programs to empower each client to dictate their own terms of success.

- › Online/offline engagement with extremist material or networks
- › Length of time since last engagement
- › Use or promotion of extremist narratives
- › Recidivism
  - » Type of offense (non-violent vs. violent, extremist vs. non-extremist)
  - » Length of time after intervention
- › Client's stage of change
- › Frequency and quality of engagement in intervention

## Social, Physical, and Economic Reintegration Metrics

Reintegration is conceptually linked but distinct from disengagement; therefore, interviewees were asked what metrics can specifically be used to measure reintegration. In response, they provided the following list, while noting that reintegration contexts can differ dramatically and that programs should contextualize these data.

- › Financial stability
- › Family stability
- › Identity stability
- › Pro-social relationships, roles, and activities
- › Interpersonal needs
- › Employment
- › Mental health needs
- › Alcohol and drug use
- › Level of resilience (e.g., emotional regulation)

## Social Networks Capacity Building Metrics

Experts also provided the following suggestions for how to measure success in building the capacity of social networks to intervene with individuals.

- › Knowledge of concerning behaviors or statements
- › Knowledge of resources and networks to support them
- › Frequency of use of resources and networks available
- › Proportion of resource uses where they are used correctly or appropriately
- › Willingness to intervene
- › Capacity to intervene effectively

## Data Collection Challenges

Lastly, researchers examined the primary data collection challenges facing DD programs operating in community settings.

**Limited Access to Long-Term Data.** The most frequently cited challenge by interviewees was the question of access to data, particularly as participation is typically voluntary. This poses an even greater challenge when interventions end, and programs no longer have access to clients. In some cases, clients may volunteer to continue participating in data collection, but these data will inherently be skewed towards individuals who are following a positive trajectory. This might be alleviated by triangulating publicly available information or in partnership with criminal justice agencies, such as social media accounts or speaking with organizations working with the individual, but this would be subject to privacy regulations. Experts also raised the question of how long programs would ideally track individuals to demonstrate outcomes, given the lack of a clear endpoint of the disengagement process.

**Non-Linear Progress.** The non-linear nature of disengagement requires flexibility in the intervention itself, which must follow the pace set by the individual. As noted above, this also requires flexibility in measuring success. Interviewees recommended that programs contextualize data and focus on progress over time rather than measuring individuals against the same thresholds for success.

Other challenges also mentioned by experts were the low base rate of offending behavior, lack of baseline data, limitations of self-reported data, mistrust and hesitance to disclose information by clients, lack of validated tools, and the limited budget and short funding cycles that some programs must contend with.

## 4.10 MITIGATING NEGATIVE CONSEQUENCES



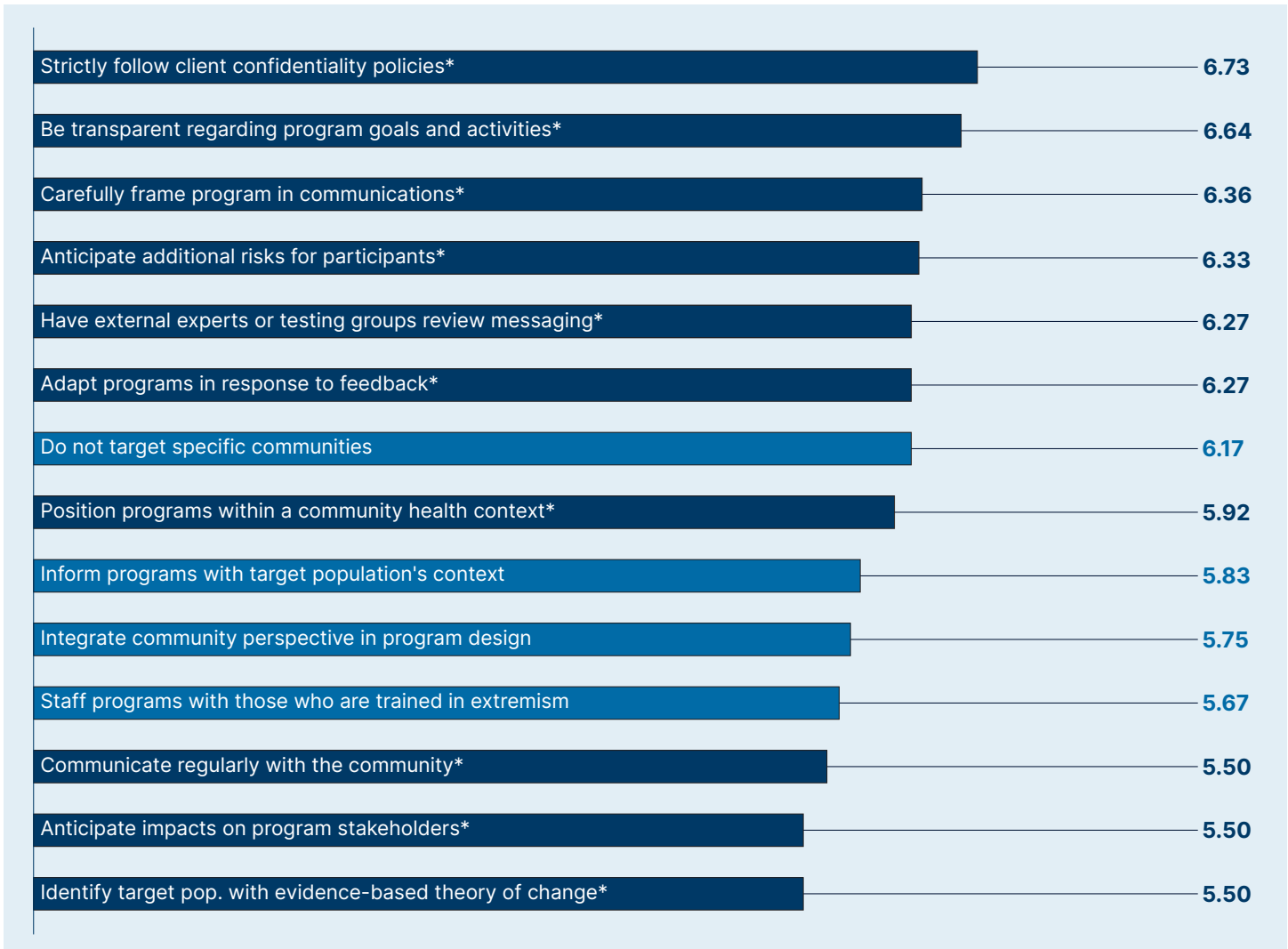
### Promising Practices

- › Be transparent with clients, communities, and other stakeholders about the program, including program processes, confidentiality policies, government affiliation, and mission and goals.
- › Staff program with professionally licensed or trained providers and have those staff conduct assessments up front with clients to gauge their most critical needs.
- › Set clear expectations with clients from the beginning regarding what can be accomplished through participation in the program.
- › Do not engage or intervene in communities without a locally-informed understanding of the context.

When asked how programs can best minimize the chance of causing unintended negative effects, experts provided 14 practices. Using the answers provided, they then assessed the importance of each practice on a seven-point scale, with one being not at all important and seven being extremely important. These results can be seen in Figure 10. Dark blue bars and asterisks indicate that experts achieved consensus regarding the importance of this practice.



**Figure 10. Promising practices to mitigate unintended negative consequences, ranked in order of importance**



## Confidentiality & Transparency

Strictly following client confidentiality policies was the practice that experts felt was most important to minimizing unintended consequences. Transparency regarding program goals and activities was also considered to be “extremely important” for minimizing unintended consequences, in addition to being “very important” for program effectiveness. Additionally, as discussed in section 4.5, it is also critical to participant recruitment. Interviewees provided a range of recommendations and considerations for how programs can be transparent.

**Program Processes & Policies.** First, they focused on transparency surrounding program processes and policies, both externally and with clients. This includes transparency surrounding the length and frequency of interventions, what services those interventions can include, and the training and expertise of staff. However, one expert emphasized that programs should not publicly state staff names, given safety concerns.

**Confidentiality Protocols.** Second, programs should be transparent about confidentiality policies and ethics codes and should communicate this information up front with clients. This can be provided and discussed

as part of the informed consent process. Related to confidentiality, programs should also be transparent about any affiliation they have with government and law enforcement agencies and what that affiliation entails.

**Program Goals.** Additionally, programs should be transparent regarding their mission and underlying goals. For example, a program should specify if its objectives include deradicalization, or whether their focus is confined to addressing basic needs and providing services.

**Transparency with Community Members.** Lastly, interviewees stated that programs should also invest more in being transparent about each of these program elements with community members, including victims and their families.

## Anticipate & Mitigate Risks for Clients

Anticipation of the risks these programs might expose clients to was also portrayed as important for minimizing unintended negative effects. Interviewees noted multiple negative effects they have witnessed as a result of programs, listed below.

**Non-Professional Mental Health Services.** There is a risk of doing harm to clients if they are not working with a professionally trained or licensed intervention provider. Therefore, programs should ensure that they have staff who are licensed who can work with clients and/or supervise others.

**Neglected Vulnerabilities.** If programs are focused on violent extremism, they can sometimes overlook more urgent vulnerabilities, such as suicide or domestic violence. For this reason, one expert recommended that programs mandate an initial assessment by a social worker across a spectrum of concerns to ensure they are receiving services for the most critical needs first.

**Unmet Expectations.** Participation in a DD program can actually increase some clients' frustrations if expectations are not clearly set from the beginning, as they may feel that the program did not deliver what they believed was promised (Jones et al., 2021). Programs should therefore ensure that expectations are clearly communicated to clients, including if there are any services that they will not be able to provide and what is expected of the client to achieve their goals.

**Engaging with Communities.** Some interviewees also emphasized that programs should consider the unintended negative effects on communities and victims. Especially in larger countries like the United States, programs should pause before engaging or intervening with a new community as they can cause harm if their approach is not locally informed. They should first assess existing community efforts and infrastructure, the challenges that the community is facing, and what the community feels their needs are.

## 4.11 DISCUSSION

Community-based DD programs share commonalities with DD programs that take place in criminal legal systems but must contend with a more varied set of circumstances because they take place outside of a controlled setting. The following key takeaways summarize the overarching promising practices discussed throughout this section. These overlap with the overarching takeaways found in the section focused on DD program in criminal legal systems but include their own unique considerations.

**Disengagement and reintegration are the primary goals of DD programs in community settings and should be prioritized over deradicalization.** Terrorism prevention experts achieved organic consensus within the first round of this study that disengagement is the dominant priority for these programs. Physical, social, and economic reintegration of clients was also found to be an important priority, which constitutes a related but distinct focus from disengagement. Both objectives were considered more important than deradicalization, although deradicalization should not be eliminated as a goal. Indeed, this study found that deradicalization is still an appropriate, but lower priority, objective. Programs can measure disengagement through metrics like online and offline engagements with extremist materials or networks, program engagement, stages of change, and recidivism. To measure reintegration, programs can use metrics that look at an individual psychological, social, and economic stability and needs. However, experts emphasized multiple caveats and challenges to using these data. First, programs must identify thresholds of success towards these objectives. This is a challenge, as clients can range widely in their starting points and reintegration contexts. Additionally, programs should expect to see fluctuations in individual's progress towards these thresholds due to the non-linear nature of disengagement and reintegration. Therefore, programs should contextualize these data.

**Capacity building of social networks is important for program reach and sustainability.** This study found that programs should also seek to build the capacity of the social networks of radicalized or at-risk individuals to intervene. While the clear focus of community-based DD programs is the disengagement and reintegration of these individuals, there is clear utility in involving community members themselves in

programming. Building community capacity is key to increasing the sustainability of interventions and can increase the effectiveness of interventions, depending on the individual client. Community members (including friends, family, community leaders, or others), can be an important asset for disengagement because they may be more credible to the client, have a closer understanding of the community context, and may already have established rapport and trust with the client. Additionally, increased capacity among community members to recognize concerning behaviors and respond appropriately will improve referrals and improve their ability to assist programs in addressing issues before they escalate. However, community members will still need support from licensed professionals, particularly when dealing with mental health concerns and other critical needs.

**Individualization of intervention elements is important and necessary when dealing with a range of contexts.** Community-based DD programs must contend with a wide range in the personal characteristics of each client. Clients are referred to programs in a multitude of ways, will have had a wide range of experiences with extremist engagement, and will come from and reintegrate to vastly different community contexts. This variety necessitates the individualization of interventions, including intervention length, who is doing the intervention, and the types of services provided. This enables programs to address contextual factors (e.g., ideology, gender, local context) and the specific needs and risk and protective factors of all clients to maximize program effectiveness. Terrorism prevention experts recommended including clients in the development of their own intervention plan, which can increase buy-in and help establish clear expectations. This can also include discussions with clients about who they feel

most comfortable working with and what they see as thresholds of success.

**Program staff and community-based service providers should be selected based on their capacity to work with extremist populations and their strengths and weaknesses with relation to the client.** This applies both to program staff and to former extremists, if included in program implementation. Findings indicate that there is no singular demographic or professional background that is best suited to intervene with a client. As such, these decisions should be based on the strengths and weaknesses of their relationship with the client and their professional abilities. This study also revealed that it is critical that intervention providers are trained or licensed to avoid causing unintended negative effects. If programs are using former extremists as peer mentors, for example, they should provide specialized training. This may include modules on the organization's mission, overviews of ideologies and extremism, risk assessment protocols, counseling and therapeutic services, mental health challenges, professionalism in the peer mentor context, and assertiveness training. Offering training options is also key when selecting community-based service providers, as many will have a limited understanding of extremism and how to work with extremist populations. It is therefore important that programs ensure providers have the capacity to work effectively with their clients and minimize potential unintended consequences. This can

be difficult in countries that do not have formalized networks of community-based service providers or do not have providers that are licensed at the national level, as these programs will have to expend more time and resources to identify providers that are capable and available across a variety of communities.

**Transparency and confidentiality are central to voluntary participation.** Transparency and confidentiality emerged as clear themes in establishing trust and credibility, which are critical to engagement in a voluntary, community-based context. These factors can also mitigate potential unintended negative consequences for clients, who may otherwise participate in programs with incorrect assumptions regarding the use of their data or with unrealistic expectations. Programs should be transparent from the very beginning with clients about important process elements, such as program goals, staff qualifications, intervention formats, confidentiality protocols, and government affiliations. These elements provide clients with a more complete understanding of the program and what their participation means and constitute the key parts of informed consent. This transparency should extend beyond clients; given the community context of these programs, it is important that they also share this information with the communities themselves. Additionally, if the program adheres to standard mandatory reporting policies typically enforced in fields like social work, this would include sharing mandated information with law enforcement.

# Conclusion & Recommendations

Terrorism prevention is complex and there is limited rigorous research identifying effective programs or practices. This complexity stems from several sources, including the potential to stigmatize groups, inherent challenges involved with multi-agency partnerships, and lack of professionalized prevention experts. Research has lagged in terrorism prevention because there is little agreement on performance or evaluation metrics and terrorism is a rare event that is difficult to measure. The enormity of the threat of terrorism necessitates a coordinated approach that links experts across borders to build an expansive learning environment. The international terrorism prevention experts included in this study were therefore committed to sharing information about their programming and evaluation efforts.

This report summarized research findings from a group of leading international terrorism prevention experts. The Delphi method allowed researchers to engage in multiple rounds of surveys with these experts to identify points of agreement on successful practices. While the Delphi approach does not rely on a probability-based sample or result in a new theory, it enabled the identification of promising practices that have been field-tested by leading prevention experts across several countries. The results from this study are bolstered by in-depth semi-structured interviews that allowed us to document details about how terrorism prevention experts conduct their business.

The purpose of this research was to provide realistic and actionable practices to guide terrorism prevention experts. Prior research has identified the need for multi-agency partnerships, increased federal funding, and use of counter messaging. This study builds on this prior research by delving deeper into what terrorism prevention experts are doing, how they are

doing those things, and what they recommend as a path forward. This report does not attempt to establish best practices in terrorism prevention. Rather, this research identifies promising practices that can be implemented, tested, and refined by other terrorism prevention practitioners. The intention with this study is that these findings contribute to shaping prevention programs and evaluation in the future.

Drawing upon the specific recommendations identified in each of the three preceding chapters, this report now highlights some of the key overarching recommendations that emerged from interviews and Delphi responses.

## Recommendations

### **PREPARATION BEFORE IMPLEMENTATION IS CRUCIAL FOR SUCCESS**

**Identify desired goals, the program logic model, and the proposed approach and design data collection procedures to measure adherence to method and outcomes.** Each chapter of this report highlighted three steps that must be accomplished before a program begins. For each domain, it is critical for programs to (1) identify their desired goals, (2) proposed approach for achieving these goals, and (3) how they will measure and evaluate whether their approach is successful. Terrorism prevention experts consistently stated that dedicating time to planning program methods, goals, and designing data collection procedures was needed to enhance the impact of all terrorism prevention programs. When possible, this should include collaboration with external evaluators and researchers, who can support and build upon these efforts.

**Build rapport and establish transparency with stakeholders.** Building rapport is critical to initiate prior to implementation and can be accomplished primarily through establishing expectations and transparency with stakeholders, in addition to being responsive to each client's unique needs and being reliable and respectful. Transparency might not look exactly the same across all programs, but programs should strive to establish what they can and cannot share with stakeholders; share as much information as possible regarding program elements such as goals, activities, and target audiences; and engage in meaningful discussion in response to feedback or questions from stakeholders.

**Train and evaluate all program staff in domain knowledge, program approach, and data collection procedures.** While this is central for community engagement and community-based DD programs, programs in criminal legal systems also stand to benefit from pre-emptive stakeholder capacity building. Interviews emphasized the many non-linear and unexpected challenges that may face programs, such as the stigmatization or urgent vulnerabilities of target audiences. Establishing the capacity of practitioners and their partners to contend with these emergent difficulties in advance was consistently noted as a method to mitigate potential negative outcomes. Training and vetting of all program staff should be done in advance of implementation. Terrorism prevention programming requires staff to possess a wide array of skillsets, such as mental health counseling and conducting risk assessments, and a broad knowledge base to implement programming and respond to dynamic challenges. While the importance of training is often discussed in relation to using former extremists within initiatives, all staff, regardless of their professional background, should be assessed to ensure that they are fit to work with the target audience and have foundational knowledge on topics like extremist ideologies and mitigating stigmatization. For programs that individualize their services, this assessment is particularly crucial to adhere to the underlying approach and to establish which elements of a program should and should not be adapted on a case-by-case basis.

## **CHANGES IN CONTEXT SHOULD BE RESPONDED TO AND ADAPTATIONS SHOULD BE RECORDED**

This study demonstrated that there are numerous considerations during implementation that would assist in maximizing the benefits of programs across all three domains.

**Individualize program design to address emergent challenges.** The need to tailor programs across communities and individuals was essential for terrorism prevention programs, according to many of the experts in this study. Expecting both setbacks and opportunities during interventions, programs should be tailored on an ongoing basis to increase client or community motivation and mitigate negative unintended impacts.

**Record changes in contextual factors and changes to planned programming.** While this should be anticipated during planning, experiences from across numerous nations has demonstrated that contextual factors can change rapidly and must be responded to. Establishing client expectations initially and on an ongoing basis is vital for maintaining their buy-in. Engaging in responsive discussion with relevant communities can also assist programs in identifying unanticipated effects earlier and responding to them more effectively. In all cases, the reason behind program deviations and the actions taken in response should be recorded for future analysis.

**Retain standard referral processes and program approaches whenever possible.** Net of the flexibility and responsiveness to emerging challenges, experts highlighted that the core approach of each program should aim to be consistent. It is important to standardize referral processes and adhere to the broad approach and strategy of the program. This enhances consistency of programming, provides greater predictability for program staff and clients, and provides the opportunity to better understand the impact of the program, as well as any adaptations.



## DISENGAGEMENT IS A LONG-TERM PROCESS AND REQUIRES LONG-TERM INVESTMENT

**Provide resources for clients to maintain behavioral gains in the long-term.** Disengagement takes time to achieve and is not a linear process. Even when initial progress is made, this is no guarantee of long-term success. As such, resources and planning needs to be devoted to both achieve behavioral changes and to maintain these positive outcomes. This requires planning the holistic delivery of aftercare and the coordination and collaboration of services during and after enrollment in the program. As terrorism prevention programs often require a network of community-based service providers to deliver services, these networks also need to be maintained. Ensuring funding, staffing, and other resources are available in the long-term is essential to maintain and enhance the benefits gained in initial programming.

### **Monitor and record client behavior in the long-term, including non-extremism related goals.**

The importance of collecting long-term data to monitor and assess disengagement is also vital. It should not be assumed that, following program completion, individuals will desist from extremist behavior. Consequently, efforts to measure changes and developments that occur after initial program completion are essential to understand the long-term impacts and to provide the opportunity for additional proactive assistance for those who demonstrate nascent extremist actions.

## Conclusion

This study distilled practical approaches across each domain that focus on identifiable outcomes and limit the potential for negative consequences, providing strategic guidance for the design and implementation of future terrorism prevention programs. These approaches and their benefits were widely agreed upon by 46 experts across nine countries who brought unique perspectives from government, academic, and nongovernmental organizations. Despite the widely debated nature of terrorism prevention approaches for reducing extremist violence, the Delphi approach employed here demonstrates that promising practices have emerged that can be used to tailor and focus programs across all domains. While the field awaits empirical evidence to formally determine if these practices are effective, replicable, and adaptable to the variety of contexts in which terrorism prevention programming takes place, these practices provide initial indications of activities, procedures, or approaches that may enable the successful implementation of programs, based on the experience of these expert respondents. These crucial insights therefore provide opportunities for the more efficient use of resources.

These areas of consensus additionally provide opportunities to accelerate the refinement of terrorism prevention programming and should therefore be prioritized in future research. Testing whether these agreed-upon insights yield measurable benefits is an essential next step in providing an evidence-based approach for terrorism prevention. These evaluation efforts are needed to examine whether there are any unforeseen short-term and long-term consequences from these changes in outcome prioritization and practical programming, as identification of harmful practices is a key terrorism prevention priority.

This Delphi study identified several areas that produced persistent dissensus among terrorism prevention experts. Many of these issues, like increasing life skills and building participant confidence, are prominent features within terrorism prevention programs across numerous nations. This dissensus should not be interpreted to suggest

that these features should be abandoned, however. Indeed, fostering participant confidence and life skills were seen to be valuable for education and youth-based terrorism prevention programs specifically. This demonstrates that over-generalizing terrorism prevention findings to produce a one-size-fits-all approach should be avoided. The interviews also revealed that some dissensus was due to variable practices across programs, disagreement regarding the definition of key terms, and disagreement regarding impacts. Only data will be able to address this dissensus and there is great potential benefit from resolving and contextualizing areas of dissensus.

In addition to delineating the relative importance of numerous program design elements, these methods helped to clarify the debate on many contentious issues. Specifically, there is consensus that behavioral change should be prioritized over cognitive change for terrorism prevention, despite existing concerns that there is too much emphasis on behavioral outcomes (Schuurman and Bakker, 2016; Gielen, 2019). They also identified opportunities for standardization related to referral processes and metrics for success. In addition to increasing program design efficiency, standardizing these elements would help to better target terrorism prevention resources. Coupled with the identification of vital variables and measurements that are needed in the next wave of research, establishing consistency and standards in these domains would enhance the ability to compare findings across studies and triangulate what works for whom in terrorism prevention.

Each of the three chapters also identified responses and adaptations to previous mistakes. Many of these iterative improvements were innovations to ongoing risks. Implementable proactive strategies for building trust within communities were identified to both mitigate unintended consequences and increase the likelihood of positive long-term outcomes. These practical insights mark advances in terrorism prevention knowledge to enhance the practices of practitioners, funders, and researchers.

## PRACTITIONERS

The need to provide ongoing resources and training for practitioners was central in all three domains. Access to training and support for the individualization of programming approaches was viewed as necessary for all terrorism prevention practitioners. Further, data collection and recording training was also described as essential for measuring program success and identifying best practices. Taken together, this highlights the wide-range of pivotal functions that practitioners have performed and suggests that future terrorism prevention success is contingent on these skill-driven functions.

## FUNDERS

As discussed above, this study provides a range of key topics that should be prioritized for future terrorism prevention funding. Funding programs modeled around the areas of consensus that were achieved in this study hold promise, particularly if they are coupled with funding that supports training, data collection, and long-term evaluation. This funding approach has the potential to enhance the identification of terrorism prevention benefits and would better identify which practices should be replicated, which are context specific, and which undermine desired outcomes. Funding program designs that had persistent dissensus in this study is also needed to accelerate knowledge growth in disputed and important areas.

## RESEARCHERS

In conjunction with practitioners, researchers have a crucial role to play in future terrorism prevention programs. Through providing data support and feedback, they can reduce the resource and training burden on practitioners. Researchers can also provide an impartial perspective on programs, which is necessary for identifying what does not work in each of the three domains. Synthesizing and relaying the outcomes of analyses and research from other programs can also be fostered by researchers to further enhance terrorism prevention knowledge gains.

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# Delphi Study Methods

A Delphi study is a structured communication method that uses an iterative process to discern where consensus exists amongst a body of experts on a specific topic (Dalkey and Helmer, 1962). This is achieved by asking participants a series of questions across several distinct rounds or stages. Moderators provide feedback on the average responses to each question between rounds so participants can revise their responses and clarify their positions in each subsequent round. In light of this feedback, participants are able to update their responses to reveal where there is consensus on an issue despite initial small differences, or to indicate where there are meaningful differences that cannot be resolved on a topic.

The current Delphi study consists of three different expert panels undergoing three rounds of questionnaires (Community Engagement, Deradicalization and Disengagement in criminal legal systems, and Deradicalization and Disengagement in the Community). Following each round participant responses to each questionnaire are analyzed to inform the questions in the subsequent round. In a typical Delphi study, the first stage involves open-ended questions to explore the opinions, beliefs, or concerns participants have with a given topic or prompt. This is done to minimize the potential for researcher assumptions to artificially limit the potential responses and to encourage participants to discuss their thoughts more authentically on a topic. Subsequent rounds are then used to evaluate and refine prior responses by giving participants an opportunity to revise their answers and to clarify their perspectives in response to the shared the responses of the panel (Varndell et al., 2021).

## Current Study

The Delphi study protocol was informed by researchers' review of the terrorism prevention literature. Following the emergent key findings, the Delphi study disaggregates each questionnaire to reflect the themes enumerated in the literature. Based on this review, the following have developed into central domains within the literature on prevention programs, services, and interventions [hereinafter "programming"]:

- › Community Engagement
- › Deradicalization and Disengagement in Criminal Legal Systems
- › Deradicalization and Disengagement in the Community

Within the context of this study, "community engagement" means any programming or prevention efforts that is preventative in nature and is primarily focused on engaging the community, as opposed to directly providing services or programming to an individual. This domain centers on the community's role in terrorism prevention and programming.

Both "deradicalization and disengagement" (DD) themes constitute programming efforts aimed at the individual. Such efforts attempt to influence a specific person's behavior via services or programming to increase the likelihood of DD. These programs include rehabilitation, reentry, and reintegration efforts. However, DD is bifurcated into two distinct domains to differentiate programs that take place within criminal legal systems from those that take place in non-criminal justice programming, or within the community. Each domain involves different stakeholders, goals, and techniques, and one approach may have greater success in one



domain compared to another. These three themes were used to designate experts into three different panels corresponding to each domain.

## Study Strategy

This study employs a classic three round Delphi approach. As this study is concerned with the improvement of TVTP programming and policy, this is not a Policy Delphi as it is not primarily focused on finding a diversity of views and extrapolating areas of disagreement on a specific policy (see Turoff, 1970). Obtaining a diverse panel is desirable here, but it is not a primary goal, as is the case in a Policy Delphi (de Loë et al., 2016). Instead, given the early stage of the terrorism prevention literature and the prevalence of well-documented existing disagreements (Mastroe, 2016), the primary goal is to identify areas of common ground across a body of international experts on how terrorism prevention efforts can be implemented and improved. This Delphi also sought to elicit program specific findings and other findings to improve general programming practices.

The first-round questionnaire included 7-10 open-ended questions, depending on the domain. Once these questionnaires were administered, researchers coded responses using Atlas.ti into different categories, based on the themes expressed. These themes were then used to determine questions in the subsequent questionnaire. Second and third round questionnaires were mostly comprised of closed-ended questions. Responses were recorded using Likert-scales, relative rankings, and attitudinal questions to examine inter- and intra-participant variation.

Following rounds 1 and 2, this study examined areas of consensus and dissensus to inform subsequent rounds of questioning and the final interviewing phase (see below). In asynchronous Delphi studies, researchers assess responses for consensus at the group level in between rounds (von der Gracht, 2012). Once consensus (often referred to as convergence) is reached, the question can be terminated (e.g., not used in subsequent rounds). Once convergence is reached for all questions or the predetermined number of rounds is completed, the study concludes. If the number of Delphi rounds concludes without consensus being reached, this suggests that there are persistent differences in understanding on the topic (e.g., dissensus).

There is no uniform definition or application for consensus and researchers must define them prior to beginning data collection (Diamond et al., 2014; Nasa et al., 2021; Varndell et al., 2021). For this study, consensus denotes the pre-defined level of agreement within the group between rounds (Dajani et al., 1979). If a specific question reaches a consensus, it is dropped from future questionnaires so that only areas of disagreement are retained for exploratory purposes. To reflect the emerging and debated nature of terrorism prevention programming (Malet, 2021), this study used three rounds following established practice for this approach (see Diamond et al., 2014).

## Participants

Experts within the terrorism prevention field were identified and selected through a multi-step process. First, the research team conducted an initial review of the relevant literature regarding the three program domains and used this review to identify researchers and practitioners knowledgeable about each domain. The research team and DHS S&T also drew from their respective networks to identify additional experts that fell within the selection criteria regarding program domain, country, and sector. Once researchers had assembled these lists, they distributed a pre-study screening survey, where identified experts were asked to express their willingness to participate and to provide basic information about their experience. Researchers reviewed all screener data to ensure that participants still met the selection criteria and thus finalized the list of Delphi respondents.

Researchers attempted to obtain a purposive sample of people involved in a variety of fields and countries whose work represented the selected program domains. Despite challenges in delineating who is an “expert” and the qualifications to operationalize across Delphi studies (Landeta, 2006), this study includes both practitioners, in both the government and non-profit sectors, and academics operating within the terrorism prevention landscape. Table 2 provides a breakdown of participation by country, sector, and program domain. In total, this study engaged with 46 experts across nine countries and across government, academic, and non-profit organizations.<sup>1</sup> A majority of experts (76%) came from the United States, the United Kingdom, and Canada.

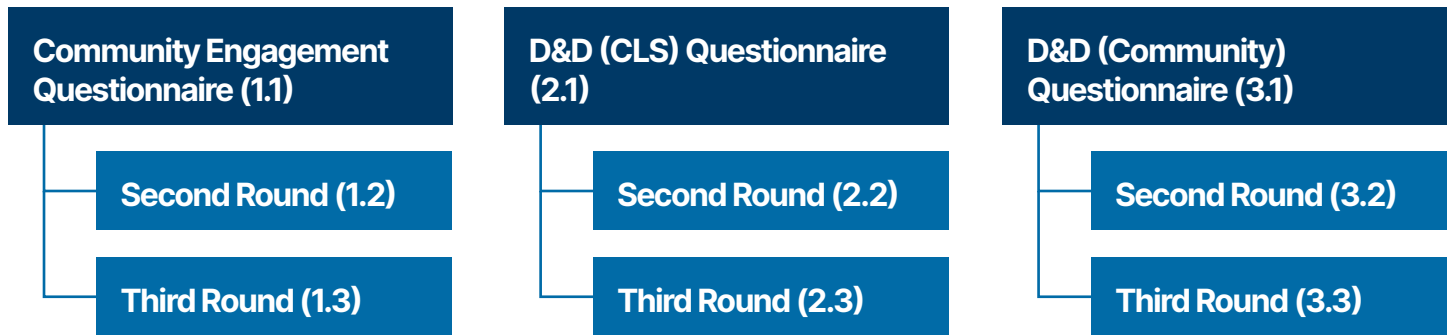
## Rounds

This study adopted a three-round classic Delphi method. The first round included seven to 10 open-ended questions, depending on the domain explored. Using open-ended questions is desirable in scenarios when little is known about a topic (Sofaer, 1999). These questions were driven by a review of the literature pertaining to each of the three program domains. Once these questionnaires were administered, researchers coded responses into different categories, based on the themes expressed. These themes were then used to determine questions in the subsequent round’s questionnaire.

The second round of questions contained closed-ended questions, but some open-ended questions were added to further clarify existing concepts and themes. The first-round responses for community engagement suggested that, given the variation on responses based on specific program focus, subsequent rounds should be stratified. As such, 12 questions were asked across four different program types: threat training and awareness programs; police-led programs; educational or school-based programs; and community dialogue programs (e.g., 48 questions total). The research team used the term “program types” to denote specific types of programming that can be categorized based on the goals, activities, and stakeholders involved. The second round of questionnaires were comprised of a mix of close- and open-ended questions and the third round of questionnaires comprised only of close-ended questions. Each were designed pursuant to the results of the previous questionnaire. See Figure A for the complete study flow chart.

Questions across each of the domains varied, based on 1) how the literature influenced the crafting of round one questions, and 2) the variation in responses given on rounds one and two. These questions largely assessed implementation practices, the proper scope and target population of TVTP programming, whether former extremists should be used in the delivery of programming, the role of contextual factors in influencing the delivery of programming, and impact of gender-responsiveness on administration and effectiveness. Second and third round questionnaires summarized prior responses for the participant, presented at the beginning of the questionnaire (Round 2), or as specific group averages for each item that had not yet reached consensus (Round 3). Examples of this feedback and questions by round and domain can be found in Appendix B.

<sup>1</sup> It must be noted that a few people disenrolled from participating once the respective Delphis commenced. As such, the response rates for those who ended up continuing with some level of participation are higher than presented above. For community engagement, only 13 of 19 participants engaged in all three rounds, with some dropping out over the course of the Delphi. For DD CLS, only 11 of 16 participants engaged in all three rounds. For DD community, 10 of 15 participated in all three rounds. Of the original 50 commitments, we were able to get 46 participants to participate in some form of another across the three Delphi rounds.

**Figure A. Study Flow Chart**

## Analysis

This analysis consisted of two components. First, open-ended responses were coded using an inductive approach where the written responses were analyzed to generate a list of codes (e.g., themes, topics) that can be used to classify the content of each response. This list grows as the coder examines all of the responses. This process is repeated for each open-ended question. Tables in Appendix D show the codes generated for each open-ended question and how many times that theme, topic, or response was given by respondents within that respective round. These questions were then included in subsequent rounds as close-ended questions for respondents to discern whether they agree (or the extent to which they agree or disagree) with a specific conclusion or finding from the prior round.

Second, close-ended questions were analyzed once rounds (second and third only) were completed. In asynchronous Delphi studies, researchers assess responses for consensus and stability at the group level in between rounds (von der Gracht, 2012). In this Delphi, a predetermined number of rounds was used instead (three), which is a common and accepted number of rounds (see Diamond et al., 2014).

It is important to operationalize consensus prior to data collection. The closest study to this one used the Delphi approach to forecast future radicalization events in the Netherlands (van de Linde & van der Duin, 2011). Unlike the present study, this forecasting study was concerned with identifying areas of disagreement, making metrics of consensus less relevant. As no other Delphi study has been conducted on terrorism prevention, this study argues that definitional rigor regarding consensus is necessary for all future similar studies.

Consensus has been operationalized in a wide variety of ways (Nasa et al., 2021). Researchers have typically relied on measures of central tendency, inferential statistics, and other descriptive measures to discern when it is reached (von der Gracht, 2012). The most basic form of consensus tracking is through the use of summary statistics; however, this often ranges from 51% to over 90% depending on the scope of the Delphi (Diamond et al., 2014; Varndell et al., 2021; von der Gracht, 2012). Two reviews of the literature found that many Delphi studies have a median consensus of 75% (Diamond et al., 2014) or 80% (Varndell et al., 2020). Nevertheless, it is advantageous to use multiple metrics to gauge consensus more holistically (Holey et al., 2007), and some measures of consensus also measure stability (e.g., amount of change in responses over time), such as the coefficient of variation (Dajani et al., 1971; von der Gracht, 2012).

## APPENDIX

As such, this study employs two measures of consensus:

1. 80% agreement on each item within the group
2. the interquartile range (IQR) of responses within a given survey

The first threshold for consensus is reached when 80% or more of all relevant participants have the same verbatim response to a given question. The second operational definition of consensus is rooted in the IQR which denotes a measure of dispersion of the median (von der Gracht, 2012). Functionally, the IQR reports the distance between responses at the 25th and 75th quartiles to determine the deviation of responses within the middle 50% of the sample. An IQR of 1 or less, or 15% for a 7-point Likert scale response, means the group reached consensus (De Vet et al., 2004; Linstone and Turoff, 2002).

Closed-ended questions were primarily 7-point Likert scale and dichotomous “yes/no” questions. Both reliability and validity are independent of the number of scale points included (Matell and Jacoby, 1971). Research shows that 7-point Likert scale questions are often preferable to other scaled options due to the addition of options available for consideration (over 5-point questions), the maintenance of a neutral position (Krosnick and Presser, 2010) and the ability for respondents to select values that more acutely reflect their attitudes and thus mitigate ambiguity (Joshi et al., 2015). Many Delphi studies use a 7-point Likert scale on subsequent rounds for these reasons, and “allow fine-grained measurement without overwhelming respondents with too many response options” during the structured communication process (Belton et al., 2019, p. 76).

The use of a 7-point Likert scale also enables the researcher to rescale the items later to discern whether random measurement error precludes the use of a collapsed version of the same item due to validity concerns. In Delphi studies, using a scale that is too small may inhibit respondents’ ability to discriminate between choices adequately and scales that are too large might contribute to measurement error for the reverse reason (De Meyer et al., 2019). For these reasons, a 7-point Likert scale was used during the refinement phases. However, some responses were probed further by asking for a written response when a specific value threshold (or “yes”) was reached. Examples of this are provided in Appendix C.

## APPENDIX B.

# Delphi Participant List

| Name                         | Organization  |
|------------------------------|---|
| Claire Abrahams              | Citizens Crime Commission of New York City                |
| Mary Beth Altier             | New York University                                       |
| Ada Andreas                  | Reclassering Nederlands                                   |
| Josefin Bergström            | Swedish Center for Preventing Violent Extremism           |
| Ivy Bostock                  | DHS Center for Prevention Programs and Partnerships (CP3) |
| Paul Brennan                 | U.S. Federal Probation                                    |
| Sébastien Brouillette-Alarie | UQAM  |
| Sara Budge                   | Life After Hate   |
| Sarah Louise Carthy          | Leiden University   |
| Adrian Cherney               | University of Queensland                                  |
| Gordon Clubb                 | University College London                                 |
| Milo Comerford               | Institute for Strategic Dialogue (ISD)                    |
| Simon Copeland               | Royal United Services Institute (RUSI)                    |
| Tyler Cote                   | Operation 250   |
| Jacob Davey                  | ISD   |
| Christopher Dean             | Global Center for Cooperative Security                    |
| Ioan Durnescu                | University of Bucharest                                   |
| Ian Elliot                   | U.K. Ministry of Justice                                  |
| Juncal Fernández-Garayzábal  | Counter Extremism Project                                 |
| Rachel Fielden               | Moonshot  |
| James Forest                 | University of Massachusetts Lowell                        |
| Dave Fortier                 | One World Strong  |
| Rebecca Frerichs             | DHS CP3   |
| Brad Galloway                | Ontario Tech University                                   |
| Michele Grossman             | Deakin University   |
| David Ibsen                  | Counter Extremism Project                                 |
| Michael King                 | Organization for the Prevention of Violence               |
| Daniel Koehler               | German Institute on Radicalization Studies                |

## APPENDIX

| Name               | Organization   |
|--------------------|--|
| Brett Kubicek      | Public Safety Canada                                     |
| Sarah Marsden      | St. Andrews University                                   |
| Megan McBride      | Harvard University                                       |
| John Morrison      | Maynooth University                                      |
| Aisha Qureshi      | U.S. Department of Justice National Institute of Justice |
| Elanie Rodermond   | Vrije Universiteit Amsterdam                             |
| Peter Romaniuk     | John Jay College of Criminal Justice                     |
| Edvin Sandström    | Swedish Center for Preventing Violent Extremism          |
| Elena Savoia       | Harvard University                                       |
| Tony Sgro          | Edventure Partners                                       |
| Neil Shortland     | University of Massachusetts, Lowell                      |
| Pete Simi          | Chapman University                                       |
| Brette Steele      | McCain Institute   |
| Paul Thomas        | University of Huddersfield                               |
| Lenita Törning     | Swedish Center for Preventing Violent Extremism          |
| Noah Tucker        | Atlantic Council   |
| Emily Winterbotham | RUSI   |



# Delphi Study Questionnaires

## COMMUNITY ENGAGEMENT

### Round 1

Thank you again for participating in our study. We have provided additional details below defining the terms and parameters of this study to assist you in tailoring your responses.

**Community Engagement:** Each of these questions refers to terrorism prevention programs focused on community engagement. For the purposes of our study, “community engagement” refers to programs that are preventative in nature and work with local community stakeholders, such as leaders, members, and other actors. These programs aim to build trust with these stakeholders, engage them as partners, increase their awareness of the early indicators and threat of terrorism, and empower them to intervene and prevent terrorism by providing them with the necessary tools and resources. As an example, programs might focus on youth leadership, community dialogue forums, awareness briefings, community policing initiatives, civic engagement, threat assessment and management, and alternative narratives. We recognize, however, that there are many programs and interventions, and we want to use this first questionnaire to gather your thoughts on appropriate programming included in this theme.

**Goal:** Broad and long-term aims that constitute a program’s mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

**Countries:** Additionally, please note that our study focuses on programming in North America, Western Europe, and Australia and New Zealand. We ask that you please focus your responses specifically on these country contexts.

[NEXT]

Please respond to the below questions by midnight EST on Friday, July 15. We anticipate that it will take approximately 15-30 minutes to complete them. If you have any questions or technical difficulties, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

1. *What types of programs do you believe fit under the category of community engagement? What are the key features of these programs?*
2. *What short- and long-term objectives are most appropriate for community engagement programs?*
3. *What are implementation practices that increase or decrease the effectiveness of programs focusing on community engagement?*
4. *Who should the target population(s) of community engagement programs be?*

5. *How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?*
6. *Do you recommend including individuals formerly engaged in extremist groups in program implementation? Why or why not?*
7. *What contextual factors (e.g., socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing a community engagement program?*

## Round 2

Thank you again for your participation in this study to learn from international experts about key features of community engagement efforts related to terrorism prevention. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Community Engagement:** As in the first-round questionnaire, these questions refer to terrorism prevention programs focused on community engagement. For the purposes of our study, “community engagement” refers to programs that are preventative in nature and work with local community stakeholders, such as leaders, members, and other actors. These programs aim to build trust with stakeholders, engage stakeholders as partners, and increase stakeholder awareness of early indicators and threats of terrorism. The purpose of community engagement for terrorism prevention is to empower stakeholders by providing them with the necessary tools and resources.

As was emphasized in the responses we received in the first-round questionnaire, community engagement programs can be difficult to define and can vary in scope. However, many of these programs focus on youth leadership, community dialogue forums, awareness briefings, community policing initiatives, civic engagement, threat assessment and management, and alternative narratives.

**Goal:** Broad and long-term aims that constitute a program’s mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Wednesday, August 17. We anticipate that it will take approximately 30 minutes to complete. If you have any questions or technical difficulties, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

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1. *How effective do you believe the following community engagement program types are at terrorism prevention? [7-point Likert]*

- a. Community threat training and awareness programs
- b. Police-led programs
- c. Educational or school-based programs
- d. Community dialogue programs

For the following questions, please think specifically about [community threat training and awareness; police-led; educational or school-based; community dialogue] programs.

---

**2. How important are each of the following features to program effectiveness? [7-point Likert]**

- a. Designed for local context
- b. Delivery led by community stakeholders
- c. Increases interpersonal relationships between community stakeholders
- d. Increases trust and rapport between government agencies and communities
- e. Establishes formal partnerships between government agencies and communities

---

**3. Should any of the following short-term objectives be considered for this program type? [Yes/No]**

- a. Increases community knowledge of threat
- b. Increases community knowledge of available resources
- c. Increases use of available resources by community
- d. Increases life skills (e.g., decision-making, problem-solving, coping skills)
- e. Improves youth confidence
- f. Achieves consensus between community and implementers on needs and how to address them
- g. Establishes dialogue with community
- h. Increases community member willingness to engage with stakeholders
- i. Increases trust between the community and stakeholders
- j. Improves community perceptions of government stakeholders
- k. Decreases stigmatization of relevant groups

---

**4. Should any of the following long-term objectives be considered for this program type? [Yes/No]**

- a. Establishes sustainable relationships
- b. Establishes sustainable activities
- c. Increases trust between the community and stakeholders
- d. Increases community member willingness to engage with stakeholders
- e. Increases stakeholder-community communications
- f. Establishes formal partnerships between government agencies and communities
- g. Addresses grievances present within a community
- h. Increases resilience in community against risk factors and radicalizing influences
- i. Increases pro-social behaviors
- j. Affects change in attitudes and beliefs
- k. Decreases expressions of hate
- l. Decreases polarization among communities

---

**5. How important are the following implementation practices for increasing program effectiveness? [7-point Likert]**

- a. Community-centric and -informed design
- b. Evidence-based design
- c. Clear theory of change
- d. Clarity in selection of target population
- e. Clear measurement plan (e.g., objectives, goals, and metrics)
- f. External transparency in program goals
- g. Adaptation to local circumstances
- h. Program evaluation
- i. Sustainable funding sources

---

**6. Will these programs be more effective if they are targeted or generalized?**

- a. Targeted
  - b. Generalized
  - c. Please briefly explain your answer here [Optional; Short answer]
- 

**7. How important are the following implementation practices in minimizing the chance of unintended consequences? [7-point Likert]**

- a. Position programs within a broader community health context rather than specifically within terrorism prevention
  - b. Design programs based on empirical theory of change
  - c. Be transparent regarding program goals and activities
  - d. Frame programs and target populations carefully in communications
  - e. Only target at-risk individuals
  - f. Collaborate with community
  - g. Adapt programs in response to feedback
  - h. Anticipate and create plan for negative effects
- 

**8. Is the inclusion of formers in design and/or implementation appropriate for this type of programming? [Yes/No]**

- a. Please briefly explain your answer here [Optional; Short answer]
- 

**9. Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following changes to effectively adapt the program to a different political context?**

- a. Adapting target population
  - b. Adapting stakeholder groups and partners
  - c. Adapting objectives
  - d. Adapting order of activities
  - e. Adapting messaging and communications
  - f. Adapting location of activities (within the community)
  - g. Adapting project size
  - h. Other (please specify)
- 

**10. Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different socioeconomic context than the previous community. How important are the following changes to effectively adapt the program to a different socioeconomic context?**

- a. Adapting target population
- b. Adapting stakeholder groups and partners
- c. Adapting objectives
- d. Adapting order of activities
- e. Adapting messaging and communications
- f. Adapting location of activities (within the community)
- g. Adapting project size
- h. Other (please specify)

11. *Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different geographic context than the previous community. How important are the following changes to effectively adapt the program to a different geographic context?*

- a. Adapting target population
- b. Adapting stakeholder groups and partners
- c. Adapting objectives
- d. Adapting order of activities
- e. Adapting messaging and communications
- f. Adapting location of activities (within the community)
- g. Adapting project size
- h. Other (please specify)

12. *The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective? [7-point Likert]*

- a. [IF 5 or higher] What practices can programs adopt to be gender-responsive?

### Round 3

Thank you for your participation in this study to learn from international experts about key features of community engagement efforts related to terrorism prevention. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Community Engagement:** For the purposes of our study, “community engagement” refers to programs that are preventative in nature and work with local community stakeholders, such as leaders, members, and other actors. These programs aim to build trust with stakeholders, engage stakeholders as partners, and increase stakeholder awareness of early indicators and threats of terrorism. The purpose of community engagement for terrorism prevention is to empower stakeholders by providing them with the necessary tools and resources.

Community engagement programs can be difficult to define and can vary in scope. However, many of these programs focus on youth leadership, community dialogue forums, awareness briefings, community policing initiatives, civic engagement, threat assessment and management, and alternative narratives.

**Goal:** Broad and long-term aims that constitute a program’s mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Tuesday, September 13. We anticipate that it will take approximately 20 minutes to complete. If you have any questions or technical difficulties, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

[NEXT]

This survey is comprised of repeat questions from the previous survey of items that did not reach a consensus. For your consideration, we have included the responses or average responses from these questions in Round 2. We ask that you answer these questions based on your opinion as of today.

[NEXT]

**For the following questions, please think specifically about community dialogue programs.**

[NEXT]

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**1. *Thinking about community dialogue programs, how important are the following features to program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Increases trust and rapport between government agencies and communities
  - » Very important
- ▶ Establishes formal partnerships between government agencies and communities
  - » Important

Please answer this question again. [GRID W/LIKERT]

- a. Increases trust and rapport between government agencies and communities
- b. Establishes formal partnerships between government agencies and communities

[NEXT]

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**2. *Thinking about community dialogue programs, should these short-term objectives be considered for this program type?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Increases community knowledge of threat
  - » Yes - 71%
  - » No - 29%
- ▶ Increases life skills (e.g., decision-making, problem-solving, coping skills):
  - » Yes - 36%
  - » No - 64%
- ▶ Improves youth confidence:
  - » Yes - 50%
  - » No - 50%

Please answer this question again. [GRID W/ Yes/No]

- a. Increases community knowledge of threat
- b. Increases life skills (e.g., decision-making, problem-solving, coping skills)
- c. Improves youth confidence

[NEXT]

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**3. *Thinking about community dialogue programs, should this long-term objective be considered for this program type***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Establishes formal partnerships between government agencies and communities



- » Yes - 64%
- » No - 36%
- ▶ Increases pro-social behaviors
  - » Yes - 64%
  - » No- 36%

Please answer this question again. [GRID W/ Yes/No]

- a. Establishes formal partnerships between government agencies and communities
- b. Increases pro-social behaviors

[NEXT]

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**4. *Thinking about community dialogue programs, how important are these implementation practices for increasing program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Evidence-based design
  - » Very important
- ▶ Clarity in selection of target population
  - » Very important
- ▶ External transparency in program goals
  - » Very important
- ▶ Sustainable funding sources
  - » Very important

Please answer this question again. [GRID w/ Likert]

- a. Evidence-based design
- b. Clarity in selection of target population
- c. External transparency in program goals
- d. Sustainable funding sources

[NEXT]

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**5. *Thinking about community dialogue programs, how important are these implementation practices in minimizing the chance of unintended consequences?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Be transparent regarding program goals and activities
  - » Very Important
- ▶ Adapt programs in response to feedback
  - » Very Important
- ▶ Anticipate and create plan for negative effects
  - » Very Important
- ▶ Design programs based on empirical theory of change
  - » Important
- ▶ Only target at-risk individuals
  - » Slightly Important

Please answer this question again. [GRID W/ Likert]

- a. Be transparent regarding program goals and activities
- b. Adapt programs in response to feedback
- c. Anticipate and create plan for negative effects
- d. Design programs based on empirical theory of change
- e. Only target at-risk individuals

[NEXT]

**6. *How important is it that community dialogue programs are gender-responsive to be effective? [Likert]***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ It is Moderately Important that community dialogue programs are gender-responsive

Please answer this question again. [GRID W/LIKERT]

**7. *How effective are each of the following practices in responding to gender dynamics? [Likert]***

- a. Incorporate research regarding gender roles and/or narratives in the target population
- b. Consider the needs and benefits of the program for each gender
- c. Account for each gender's means of participation (e.g., available times, transportation, barriers to participation)
- d. Involve relevant genders in program design
- e. Involve relevant genders in program implementation
- f. Design stakeholder inclusion in a gender-sensitive manner
- g. Design recruitment to achieve an effective gender balance among participants
- h. Select presenters and role models based on participant genders
- i. Assess programming for unconscious bias
- j. Discuss roles that each gender can play in terrorism prevention
- k. Tailor messaging to gender dynamics
- l. Design interface platforms or mechanisms that are comfortable for each gender
- m. Consider unintended consequences of program participation for each gender
- n. Use gender-sensitive indicators during evaluation

**For the following questions, please think specifically about educational or school-based programs.**

[NEXT]

**1. *Thinking about educational or school-based programs, how important are the following features to program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Increases interpersonal relationships between community stakeholders
  - » Important
- ▶ Establishes formal partnerships between government agencies and communities
  - » Important

Please answer this question again. [GRID W/LIKERT]

- a. Increases trust and rapport between government agencies and communities
- b. Establishes formal partnerships between government agencies and communities

[NEXT]

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**2. *Thinking about educational or school-based programs, should these short-term objectives be considered for this program type?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Achieves consensus between community and implementers on needs and how to address them
  - » Yes - 64%
  - » No - 36%
- ▶ Increases community member willingness to engage with stakeholders
  - » Yes - 64%
  - » No - 36%
- ▶ Improves community perceptions of government stakeholders
  - » Yes - 57%
  - » No - 43%

Please answer this question again. [GRID W/ Yes/No]

- a. Achieves consensus between community and implementers on needs and how to address them
- b. Increases community member willingness to engage with stakeholders
- c. Improves community perceptions of government stakeholders

[NEXT]

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**3. *Thinking about educational or school-based programs, should this long-term objective be considered for this program type?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Establishes formal partnerships between government agencies and communities
  - » Yes - 57%
  - » No - 43%
- ▶ Addresses grievances present within a community
  - » Yes - 64%
  - » No - 36%

Please answer this question again. [GRID W/ Yes/No]

- ▶ Establishes formal partnerships between government agencies and communities
- ▶ Addresses grievances present within a community

[NEXT]

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**4. *Thinking about educational or school-based programs, how important are these implementation practices for increasing program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ External transparency in program goals
  - » Very important
- ▶ Sustainable funding sources
  - » Very important

Please answer this question again. [GRID W/ Likert]

- a. External transparency in program goals
- b. Sustainable funding sources

[NEXT]

### **5. *Will educational or school-based programs be more effective if they are targeted or generalized?***

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ Targeted programs are more effective
  - » 29%
    - Targeted programs can be responsive to a specific community's needs, perspectives, issues
    - Experts and program staff can't be equally knowledgeable in all ideologies and contexts
- ▶ Generalized programs are more effective
  - » 71%
    - Targeting risks profiling or stigmatization (whether real or perceived)
    - It is logistically easier to cover a generalized audience
    - Generalization is more appropriate for program goals, which seek to effect holistic, whole-of-society change
    - Many pro-social behaviors and protective factors are universal

Please answer this question again. [GRID W/ Targeted/Generalized]

[NEXT]

### **6. *Thinking about educational or school-based programs, how important are these implementation practices in minimizing the chance of unintended consequences?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Be transparent regarding program goals and activities
  - » Very Important
- ▶ Adapt programs in response to feedback
  - » Very Important
- ▶ Anticipate and create plan for negative effects
  - » Very Important
- ▶ Only target at-risk individuals
  - » Slightly Important

Please answer this question again. [GRID W/ Likert]

- a. Be transparent regarding program goals and activities
- b. Adapt programs in response to feedback
- c. Anticipate and create plan for negative effects
- d. Only target at-risk individuals

[NEXT]

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**7. *Is the inclusion of formers in design and/or implementation appropriate for educational or school-based programs?***

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ Yes, inclusion of formers is appropriate
  - » 57%
    - Formers can be very effective in capturing audience attention
    - Formers can provide insights into groups, ideologies, and processes
- ▶ No, inclusion of formers is not appropriate
  - » 43%
    - Participation of formers increases the risk of unintended consequences
    - Participation of formers is inappropriate for program goals/audience

Please answer this question again. [GRID W/ Yes/No]

[NEXT]

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**8. *How important is it that educational or school-based programs are gender-responsive to be effective?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ It is Important that educational or school-based programs are gender-responsive

Please answer this question again. [GRID W/ Likert]

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**9. *How effective are each of the following practices in responding to gender dynamics? [Likert]***

- a. Incorporate research regarding gender roles and/or narratives in the target population
- b. Consider the needs and benefits of the program for each gender
- c. Account for each gender's means of participation (e.g., available times, transportation, barriers to participation)
- d. Involve relevant genders in program design
- e. Involve relevant genders in program implementation
- f. Design stakeholder inclusion in a gender-sensitive manner
- g. Design recruitment to achieve an effective gender balance among participants
- h. Select presenters and role models based on participant genders
- i. Assess programming for unconscious bias
- j. Discuss roles that each gender can play in terrorism prevention
- k. Tailor messaging to gender dynamics
- l. Design interface platforms or mechanisms that are comfortable for each gender
- m. Consider unintended consequences of program participation for each gender
- n. Use gender-sensitive indicators during evaluation

**For the following questions, please think specifically about police-led programs.**

[NEXT]

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**1. *How effective do you believe police-led programs are at terrorism prevention?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Police-led programs are Neither Effective nor Ineffective at terrorism prevention

Please answer this question again. [GRID W/ Likert]

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**2. *Thinking about police-led programs, how important are the following features to program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Designed for local context
  - » Very Important
- ▶ Establishes formal partnerships between government agencies and communities
  - » Important

Please answer this question again. [GRID W/LIKERT]

- a. Designed for local context
- b. Establishes formal partnerships between government agencies and communities

[NEXT]

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**3. *Thinking about police-led programs, should these short-term objectives be considered for this program type?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Increases life skills (e.g., decision-making, problem-solving, coping skills)
  - » Yes – 29%
  - » No - 71%
- ▶ Improves youth confidence
  - » Yes - 43%
  - » No - 57%

Please answer this question again. [GRID W/ Yes/No]

- a. Increases life skills (e.g., decision-making, problem-solving, coping skills)
- b. Improves youth confidence

[NEXT]

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**4. *Thinking about police-led programs, should this long-term objective be considered for this program type?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Increases resilience in community against risk factors and radicalizing influences
  - » Yes - 57%
  - » No - 43%



- › Increases pro-social behavior
  - » Yes - 43%
  - » No - 57%
- › Affects change in attitudes and beliefs
  - » Yes - 64%
  - » No - 36%

Please answer this question again. [GRID W/ Yes/No]

- a. Increases resilience in community against risk factors and radicalizing influences
- b. Increases pro-social behaviors
- c. Affects change in attitudes and beliefs

[NEXT]

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**5. *Thinking about police-led programs, how important are these implementation practices for increasing program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- › External transparency in program goals
  - » Very Important
- › Sustainable funding sources
  - » Very Important

Please answer this question again. [GRID W/ Likert]

- a. External transparency in program goals
- b. Sustainable funding sources

[NEXT]

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**6. *Thinking about police-led programs, how important are these implementation practices in minimizing the chance of unintended consequences?***

For your information, the average responses for this question in Round 2 were recorded as below:

- › Be transparent regarding program goals and activities
  - » Very Important
- › Frame programs and target populations carefully in communications
  - » Very Important
- › Position programs within a broader community health context rather than specifically within terrorism prevention
  - » Important
- › Only target at-risk individuals
  - » Moderately Important

Please answer this question again. [GRID W/ Likert]

- a. Frame programs and target populations carefully in communications
- b. Position programs within a broader community health context rather than specifically within terrorism prevention
- c. Only target at-risk individuals

[NEXT]

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### 7. *Will police-led programs be more effective if they are targeted or generalized?*

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ Targeted programs are more effective
  - » 57%
    - Experts and program staff can't be equally knowledgeable in all ideologies and contexts
    - Can be difficult to evaluate programs if they are too general
    - Targeting is easier if programs have fewer resources
    - Targeted programs can be responsive to a specific community's needs, perspectives, issues
    - Targeted engagement is more likely to build trust
    - Targeting reduces risks of causing unintended consequences
    - Targeting enables programs to focus on most acute needs
- ▶ Generalized programs are more effective
  - » 43%
    - Targeting risks profiling or stigmatization (whether real or perceived)
    - Police are mandated to serve the entire community

Please answer this question again. [Targeted/Generalized]

[NEXT]

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### 8. *Is the inclusion of formers in design and/or implementation appropriate for police-led programs?*

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ Yes, inclusion of formers is appropriate
  - » 64%
    - Formers can provide insights into groups, ideologies, and processes
    - Formers can be trusted and credible messengers
- ▶ No, inclusion of formers is not appropriate
  - » 36%
    - Participation of formers is not essential for effective programming
    - Formers might implement programs based on their personal (non-empirical) experience
    - Participation by formers might minimize the cost of their original engagement
    - Participation of formers can be resource-intensive
    - Participation of formers increases the risk of unintended consequences

Please answer this question again. [Yes/No]

[NEXT]

**9. How important is it that police-led programs are gender-responsive to be effective?**

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ It is Important that police-led programs are gender-responsive

Please answer this question again. [GRID W/ Likert]

**10. How effective are each of the following practices in responding to gender dynamics? [Likert]**

- a. Incorporate research regarding gender roles and/or narratives in the target population
- b. Consider the needs and benefits of the program for each gender
- c. Account for each gender's means of participation (e.g., available times, transportation, barriers to participation)
- d. Involve relevant genders in program design
- e. Involve relevant genders in program implementation
- f. Design stakeholder inclusion in a gender-sensitive manner
- g. Design recruitment to achieve an effective gender balance among participants
- h. Select presenters and role models based on participant genders
- i. Assess programming for unconscious bias
- j. Discuss roles that each gender can play in terrorism prevention
- k. Tailor messaging to gender dynamics
- l. Design interface platforms or mechanisms that are comfortable for each gender
- m. Consider unintended consequences of program participation for each gender
- n. Use gender-sensitive indicators during evaluation

**For the following questions, please think specifically about community threat training and awareness programs.**

[NEXT]

**3. Thinking about community threat training and awareness programs, how important are the following features to program effectiveness?**

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Delivery led by community stakeholders
  - » Very Important
- ▶ Increases interpersonal relationships between community stakeholders
  - » Very Important
- ▶ Establishes formal partnerships between government agencies and communities
  - » Important

Please answer this question again. [GRID W/LIKERT]

- a. Delivery led by community stakeholders
- b. Increases interpersonal relationships between community stakeholders
- c. Establishes formal partnerships between government agencies and communities

[NEXT]

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**4. *Thinking about community threat training and awareness programs, should these short-term objectives be considered for this program type?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Increases life skills (e.g., decision-making, problem-solving, coping skills)
  - » Yes – 29%
  - » No - 71%
- ▶ Improves youth confidence
  - » Yes - 43%
  - » No - 57%

Please answer this question again. [GRID W/ Yes/No]

- a. Increases life skills (e.g., decision-making, problem-solving, coping skills)
- b. Improves youth confidence

[NEXT]

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**5. *Thinking about community threat training and awareness programs, should this long-term objective be considered for this program type?***

We provided the responses that we received in Round 2 next to each long-term objective below. Please review these response rates and then complete the following question.

- ▶ Establishes formal partnerships between government agencies and communities
  - » Yes - 64%
  - » No – 36%
- ▶ Addresses grievances present within a community
  - » Yes - 50%
  - » No - 50%
- ▶ Increases pro-social behavior
  - » Yes - 57%
  - » No - 43%
- ▶ Affects change in attitudes and beliefs
  - » Yes - 50%
  - » No - 50%
- ▶ Decreases expressions of hate
  - » Yes - 64%
  - » No - 36%
- ▶ Decreases polarization among communities
  - » Yes - 57%
  - » No - 43%

Please answer this question again. [GRID W/ Yes/No]

- a. Establishes formal partnerships between government agencies and communities
- b. Addresses grievances present within a community
- c. Increases pro-social behaviors
- d. Affects change in attitudes and beliefs
- e. Decreases expressions of hate
- f. Decreases polarization among communities

[NEXT]

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**6. *Thinking about community threat training and awareness programs, how important are these implementation practices for increasing program effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Clear theory of change
  - » Very important
- ▶ Clarity in selection of target population
  - » Very important
- ▶ Clear measurement plan (e.g., objectives, goals, and metrics)
  - » Very important
- ▶ External transparency in program goals
  - » Very important
- ▶ Sustainable funding sources
  - » Very important

Please answer this question again. [GRID W/ likert]

- a. Clear theory of change
- b. Clarity in selection of target population
- c. Clear measurement plan (e.g., objectives, goals, and metrics)
- d. External transparency in program goals
- e. Sustainable funding sources

[NEXT]

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**7. *Thinking about community threat training and awareness programs, how important are these implementation practices in minimizing the chance of unintended consequences?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Be transparent regarding program goals and activities
  - » Very Important
- ▶ Frame programs and target populations carefully in communications
  - » Very Important
- ▶ Adapt programs in response to feedback
  - » Very Important
- ▶ Anticipate and create plan for negative effects
  - » Very Important
- ▶ Only target at-risk individuals
  - » Slightly important

Please answer this question again. [GRID W/ Likert]

- a. Be transparent regarding program goals and activities
- b. Frame programs and target populations carefully in communications
- c. Adapt programs in response to feedback
- d. Anticipate and create plan for negative effects
- e. Only target at-risk individuals

[NEXT]

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**8. *How important is it that community threat training and awareness programs are gender-responsive to be effective?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ It is Important that community threat training and awareness programs are gender-responsive

Please answer this question again. [GRID W/ Likert]

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**9. *How effective are each of the following practices in responding to gender dynamics? [Likert]***

- a. Incorporate research regarding gender roles and/or narratives in the target population
- b. Consider the needs and benefits of the program for each gender
- c. Account for each gender's means of participation (e.g. available times, transportation, barriers to participation)
- d. Involve relevant genders in program design
- e. Involve relevant genders in program implementation
- f. Design stakeholder inclusion in a gender-sensitive manner
- g. Design recruitment to achieve an effective gender balance among participants
- h. Select presenters and role models based on participant genders
- i. Assess programming for unconscious bias
- j. Discuss roles that each gender can play in terrorism prevention
- k. Tailor messaging to gender dynamics
- l. Design interface platforms or mechanisms that are comfortable for each gender
- m. Consider unintended consequences of program participation for each gender
- n. Use gender-sensitive indicators during evaluation



# DERADICALIZATION AND DISENGAGEMENT, CRIMINAL LEGAL SYSTEMS

## Round 1

Thank you again for participating in our study. We have provided below additional details defining the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and disengagement in criminal legal systems:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement in criminal legal systems. For the purposes of our study, this category refers to programs that typically aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs also aim to support individuals' rehabilitation and reintegration into 'normal' life, as relevant, by providing social services and skills training. Under this theme, we will specifically focus on programs that are being conducted in criminal legal systems, which we define as a set of institutions, systems, and agencies that seek to apprehend, prosecute, punish, and rehabilitate criminal offenders. For example, these programs might take place in the pre-trial stage, while an individual is incarcerated, or while they are on probation or parole. However, some programs may also include discrete activities that are conducted in communities where radicalized individuals will be integrated.

**Countries:** Additionally, please note that our study focuses on programming in North America, Western Europe, and Australia and New Zealand. We ask that you please focus your responses specifically on these country contexts.

[NEXT]

Please respond to the below questions by midnight EST on Friday, July 22. We anticipate that it will take approximately 30 minutes to complete them. If you have any questions, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:TP.ExpertStudy@rti.org).

1. *What short- and long-term objectives are most appropriate for these programs?*
2. *What are implementation practices that increase or decrease the effectiveness of programs focusing on deradicalization and disengagement in criminal legal systems?*
3. *Who should the target population(s) of these programs be?*
4. *How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?*
5. *Do you recommend having individuals formerly engaged in extremist groups act as mentors or case managers? Why or why not?*
6. *What contextual factors (e.g., socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing these programs?*
7. *Is a program more effective in meeting its short- and long-term objectives if the program's interventions are standardized or tailored to each participant? Why?*

8. *Is a program more effective if the case manager or mentor works for a governmental agency or a nongovernmental organization?*

## Round 2

Thank you for your participation in this study to learn from international experts about key features of deradicalization and disengagement efforts in criminal legal systems. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and disengagement in criminal legal systems:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement (DD) in criminal legal systems.

For the purposes of our study, this category refers to programs that typically aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs aim to support individuals' rehabilitation and reintegration into 'normal' life, as relevant, by providing social services and skills training.

Under this theme, we will focus on programs that are being conducted in criminal legal systems, which we define as a set of institutions, systems, and agencies that seek to apprehend, prosecute, punish, and rehabilitate criminal offenders. For example, these programs might take place in the pretrial stage, while an individual is incarcerated, or while on probation or parole.

**Goal:** Broad and long-term aims that constitute a program's mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Wednesday, August 24. We anticipate that it will take approximately 30 minutes to complete. If you have any questions or technical difficulties, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

1. *Which of the following persons should be included as participants in DD programs within criminal legal systems?*

- a. At-risk: those who are believed to be vulnerable or receptive to an extremist ideology or group, based upon their social environment, exposure to extremist ideology, or behaviors. (Example: an individual who has recently increased time spent with other offenders who hold extremist beliefs or commit extremist behaviors)
- b. Partially radicalized: those who demonstrate significant interest in an extremist ideology and have begun to engage with its members and materials. (Example: an individual who began participating in online forums in support of an extremist ideology)
- c. Radicalized: those who are actively committed to an extremist ideology or those who have actively participated in an extremist group (Example: an individual who was incarcerated for providing material support to an extremist group)
- d. Highly radicalized: those who actively share or are highly committed to an extremist ideology or have undertaken significant actions in furtherance of the goals of an extremist group or movement. (Example: an individual who actively plotted a violent attack in support of an extremist ideology)
- e. Please briefly explain your choice here (Optional) [Long answer]

- 
- 2. Which of the following should be the primary focus of DD programs in correctional settings (e.g. prison, jail)?**
- Cognitive change (deradicalization)
  - Behavioral change (disengagement)
  - Please briefly explain your choice here (Optional) [Long answer]
- 
- 3. Which of the following should be the primary focus of DD programs during community supervision (e.g. probation, parole)?**
- Cognitive change (deradicalization)
  - Behavioral change (disengagement)
  - Please briefly explain your choice here [Long answer]
- 
- 4. Should participation in DD programs in criminal legal systems be mandatory or voluntary?**
- Mandatory
  - Voluntary
  - Please briefly explain your choice here [Long answer]
- 
- 5. How important are the following implementation practices for increasing program effectiveness? [Likert]**
- Develop clear theory of change
  - Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, and metrics)
  - Evaluate programs
  - Develop and implement a clear referral process
  - Develop and implement clear risk assessment processes
  - Develop and implement clear risk management processes
  - Adapt programming to participants' specific needs
  - Provide staff training that is specific to working with offenders convicted of extremism-related offenses
  - Be transparent with participants about program's objectives and processes
  - Include participants in the development of their individual treatment plan
  - Promote participants' sense of physical, emotional, and psychological security throughout interventions
  - Use trauma-informed approaches throughout interventions
  - Engage with communities to build trust and gain their buy-in
  - Coordinate with post-release aftercare stakeholders (e.g. social services)
  - Collaborate and coordinate with different agencies and stakeholders
  - Staff programs with multi-disciplinary teams
- 
- 6. How important are the following implementation practices in minimizing the chance of unintended consequences? [Likert]**
- Focus interventions exclusively on preventing violence
  - Situate program in broader offender rehabilitation interventions rather than labelling them as "terrorism prevention"
  - Inform programs with target population's context and feedback
  - Staff programs with individuals that are specialized in extremism (e.g., risk and protective factors, behaviors)
  - Develop and implement robust case referral process and criteria
  - Be transparent in identification, enrollment, and intervention delivery processes
  - Strictly follow client confidentiality policies
  - Use only justified and proportionate interventions
  - Anticipate additional risks that interventions might expose participants to
  - Adapt programming to participants' specific needs
  - Anticipate negative effects of reintegration on communities

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**7. Is a program more effective in meeting its short- and long-term objectives if the following program components are either standardized or tailored to each participant? [Individualized/Standardized]**

- a. Referrals
  - b. Case management
  - c. Intervention objectives
  - d. Metrics of success
  - e. Length of intervention
  - f. Disciplines of intervention providers
  - g. Type of services provided
  - h. Post-release supervision
  - i. Other (please specify)
- 

**8. How important are each of the following community engagement practices to improving a program's effectiveness? (Likert)**

- a. Raise awareness about DD programs in criminal legal systems
  - b. Assess stigmatization of the community
  - c. Assess stigmas that the community may have towards offenders
  - d. Partner with community service providers
  - e. Provide pre-release opportunities for pro-social interaction between participant and community
  - f. Coordinate with community stakeholders and service providers post-release
  - g. Other (please specify)
- 

**9. Should the following conditions be required to allow a former extremist to participate in program implementation? [Yes/No]**

- a. Only once they are vetted
    - » [IF YES] Since you selected yes for vetting as a necessary condition for former extremist participation, please explain below who you believe should conduct the vetting process.
  - b. Only once they are trained or licensed
  - c. Only under supervision
    - » [IF YES]: Since you selected yes for supervision as a necessary condition for former extremist participation, please explain below who you believe should conduct this supervision.
  - d. Only if they do not participate directly in interventions
  - e. Only if they participate in a mentoring role
  - f. Only if they participate as part of a multidisciplinary team of intervention providers
  - g. Only if they are receiving direct services relevant to their own needs
- 

**10. How important are the following adaptations to effectively modify DD programs in criminal legal systems to address gender differences? [Likert]**

- a. Adapt objectives
- b. Adapt services provided
- c. Adapt profile of intervention providers
- d. Adapt community awareness-raising activities
- e. Adapt relationship-building activities between participant and community
- f. Adapt community stakeholders that are engaged
- g. Adapt reintegration plan
- h. Adapt post-release supervision
- i. Other (please specify)

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**11. How important are the following adaptations to effectively modify DD programs in criminal legal systems to address the political environment? [Likert]**

- a. Adapt objectives
- b. Adapt services provided
- c. Adapt profile of intervention providers
- d. Adapt community awareness-raising activities
- e. Adapt relationship-building activities between participant and community
- f. Adapt community stakeholders that are engaged
- g. Adapt reintegration plan
- h. Adapt post-release supervision
- i. Other (please specify)

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**12. How important are the following adaptations to effectively modify DD programs in criminal legal systems to address a participant's socioeconomic context? [Likert]**

- a. Adapt objectives
- b. Adapt services provided
- c. Adapt profile of intervention providers
- d. Adapt community awareness-raising activities
- e. Adapt relationship-building activities between participant and community
- f. Adapt community stakeholders that are engaged
- g. Adapt reintegration plan
- h. Adapt post-release supervision
- i. Other (please specify)

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**13. How should case management in criminal legal systems differ for extremists versus non-extremists? [OE]**

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**14. How can practitioners build trust with participants during the intervention? [OE]**

## Round 3

Thank you for your participation in this study to learn from international experts about key features of deradicalization and disengagement efforts in criminal legal systems. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and disengagement in criminal legal systems:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement (DD) in criminal legal systems.

For the purposes of our study, this category refers to programs that typically aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs aim to support individuals' rehabilitation and reintegration into a life without extremism, as relevant, by providing social services and skills training.

Under this theme, we will focus on programs that are being conducted in criminal legal systems, which we define as a set of institutions, systems, and agencies that seek to apprehend, prosecute, punish, and rehabilitate individuals convicted of crimes. For example, these programs might take place in the pretrial stage, while an individual is incarcerated, or while on probation or parole.

**Goal:** Broad and long-term aims that constitute a program's mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Friday, September 16. We anticipate that it will take approximately 15 minutes to complete. If you have any questions or technical difficulties, please contact Wesley McCann at [wmccann@rti.org](mailto:wmccann@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

[NEXT]

This survey is comprised of repeat questions from the previous survey of items that did not reach a consensus. For your consideration, we have included the responses or average responses from these questions in Round 2. We ask that you answer these questions based on your opinion as of today.

[NEXT]

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### 1. *Which of the following persons should be included as participants in DD programs within criminal legal systems?*

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ At-risk: those who are believed to be vulnerable or receptive to an extremist ideology or group, based upon their social environment, exposure to extremist ideology, or behaviors. (Example: an individual who has recently increased time spent with other offenders who hold extremist beliefs or commit extremist behaviors)
  - » Yes – 28.50%
  - » No – 71.50%



## APPENDIX

- ▶ Partially radicalized: those who demonstrate significant interest in an extremist ideology and have begun to engage with its members and materials. (Example: an individual who began participating in online forums in support of an extremist ideology)
  - » Yes - 64%
  - » No - 36%

Please answer this question again. [GRID W/ Yes/No]

- a. At-risk: those who are at an elevated risk of engaging in violent extremism, based upon their interpersonal relationships, exposure to extremist ideology, or behavioral changes. (Example: an individual who has recently increased time spent with other offenders who hold extremist beliefs or commit extremist behaviors)
- b. Partially radicalized: those who demonstrate significant interest in an extremist ideology and have begun to engage with its members and materials. (Example: an individual who began participating in online forums in support of an extremist ideology)

[NEXT]

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### 2. *Which of the following should be the primary focus of DD programs in correctional settings (e.g. prison, jail)?*

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ The primary focus of DD programs in correctional settings (e.g. prison, jail) should be cognitive change (deradicalization)
  - » 36%
  - Cognitive change is necessary for social reintegration, and therefore in reducing recidivism
- ▶ The primary focus of DD programs in correctional settings (e.g. prison, jail) should be behavioral change (disengagement)
  - » 64%
  - Deradicalization typically requires a longer time frame, which is not well-suited to correctional settings
  - Behavioral change mitigates risks to public safety
  - Behavioral change will facilitate easier cognitive change
  - Correctional institutions/intended purpose is to modify illegal behavior
  - The government, and correctional institutions, by extension, lacks the legitimacy and justification to challenge radical ideas

Please answer this question again. [GRID W/ Cognitive change/behavioral change]

[NEXT]

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### 3. *Should participation in DD programs in criminal legal systems be mandatory or voluntary?*

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- ▶ Participation in DD programs in criminal legal systems should be mandatory
  - » 36%
  - Not enough people, or not the right people, will participate voluntarily
- ▶ Participation in DD programs in criminal legal systems should be voluntary
  - » 64%
  - Voluntary participation maximizes motivation and participation
  - Voluntary participation to avoid burnout or frustration among practitioners
  - Voluntary participation to avoid exacerbating participants' grievances

## APPENDIX

- Voluntary participation to avoid false compliance or undermining by participants
- Voluntary participation to maximize trust and respect between participants and practitioners

Please answer this question again. [Mandatory/Voluntary]

[NEXT]

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#### **4. How important are the following implementation practices for increasing program effectiveness?**

For your information, the average responses for this question in Round 2 were recorded as below:

- › Develop clear theory of change
  - » Very Important
- › Develop and implement a clear referral process
  - » Very Important
- › Provide staff training that is specific to working with offenders convicted of extremism-related offenses
  - » Very Important
- › Be transparent with participants about program's objectives and processes
  - » Very Important
- › Include participants in the development of their individual treatment plan
  - » Very Important
- › Promote participants' sense of physical, emotional, and psychological security throughout interventions
  - » Very Important
- › Use trauma-informed approaches throughout interventions
  - » Very Important
- › Engage with communities to build trust and gain their buy-in
  - » Very Important
- › Collaborate and coordinate with different agencies and stakeholders
  - » Very Important
- › Staff programs with multi-disciplinary teams
  - » Very Important

Please answer this question again. [GRID W/LIKERT]

- a. Develop clear theory of change
- b. Develop and implement a clear referral process
- c. Provide staff training that is specific to working with offenders convicted of extremism-related offenses
- d. Be transparent with participants about program's objectives and processes
- e. Include participants in the development of their individual treatment plan
- f. Promote participants' sense of physical, emotional, and psychological security throughout interventions
- g. Use trauma-informed approaches throughout interventions
- h. Engage with communities to build trust and gain their buy-in
- i. Collaborate and coordinate with different agencies and stakeholders
- j. Staff programs with multi-disciplinary teams

[NEXT]

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**5. How important are the following implementation practices in minimizing the chance of unintended consequences?**

For your information, the average responses for this question in Round 2 were recorded as below:

- › Focus interventions exclusively on preventing violence
  - » Important
- › Inform programs with target population's context and feedback
  - » Important
- › Develop and implement robust case referral process and criteria
  - » Very Important
- › Be transparent in identification, enrollment, and intervention delivery processes
  - » Very Important
- › Anticipate additional risks that interventions might expose participants to
  - » Very Important
- › Adapt programming to participants' specific needs
  - » Very Important

Please answer this question again. [GRID W/LIKERT]

- a. Focus interventions exclusively on preventing violence
- b. Inform programs with target population's context and feedback
- c. Develop and implement robust case referral process and criteria
- d. Be transparent in identification, enrollment, and intervention delivery processes
- e. Anticipate additional risks that interventions might expose participants to
- f. Adapt programming to participants' specific needs

[NEXT]

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**6. Is a program more effective in meeting its short- and long-term objectives if the following program components are either standardized or tailored to each participant?**

For your information, the responses for this question in Round 2 were recorded as below:

- › Referrals
  - » Individualized - 36%
  - » Standardized - 64%
- › Case management
  - » Individualized - 64%
  - » Standardized - 36%
- › Intervention objectives
  - » Individualized - 64%
  - » Standardized - 36%
- › Metrics of success
  - » Individualized - 36%
  - » Standardized - 64%
- › Disciplines of intervention providers
  - » Individualized - 64%
  - » Standardized - 36%
- › Type of services provided
  - » Individualized - 79%
  - » Standardized - 21%

Please answer this question again. [GRID W/ Individualized/Standardized]

- a. Referrals
- b. Case management
- c. Intervention objectives
- d. Metrics of success
- e. Disciplines of intervention providers
- f. Type of services provided

[NEXT]

**7. *How important are each of the following community engagement practices to improving a program's effectiveness?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Provide pre-release opportunities for pro-social interaction between participant and community
  - » Very important

Please answer this question again. [GRID W/LIKERT]

- a. Provide pre-release opportunities for pro-social interaction between participant and community

[NEXT]

**8. *Should the following conditions be required to allow a former extremist to participate in program implementation?***

For your information, the responses for this question in Round 2 were recorded as below:

- ▶ Only once they are vetted
  - » Yes - 64%
  - » No - 36%
- ▶ Only once they are trained or licensed
  - » Yes - 64%
  - » No - 36%
- ▶ Only under supervision
  - » Yes - 36%
  - » No - 64%
- ▶ Only if they do not participate directly in interventions
  - » Yes - 29%
  - » No - 71%
- ▶ Only if they participate in a mentoring role
  - » Yes - 14%
  - » No - 86%
- ▶ Only if they participate as part of a multidisciplinary team of intervention providers
  - » Yes - 64%
  - » No - 36%
- ▶ Only if they are receiving direct services relevant to their own needs
  - » Yes - 29%
  - » No - 71%

Please answer this question again. [GRID W/ Yes/No]

- a. Only once they are vetted
- b. Only once they are trained or licensed
- c. Only under supervision
- d. Only if they do not participate directly in interventions
- e. Only if they participate in a mentoring role
- f. Only if they participate as part of a multidisciplinary team of intervention providers
- g. Only if they are receiving direct services relevant to their own needs

## DERADICALIZATION AND DISENGAGEMENT, COMMUNITY

### Round 1

Thank you again for participating in our study. We have provided below additional details defining the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and Disengagement in the community:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement in the community. For the purposes of our study, this category refers to programs that typically aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs also aim to support individuals' rehabilitation and reintegration into 'normal' life, as relevant. Under this theme, we will specifically focus on programs that are being conducted outside of criminal legal settings – therefore, these programs work with individuals who are not currently under correctional supervision. For example, this theme may include Exit programs, where individuals have not committed a crime or have completed a sentence and wish to leave their extremist group and/or ideology.

**Countries:** Additionally, please note that our study focuses on programming in North America, Western Europe, and Australia and New Zealand. We ask that you please focus your responses specifically on these country contexts.

[NEXT]

Please respond to the below questions by midnight EST on Friday, July 29. We anticipate that it will take approximately 20 minutes to complete them. If you have any questions, please contact [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

1. *What short- and long-term objectives are most appropriate for programs focused on deradicalization and disengagement in the community?*
2. *What are implementation practices that increase or decrease these programs?*
3. *Who should the target population(s) of these programs be?*

4. *How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?*
5. *Do you recommend having individuals formerly engaged in extremist groups act as mentors or case managers? Why or why not?*
6. *What contextual factors (e.g. socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing these programs?*
7. *Is a program more effective in meeting its short- and long-term objectives if the program’s interventions are standardized or tailored to each participant? Why?*
8. *Which actors are best suited to intervene with an individual (e.g. friends, family, youth workers, community leader, police, social workers, etc.)?*

## Round 2

Thank you for your participation in this study to learn from international experts about key features of deradicalization and disengagement efforts in the community. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and disengagement in the community:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement (DD) in the community. For the purposes of our study, this category refers to programs that typically aim to reduce individuals’ violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs support individuals’ rehabilitation and reintegration into non-extremist life, as relevant. Under this theme, we will specifically focus on programs that are conducted outside of criminal legal settings – therefore, these programs work with individuals who are not currently under correctional supervision. For example, this theme may include Exit programs, where individuals have not convicted of a crime or have completed a sentence and wish to leave their extremist group and/or ideology.

**Goal:** Broad and long-term aims that constitute a program’s mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Friday, August 26. We anticipate that it will take approximately 20 minutes to complete. If you have any questions or technical difficulties, please contact Ariane Noar at [anoar@rti.org](mailto:anoar@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

1. ***How appropriate or inappropriate are the following objectives for programs focused on deradicalization and disengagement in the community? [Likert]***
  - a. Deradicalization (cognitive change)
  - b. Social (re)integration into society
  - c. Physical (re)integration into society
  - d. Economic (re)integration into society
  - e. Capacity building of social networks (e.g., friends, family, community members) of potential clients to intervene

---

**2. How important are the following implementation practices for increasing program effectiveness? [Likert]**

- a. Develop clear theory of change
- b. Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, metrics)
- c. Use an evidence-based design
- d. Evaluate programs
- e. Develop and implement a clear referral process
- f. Develop and implement clear risk assessment processes
- g. Develop and implement clear risk management processes
- h. Provide staff training that is specific to deradicalization and disengagement
- i. Ensure the use of licensed practitioners
- j. Staff programs with multi-disciplinary teams
- k. Avoid involving law enforcement in direct program implementation
- l. Adapt programming to participants' specific needs
- m. Establish a single point of contact for clients to reach out to
- n. Be transparent with participants about program's objectives and processes
- o. Include participants in the development of their individual treatment plan
- p. Promote participants' sense of physical, emotional, and psychological security throughout interventions
- q. Focus on building the capacity of the social networks of those at-risk or radicalized (e.g. friends, family) to intervene
- r. Conduct regular ethics reviews of programming
- s. Collaborate and coordinate with different agencies and stakeholders
- t. Be strategic with public government support for programs

---

**3. Which of the following program components should be individualized versus standardized? [Individualized/Standardized]**

- a. Referral process
- b. Intervention objectives
- c. Metrics of success
- d. Length of intervention
- e. Intervener's relationship to client (e.g., friend, family member, community leader, no relationship)
- f. Disciplines of intervention providers (e.g., psychologist, social worker, police officer)
- g. Type of services provided
- h. Other (please specify)

---

**4. How much do you agree or disagree with the following statements: [Likert]**

- a. Standardized interventions result in lower participation than individualized interventions
- b. Standardized interventions are more evaluable than individualized interventions
- c. Standardized interventions better enable the application of learnings than individualized interventions
- d. Standardized interventions are more financially efficient than individualized interventions
- e. Standardized interventions are less effective than individualized interventions
- f. Intermediate goals should be individualized
- g. Outcome-level goals should be standardized

---

**5. How important are the following practices in minimizing the chance of unintended consequences? [Likert]**

- a. Position programs within a broader community health context rather than specifically within terrorism prevention
- b. Do not target specific communities
- c. Identify target populations using an evidence-based theory of change
- d. Inform programs with target population's context and feedback



## APPENDIX

- e. Integrate community perspective in program design
- f. Be transparent regarding program goals and activities
- g. Anticipate impacts on program stakeholders
- h. Anticipate additional risks that interventions might expose participants to
- i. Staff programs with individuals that are trained in extremism (e.g., risk and protective factors, behaviors)
- j. Strictly follow client confidentiality policies
- k. Adapt programs in response to feedback
- l. Have external experts or testing groups review messaging
- m. Communicate regularly with the community
- n. Carefully frame programs and participation in communications

---

### **6. *Should the following conditions be required to allow a former extremist to participate in program implementation? [Yes/No]***

- a. Only once they are vetted
  - » [IF YES] Since you selected yes for vetting as a necessary condition for former extremist participation, please explain below who you believe should conduct the vetting process.
- b. Only once they are trained or licensed
  - » [IF YES] Since you selected yes for training or licensure as a necessary condition for former extremist participation, please explain below what types of trainings or licenses you believe are necessary.
- c. Only under supervision
  - » [IF YES]: Since you selected yes for supervision as a necessary condition for former extremist participation, please explain below who you believe should conduct this supervision.
- d. Only if they participate as part of a multidisciplinary team of intervention providers
- e. Only if they are fully disengaged
- f. Only if they are receiving direct services relevant to their own needs

---

### **7. *Which of the following roles should formers play in programs? [Yes/No]***

- a. Participating in program design
- b. Participating in program communications and messaging
- c. Participating directly in interventions
- d. Participating in a mentoring role
- e. Participating in awareness raising events
- f. Participating in training events
- g. Other (please specify)

---

### **8. *How important are each of the following practices for building the capacity of social networks (e.g., friends, family, community members) to intervene with target populations? [Likert]***

- a. Raise awareness about deradicalization and disengagement resources
- b. Host training events regarding radicalization and deradicalization
- c. Assess stigmatization towards the community
- d. Assess stigmas that the community may have towards clients
- e. Partner with community-based service providers
- f. Establish network of community members who have received training or support
- g. Establish formal partnerships between community stakeholders and local government
- h. Other (please specify)

- 
9. ***Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following adaptations to effectively modify the program to this different political context? [Likert]***
- Adapt objectives
  - Adapt services provided
  - Adapt profile of intervention providers
  - Adapt community awareness-raising activities
  - Adapt relationship-building activities between participant and community
  - Adapt community stakeholders that are engaged
  - Adapt reintegration plan
- 
10. ***Consider a scenario in which an implementer aims to take a program originally implemented in an urban community and replicate it in a rural community. How important are the following adaptations to effectively modify the program to this different geographic context? [Likert]***
- Adapt objectives
  - Adapt services provided
  - Adapt profile of intervention providers
  - Adapt community awareness-raising activities
  - Adapt relationship-building activities between participant and community
  - Adapt community stakeholders that are engaged
  - Adapt reintegration plan
- 
11. ***How important are the following adaptations to effectively modify a program to address clients' socioeconomic context? [Likert]***
- Adapt objectives
  - Adapt services provided
  - Adapt profile of intervention providers
  - Adapt community awareness-raising activities
  - Adapt relationship-building activities between participant and community
  - Adapt community stakeholders that are engaged
  - Adapt reintegration plan
- 
12. ***How important are the following adaptations to effectively modify a program to address clients' gender differences? [Likert]***
- Adapt objectives
  - Adapt services provided
  - Adapt profile of intervention providers
  - Adapt community awareness-raising activities
  - Adapt relationship-building activities between participant and community
  - Adapt community stakeholders that are engaged
  - Adapt reintegration plan
- 
13. ***What are the primary barriers that individuals face within the context of deradicalization and disengagement programs when integrating or reintegrating into the community? [OE]***

## Round 3

Thank you for your participation in this study to learn from international experts about key features of deradicalization and disengagement efforts in the community. We have provided additional details below reminding you of the terms and parameters of this study to assist you in tailoring your responses.

**Deradicalization and disengagement in the community:** Each of the following questions refers to terrorism prevention programs focused on deradicalization and disengagement (DD) in the community. For the purposes of our study, this category refers to programs that typically aim to reduce individuals' violent extremist beliefs (deradicalization) and/or violent extremist actions and behaviors (disengagement). Many of these programs support individuals' rehabilitation and reintegration into non-extremist life, as relevant. Under this theme, we will focus on programs that are conducted outside of criminal legal settings – therefore, these programs work with individuals who are not currently under correctional supervision. For example, this theme may include Exit programs, where individuals work with community groups not associated with the criminal legal system and wish to leave their extremist group and/or ideology.

**Goal:** Broad and long-term aims that constitute a program's mission.

**Objective:** Specific, measurable, concrete steps taken to achieve goals.

[NEXT]

Please respond to the following questions by midnight EST on Friday, September 23. We anticipate that it will take approximately 15 minutes to complete. If you have any questions or technical difficulties, please contact Wesley McCann at [wmccann@rti.org](mailto:wmccann@rti.org) and/or [DHS.TP.ExpertStudy@rti.org](mailto:DHS.TP.ExpertStudy@rti.org).

[NEXT]

This survey is comprised of repeated questions from the previous survey of items that did not reach a consensus. For your consideration, we have included the responses or average responses from these questions in Round 2. We ask that you answer these questions based on your opinion as of today.

[NEXT]

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**1. *How appropriate or inappropriate are the following objectives for programs focused on deradicalization and disengagement in the community?***

For your information, the average responses for this question in Round 2 were recorded as below:

- ▶ Deradicalization (cognitive change)
  - » Slightly appropriate
- ▶ Physical (re)integration into society
  - » Slightly appropriate

Please answer this question again. [GRID W/LIKERT]

- a. Deradicalization (cognitive change)
- b. Physical (re)integration into society

[NEXT]

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## 2. *How important are the following implementation practices for increasing program effectiveness?*

For your information, the average responses for this question in Round 2 were recorded as below:

- › Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, metrics)
  - » Very important
- › Develop and implement a clear referral process
  - » Very important
- › Develop and implement clear risk assessment processes
  - » Very important
- › Develop and implement clear risk management processes
  - » Very important
- › Ensure the use of licensed practitioners
  - » Important
- › Staff programs with multi-disciplinary teams
  - » Very important
- › Avoid involving law enforcement in direct program implementation
  - » Moderately important
- › Establish a single point of contact for clients to reach out to
  - » Important

Please answer this question again. [GRID W/LIKERT]

- a. Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, metrics)
- b. Develop and implement a clear referral process
- c. Develop and implement clear risk assessment processes
- d. Develop and implement clear risk management processes
- e. Ensure the use of licensed practitioners
- f. Staff programs with multi-disciplinary teams
- g. Avoid involving law enforcement in direct program implementation
- h. Establish a single point of contact for clients to reach out to

[NEXT]

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## 3. *Which of the following program components should be individualized versus standardized?*

For your information, the responses for this question in Round 2 were recorded as below:

- › Intervention objectives
  - » Individualized- 72.7%
  - » Standardized- 27.3%
- › Metrics of success
  - » Individualized- 36.4%
  - » Standardized- 63.6%
- › Disciplines of intervention providers (e.g., psychologist, social worker, police officer)
  - » Individualized- 54.6%
  - » Standardized- 45.4%

## APPENDIX

- › Type of services provided
  - » Individualized- 72.7%
  - » Standardized- 27.3%

Please answer this question again. [GRID W/ Individualized/Standardized]

- a. Intervention objectives
- b. Metrics of success
- c. Disciplines of intervention providers (e.g., psychologist, social worker, police officer)
- d. Type of services provided

[NEXT]

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#### 4. *How much do you agree or disagree with the following statements?*

For your information, the average responses for this question in Round 2 were recorded as below:

- › Standardized interventions better enable the application of learnings than individualized interventions
  - » Neither agree nor disagree
- › Standardized interventions are more financially efficient than individualized interventions
  - » Neither agree nor disagree
- › Standardized interventions are less effective than individualized interventions
  - » Neither agree nor disagree
- › Outcome-level goals should be standardized
  - » Somewhat agree

Please answer this question again. [GRID W/LIKERT]

- a. Standardized interventions better enable the application of learnings than individualized interventions
- b. Standardized interventions are more financially efficient than individualized interventions
- c. Standardized interventions are less effective than individualized interventions
- d. Outcome-level goals should be standardized

[NEXT]

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#### 5. *How important are the following practices in minimizing the chance of unintended consequences?*

For your information, the average responses for this question in Round 2 were recorded as below:

- › Position programs within a broader community health context rather than specifically within terrorism prevention
  - » Very important
- › Do not target specific communities
  - » Very important
- › Identify target populations using an evidence-based theory of change
  - » Important
- › Inform programs with target population's context and feedback
  - » Important
- › Integrate community perspective in program design
  - » Very important
- › Anticipate impacts on program stakeholders
  - » Very important

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- › Anticipate additional risks that interventions might expose participants to
  - » Very important
- › Staff programs with individuals that are trained in extremism (e.g., risk and protective factors, behaviors)
  - » Very important
- › Communicate regularly with the community
  - » Very important

Please answer this question again. [GRID W/LIKERT]

- a. Position programs within a broader community health context rather than specifically within terrorism prevention
- b. Do not target specific communities
- c. Identify target populations using an evidence-based theory of change
- d. Inform programs with target population's context and feedback
- e. Integrate community perspective in program design
- f. Anticipate impacts on program stakeholders
- g. Anticipate additional risks that interventions might expose participants to
- h. Staff programs with individuals that are trained in extremism (e.g., risk and protective factors, behaviors)
- i. Communicate regularly with the community

[NEXT]

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### **6. Which of the following roles should formers play in programs?**

For your information, the responses for this question in Round 2 were recorded as below:

- › Participating directly in interventions
  - » Yes - 72.7%
  - » No - 27.3%

Please answer this question again. [GRID W/ Yes/No]

- a. Participating directly in interventions

[NEXT]

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### **7. Should the following conditions be required to allow a former extremist to participate in program implementation?**

For your information, the responses for this question and some considerations provided in Round 2 were recorded as below:

- › Former extremists should be allowed to participate in program implementation only once they are vetted.
  - » No- 36.4%
  - » Yes - 63.6%
  - If vetted based on length of time disengaged
  - If vetted based on proof of therapy
  - If vetted by a security agency
  - If vetted by expert/practitioner
  - If vetted by law enforcement
  - If vetted by multiagency/multi-org process
  - If vetted by the program

## APPENDIX

- ▶ Former extremists should be allowed to participate in program implementation only once they are trained or licensed.
  - » No- 27.7%
  - » Yes- 72.3%
  - If they complete all trainings typically required by the program
  - If they complete trainings in any of the following areas:
    - Harm reduction
    - Mental health care
    - Referral procedures
    - Risk assessment
    - Social work
    - Specific extremism training
    - Suicide prevention
    - Trauma informed care
- ▶ Former extremists should be allowed to participate in program implementation only under supervision.
  - » No- 45.4%
  - » Yes- 54.6%
  - By any experienced practitioner
  - By a licensed mental health practitioner experienced with extremist populations
  - By program staff
  - By a program supervisor

Please answer this question again. [GRID W/ Yes/No]

- a. Only once they are vetted
- b. Only once they are trained or licensed
- c. Only under supervision

[NEXT]

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**8. *In Round 2, the last question was open-ended and asked, "What are the primary barriers that individuals face within the context of deradicalization and disengagement programs when integrating or reintegrating into the community?" The primary barriers reported were recorded as below:***

- ▶ Educational challenges
- ▶ Hostility from former extremist group
- ▶ Lack of access to supportive programs
- ▶ Lack of economic security
- ▶ Lack of employment opportunities
- ▶ Lack of physical security
- ▶ Lack of psychosocial skills
- ▶ Lack of trust in government and authority
- ▶ Mental instability
- ▶ Social stigma
- ▶ Substance abuse issues

How much do you agree or disagree that the following are significant barriers that individuals face within the context of deradicalization and disengagement programs when integrating or reintegrating into the community?

[GRID W/LIKERT]



## APPENDIX D.

# Delphi Study Results

## COMMUNITY ENGAGEMENT

### Round #1

1. *What types of programs do you believe fit under the category of community engagement? What are the key features of these programs?*

| Topic        | Feature   | f |
|--------------|---|---|
| Program Type | Awareness   | 6 |
| Program Type | Trust building                                      | 4 |
| Program Type | Community policing                                  | 3 |
| Program Type | Referral support                                    | 3 |
| Program Type | Sports  | 3 |
| Program Type | Counternarratives                                   | 2 |
| Program Type | Direct services                                     | 2 |
| Program Type | Other   | 2 |
| Program Type | School  | 2 |
| Program Type | Dialogue  | 1 |
| Program Type | Faith Based   | 1 |
| Program Type | MDM   | 1 |
| Program Type | Mentoring   | 1 |
| Program Type | Skill development                                   | 1 |
| Program Type | Youth   | 1 |
| Key Features | Designed for local context                          | 5 |
| Key Features | Other   | 5 |
| Key Features | Relationship building (inter-agency/community ties) | 4 |
| Key Features | Relationship building (inter-personal ties)         | 4 |
| Key Features | Bottom-up design/implementation                     | 3 |
| Key Features | Establish partnerships                              | 2 |
| Key Features | Build capacity                                      | 1 |
| Key Features | Decrease barriers to participate                    | 1 |
| Key Features | Improves perceptions                                | 1 |

APPENDIX

2. *What short- and long-term objectives are most appropriate for community engagement programs?*

| Length     | Objectives   | f |
|------------|--|---|
| Short-Term | Raise awareness of resources/collaboration opportunities | 5 |
| Short-Term | Raise awareness of threat                                | 4 |
| Short-Term | Build skills   | 3 |
| Short-Term | Other  | 3 |
| Short-Term | Achieve consensus on needs/actions                       | 2 |
| Short-Term | Increase engagement/willingness to engage                | 2 |
| Short-Term | Build trust/relationships with community                 | 1 |
| Short-Term | Decrease stigmatization                                  | 1 |
| Short-Term | Establish dialogue with community                        | 1 |
| Short-Term | Improve perceptions of government stakeholders           | 1 |
| Short-Term | Improve youth confidence                                 | 1 |
| Long-Term  | Increase engagement/willingness to engage                | 4 |
| Long-Term  | Sustainability   | 4 |
| Long-Term  | Increase trust   | 3 |
| Long-Term  | Establish partnerships                                   | 2 |
| Long-Term  | Reduce polarization                                      | 2 |
| Long-Term  | Address grievances                                       | 1 |
| Long-Term  | Affect behavioral change                                 | 1 |
| Long-Term  | Build resilience   | 1 |
| Long-Term  | Changes in attitudes/beliefs                             | 1 |
| Long-Term  | Decrease expressions of hate                             | 1 |
| Long-Term  | Increase govt-community communications                   | 1 |
| Long-Term  | Increase intra-community dialogue                        | 1 |
| Long-Term  | Other  | 1 |

## APPENDIX

### 3. *What are implementation practices that increase or decrease the effectiveness of programs focusing on community engagement?*

| Practices                                | f  |
|--|----|
| Community centric/informed design        | 10 |
| Clarity in selection of target community | 5  |
| Evidence-based design                    | 5  |
| Clear objectives/goals/metrics           | 3  |
| Evaluation/assessment                    | 3  |
| Funding                                  | 3  |
| Other                                    | 3  |
| Tailoring/adapting                       | 3  |
| Transparency in program goals            | 3  |
| Information sharing                      | 2  |
| Sustainability                           | 2  |
| Capacity building                        | 1  |
| Engage audiences actively                | 1  |
| Framing/communications                   | 1  |
| Program Management                       | 1  |
| Staff/Implementer selection              | 1  |

### 4. *Who should the target population(s) of community engagement programs be?*

| Target                                | f |
|---------------------------------------|---|
| No specific                           | 6 |
| Schools (students, parents, teachers) | 4 |
| Social networks of at-risk            | 4 |
| Youth                                 | 3 |
| At-risk individuals                   | 2 |
| Frontline practitioners               | 2 |
| Community organizations               | 1 |

5. *How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?*

| Practices                              | f |
|--|---|
| Collaboration with community           | 8 |
| Transparency/communications            | 7 |
| Unintended consequences                | 5 |
| Evidence-based design                  | 4 |
| Focus on violent extremism             | 4 |
| Adaptability/incorporation of feedback | 3 |
| Other                                  | 1 |

6. *Do you recommend including individuals formerly engaged in extremist groups in program implementation? Why or why not?*

| Response                   | Reasoning   | f |
|----------------------------|---|---|
| <b>Yes (5)</b>             | Benefit-Perspective/credibility                     | 2 |
|                            | Condition-Vetting/training                          | 2 |
|                            | Benefit-Empathizing with story                      | 1 |
|                            | Benefit-Examples of radicalization/deradicalization | 1 |
| <b>Depends/Unsure (11)</b> | Condition-Program-relevant                          | 6 |
|                            | Benefit-Perspective/credibility                     | 4 |
|                            | Risk-Safety concerns                                | 3 |
|                            | Risk-Celebrity                                      | 2 |
|                            | Benefit-Empathizing with story                      | 2 |
|                            | Benefit-Examples of radicalization/deradicalization | 2 |
|                            | Risk-Using to forgo punishment                      | 2 |
| Condition-Vetting/Training | 1   |   |

7. *What contextual factors (e.g., socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing a community engagement program?*

| Contextual Factors   | f |
|----------------------|---|
| Political            | 6 |
| Socioeconomic        | 6 |
| Gender               | 5 |
| Geographic           | 4 |
| None/all             | 3 |
| Other                | 3 |
| Cultural/ideological | 2 |
| Historical           | 1 |

## Round #2

Qualitative responses are presented first, as these were coded from open-ended questions or questions with an open-ended response option. See the next section for quantitative outputs for Rounds #2 and 3.

For reference:

- › CT= Community threat training and awareness programs
- › PL= Police-led programs
- › ED= Educational or school-based programs
- › CD= Community dialogue programs

Additional information:

- › IQR= Inter-quartile range (see Methods or Appendix A for additional insight)
- › Average= The average score at the group-level for that round

## QUALITATIVE RESPONSES

## 8. Will these programs be more effective if they are targeted or generalized?

| Program Type/Response                      |  | f |
|--|--|---|
| <b>Community Dialogue Programs</b>         |  |   |
| <b>Targeted</b>                            | Should be based on specific community's needs, perspectives, issues      | 3 |
|  | Targeted engagement more likely to build trust                           | 2 |
|  | Can get sidetracked if there are too many groups that are very different | 1 |
|  | Experts can't be equally trained in all ideologies/contexts              | 1 |
|  | Targeting risks profiling/stigmatization (perceived or real)             | 1 |
| <b>Generalized</b>                         | Goal is to effect holistic, whole-of-society change                      | 2 |
| <b>Community-Threat/Awareness Programs</b> |  |   |
| <b>Targeted</b>                            | Experts can't be equally trained in all ideologies/contexts              | 1 |
|  | Focus on most acute needs  | 1 |
|  | Goal is to effect holistic, whole-of-society change                      | 2 |
|  | Hard to evaluate if too broad  | 1 |
|  | Must tailor to get local buy-in  | 1 |
|  | Should be based on specific community's needs, perspectives, issues      | 2 |
|  | Tailoring is more effective for attitudinal/behavioral change            | 1 |
|  | Targeting risks profiling/stigmatization (perceived or real)             | 2 |
| <b>Generalized</b>                         | Goal is to effect holistic, whole-of-society change                      | 3 |
|  | Problem is multifaceted so tailoring will miss people/things             | 1 |
|  | Targeting risks profiling/stigmatization (perceived or real)             | 2 |
| <b>Educational/School-Based Programs</b>   |  |   |
| <b>Targeted</b>                            | Experts can't be equally trained in all ideologies/contexts              | 1 |
|  | Pro-social behaviors and protective factors are universal                | 1 |
|  | Should be based on specific community's needs, perspectives, issues      | 1 |
|  | Targeting risks profiling/stigmatization (perceived or real)             | 1 |
| <b>Generalized</b>                         | Goal is to effect holistic; whole-of-society change                      | 3 |
|  | Logistically easier to cover wider audience                              | 1 |
|  | Should be based on specific community's needs, perspectives, issues      | 2 |
|  | Targeting risks profiling/stigmatization (perceived or real)             | 5 |

APPENDIX

| Program Type/Response      |   | f |
|----------------------------|---|---|
| <b>Police-Led Programs</b> |   |   |
| <b>Targeted</b>            | Experts can't be equally trained in all ideologies/contexts         | 1 |
|                            | Hard to evaluate if too broad                                       | 1 |
|                            | Police have fewer resources   | 1 |
|                            | Should be based on specific community's needs, perspectives, issues | 1 |
|                            | Targeted engagement more likely to build trust                      | 1 |
|                            | Targeting reduces risk of unintended consequences                   | 1 |
|                            | Targeting risks profiling/stigmatization (perceived or real)        | 3 |
| <b>Generalized</b>         | Focus on most acute needs   | 1 |
|                            | Police mandate is to serve entire community                         | 2 |
|                            | Targeting risks profiling/stigmatization (perceived or real)        | 5 |

9. *Is the inclusion of formers in design and/or implementation appropriate for this type of programming?*

| Program Type/Response                      |  | f |
|--|--|---|
| <b>Community Dialogue Programs</b>         |  |   |
| <b>Yes</b>                                 | Capture audience attention                             | 1 |
|  | Not essential  | 1 |
|  | Participation of formers is resource-intensive         | 1 |
|  | Provide insights into groups/ideologies/processes      | 1 |
|  | Trusted and credible messengers                        | 3 |
| <b>No</b>                                  | Inappropriate for program goals/audience               | 1 |
| <b>Community-Threat/Awareness Programs</b> |  |   |
| <b>Yes</b>                                 | Capture audience attention                             | 1 |
|  | Implement based on personal (non-empirical) experience | 2 |
|  | Must be multidisciplinary                              | 2 |
|  | Not essential  | 2 |
|  | Provide insights into groups/ideologies/processes      | 4 |
|  | Trusted and credible messengers                        | 3 |
| <b>No</b>                                  | Alienate audience                                      | 1 |
|  | Capture audience attention                             | 1 |
|  | Not essential  | 2 |



| Program Type/Response                    |  | f |
|--|--|---|
| <b>Educational/School-Based Programs</b> |  |   |
| <b>Yes</b>                               | Capture audience attention                             | 2 |
|  | Inappropriate for program goals/audience               | 3 |
|  | Risk of unintended consequences                        | 1 |
| <b>No</b>                                | Charisma can overtake message content                  | 1 |
|  | Inappropriate for program goals/audience               | 5 |
|  | Provide insights into groups/ideologies/processes      | 1 |
|  | Risk of unintended consequences                        | 1 |
| <b>Police-Led Programs</b>               |  |   |
| <b>Yes</b>                               | Implement based on personal (non-empirical) experience | 1 |
|  | Not essential  | 2 |
|  | Provide insights into groups/ideologies/processes      | 2 |
|  | Trusted and credible messengers                        | 1 |
| <b>No</b>                                | Might minimize cost of prior engagement                | 1 |
|  | Not essential  | 2 |
|  | Participation of formers is resource-intensive         | 1 |
|  | Risk of unintended consequences                        | 1 |
|  | Vetting is resource-intensive                          | 1 |

APPENDIX

10. *The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective?*

| Program | Type           | Feature  | f |
|---------|----------------|--|---|
| CD      | Design         | consider gender roles/narratives in pop.                   | 5 |
|         | Design         | involve women in design                                    | 1 |
|         | Implementation | effective gender balance among participants                | 2 |
|         | Implementation | gender-sensitive stakeholder inclusion                     | 1 |
|         | Implementation | involve women in implementation                            | 1 |
|         | Implementation | select presenters/role models based on participant genders | 1 |
| CT      | Design         | consider gender roles/narratives in pop.                   | 7 |
|         | Design         | consider needs/benefits of program for each gender         | 2 |
|         | Design         | consider means of participation by gender                  | 1 |
|         | Design         | involve women in design                                    | 1 |
|         | Evaluation     | gender sensitive indicators                                | 1 |
|         | Implementation | select presenters/role models based on participant genders | 2 |
|         | Implementation | tailor messaging to gender dynamics                        | 2 |
|         | Implementation | discuss roles that women can play in TP                    | 1 |
|         | Implementation | gender-sensitive stakeholder inclusion                     | 1 |
|         | Implementation | involve women in implementation                            | 1 |
| ED      | Design         | consider gender roles/narratives in pop.                   | 6 |
|         | Design         | consider means of participation by gender                  | 1 |
|         | Design         | involve women in design                                    | 1 |
|         | Evaluation     | gender sensitive indicators                                | 1 |
|         | Implementation | consider unintended consequences                           | 1 |
|         | Implementation | involve women in implementation                            | 1 |
|         | Implementation | tailor messaging to gender dynamics                        | 1 |
| PL      | Design         | consider gender roles/narratives in pop.                   | 6 |
|         | Design         | consider means of participation by gender                  | 1 |
|         | Design         | involve women in design                                    | 1 |
|         | Evaluation     | gender sensitive indicators                                | 1 |
|         | Implementation | tailor messaging to gender dynamics                        | 2 |
|         | Implementation | avoid replicating unconscious bias                         | 1 |
|         | Implementation | gender-sensitive stakeholder inclusion                     | 1 |
|         | Implementation | involve women in implementation                            | 1 |
|         | Implementation | provide interface platform comfortable for genders         | 1 |
|         | Implementation | select presenters/role models based on participant genders | 1 |

## Round #2 and #3

\*Empty cells reflect questions or items that were not asked again on Round #3 because they reached consensus in Round #2.

### QUALITATIVE RESPONSES

| Q#  | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|---|---|-------|--|----------|---------|----------|---------|-----------|
|   |   |       |  | IQR      | Average | IQR      | Average |           |
| 1   | How effective do you believe the following community engagement program types are at terrorism prevention? [7-point Likert] | a.    | Community threat training and awareness programs                                       | 1        | 5.27    |          |         | x         |
|   |   | b.    | Police-led programs  | 3        | 4.4     | 1        | 4.11    | x         |
|   |   | c.    | Educational or school-based programs   | 1        | 5.47    |          |         | x         |
|   |   | d.    | Community dialogue programs  | 0.5      | 5.2     |          |         | x         |
| <b>Community threat training and awareness programs</b> |   |       |  |          |         |          |         |           |
| 2   | How important are each of the following features to program effectiveness? [7-point Likert]                                 | a.    | Designed for local context   | 1        | 6.27    |          |         | x         |
|   |   | b.    | Delivery led by community stakeholders   | 2.5      | 5.53    | 0.75     | 5.56    | x         |
|   |   | c.    | Increases interpersonal relationships between community stakeholders                   | 1.5      | 6       | 0        | 5.78    | x         |
|   |   | d.    | Increases trust and rapport between government agencies and communities                | 1        | 6.2     |          |         | x         |
|   |   | e.    | Establishes formal partnerships between government agencies and communities            | 2        | 4.87    | 2        | 4.72    |           |
| 3   | Should any of the following short-term objectives be considered for this program type? [Yes/No]                             | a.    | Increases community knowledge of threat  |          | 0.93    |          |         | x         |
|   |   | b.    | Increases community knowledge of available resources                                   |          | 1       |          |         | x         |
|   |   | c.    | Increases use of available resources by community                                      |          | 0.87    |          |         | x         |
|   |   | d.    | Increases life skills (e.g., decision-making, problem-solving, coping skills)          |          | 0.27    |          | 0.39    |           |
|   |   | e.    | Improves youth confidence  |          | 0.4     |          | 0.39    |           |
|   |   | f.    | Achieves consensus between community and implementers on needs and how to address them |          | 0.67    |          |         |           |
|   |   | g.    | Establishes dialogue with community  |          | 1       |          |         | x         |
|   |   | h.    | Increases community member willingness to engage with stakeholders                     |          | 0.93    |          |         | x         |
|   |   | i.    | Increases trust between the community and stakeholders                                 |          | 0.8     |          |         | x         |
|   |   | j.    | Improves community perceptions of government stakeholders                              |          | 0.73    |          |         |           |
|   |   | k.    | Decreases stigmatization of relevant groups  |          | 0.87    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 4  | Should any of the following long-term objectives be considered for this program type? [Yes/No]                  | a.    | Establishes sustainable relationships  |          | 0.93    |          |         | x         |
|    |   | b.    | Establishes sustainable activities   |          | 0.8     |          |         | x         |
|    |   | c.    | Increases trust between the community and stakeholders                             |          | 1       |          |         | x         |
|    |   | d.    | Increases community member willingness to engage with stakeholders                 |          | 1       |          |         | x         |
|    |   | e.    | Increases stakeholder-community communications                                     |          | 0.93    |          |         | x         |
|    |   | f.    | Establishes formal partnerships between government agencies and communities        |          | 0.6     |          | 0.72    |           |
|    |   | g.    | Addresses grievances present within a community                                    |          | 0.47    |          | 0.61    |           |
|    |   | h.    | Increases resilience in community against risk factors and radicalizing influences |          | 0.87    |          |         | x         |
|    |   | i.    | Increases pro-social behaviors   |          | 0.6     |          | 0.83    | x         |
|    |   | j.    | Affects change in attitudes and beliefs  |          | 0.53    |          | 0.83    | x         |
|    |   | k.    | Decreases expressions of hate  |          | 0.6     |          | 0.83    | x         |
|    |   | l.    | Decreases polarization among communities   |          | 0.53    |          | 0.78    |           |
| 5  | How important are the following implementation practices for increasing program effectiveness? [7-point Likert] | a.    | Community-centric and -informed design   | 1        | 6       |          |         | x         |
|    |   | b.    | Evidence-based design  | 1        | 6.13    |          |         | x         |
|    |   | c.    | Clear theory of change   | 2        | 5.87    | 0        | 5.94    | x         |
|    |   | d.    | Clarity in selection of target population  | 2        | 6       | 0        | 6.11    | x         |
|    |   | e.    | Clear measurement plan (e.g., objectives, goals, and metrics)                      | 2        | 5.87    | 0        | 6.11    | x         |
|    |   | f.    | External transparency in program goals   | 2        | 5.73    | 0        | 6.11    | x         |
|    |   | g.    | Adaptation to local circumstances  | 0.5      | 5.8     |          |         | x         |
|    |   | h.    | Program evaluation   | 1        | 6.27    |          |         | x         |
|    |   | i.    | Sustainable funding sources  | 1.5      | 6.2     | 0        | 5.94    | x         |
| 6  | Will these programs be more effective if they are targeted or generalized?                                      | a.    | Targeted (1), Generalized (2)  | 1        | 0.67    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 7  | How important are the following implementation practices in minimizing the chance of unintended consequences? [7-point Likert]  | a.    | Position programs within a broader community health context rather than specifically within terrorism prevention | 1        | 5.47    |          |         | x         |
|    |   | b.    | Design programs based on empirical theory of change  | 1        | 5.47    |          |         | x         |
|    |   | c.    | Be transparent regarding program goals and activities  | 2        | 5.73    | 1        | 6.22    | x         |
|    |   | d.    | Frame programs and target populations carefully in communications  | 2        | 5.6     | 0        | 6       | x         |
|    |   | e.    | Only target at-risk individuals  | 3        | 3.13    | 2        | 3.39    |           |
|    |   | f.    | Collaborate with community   | 1        | 6.07    |          |         | x         |
|    |   | g.    | Adapt programs in response to feedback   | 2        | 5.93    | 0        | 5.94    | x         |
|    |   | h.    | Anticipate and create plan for negative effects  | 1.5      | 5.73    | 0        | 5.94    | x         |
| 8  | Is the inclusion of formers in design and/or implementation appropriate for this type of programming?   | a.    | Yes(1)/No(2)   | 0        | 0.87    |          |         | x         |
| 9  | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following changes to effectively adapt the program to a different political context? | a.    | Adapting target population   | 1.5      | 5.87    |          |         |           |
|    |   | b.    | Adapting stakeholder groups and partners   | 1        | 5.73    |          |         | x         |
|    |   | c.    | Adapting objectives  | 4        | 4.6     |          |         |           |
|    |   | d.    | Adapting order of activities   | 3        | 4.4     |          |         |           |
|    |   | e.    | Adapting messaging and communications  | 1        | 5.8     |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community)   | 1        | 5.13    |          |         | x         |
|    |   | g.    | Adapting project size  | 3.5      | 3.93    |          |         |           |
|    |   | h.    | Other (please specify)   | 1.5      | 1.2     |          |         |           |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 10 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different socioeconomic context than the previous community. How important are the following changes to effectively adapt the program to a different socioeconomic context? | a.    | Adapting target population                             | 2        | 5.67    |          |         |           |
|    |   | b.    | Adapting stakeholder groups and partners               | 1.5      | 5.8     |          |         |           |
|    |   | c.    | Adapting objectives                                    | 3        | 4.6     |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 4.13    |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1        | 5.33    |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community) | 2        | 4.93    |          |         |           |
|    |   | g.    | Adapting project size                                  | 3.5      | 3.73    |          |         |           |
|    |   | h.    | Other (please specify)                                 | 2.5      | 2.5     |          |         |           |
| 11 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different geographic context than the previous community. How important are the following changes to effectively adapt the program to a different geographic context?       | a.    | Adapting target population                             | 1.5      | 5.53    |          |         |           |
|    |   | b.    | Adapting stakeholder groups and partners               | 1.5      | 5.33    |          |         |           |
|    |   | c.    | Adapting objectives                                    | 3        | 4.27    |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 4       |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1        | 5.2     |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community) | 2.5      | 4.8     |          |         |           |
|    |   | g.    | Adapting project size                                  | 3.5      | 3.8     |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.73    |          |         |           |

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| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 12 | The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective? [7-point Likert] | a.    | [IF 5 or higher] What practices can programs adopt to be gender-responsive?  | 1.5      | 4.93    | 1.5      | 4.89    |           |
|    |  |       |  |          |         |          |         |           |
| 13 | How effective are each of the following practices in responding to gender dynamics?  | a.    | Incorporate research regarding gender roles and/or narratives in the target population                             |          |         | 1        | 5.17    | x         |
|    |  | b.    | Consider the needs and benefits of the program for each gender   |          |         | 0.75     | 5.06    | x         |
|    |  | c.    | Account for each gender's means of participation (e.g. available times, transportation, barriers to participation) |          |         | 2        | 4.94    |           |
|    |  | d.    | Involve relevant genders in program design   |          |         | 2        | 4.83    |           |
|    |  | e.    | Involve relevant genders in program implementation   |          |         | 2        | 4.89    |           |
|    |  | f.    | Design stakeholder inclusion in a gender-sensitive manner  |          |         | 0        | 4.94    | x         |
|    |  | g.    | Design recruitment to achieve an effective gender balance among participants                                       |          |         | 1.5      | 4.89    |           |
|    |  | h.    | Select presenters and role models based on participant genders   |          |         | 0.75     | 4.61    | x         |
|    |  | i.    | Assess programming for unconscious bias  |          |         | 1        | 4.94    | x         |
|    |  | j.    | Discuss roles that each gender can play in terrorism prevention  |          |         | 1.75     | 4.72    |           |
|    |  | k.    | Tailor messaging to gender dynamics  |          |         | 0.75     | 5.11    | x         |
|    |  | l.    | Design interface platforms or mechanisms that are comfortable for each gender                                      |          |         | 1        | 4.44    | x         |
|    |  | m.    | Consider unintended consequences of program participation for each gender  |          |         | 1        | 5.33    | x         |
|    |  | n.    | Use gender-sensitive indicators during evaluation  |          |         | 1        | 4.94    | x         |



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| Q#                         | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----------------------------|---|-------|--|----------|---------|----------|---------|-----------|
|                            |   |       |  | IQR      | Average | IQR      | Average |           |
| <b>Police-led programs</b> |   |       |  |          |         |          |         |           |
| 2                          | How important are each of the following features to program effectiveness? [7-point Likert]     | a.    | Designed for local context   | 1.5      | 6.13    |          | 6.28    | x         |
|                            |   | b.    | Delivery led by community stakeholders   | 1        | 5.73    |          |         | x         |
|                            |   | c.    | Increases interpersonal relationships between community stakeholders                   | 1        | 5.53    |          |         | x         |
|                            |   | d.    | Increases trust and rapport between government agencies and communities                | 1        | 6.07    |          |         | x         |
|                            |   | e.    | Establishes formal partnerships between government agencies and communities            | 2        | 5.27    |          | 5.11    |           |
| 3                          | Should any of the following short-term objectives be considered for this program type? [Yes/No] | a.    | Increases community knowledge of threat  | 0        | 0.87    |          |         | x         |
|                            |   | b.    | Increases community knowledge of available resources                                   | 0        | 1       |          |         | x         |
|                            |   | c.    | Increases use of available resources by community                                      | 0        | 0.8     |          |         | x         |
|                            |   | d.    | Increases life skills (e.g., decision-making, problem-solving, coping skills)          | 0.5      | 0.27    |          | 0.28    |           |
|                            |   | e.    | Improves youth confidence  | 1        | 0.4     |          | 0.5     |           |
|                            |   | f.    | Achieves consensus between community and implementers on needs and how to address them | 0.5      | 0.73    |          |         |           |
|                            |   | g.    | Establishes dialogue with community  | 0        | 1       |          |         | x         |
|                            |   | h.    | Increases community member willingness to engage with stakeholders                     | 0        | 0.93    |          |         | x         |
|                            |   | i.    | Increases trust between the community and stakeholders                                 | 0        | 0.8     |          |         | x         |
|                            |   | j.    | Improves community perceptions of government stakeholders                              | 0        | 0.8     |          |         | x         |
|                            |   | k.    | Decreases stigmatization of relevant groups  | 0        | 0.8     |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 4  | Should any of the following long-term objectives be considered for this program type? [Yes/No]                  | a.    | Establishes sustainable relationships  | 0        | 1       |          |         | x         |
|    |   | b.    | Establishes sustainable activities   | 0        | 0.87    |          |         | x         |
|    |   | c.    | Increases trust between the community and stakeholders                             | 0        | 1       |          |         | x         |
|    |   | d.    | Increases community member willingness to engage with stakeholders                 | 0        | 1       |          |         | x         |
|    |   | e.    | Increases stakeholder-community communications                                     | 0        | 1       |          |         | x         |
|    |   | f.    | Establishes formal partnerships between government agencies and communities        | 0.5      | 0.73    |          |         |           |
|    |   | g.    | Addresses grievances present within a community                                    | 0        | 0.87    |          |         | x         |
|    |   | h.    | Increases resilience in community against risk factors and radicalizing influences | 1        | 0.6     | 0        | 0.83    | x         |
|    |   | i.    | Increases pro-social behaviors   | 1        | 0.47    | 0        | 0.78    |           |
|    |   | j.    | Affects change in attitudes and beliefs  | 1        | 0.67    | 0        | 0.83    | x         |
|    |   | k.    | Decreases expressions of hate  | 1        | 0.67    |          |         |           |
| l. | Decreases polarization among communities  | 0     | 0.8  |          |         | x        |         |           |
| 5  | How important are the following implementation practices for increasing program effectiveness? [7-point Likert] | a.    | Community-centric and -informed design   | 1        | 6.13    |          |         | x         |
|    |   | b.    | Evidence-based design  | 0.5      | 6.07    |          |         | x         |
|    |   | c.    | Clear theory of change   | 1        | 5.93    |          |         | x         |
|    |   | d.    | Clarity in selection of target population  | 0        | 6.07    |          |         | x         |
|    |   | e.    | Clear measurement plan (e.g., objectives, goals, and metrics)                      | 1        | 5.67    |          |         | x         |
|    |   | f.    | External transparency in program goals   | 1.5      | 6.2     | 1        | 6.5     | x         |
|    |   | g.    | Adaptation to local circumstances  | 1        | 6.13    |          |         | x         |
|    |   | h.    | Program evaluation   | 1        | 6       |          |         | x         |
|    |   | i.    | Sustainable funding sources  | 1.5      | 5.53    | 1        | 5.44    | x         |
| 6  | Will these programs be more effective if they are targeted or generalized?                                      | a.    | Targeted (1), Generalized (2)  | 1        | 0.53    | 1        | 0.61    | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 7  | How important are the following implementation practices in minimizing the chance of unintended consequences? [7-point Likert]  | a.    | Position programs within a broader community health context rather than specifically within terrorism prevention | 2        | 5.07    | 1        | 5.33    | x         |
|    |   | b.    | Design programs based on empirical theory of change  | 1        | 5.2     |          |         | x         |
|    |   | c.    | Be transparent regarding program goals and activities  | 1.5      | 6.2     | 1        | 6.56    | x         |
|    |   | d.    | Frame programs and target populations carefully in communications  | 1.5      | 6       | 1        | 6.33    | x         |
|    |   | e.    | Only target at-risk individuals  | 2.5      | 3.53    | 1        | 3.72    | x         |
|    |   | f.    | Collaborate with community   | 1        | 6.13    |          |         | x         |
|    |   | g.    | Adapt programs in response to feedback   | 1        | 6.27    |          |         | x         |
|    |   | h.    | Anticipate and create plan for negative effects  | 1        | 6.13    |          |         | x         |
| 8  | Is the inclusion of formers in design and/or implementation appropriate for this type of programming?   | a.    | Yes(1)/No(2)   | 1        | 0.67    | 0        | 0.83    | x         |
| 9  | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following changes to effectively adapt the program to a different political context? | a.    | Adapting target population   | 1        | 5.53    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners   | 0.5      | 5.87    |          |         | x         |
|    |   | c.    | Adapting objectives  | 3        | 4.67    |          |         |           |
|    |   | d.    | Adapting order of activities   | 4        | 4.13    |          |         |           |
|    |   | e.    | Adapting messaging and communications  | 1        | 5.47    |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community)   | 2.5      | 4.8     |          |         |           |
|    |   | g.    | Adapting project size  | 3.5      | 4       |          |         |           |
|    |   | h.    | Other (please specify)   | 0        | 0.73    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 10 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different socioeconomic context than the previous community. How important are the following changes to effectively adapt the program to a different socioeconomic context? | a.    | Adapting target population                             | 1        | 5.53    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners               | 1        | 5.67    |          |         | x         |
|    |   | c.    | Adapting objectives                                    | 3.5      | 4.47    |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 4.07    |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1.5      | 5.2     |          |         |           |
|    |   | f.    | Adapting location of activities (within the community) | 2.5      | 4.93    |          |         |           |
|    |   | g.    | Adapting project size                                  | 3.5      | 3.87    |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.4     |          |         |           |
| 11 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different geographic context than the previous community. How important are the following changes to effectively adapt the program to a different geographic context?       | a.    | Adapting target population                             | 1        | 5.47    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners               | 1        | 5.47    |          |         | x         |
|    |   | c.    | Adapting objectives                                    | 2        | 4.67    |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 4       |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1.5      | 5.07    |          |         |           |
|    |   | f.    | Adapting location of activities (within the community) | 1.5      | 5.07    |          |         |           |
|    |   | g.    | Adapting project size                                  | 3.5      | 4       |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.07    |          |         |           |

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| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 12 | The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective? [7-point Likert] | a.    | [IF 5 or higher] What practices can programs adopt to be gender-responsive?  | 2        | 4.87    | 1        | 4.61    | x         |
| 13 | How effective are each of the following practices in responding to gender dynamics?  | a.    | Incorporate research regarding gender roles and/or narratives in the target population                             |          |         | 1.75     | 5.11    |           |
|    |  | b.    | Consider the needs and benefits of the program for each gender   |          |         | 0.75     | 5.06    | x         |
|    |  | c.    | Account for each gender's means of participation (e.g. available times, transportation, barriers to participation) |          |         | 1.75     | 5.06    |           |
|    |  | d.    | Involve relevant genders in program design   |          |         | 1.75     | 5.11    |           |
|    |  | e.    | Involve relevant genders in program implementation   |          |         | 1.75     | 5       |           |
|    |  | f.    | Design stakeholder inclusion in a gender-sensitive manner  |          |         | 0.75     | 4.94    | x         |
|    |  | g.    | Design recruitment to achieve an effective gender balance among participants                                       |          |         | 1        | 4.61    | x         |
|    |  | h.    | Select presenters and role models based on participant genders   |          |         | 1        | 4.94    | x         |
|    |  | i.    | Assess programming for unconscious bias  |          |         | 2.5      | 4.72    |           |
|    |  | j.    | Discuss roles that each gender can play in terrorism prevention  |          |         | 1.75     | 4.78    |           |
|    |  | k.    | Tailor messaging to gender dynamics  |          |         | 0.75     | 5.11    | x         |
|    |  | l.    | Design interface platforms or mechanisms that are comfortable for each gender                                      |          |         | 1        | 4.44    | x         |
|    |  | m.    | Consider unintended consequences of program participation for each gender  |          |         | 1        | 5.33    | x         |
|    |  | n.    | Use gender-sensitive indicators during evaluation  |          |         | 1        | 5       | x         |

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| Q#  | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|---|---|-------|--|----------|---------|----------|---------|-----------|
|   |   |       |  | IQR      | Average | IQR      | Average |           |
| <b>Educational or school-based programs</b> |   |       |  |          |         |          |         |           |
| 2   | How important are each of the following features to program effectiveness? [7-point Likert]     | a.    | Designed for local context   | 0.5      | 6.13    |          |         | x         |
|   |   | b.    | Delivery led by community stakeholders   | 1        | 5.53    |          |         | x         |
|   |   | c.    | Increases interpersonal relationships between community stakeholders                   | 1.5      | 5.27    | 1        | 4.94    | x         |
|   |   | d.    | Increases trust and rapport between government agencies and communities                | 1        | 5       |          |         | x         |
|   |   | e.    | Establishes formal partnerships between government agencies and communities            | 3.5      | 4.47    | 1        | 4.5     | x         |
| 3   | Should any of the following short-term objectives be considered for this program type? [Yes/No] | a.    | Increases community knowledge of threat  | 0        | 0.8     |          |         | x         |
|   |   | b.    | Increases community knowledge of available resources                                   | 0        | 1       |          |         | x         |
|   |   | c.    | Increases use of available resources by community                                      | 1        | 0.67    |          |         | x         |
|   |   | d.    | Increases life skills (e.g., decision-making, problem-solving, coping skills)          | 0        | 0.87    |          |         | x         |
|   |   | e.    | Improves youth confidence  | 0        | 0.93    |          |         | x         |
|   |   | f.    | Achieves consensus between community and implementers on needs and how to address them | 1        | 0.6     | 0        | 0.78    |           |
|   |   | g.    | Establishes dialogue with community  | 0        | 0.87    |          |         | x         |
|   |   | h.    | Increases community member willingness to engage with stakeholders                     | 1        | 0.6     | 0        | 0.89    | x         |
|   |   | i.    | Increases trust between the community and stakeholders                                 | 1        | 0.67    |          |         |           |
|   |   | j.    | Improves community perceptions of government stakeholders                              | 1        | 0.53    | 1        | 0.61    |           |
|   |   | k.    | Decreases stigmatization of relevant groups  | 0        | 0.93    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 4  | Should any of the following long-term objectives be considered for this program type? [Yes/No]                  | a.    | Establishes sustainable relationships  | 0        | 0.87    |          |         | x         |
|    |   | b.    | Establishes sustainable activities   | 0        | 1       |          |         | x         |
|    |   | c.    | Increases trust between the community and stakeholders                             | 0        | 0.8     |          |         | x         |
|    |   | d.    | Increases community member willingness to engage with stakeholders                 | 0        | 0.93    |          |         | x         |
|    |   | e.    | Increases stakeholder-community communications                                     | 0        | 0.87    |          |         | x         |
|    |   | f.    | Establishes formal partnerships between government agencies and communities        | 1        | 0.53    | 1        | 0.56    |           |
|    |   | g.    | Addresses grievances present within a community                                    | 1        | 0.6     | 0.75     | 0.72    |           |
|    |   | h.    | Increases resilience in community against risk factors and radicalizing influences | 0        | 1       |          |         | x         |
|    |   | i.    | Increases pro-social behaviors   | 0        | 1       |          |         | x         |
|    |   | j.    | Affects change in attitudes and beliefs  | 0        | 1       |          |         | x         |
|    |   | k.    | Decreases expressions of hate  | 0        | 0.93    |          |         | x         |
|    |   | l.    | Decreases polarization among communities   | 0        | 0.87    |          |         | x         |
| 5  | How important are the following implementation practices for increasing program effectiveness? [7-point Likert] | a.    | Community-centric and -informed design   | 1        | 6.2     |          |         | x         |
|    |   | b.    | Evidence-based design  | 0.5      | 5.93    |          |         | x         |
|    |   | c.    | Clear theory of change   | 1        | 5.87    |          |         | x         |
|    |   | d.    | Clarity in selection of target population  | 1        | 5.6     |          |         | x         |
|    |   | e.    | Clear measurement plan (e.g., objectives, goals, and metrics)                      | 1        | 5.6     |          |         | x         |
|    |   | f.    | External transparency in program goals   | 1.5      | 5.6     | 1.5      | 5.94    |           |
|    |   | g.    | Adaptation to local circumstances  | 0.5      | 6.07    |          |         | x         |
|    |   | h.    | Program evaluation   | 0.5      | 6.07    |          |         | x         |
|    |   | i.    | Sustainable funding sources  | 2        | 5.93    | 1        | 5.61    | x         |
| 6  | Will these programs be more effective if they are targeted or generalized?                                      | a.    | Targeted (1), Generalized (2)  | 0.5      | 0.27    | 0        | 0.11    | x         |



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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 7  | How important are the following implementation practices in minimizing the chance of unintended consequences? [7-point Likert]  | a.    | Position programs within a broader community health context rather than specifically within terrorism prevention | 0.5      | 5.93    |          |         | x         |
|    |   | b.    | Design programs based on empirical theory of change  | 1        | 5.4     |          |         | x         |
|    |   | c.    | Be transparent regarding program goals and activities  | 2        | 5.93    | 0.75     | 6.11    | x         |
|    |   | d.    | Frame programs and target populations carefully in communications  | 1        | 5.67    |          |         | x         |
|    |   | e.    | Only target at-risk individuals  | 2        | 3.13    | 0        | 5.83    | x         |
|    |   | f.    | Collaborate with community   | 1        | 5.6     |          |         | x         |
|    |   | g.    | Adapt programs in response to feedback   | 1.5      | 5.93    | 1.75     | 3.39    |           |
|    |   | h.    | Anticipate and create plan for negative effects  | 1.5      | 5.8     | 0        | 5.94    | x         |
| 8  | Is the inclusion of formers in design and/or implementation appropriate for this type of programming?   | a.    | Yes(1)/No(2)   | 1        | 0.6     | 1        | 0.67    |           |
| 9  | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following changes to effectively adapt the program to a different political context? | a.    | Adapting target population   | 1        | 5.07    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners   | 1        | 5.13    |          |         | x         |
|    |   | c.    | Adapting objectives  | 1.5      | 5.07    |          |         |           |
|    |   | d.    | Adapting order of activities   | 3.5      | 4.2     |          |         |           |
|    |   | e.    | Adapting messaging and communications  | 1        | 5.4     |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community)   | 3.5      | 4.4     |          |         |           |
|    |   | g.    | Adapting project size  | 4        | 4.13    |          |         |           |
|    |   | h.    | Other (please specify)   | 0        | 0.73    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 10 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different socioeconomic context than the previous community. How important are the following changes to effectively adapt the program to a different socioeconomic context? | a.    | Adapting target population                             | 1.5      | 4.93    |          |         |           |
|    |   | b.    | Adapting stakeholder groups and partners               | 1        | 5.13    |          |         | x         |
|    |   | c.    | Adapting objectives                                    | 1.5      | 4.87    |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 3.87    |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 2        | 4.87    |          |         |           |
|    |   | f.    | Adapting location of activities (within the community) | 3        | 4.4     |          |         |           |
|    |   | g.    | Adapting project size                                  | 3.5      | 4       |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.4     |          |         |           |
| 11 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different geographic context than the previous community. How important are the following changes to effectively adapt the program to a different geographic context?       | a.    | Adapting target population                             | 1.5      | 4.93    |          |         |           |
|    |   | b.    | Adapting stakeholder groups and partners               | 1.5      | 5       |          |         |           |
|    |   | c.    | Adapting objectives                                    | 2        | 4.8     |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3.5      | 3.8     |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1.5      | 4.93    |          |         |           |
|    |   | f.    | Adapting location of activities (within the community) | 2        | 4.8     |          |         |           |
|    |   | g.    | Adapting project size                                  | 3        | 4.13    |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 1.2     |          |         |           |

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| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 12 | The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective? [7-point Likert] | a.    | [IF 5 or higher] What practices can programs adopt to be gender-responsive?  | 2        | 4.53    | 1        | 4.67    | x         |
|    |  |       |  |          |         |          |         |           |
| 13 | How effective are each of the following practices in responding to gender dynamics?  | a.    | Incorporate research regarding gender roles and/or narratives in the target population                             |          |         | 1        | 5.28    | x         |
|    |  | b.    | Consider the needs and benefits of the program for each gender   |          |         | 0.75     | 5.11    | x         |
|    |  | c.    | Account for each gender's means of participation (e.g. available times, transportation, barriers to participation) |          |         | 2        | 4.94    |           |
|    |  | d.    | Involve relevant genders in program design   |          |         | 2        | 4.94    |           |
|    |  | e.    | Involve relevant genders in program implementation   |          |         | 1        | 5.06    | x         |
|    |  | f.    | Design stakeholder inclusion in a gender-sensitive manner  |          |         | 1.5      | 4.89    |           |
|    |  | g.    | Design recruitment to achieve an effective gender balance among participants                                       |          |         | 1.75     | 4.5     |           |
|    |  | h.    | Select presenters and role models based on participant genders   |          |         | 1.75     | 4.67    |           |
|    |  | i.    | Assess programming for unconscious bias  |          |         | 1.5      | 4.78    |           |
|    |  | j.    | Discuss roles that each gender can play in terrorism prevention  |          |         | 2.5      | 4.67    |           |
|    |  | k.    | Tailor messaging to gender dynamics  |          |         | 0.75     | 5.06    | x         |
|    |  | l.    | Design interface platforms or mechanisms that are comfortable for each gender                                      |          |         | 1        | 4.44    | x         |
|    |  | m.    | Consider unintended consequences of program participation for each gender  |          |         | 1        | 5.17    | x         |
|    |  | n.    | Use gender-sensitive indicators during evaluation  |          |         | 1        | 5.06    | x         |

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| Q#                                 | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|------------------------------------|---|-------|--|----------|---------|----------|---------|-----------|
|                                    |   |       |  | IQR      | Average | IQR      | Average |           |
| <b>Community dialogue programs</b> |   |       |  |          |         |          |         |           |
| 2                                  | How important are each of the following features to program effectiveness? [7-point Likert]     | a.    | Designed for local context   | 1        | 6.53    |          |         | x         |
|                                    |   | b.    | Delivery led by community stakeholders   | 1        | 6.2     |          |         | x         |
|                                    |   | c.    | Increases interpersonal relationships between community stakeholders                   | 1        | 6.2     |          |         | x         |
|                                    |   | d.    | Increases trust and rapport between government agencies and communities                | 1.5      | 5.73    | 0        | 6.11    | x         |
|                                    |   | e.    | Establishes formal partnerships between government agencies and communities            | 2        | 4.8     | 1        | 4.11    | x         |
| 3                                  | Should any of the following short-term objectives be considered for this program type? [Yes/No] | a.    | Increases community knowledge of threat  | 0.5      | 0.73    | 0        | 0.94    | x         |
|                                    |   | b.    | Increases community knowledge of available resources                                   | 0        | 1       |          |         | x         |
|                                    |   | c.    | Increases use of available resources by community                                      | 0        | 0.8     |          |         | x         |
|                                    |   | d.    | Increases life skills (e.g., decision-making, problem-solving, coping skills)          | 1        | 0.33    |          | 0.39    |           |
|                                    |   | e.    | Improves youth confidence  | 1        | 0.47    |          | 0.5     |           |
|                                    |   | f.    | Achieves consensus between community and implementers on needs and how to address them | 0        | 0.87    |          |         | x         |
|                                    |   | g.    | Establishes dialogue with community  | 0        | 1       |          |         | x         |
|                                    |   | h.    | Increases community member willingness to engage with stakeholders                     | 0        | 1       |          |         | x         |
|                                    |   | i.    | Increases trust between the community and stakeholders                                 | 0        | 0.87    |          |         | x         |
|                                    |   | j.    | Improves community perceptions of government stakeholders                              | 0        | 0.8     |          |         | x         |
|                                    |   | k.    | Decreases stigmatization of relevant groups  | 0        | 0.8     |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 4  | Should any of the following long-term objectives be considered for this program type? [Yes/No]                  | a.    | Establishes sustainable relationships  | 0        | 1       |          |         | x         |
|    |   | b.    | Establishes sustainable activities   | 0        | 0.93    |          |         | x         |
|    |   | c.    | Increases trust between the community and stakeholders                             | 0        | 1       |          |         | x         |
|    |   | d.    | Increases community member willingness to engage with stakeholders                 | 0        | 1       |          |         | x         |
|    |   | e.    | Increases stakeholder-community communications                                     | 0        | 1       |          |         | x         |
|    |   | f.    | Establishes formal partnerships between government agencies and communities        | 1        | 0.6     |          | 0.67    |           |
|    |   | g.    | Addresses grievances present within a community                                    | 0        | 0.87    |          |         | x         |
|    |   | h.    | Increases resilience in community against risk factors and radicalizing influences | 0        | 0.8     |          |         | x         |
|    |   | i.    | Increases pro-social behaviors   | 1        | 0.67    |          | 0.94    | x         |
|    |   | j.    | Affects change in attitudes and beliefs  | 0        | 0.8     |          |         | x         |
|    |   | k.    | Decreases expressions of hate  | 0        | 0.8     |          |         | x         |
| l. | Decreases polarization among communities  | 0     | 0.87   |          |         | x        |         |           |
| 5  | How important are the following implementation practices for increasing program effectiveness? [7-point Likert] | a.    | Community-centric and -informed design   | 1        | 6.53    |          |         | x         |
|    |   | b.    | Evidence-based design  | 1.5      | 5.8     | 0        | 6.17    | x         |
|    |   | c.    | Clear theory of change   | 1        | 5.53    |          |         | x         |
|    |   | d.    | Clarity in selection of target population  | 1.5      | 5.87    | 0        | 6       | x         |
|    |   | e.    | Clear measurement plan (e.g., objectives, goals, and metrics)                      | 1        | 5.6     |          |         | x         |
|    |   | f.    | External transparency in program goals   | 2        | 5.93    | 1        | 6.17    | x         |
|    |   | g.    | Adaptation to local circumstances  | 1        | 6.47    |          |         | x         |
|    |   | h.    | Program evaluation   | 1        | 5.73    |          |         | x         |
|    |   | i.    | Sustainable funding sources  | 1.5      | 5.67    | 0        | 5.83    | x         |
| 6  | Will these programs be more effective if they are targeted or generalized?                                      | a.    | Targeted (1), Generalized (2)  | 1        | 0.67    |          |         | x         |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 7  | How important are the following implementation practices in minimizing the chance of unintended consequences? [7-point Likert]  | a.    | Position programs within a broader community health context rather than specifically within terrorism prevention | 1        | 5.53    |          |         | x         |
|    |   | b.    | Design programs based on empirical theory of change  | 1.5      | 4.87    | 1        | 5.67    | x         |
|    |   | c.    | Be transparent regarding program goals and activities  | 2        | 5.8     | 1        | 6.33    | x         |
|    |   | d.    | Frame programs and target populations carefully in communications  | 0.5      | 5.93    |          |         | x         |
|    |   | e.    | Only target at-risk individuals  | 3        | 3.4     | 2        | 3.33    |           |
|    |   | f.    | Collaborate with community   | 1        | 6.33    |          |         | x         |
|    |   | g.    | Adapt programs in response to feedback   | 1.5      | 6.07    | 0.75     | 6.17    | x         |
|    |   | h.    | Anticipate and create plan for negative effects  | 1.5      | 5.87    | 0.75     | 5.78    | x         |
| 8  | Is the inclusion of formers in design and/or implementation appropriate for this type of programming?   | a.    | Yes(1)/No(2)   | 0        | 0.8     |          |         | x         |
| 9  | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following changes to effectively adapt the program to a different political context? | a.    | Adapting target population   | 0        | 5.8     |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners   | 0        | 6.07    |          |         | x         |
|    |   | c.    | Adapting objectives  | 1        | 5.4     |          |         | x         |
|    |   | d.    | Adapting order of activities   | 3        | 4.33    |          |         |           |
|    |   | e.    | Adapting messaging and communications  | 0        | 6.07    |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community)   | 1        | 5.6     |          |         | x         |
|    |   | g.    | Adapting project size  | 2        | 4.8     |          |         |           |
|    |   | h.    | Other (please specify)   | 0        | 0.67    |          |         | x         |

APPENDIX

| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 10 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different socioeconomic context than the previous community. How important are the following changes to effectively adapt the program to a different socioeconomic context? | a.    | Adapting target population                             | 1        | 5.27    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners               | 1        | 5.73    |          |         | x         |
|    |   | c.    | Adapting objectives                                    | 2        | 4.8     |          |         |           |
|    |   | d.    | Adapting order of activities                           | 3        | 3.87    |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1        | 5.53    |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community) | 1.5      | 4.93    |          |         |           |
|    |   | g.    | Adapting project size                                  | 2.5      | 4.2     |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.67    |          |         |           |
| 11 | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different geographic context than the previous community. How important are the following changes to effectively adapt the program to a different geographic context?       | a.    | Adapting target population                             | 1        | 5.33    |          |         | x         |
|    |   | b.    | Adapting stakeholder groups and partners               | 0.5      | 5.8     |          |         | x         |
|    |   | c.    | Adapting objectives                                    | 1        | 4.93    |          |         | x         |
|    |   | d.    | Adapting order of activities                           | 2.5      | 4.07    |          |         |           |
|    |   | e.    | Adapting messaging and communications                  | 1        | 5.33    |          |         | x         |
|    |   | f.    | Adapting location of activities (within the community) | 1.5      | 5.2     |          |         |           |
|    |   | g.    | Adapting project size                                  | 3        | 4.4     |          |         |           |
|    |   | h.    | Other (please specify)                                 | 0        | 0.73    |          |         |           |



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| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 12 | The first-round responses demonstrated that gender may be an important contextual factor for some program types. How important is it that these programs are gender-responsive to be effective? [7-point Likert] | a.    | [IF 5 or higher] What practices can programs adopt to be gender-responsive?  | 3        | 4       | 1        | 4.5     | x         |
| 13 | How effective are each of the following practices in responding to gender dynamics?  | a.    | Incorporate research regarding gender roles and/or narratives in the target population                             |          |         | 1        | 5.28    | x         |
|    |  | b.    | Consider the needs and benefits of the program for each gender   |          |         | 1        | 5.22    | x         |
|    |  | c.    | Account for each gender's means of participation (e.g. available times, transportation, barriers to participation) |          |         | 1        | 5.44    | x         |
|    |  | d.    | Involve relevant genders in program design   |          |         | 1        | 5.28    | x         |
|    |  | e.    | Involve relevant genders in program implementation   |          |         | 1        | 5.33    | x         |
|    |  | f.    | Design stakeholder inclusion in a gender-sensitive manner  |          |         | 1.75     | 5       |           |
|    |  | g.    | Design recruitment to achieve an effective gender balance among participants                                       |          |         | 1        | 4.5     | x         |
|    |  | h.    | Select presenters and role models based on participant genders   |          |         | 1.75     | 4.72    |           |
|    |  | i.    | Assess programming for unconscious bias  |          |         | 2        | 4.72    |           |
|    |  | j.    | Discuss roles that each gender can play in terrorism prevention  |          |         | 1.75     | 4.61    |           |
|    |  | k.    | Tailor messaging to gender dynamics  |          |         | 1        | 5.11    | x         |
|    |  | l.    | Design interface platforms or mechanisms that are comfortable for each gender                                      |          |         | 1        | 4.39    | x         |
|    |  | m.    | Consider unintended consequences of program participation for each gender  |          |         | 1        | 5.44    | x         |
|    |  | n.    | Use gender-sensitive indicators during evaluation  |          |         | 0.75     | 5.06    | x         |

# DERADICALIZATION AND DISENGAGEMENT IN CRIMINAL LEGAL SYSTEMS

## Round #1

### 1. *What short- and long-term objectives are most appropriate for these programs?*

| Objectives  | f |
|---|---|
| Cognitive change (change in beliefs and attitudes) away from justifying violence                        | 7 |
| Change in behavior (reduce contact with individuals in the group, actions)                              | 6 |
| Change in identity or identification of alternative identities  | 5 |
| Establish sustainable pro-social connections  | 5 |
| Establish relationship of trust between intervention provider and participant                           | 3 |
| Participant receives necessary services   | 3 |
| Decrease observed instances of violent behavior   | 2 |
| Decrease recidivism rates   | 2 |
| Ensure that the participant is able to satisfy immediate needs (shelter, food, employment) upon release | 2 |
| Improve insights on radicalization, reintegration challenges  | 2 |
| Increase knowledge among staff/practitioners of extremism and best-practices                            | 2 |
| Participant has access to long-term community-based services  | 2 |
| Re-connect participant with their families/networks (when relevant)                                     | 2 |
| Developing replicable resources accessible to multiple institutions                                     | 1 |
| Improve participant psychological well-being and skills   | 1 |
| Increase participant's capacity to manage strong emotions   | 1 |
| Participant motivated to engage with rehabilitation process   | 1 |
| Reduce threat posed by participant  | 1 |

## APPENDIX

### 2. *What are implementation practices that increase or decrease the effectiveness of programs focusing on deradicalization and disengagement in criminal legal systems?*

| Practices   | f |
|---|---|
| Trust between intervention providers and clients                          | 5 |
| Collaboration and coordination between different agencies                 | 4 |
| Focus on role of communities  | 3 |
| Responsive to individual's needs  | 3 |
| Staff training  | 3 |
| Transparency of processes and objectives                                  | 3 |
| Promote participants' sense of security                                   | 2 |
| Resourcing and funding  | 2 |
| Clear referral processes into program                                     | 1 |
| Clear/accurate risk assessment and management processes                   | 1 |
| Coordinated post-release aftercare  | 1 |
| Don't attempt to deradicalize   | 1 |
| Establish pro-social bonds in communities that they'll be reintegrated to | 1 |
| Fidelity  | 1 |
| Focus on providing alternatives as opposed to challenging                 | 1 |
| Multi-agency/multi-disciplinary teams                                     | 1 |
| Participation/collaboration of client on treatment plan                   | 1 |
| Prison regime balances security and rehabilitation                        | 1 |
| Use trauma-informed approaches  | 1 |

### 3. *Who should the target population(s) of these programs be?*

| Responses  | f |
|--|---|
| Individuals interested in or at-risk of engaging in violent extremist behavior | 6 |
| Individuals convicted of terrorism or terrorism-related offenses               | 4 |
| Family and other social networks of extremists                                 | 2 |

4. *How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?*

| Responses  | f |
|--|---|
| Focus on preventing illegal behavior                             | 4 |
| Adopt safe-guarding principles regarding participants            | 3 |
| Adapt programming to individual                                  | 2 |
| Build and engage community relationships whenever possible       | 2 |
| Transparency   | 2 |
| Confidentiality  | 1 |
| Consider negative effects on community fabric                    | 1 |
| Inform programs with population's context and feedback           | 1 |
| Justified and proportionate interventions                        | 1 |
| Post-release engagement/supervision                              | 1 |
| Robust case referral process/criteria                            | 1 |
| Situate in broader offending interventions, not labelling as CVE | 1 |
| Work closely with local stakeholders during reintegration        | 1 |

5. *Do you recommend having individuals formerly engaged in extremist groups act as mentors or case managers? Why or why not?*

| Response   | Type      | Item   | f |
|------------|-----------|--|---|
| <b>Yes</b> | Benefit   | Credibility/legitimacy                           | 1 |
|            | Benefit   | Development of rapport through shared experience | 1 |
|            | Benefit   | Increase engagement by participants              | 1 |
|            | Benefit   | Sharing lived experience to inform programming   | 1 |
|            | Benefit   | Social connection and community                  | 1 |
|            | Condition | Not as mentor; behind the scenes                 | 1 |
|            | Condition | On multidisciplinary team                        | 1 |
|            | Condition | Once vetted                                      | 1 |
|            | Condition | With supervision                                 | 1 |
|            | Condition | With training/credentials                        | 2 |
| <b>No</b>  | Risk      | Monolithic representations of exit experience    | 1 |
|            | Risk      | Lack of strong evidence for effectiveness        | 1 |

APPENDIX

| Response       | Type              | Item   | f   |
|----------------|-------------------|--|---|
| <b>Depends</b> | Benefit           | Credibility/legitimacy                           | 2   |
|                | Benefit           | Development of rapport through shared experience | 1   |
|                | Benefit           | Sharing lived experience to inform programming   | 1   |
|                | Condition         | As mentors                                       | 1   |
|                | Condition         | Depends on individual former                     | 1   |
|                | Condition         | On multidisciplinary team                        | 1   |
|                | Condition         | Safety guarantees                                | 1   |
|                | Condition         | With supervision                                 | 1   |
|                | Condition         | With training/credentials                        | 1   |
|                | Risk              | Incomplete DD/possibility of re                  | 2   |
|                | Risk              | Insufficient training                            | 1   |
|                | Risk              | Lack of credibility                              | 1   |
|                | Risk              | Motivated by celebrity/material reward           | 2   |
|                | Risk              | Safety concerns                                  | 1   |
|                | <b>Irrelevant</b> | Risk   | Lack of strong evidence for effectiveness |

6. *What contextual factors (e.g., socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing these programs?*

| Item          | f |
|---------------|---|
| Political     | 7 |
| Socioeconomic | 7 |
| Gender        | 5 |
| Geographic    | 2 |
| Religious     | 1 |

7. *Is a program more effective in meeting its short- and long-term objectives if the program's interventions are standardized or tailored to each participant? Why?*

| Response        | Reason                                   | f |
|-----------------|--|---|
| <b>Tailored</b> | Responsive to individuals' needs/profile | 6 |
|                 | Flexibility                              | 1 |
|                 | Participant input/buy-in/ownership       | 1 |
| <b>Depends</b>  | Consistency/fidelity/replication         | 2 |
|                 | Evaluability                             | 2 |
|                 | Responsive to individuals' needs/profile | 2 |
|                 | Efficiency                               | 1 |
|                 | Feasibility                              | 1 |
|                 | Sustainable, sufficient funding          | 1 |

8. *Is a program more effective if the case manager or mentor works for a governmental agency or a nongovernmental organization?*

| Response               | Reason   | f |
|------------------------|--|---|
| <b>Government</b>      | Government is only option in given country         | 1 |
| <b>Non-government</b>  | Perceived credibility and level of trust/suspicion | 2 |
|                        | Perceived credibility and level of trust/suspicion | 4 |
| <b>Depends</b>         | Capacity and resources to execute                  | 2 |
|                        | Capacity to evaluate program                       | 1 |
|                        | Community knowledge, ability to act as a broker    | 1 |
|                        | Program flexibility                                | 1 |
| <b>Does not matter</b> | Depends on specific client and mentor              | 3 |
|                        | Perceived credibility and level of trust/suspicion | 2 |
|                        | Access to data                                     | 1 |
|                        | Capacity and resources to execute                  | 1 |

## Round #2

Qualitative responses are presented first, as these were coded from open-ended questions or questions with an open-ended response option. See the next section for quantitative outputs for Rounds #2 and 3.

Additional information:

- › IQR= Inter-quartile range (see Methods or Appendix A for additional insight)
- › Average= The average score at the group-level for that round

## QUALITATIVE RESPONSES

### 2. Which of the following should be the primary focus of DD programs in prison settings?

| Reasons   | f |
|---|---|
| Deradicalization requires a long-term time frame that is not well suited to incarceration | 4 |
| Cognitive and behavioral change are necessarily intertwined                               | 2 |
| Behavioral change mitigates risk to public safety   | 1 |
| Behavioral change will facilitate easier cognitive change                                 | 1 |
| Cognitive change is necessary for social reintegration and therefore, reducing recidivism | 1 |
| Correctional institutions intended purpose is the modification of illegal behavior        | 1 |
| Government lacks legitimacy and justification to challenge radical ideas                  | 1 |
| The focus should be specific to the individual  | 1 |

### 3. Which of the following should be the primary focus of DD programs during community supervision (e.g. probation, parole)?

| Reasons  | f |
|--|---|
| Behavioral change will facilitate easier cognitive change  | 3 |
| Behavioral to manage risk of recidivism or re-engagement   | 2 |
| Cognitive and behavioral change are necessarily intertwined  | 2 |
| Focus on disengagement because involvement isn't always motivated by belief  | 2 |
| Behavioral changes allow formers to make positive contributions which reduces stigma   | 1 |
| Cognitive change is necessary for social reintegration and therefore, reducing recidivism  | 1 |
| Correctional institutions intended purpose is the modification of illegal behavior   | 1 |
| Government lacks legitimacy and justification to challenge radical ideas, they can only attempt behavioral change to mitigate violence | 1 |
| The focus should be specific to the individual   | 1 |



**4. Should participation in DD programs in criminal legal systems be mandatory or voluntary?**

| <b>Reasons</b>   | <b>f</b> |
|--|----------|
| Voluntary to maximize participant motivation and participation           | 6        |
| Mandatory because not enough people would voluntarily participate        | 1        |
| Voluntary to avoid burnout among program workers                         | 1        |
| Voluntary to avoid exacerbating grievances                               | 1        |
| Voluntary to avoid false compliance among participants                   | 1        |
| Voluntary to avoid participants manipulating and undermining the program | 1        |
| Voluntary to maximize trust and respect in the program                   | 1        |

**13. How should case management in criminal legal systems differ for extremists versus non-extremists?**

| <b>Responses</b>  | <b>f</b> |
|---|----------|
| Practitioners trained in interpreting and responding to VE expressions/behavior | 5        |
| Focus on cognitive change   | 2        |
| More individualized approach  | 2        |
| Practitioners trained in understanding VE motivations                           | 2        |
| Use of tailored risk assessments  | 2        |
| Careful consideration of information disclosure                                 | 1        |
| Different intervention plans  | 1        |
| Inclusion of intelligence in multi-agency team                                  | 1        |
| Inclusion of religious counseling in multi-agency team                          | 1        |
| More emphasis on post-release support   | 1        |
| More intensive interventions  | 1        |

14. *How can practitioners build trust with participants during the intervention?*

| <b>Responses</b>   | <b>f</b> |
|--|----------|
| Be transparent and honest about program                              | 7        |
| Recognize and respond to client's perspectives, needs, and interests | 4        |
| Allow participants to express grievances non-judgmentally            | 3        |
| Be consistent/reliable   | 3        |
| Be respectful  | 2        |
| Do not try to address cognitive change (at least in early stages)    | 2        |
| Be credible  | 1        |
| Be empathic  | 1        |
| Be objective   | 1        |
| Be willing to engage in debate                                       | 1        |
| Demonstrate benefits of participation                                | 1        |
| Do not make promises you can't keep                                  | 1        |
| Occupy a position of authority                                       | 1        |
| Use strengths-based approach   | 1        |
| Use strong privacy protocols   | 1        |

Round #2 and #3

| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 1  | Which of the following persons should be included as participants in DD programs within criminal legal systems?           | a     | At-risk: those who are believed to be vulnerable or receptive to an extremist ideology or group, based upon their social environment, exposure to extremist ideology, or behaviors. (Example: an individual who has recently increased time spent with other offenders who hold extremist beliefs or commit extremist behaviors) |          | 0.29    |          | 0.53    |           |
|    |   | b     | Partially radicalized: those who demonstrate significant interest in an extremist ideology and have begun to engage with its members and materials. (Example: an individual who began participating in online forums in support of an extremist ideology)  |          | 0.64    |          | 0.93    | x         |
|    |   | c     | Radicalized: those who are actively committed to an extremist ideology or those who have actively participated in an extremist group (Example: an individual who was incarcerated for providing material support to an extremist group)  |          | 1.00    |          |         | x         |
|    |   | d     | Highly radicalized: those who actively share or are highly committed to an extremist ideology or have undertaken significant actions in furtherance of the goals of an extremist group or movement. (Example: an individual who actively plotted a violent attack in support of an extremist ideology)                           |          | 0.93    |          |         | x         |
| 2  | Which of the following should be the primary focus of DD programs in correctional settings (e.g., prison, jail)?          | a     | Cognitive change (deradicalization)  |          | 0.36    |          | 0.07    | x         |
| 3  | Which of the following should be the primary focus of DD programs during community supervision (e.g., probation, parole)? | a     | Cognitive change (deradicalization)  |          | 0.14    |          |         | x         |

APPENDIX

| Q# | Question  | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|---|----------|---------|----------|---------|-----------|
|    |   |       |   | IQR      | Average | IQR      | Average |           |
| 4  | Should participation in DD programs in criminal legal systems be mandatory or voluntary?                | a     | Mandatory   |          | 0.36    |          | 0.20    | x         |
| 5  | How important are the following implementation practices for increasing program effectiveness? [Likert] | a     | Develop clear theory of change  | 2.00     | 5.93    | 0.00     | 6.13    | x         |
|    |   | b     | Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, and metrics)        | 1.00     | 6.14    |          |         | x         |
|    |   | c     | Evaluate programs   | 1.00     | 6.43    |          |         | x         |
|    |   | d     | Develop and implement a clear referral process  | 1.75     | 5.93    | 0.50     | 6.13    | x         |
|    |   | e     | Develop and implement clear risk assessment processes   | 0.75     | 6.07    |          |         | x         |
|    |   | f     | Develop and implement clear risk management processes   | 1.00     | 6.21    |          |         | x         |
|    |   | g     | Adapt programming to participants' specific needs   | 1.00     | 6.21    |          |         | x         |
|    |   | h     | Provide staff training that is specific to working with offenders convicted of extremism-related offenses | 1.75     | 6.36    | 1.00     | 6.47    | x         |
|    |   | i     | Be transparent with participants about program's objectives and processes                                 | 2.00     | 6.14    | 0.50     | 6.20    | x         |
|    |   | j     | Include participants in the development of their individual treatment plan                                | 1.75     | 5.86    | 0.00     | 6.00    | x         |
|    |   | k     | Promote participants' sense of physical, emotional, and psychological security throughout interventions   | 2.00     | 6.14    | 1.00     | 6.33    | x         |
|    |   | l     | Use trauma-informed approaches throughout interventions   | 2.00     | 5.79    | 1.00     | 6.13    | x         |
|    |   | m     | Engage with communities to build trust and gain their buy-in  | 2.00     | 5.93    | 1.00     | 5.80    | x         |
|    |   | n     | Coordinate with post-release aftercare stakeholders (e.g. social services)                                | 1.00     | 6.43    |          |         | x         |
| o  | Collaborate and coordinate with different agencies and stakeholders                                     | 2.00  | 5.93  | 0.00     | 5.87    | x        |         |           |
| p  | Staff programs with multi-disciplinary teams  | 2.00  | 5.86  | 0.50     | 5.87    | x        |         |           |

APPENDIX

| Q# | Question  | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|---|----------|---------|----------|---------|-----------|
|    |   |       |   | IQR      | Average | IQR      | Average |           |
| 6  | How important are the following implementation practices in minimizing the chance of unintended consequences? [Likert]  | a     | Focus interventions exclusively on preventing violence  | 1.75     | 5.14    | 1.00     | 5.20    | x         |
|    |   | b     | Situate program in broader offender rehabilitation interventions rather than labelling them as "terrorism prevention" | 1.00     | 5.43    |          |         | x         |
|    |   | c     | Inform programs with target population's context and feedback   | 1.75     | 5.36    | 1.00     | 5.20    | x         |
|    |   | d     | Staff programs with individuals that are specialized in extremism (e.g., risk and protective factors, behaviors)      | 0.00     | 5.79    |          |         | x         |
|    |   | e     | Develop and implement robust case referral process and criteria   | 1.75     | 5.79    | 0.50     | 6.00    | x         |
|    |   | f     | Be transparent in identification, enrollment, and intervention delivery processes                                     | 2.00     | 5.86    | 0.00     | 6.00    | x         |
|    |   | g     | Strictly follow client confidentiality policies   | 1.00     | 6.36    |          |         | x         |
|    |   | h     | Use only justified and proportionate interventions  | 1.00     | 6.29    |          |         | x         |
|    |   | i     | Anticipate additional risks that interventions might expose participants to   | 2.00     | 6.00    | 0.00     | 6.07    | x         |
|    |   | j     | Adapt programming to participants' specific needs   | 1.75     | 6.14    | 1.00     | 6.47    | x         |
|    |   | k     | Anticipate negative effects of reintegration on communities   | 1.00     | 6.57    |          |         | x         |
| 7  | Is a program more effective in meeting its short- and long-term objectives if the following program components are either standardized or tailored to each participant? [Individualized/Standardized] | a     | Referrals   |          | 0.36    |          | 0.13    | x         |
|    |   | b     | Case management   |          | 0.64    |          | 0.87    | x         |
|    |   | c     | Intervention objectives   |          | 0.64    |          | 0.93    | x         |
|    |   | d     | Metrics of success  |          | 0.36    |          | 0.13    | x         |
|    |   | e     | Length of intervention  |          | 0.93    |          |         | x         |
|    |   | f     | Disciplines of intervention providers   |          | 0.64    |          | 0.87    | x         |
|    |   | g     | Type of services provided   |          | 0.79    |          | 0.93    | x         |
|    |   | h     | Post-release supervision  |          | 0.93    |          |         | x         |

APPENDIX

| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 8  | How important are each of the following community engagement practices to improving a program's effectiveness? (Likert)                         | a     | Raise awareness about DD programs in criminal legal systems                                    | 1.00     | 5.50    |          |         | x         |
|    |   | b     | Assess stigmatization of the community   | 1.00     | 5.21    |          |         | x         |
|    |   | c     | Assess stigmas that the community may have towards offenders                                   | 1.00     | 5.50    |          |         | x         |
|    |   | d     | Partner with community service providers   | 1.00     | 5.79    |          |         | x         |
|    |   | e     | Provide pre-release opportunities for pro-social interaction between participant and community | 1.75     | 6.07    | 1.00     | 5.87    | x         |
|    |   | f     | Coordinate with community stakeholders and service providers post-release                      | 1.00     | 6.50    |          |         | x         |
| 9  | Should the following conditions be required to allow a former extremist to participate in program implementation? [Yes/No]                      | a     | Only once they are vetted  |          | 0.64    |          | 0.87    | x         |
|    |   | b     | Only once they are trained or licensed   |          | 0.64    |          | 0.80    | x         |
|    |   | c     | Only under supervision   |          | 0.36    |          | 0.33    |           |
|    |   | d     | Only if they do not participate directly in interventions                                      |          | 0.29    |          | 0.07    | x         |
|    |   | e     | Only if they participate in a mentoring role   |          | 0.14    |          | 0.07    | x         |
|    |   | f     | Only if they participate as part of a multidisciplinary team of intervention providers         |          | 0.64    |          | 0.67    |           |
|    |   | g     | Only if they are receiving direct services relevant to their own needs                         |          | 0.29    |          | 0.27    |           |
| 10 | How important are the following adaptations to effectively modify DD programs in criminal legal systems to address gender differences? [Likert] | a     | Adapt objectives   | 2.00     | 3.64    |          |         |           |
|    |   | b     | Adapt services provided  | 1.75     | 5.14    |          |         |           |
|    |   | c     | Adapt profile of intervention providers  | 2.00     | 4.79    |          |         |           |
|    |   | d     | Adapt community awareness-raising activities   | 2.75     | 3.86    |          |         |           |
|    |   | e     | Adapt relationship-building activities between participant and community                       | 3.00     | 4.29    |          |         |           |
|    |   | f     | Adapt community stakeholders that are engaged  | 3.75     | 4.29    |          |         |           |
|    |   | g     | Adapt reintegration plan   | 3.50     | 4.86    |          |         |           |
|    |   | h     | Adapt post-release supervision   | 2.75     | 4.71    |          |         |           |

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| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 11 | How important are the following adaptations to effectively modify DD programs in criminal legal systems to address the political environment? [Likert]             | a     | Adapt objectives   | 2.50     | 3.21    |          |         |           |
|    |  | b     | Adapt services provided  | 2.75     | 3.07    |          |         |           |
|    |  | c     | Adapt profile of intervention providers                                  | 2.00     | 3.00    |          |         |           |
|    |  | d     | Adapt community awareness-raising activities                             | 2.75     | 4.14    |          |         |           |
|    |  | e     | Adapt relationship-building activities between participant and community | 2.00     | 4.43    |          |         |           |
|    |  | f     | Adapt community stakeholders that are engaged                            | 1.75     | 4.00    |          |         |           |
|    |  | g     | Adapt reintegration plan   | 2.75     | 3.36    |          |         |           |
|    |  | h     | Adapt post-release supervision   | 2.75     | 3.43    |          |         |           |
| 12 | How important are the following adaptations to effectively modify DD programs in criminal legal systems to address a participant's socioeconomic context? [Likert] | a     | Adapt objectives   | 3.75     | 3.50    |          |         |           |
|    |  | b     | Adapt services provided  | 2.50     | 4.50    |          |         |           |
|    |  | c     | Adapt profile of intervention providers                                  | 3.00     | 3.29    |          |         |           |
|    |  | d     | Adapt community awareness-raising activities                             | 3.00     | 3.43    |          |         |           |
|    |  | e     | Adapt relationship-building activities between participant and community | 2.00     | 3.93    |          |         |           |
|    |  | f     | Adapt community stakeholders that are engaged                            | 1.00     | 4.50    |          |         | x         |
|    |  | g     | Adapt reintegration plan   | 2.75     | 4.50    |          |         |           |
|    |  | h     | Adapt post-release supervision   | 1.75     | 4.57    |          |         |           |



# DERADICALIZATION AND DISENGAGEMENT IN THE COMMUNITY

## Round #1

1. *What short- and long-term objectives are most appropriate for programs focused on deradicalization and disengagement in the community?*

| Objectives                                       | f |
|--|---|
| Disengagement                                    | 9 |
| Reintegration into society                       | 7 |
| Provide support/services to clients and families | 5 |
| Build pro-social skills/network                  | 4 |
| Deradicalization                                 | 3 |
| Redirection of motivation                        | 2 |
| Build resilience                                 | 1 |

2. *What are implementation practices that increase or decrease these programs?*

| Practices   | Type              | f |
|---|-------------------|---|
| Staff training/specialization                           | Training          | 4 |
| Measurement/evaluation                                  | Research          | 3 |
| Multidisciplinary/multi-agency coordination             | Communication     | 3 |
| Individualized services                                 | Individualization | 2 |
| Well established risk assessment protocols              | Design            | 2 |
| Clear logic model/objectives                            | Research          | 1 |
| Client-centered approach                                | Individualization | 1 |
| Design based on structural integrity                    | Design            | 1 |
| Ethics reviews  | Design            | 1 |
| Evidence-based design                                   | Design            | 1 |
| Flexibility   | Design            | 1 |
| Focus on family/community connections                   | Design            | 1 |
| Focus on providing alternative sources of support       | Support           | 1 |
| Identify right intervention provider for the individual | Individualization | 1 |
| Nongovernmental implementer                             | Design            | 1 |
| Strategic with public government support                | Communication     | 1 |
| Use a single POC for participants                       | Communication     | 1 |
| Voluntary vs. compulsory engagement                     | Design            | 1 |
| Well established referral protocols                     | Communication     | 1 |

### 3. Who should the target population(s) of these programs be?

| Target                          | f |
|---------------------------------|---|
| Involved in extremism           | 8 |
| At risk of involvement          | 2 |
| Depends                         | 2 |
| Family members of those at-risk | 2 |
| Everyone                        | 1 |
| Individuals open to disengaging | 1 |

### 4. How can programs “do no harm” and minimize unintended consequences, such as stigmatization, when focusing on a particular community or target population?

| Practices  | f |
|--|---|
| Don't target a particular community                          | 3 |
| Offer individualized services                                | 2 |
| Transparency   | 2 |
| Use multi-disciplinary teams                                 | 2 |
| Anticipate impacts on program stakeholders                   | 1 |
| Confidentiality standards                                    | 1 |
| Differentiate between self-referred vs. mandated programs    | 1 |
| Don't use demographics/ideology to target                    | 1 |
| Establish operational frameworks for mitigation              | 1 |
| Feedback loops   | 1 |
| Frame in broader context, not just VE                        | 1 |
| Have external experts and testing groups check content       | 1 |
| Informed consent of participants                             | 1 |
| Integrate community perspective in program design            | 1 |
| Offer services to social networks to build resilience        | 1 |
| Only work with those already radicalized (or their networks) | 1 |
| Proper staff training  | 1 |
| Regular outreach/communications with community               | 1 |
| Use positive terminology to describe participants/services   | 1 |

APPENDIX

5. *Do you recommend having individuals formerly engaged in extremist groups act as mentors or case managers? Why or why not?*

| Response | Type                               | Reason  | f |
|----------|------------------------------------|---|---|
| Yes      | Benefit                            | understand radicalization/deradicalization pathway  | 2 |
|          | Condition                          | depends on specific role                            | 2 |
|          | Condition                          | within multidisciplinary team                       | 2 |
|          | Condition                          | if trained  | 1 |
|          | Condition                          | if vetted   | 1 |
|          | Condition                          | indirect involvement                                | 1 |
|          | Condition                          | only as a peer mentor                               | 1 |
|          | Condition                          | with supervision                                    | 1 |
|          | Risk                               | gain celebrity/reward                               | 1 |
|          | Risk                               | male-dominated                                      | 1 |
| No       | Risk                               | less credible                                       | 1 |
|          | Risk                               | risk of relapse                                     | 1 |
|          | Risk                               | prevents former from full reintegration             | 1 |
| Depends  | Condition                          | context-dependent                                   | 1 |
|          | Condition                          | depends on specific role                            | 1 |
|          | Condition                          | if they have appropriate social and cultural skills | 1 |
|          | Condition                          | if vetted   | 1 |
|          | Condition                          | once fully distanced                                | 1 |
|          | Risk                               | not able to accurately assess risk/threat           | 1 |
| Risk     | not psychologically healthy enough | 1   |   |

6. *What contextual factors (e.g. socioeconomic, political, geographic, gender-based) are most important to consider when designing or implementing these programs?*

| Factors               | f |
|-----------------------|---|
| All                   | 6 |
| Depends on individual | 3 |
| Socioeconomic         | 2 |
| Geographic            | 2 |
| Ideological           | 1 |
| Political             | 1 |

7. *Is a program more effective in meeting its short- and long-term objectives if the program's interventions are standardized or tailored to each participant? Why?*

| Response        | Reason  | f |
|-----------------|---|---|
| <b>Tailored</b> | Flexibility allows for taking advantage of opportunities            | 1 |
|                 | Standardization increases efficiency                                | 1 |
|                 | Standardization increases simplicity                                | 1 |
|                 | Tailoring increases effectiveness                                   | 1 |
|                 | Tailoring is costly   | 1 |
| <b>Depends</b>  | Fixed interventions result in lower participation                   | 1 |
|                 | Intermediate goals should be individualized                         | 1 |
|                 | Outcome goals should be standardized                                | 1 |
|                 | Standard menu of interventions, tailored selection of interventions | 1 |
|                 | Standardization enables applied learning                            | 1 |
|                 | Standardization improves evaluability                               | 1 |
|                 | Tailoring increases effectiveness                                   | 1 |

8. *Which actors are best suited to intervene with an individual (e.g. friends, family, youth workers, community leader, police, social workers, etc.)?*

| Actors                      | f |
|-----------------------------|---|
| Depends on individual case  | 6 |
| Draw upon multiple actors   | 4 |
| Families                    | 3 |
| Law enforcement (negative)  | 3 |
| Social workers              | 3 |
| Friends                     | 2 |
| Community leaders           | 1 |
| Formers                     | 1 |
| Mental health practitioners | 1 |
| NGO staff                   | 1 |
| Youth workers               | 1 |

## Round #2

Qualitative responses are presented first, as these were coded from open-ended questions or questions with an open-ended response option. See the next section for quantitative outputs for Rounds #2 and 3.

Additional information:

- › IQR= Inter-quartile range (see Methods or Appendix A for additional insight)
- › Average= The average score at the group-level for that round

### QUALITATIVE RESPONSES

#### 6. *Should the following conditions be required to allow a former extremist to participate in program implementation? [Yes/No]*

- a. Only once they are vetted
- [IF YES] Since you selected yes for vetting as a necessary condition for former extremist participation, please explain below who you believe should conduct the vetting process.

| Requirements                              | f |
|---|---|
| Vetted by multiagency/multi-org process   | 3 |
| Vetted based on length of time disengaged | 2 |
| Vetted by expert/practitioner             | 2 |
| Vetted based on proof of therapy          | 1 |
| Vetted by a security agency               | 1 |
| Vetted by law enforcement                 | 1 |
| Vetted by the program                     | 1 |

- b. Only once they are trained or licensed
- [IF YES] Since you selected yes for training or licensure as a necessary condition for former extremist participation, please explain below what types of trainings or licenses you believe are necessary.

| Requirements                                    | f |
|---|---|
| Mental health care                              | 2 |
| Referral procedures                             | 2 |
| Risk assessment                                 | 2 |
| Specific extremism training                     | 2 |
| All trainings typically required by the program | 1 |
| Harm reduction                                  | 1 |
| Motivational interviewing                       | 1 |
| Social work                                     | 1 |
| Suicide prevention                              | 1 |
| Trauma informed care                            | 1 |

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c. Only under supervision

- [IF YES]: Since you selected yes for supervision as a necessary condition for former extremist participation, please explain below who you believe should conduct this supervision.

| Requirements   | f |
|--|---|
| Any experienced practitioner   | 2 |
| Licensed mental health practitioner experienced with extremist populations | 2 |
| Program staff  | 1 |
| Program supervisor   | 1 |

### 13. *What are the primary barriers that individuals face within the context of deradicalization and disengagement programs when integrating or reintegrating into the community?*

| Reasons                                   | f |
|---|---|
| Social stigma                             | 8 |
| Mental instability                        | 5 |
| Lack of access to supportive programs     | 3 |
| Lack of psychosocial skills               | 3 |
| Lack of economic security                 | 2 |
| Substance abuse issues                    | 2 |
| Educational challenges                    | 1 |
| Hostility from former extremist group     | 1 |
| Lack of employment opportunities          | 1 |
| Lack of physical security                 | 1 |
| Lack of trust in government and authority | 1 |

APPENDIX

Round #2 and #3

| Q# | Question  | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|---|----------|---------|----------|---------|-----------|
|    |   |       |   | IQR      | Average | IQR      | Average |           |
| 1  | How appropriate or inappropriate are the following objectives for programs focused on deradicalization and disengagement in the community? [Likert] | a.    | Deradicalization (cognitive change)   | 2.00     | 4.73    | 1.00     | 4.92    | x         |
|    |   | b.    | Social (re)integration into society   | 1.00     | 6.36    |          |         | x         |
|    |   | c.    | Physical (re)integration into society   | 1.50     | 6.00    | 1.00     | 6.17    | x         |
|    |   | d.    | Economic (re)integration into society   | 1.00     | 6.36    |          |         | x         |
|    |   | e.    | Capacity building of social networks (e.g., friends, family, community members) of potential clients to intervene | 1.00     | 6.45    |          |         | x         |



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| Q# | Question  | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|---|----------|---------|----------|---------|-----------|
|    |   |       |   | IQR      | Average | IQR      | Average |           |
| 2  | How important are the following implementation practices for increasing program effectiveness? [Likert] | a.    | Develop clear theory of change  | 1.00     | 6.18    |          |         | x         |
|    |   | b.    | Develop clear implementation and measurement plan (e.g., goals, objectives, outcomes, metrics)                            | 1.50     | 6.09    | 1.25     | 6.00    |           |
|    |   | c.    | Use an evidence-based design  | 1.00     | 6.27    |          |         | x         |
|    |   | d.    | Evaluate programs   | 1.00     | 6.27    |          |         | x         |
|    |   | e.    | Develop and implement a clear referral process  | 1.50     | 5.73    | 1.25     | 5.83    |           |
|    |   | f.    | Develop and implement clear risk assessment processes   | 2.00     | 5.82    | 1.00     | 5.92    | x         |
|    |   | g.    | Develop and implement clear risk management processes   | 1.50     | 6.18    | 1.00     | 5.92    | x         |
|    |   | h.    | Provide staff training that is specific to deradicalization and disengagement   | 1.00     | 6.00    |          |         | x         |
|    |   | i.    | Ensure the use of licensed practitioners  | 2.50     | 5.27    | 2.25     | 5.00    |           |
|    |   | j.    | Staff programs with multi-disciplinary teams  | 1.50     | 5.82    | 2.00     | 5.83    |           |
|    |   | k.    | Avoid involving law enforcement in direct program implementation  | 3.00     | 4.00    | 2.25     | 4.50    |           |
|    |   | l.    | Adapt programming to participants' specific needs   | 1.00     | 6.18    |          |         | x         |
|    |   | m.    | Establish a single point of contact for clients to reach out to   | 2.00     | 5.36    | 1.25     | 4.67    |           |
|    |   | n.    | Be transparent with participants about program's objectives and processes   | 1.00     | 6.45    |          |         | x         |
|    |   | o.    | Include participants in the development of their individual treatment plan  | 1.00     | 6.36    |          |         | x         |
|    |   | p.    | Promote participants' sense of physical, emotional, and psychological security throughout interventions                   | 1.00     | 6.27    |          |         | x         |
|    |   | q.    | Focus on building the capacity of the social networks of those at-risk or radicalized (e.g. friends, family) to intervene | 1.00     | 6.00    |          |         | x         |
|    |   | r.    | Conduct regular ethics reviews of programming   | 1.00     | 6.00    |          |         | x         |
|    |   | s.    | Collaborate and coordinate with different agencies and stakeholders   | 1.00     | 5.73    |          |         | x         |
|    |   | t.    | Be strategic with public government support for programs  | 1.00     | 4.36    |          |         | x         |

APPENDIX

| Q# | Question   | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|---|----------|---------|----------|---------|-----------|
|    |  |       |   | IQR      | Average | IQR      | Average |           |
| 3  | Which of the following program components should be individualized versus standardized? [Individualized/ Standardized] | a.    | Referral process  |          | 0.09    |          |         | x         |
|    |  | b.    | Intervention objectives   |          | 0.73    |          | 0.75    |           |
|    |  | c.    | Metrics of success  |          | 0.36    |          | 0.33    |           |
|    |  | d.    | Length of intervention  |          | 0.91    |          |         | x         |
|    |  | e.    | Intervener's relationship to client (e.g., friend, family member, community leader, no relationship)    |          | 0.82    |          |         | x         |
|    |  | f.    | Disciplines of intervention providers (e.g., psychologist, social worker, police officer)               |          | 0.55    |          | 0.75    |           |
|    |  | g.    | Type of services provided   |          | 0.73    |          | 0.83    | x         |
| 4  | How much do you agree or disagree with the following statements: [Likert]  | a.    | Standardized interventions result in lower participation than individualized interventions              | 1.00     | 4.00    |          |         | x         |
|    |  | b.    | Standardized interventions are more evaluable than individualized interventions                         | 1.00     | 5.82    |          |         | x         |
|    |  | c.    | Standardized interventions better enable the application of learnings than individualized interventions | 2.50     | 4.09    | 1.00     | 4.58    | x         |
|    |  | d.    | Standardized interventions are more financially efficient than individualized interventions             | 2.50     | 4.91    | 1.50     | 4.50    |           |
|    |  | e.    | Standardized interventions are less effective than individualized interventions                         | 2.00     | 4.73    | 2.25     | 4.75    |           |
|    |  | f.    | Intermediate goals should be individualized   | 1.00     | 5.82    |          |         | x         |
|    |  | g.    | Outcome-level goals should be standardized  | 2.50     | 5.18    | 1.75     | 5.08    |           |

APPENDIX

| Q# | Question   | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|--|----------|---------|----------|---------|-----------|
|    |  |       |  | IQR      | Average | IQR      | Average |           |
| 5  | How important are the following practices in minimizing the chance of unintended consequences? [Likert]                    | a.    | Position programs within a broader community health context rather than specifically within terrorism prevention | 2.00     | 5.55    | 0.00     | 5.92    | x         |
|    |  | b.    | Do not target specific communities   | 2.00     | 5.64    | 1.25     | 6.17    |           |
|    |  | c.    | Identify target populations using an evidence-based theory of change   | 2.50     | 5.27    | 1.00     | 5.50    | x         |
|    |  | d.    | Inform programs with target population's context and feedback  | 3.00     | 5.36    | 1.25     | 5.83    |           |
|    |  | e.    | Integrate community perspective in program design  | 2.00     | 5.64    | 2.00     | 5.75    |           |
|    |  | f.    | Be transparent regarding program goals and activities  | 0.50     | 6.64    |          |         | x         |
|    |  | g.    | Anticipate impacts on program stakeholders   | 1.50     | 5.64    | 1.00     | 5.50    | x         |
|    |  | h.    | Anticipate additional risks that interventions might expose participants to                                      | 1.50     | 6.27    | 1.00     | 6.33    | x         |
|    |  | i.    | Staff programs with individuals that are trained in extremism (e.g., risk and protective factors, behaviors)     | 2.00     | 5.64    | 1.25     | 5.67    |           |
|    |  | j.    | Strictly follow client confidentiality policies  | 0.50     | 6.73    |          |         | x         |
|    |  | k.    | Adapt programs in response to feedback   | 1.00     | 6.27    |          |         | x         |
|    |  | l.    | Have external experts or testing groups review messaging   | 1.00     | 6.27    |          |         | x         |
|    |  | m.    | Communicate regularly with the community   | 1.50     | 6.00    | 0.25     | 5.50    | x         |
|    |  | n.    | Carefully frame programs and participation in communications   | 1.00     | 6.36    |          |         | x         |
| 6  | Should the following conditions be required to allow a former extremist to participate in program implementation? [Yes/No] | a.    | Only once they are vetted  |          | 0.64    |          | 1.00    | x         |
|    |  | b.    | Only once they are trained or licensed   |          | 0.73    |          | 1.00    | x         |
|    |  | c.    | Only under supervision   |          | 0.55    |          | 0.67    |           |
|    |  | d.    | Only if they participate as part of a multidisciplinary team of intervention providers                           |          | 0.82    |          |         | x         |
|    |  | e.    | Only if they are fully disengaged  |          | 0.91    |          |         | x         |
|    |  | f.    | Only if they are receiving direct services relevant to their own needs   |          | 0.18    |          |         | x         |

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| Q# | Question   | Items | Option  | Round #2 |         | Round #3 |         | Consensus |
|----|--|-------|---|----------|---------|----------|---------|-----------|
|    |  |       |   | IQR      | Average | IQR      | Average |           |
| 7  | Which of the following roles should formers play in programs? [Yes/No]   | a.    | Participating in program design   |          | 0.82    |          |         | x         |
|    |  | b.    | Participating in program communications and messaging                             |          | 1.00    |          |         | x         |
|    |  | c.    | Participating directly in interventions   |          | 0.73    |          | 0.67    |           |
|    |  | d.    | Participating in a mentoring role   |          | 0.91    |          |         | x         |
|    |  | e.    | Participating in awareness raising events   |          | 1.00    |          |         | x         |
|    |  | f.    | Participating in training events  |          | 1.00    |          |         | x         |
| 8  | How important are each of the following practices for building the capacity of social networks (e.g., friends, family, community members) to intervene with target populations? [Likert]   | a.    | Raise awareness about deradicalization and disengagement resources                | 3.00     | 5.18    |          |         |           |
|    |  | b.    | Host training events regarding radicalization and deradicalization                | 3.50     | 4.55    |          |         |           |
|    |  | c.    | Assess stigmatization towards the community                                       | 1.50     | 5.82    |          |         |           |
|    |  | d.    | Assess stigmas that the community may have towards clients                        | 2.00     | 5.91    |          |         |           |
|    |  | e.    | Partner with community-based service providers                                    | 1.00     | 6.36    |          |         | x         |
|    |  | f.    | Establish network of community members who have received training or support      | 2.00     | 5.91    |          |         |           |
|    |  | g.    | Establish formal partnerships between community stakeholders and local government | 3.50     | 5.18    |          |         |           |
| 9  | Consider a scenario in which an implementer aims to replicate a program in a new community, which has a different political context than the previous community. How important are the following adaptations to effectively modify the program to this different political context? [Likert] | a.    | Adapt objectives  | 4.00     | 4.45    |          |         |           |
|    |  | b.    | Adapt services provided   | 1.50     | 5.18    |          |         |           |
|    |  | c.    | Adapt profile of intervention providers   | 1.00     | 5.18    |          |         | x         |
|    |  | d.    | Adapt community awareness-raising activities                                      | 1.50     | 5.82    |          |         |           |
|    |  | e.    | Adapt relationship-building activities between participant and community          | 1.50     | 5.82    |          |         |           |
|    |  | f.    | Adapt community stakeholders that are engaged                                     | 1.00     | 5.73    |          |         | x         |
|    |  | g.    | Adapt reintegration plan  | 2.50     | 4.73    |          |         |           |

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| Q# | Question  | Items | Option   | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|--|----------|---------|----------|---------|-----------|
|    |   |       |  | IQR      | Average | IQR      | Average |           |
| 10 | Consider a scenario in which an implementer aims to take a program originally implemented in an urban community and replicate it in a rural community. How important are the following adaptations to effectively modify the program to this different geographic context? [Likert] | a.    | Adapt objectives   | 4.00     | 3.91    |          |         |           |
|    |   | b.    | Adapt services provided  | 2.00     | 5.27    |          |         |           |
|    |   | c.    | Adapt profile of intervention providers                                  | 2.00     | 4.91    |          |         |           |
|    |   | d.    | Adapt community awareness-raising activities                             | 1.00     | 5.27    |          |         | x         |
|    |   | e.    | Adapt relationship-building activities between participant and community | 1.50     | 5.55    |          |         |           |
|    |   | f.    | Adapt community stakeholders that are engaged                            | 1.50     | 5.36    |          |         |           |
|    |   | g.    | Adapt reintegration plan   | 4.00     | 4.27    |          |         |           |
| 11 | How important are the following adaptations to effectively modify a program to address clients' socioeconomic context? [Likert]   | a.    | Adapt objectives   | 3.50     | 3.45    |          |         |           |
|    |   | b.    | Adapt services provided  | 2.00     | 5.18    |          |         |           |
|    |   | c.    | Adapt profile of intervention providers                                  | 2.00     | 4.18    |          |         |           |
|    |   | d.    | Adapt community awareness-raising activities                             | 2.50     | 4.27    |          |         |           |
|    |   | e.    | Adapt relationship-building activities between participant and community | 2.50     | 4.73    |          |         |           |
|    |   | f.    | Adapt community stakeholders that are engaged                            | 1.50     | 5.18    |          |         |           |
|    |   | g.    | Adapt reintegration plan   | 4.00     | 4.36    |          |         |           |
| 12 | How important are the following adaptations to effectively modify a program to address clients' gender differences? [Likert]  | a.    | Adapt objectives   | 4.00     | 4.00    |          |         |           |
|    |   | b.    | Adapt services provided  | 1.00     | 5.27    |          |         | x         |
|    |   | c.    | Adapt profile of intervention providers                                  | 2.00     | 5.00    |          |         |           |
|    |   | d.    | Adapt community awareness-raising activities                             | 1.50     | 5.00    |          |         |           |
|    |   | e.    | Adapt relationship-building activities between participant and community | 1.00     | 5.36    |          |         | x         |
|    |   | f.    | Adapt community stakeholders that are engaged                            | 1.50     | 5.45    |          |         |           |
|    |   | g.    | Adapt reintegration plan   | 1.50     | 4.91    |          |         |           |

APPENDIX

| Q# | Question  | Items | Option                                    | Round #2 |         | Round #3 |         | Consensus |
|----|---|-------|---|----------|---------|----------|---------|-----------|
|    |   |       |   | IQR      | Average | IQR      | Average |           |
| 13 | In Round 2, the last question was open-ended and asked, "What are the primary barriers that individuals face within the context of deradicalization and disengagement programs when integrating or reintegrating into the community?" The primary barriers reported were recorded as below: | a.    | Educational challenges                    |          |         | 2.00     | 5.00    |           |
|    |   | b.    | Hostility from former extremist group     |          |         | 2.00     | 4.92    |           |
|    |   | c.    | Lack of access to supportive programs     |          |         | 1.25     | 5.75    |           |
|    |   | d.    | Lack of economic security                 |          |         | 1.25     | 5.67    |           |
|    |   | e.    | Lack of employment opportunities          |          |         | 1.25     | 5.75    |           |
|    |   | f.    | Lack of physical security                 |          |         | 1.25     | 5.33    |           |
|    |   | g.    | Lack of psychosocial skills               |          |         | 1.25     | 5.58    |           |
|    |   | h.    | Lack of trust in government and authority |          |         | 2.00     | 5.83    |           |
|    |   | i.    | Mental instability                        |          |         | 2.25     | 5.08    |           |
|    |   | j.    | Social stigma                             |          |         | 2.00     | 6.00    |           |
|    |   | k.    | Substance abuse issues                    |          |         | 2.00     | 5.08    |           |

## APPENDIX E.

# Interview Protocol

## Community Engagement

Thank you for agreeing to participate in this interview! We designed these interviews to build off of the responses we received during our Delphi studies to dive deeper into some of the areas of agreement and disagreement that we identified and to talk more specifically about how to implement some of the recommendations that emerged. We will aggregate the information gathered from these interviews to inform the findings and recommendations that we provide to DHS.

I want to remind you that this is completely voluntary and you do not have to answer any questions you don't want to. We can stop the interview at any time and we will not attribute any of your response to you personally.

### EFFECTIVENESS OF PROGRAM TYPES & PRACTICES

1. *In our Delphi study, respondents agreed that educational or school-based programs, community threat awareness raising programs, and community dialogue programs are all "Slightly Effective." Are there other types of programs under the community engagement umbrella that you believe are more effective than these?*
  - a. IF YES: What elements or practices from this program make it more effective?
2. *The average response regarding the effectiveness of police-led programs stated that they were neither effective nor ineffective. Are there ways to adapt programs to mitigate aspects that make police-led programs less effective, or are these issues fundamental to police-led programs?*
  - a. Are there specific programs that would benefit from police-involvement? Why?
3. *Thinking about the community engagement programs that you know of, were former extremists included in design and/or implementation?*
  - a. IF NO: Was there a reason that they weren't included?
  - b. IF YES: In what capacity were they included?
  - c. IF YES: Were they subject to formal vetting and/or training? How was this done?
  - d. IF YES: What positive effects (if any) did the inclusion of the former have? What negative effects?

### CONTEXT-INFORMED DESIGN

4. *Respondents agreed that being designed for the local context is the most important feature across all program types that we asked about. They also agreed that community-centric and -informed design is one of the most important practices for increasing program effectiveness.*
  - a. Based on your experience, are programs designed to account for gender? IF YES: How have you seen them account for this?
  - b. Based on your experience, are programs designed to account for geographic contexts (e.g. urban versus rural)? IF YES: How have you seen them account for this?
  - c. Based on your experience, are programs designed to account for socioeconomic contexts (e.g. different economic levels in the community)? IF YES: How have you seen them account for this?

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d. Based on your experience, are programs designed to account for political contexts (e.g. different power dynamics/ relationships between stakeholders and communities)? IF YES: How have you seen them account for this?

5. ***We saw that respondents favored generalization over targeting in educational or school-based programs specifically because a) targeting populations in a school context has a high risk of causing stigmatization and b) the goal in these programs is typically to effect more holistic change. Are there any contexts in which an educational or school-based program should be targeted?***
6. ***Thinking about targeted community engagement programs that you have worked on or studied, how did the program designers/implementers target the program?***

### MITIGATING NEGATIVE EFFECTS

7. ***Across all program types, transparency surrounding program goals was considered as the most important for increasing program effectiveness and for minimizing the chance of unintended consequences. What do you think transparency looks like?***
  - a. What is the key goal(s) of transparency?
  - b. How have you seen programs be transparent?
  - c. Were these efforts effective?
8. ***One of the most important practices that respondents selected for minimizing the chance of unintended consequences was to anticipate and create a plan for negative effects. How have you seen this done in programs?***
  - a. How, if at all, have you seen programs manage the risk of stigmatization?
  - b. Were these efforts effective?
9. ***What kinds of unanticipated negative effects have you seen community engagement programs cause?***
  - a. How (if at all) did the programs address or mitigate these effects?
10. ***Another one of the most important practices that respondents selected for minimizing the chance of unintended consequences is collaborating with the community. Which actors in 'the community' should implementers collaborate with?***
  - a. How can programs collaborate with these actors in contexts where there is a low level of existing trust between them and program implementers/funders?

### OBJECTIVES & MEASUREMENT

11. ***When we asked participants about long-term objectives, many of them focused on achieving attitudinal changes (e.g. increasing trust, willingness to engage, decreasing polarization and stigmatization). What metrics should programs use to measure success in effecting this change?***
12. ***Based on your experience, what are the primary data collection challenges facing community engagement programs?***
  - a. How can the field improve the quantity and quality of its data collection?
  - b. What promising practices have you seen used to effectively produce data and/or evidence surrounding program outcomes?



## Deradicalization and Disengagement, Criminal Legal Systems

Thank you for agreeing to participate in this interview! We designed these interviews to build off of the responses we received during our Delphi studies to dive deeper into some of the areas of agreement and disagreement that we identified and to talk more specifically about how to implement some of the recommendations that emerged. We will aggregate the information gathered from these interviews to inform the findings and recommendations that we provide to DHS.

Thank you for agreeing to participate in this interview! I want to remind you that this is completely voluntary and you do not have to answer any questions you don't want to. We can stop the interview at any time and we will not attribute any of your response to you personally.

### EFFECTIVENESS OF PROGRAM PRACTICES

1. ***Respondents agreed that partially radicalized, radicalized, and highly radicalized individuals should participate in DD CLS programs; however, they did not agree regarding whether at-risk individuals should participate. In what scenarios is it appropriate to include someone who is at-risk?***
  - a. When is it not appropriate to include them?
2. ***Respondents agreed that participation in DD CLS programs should be voluntary. How have you seen DD CLS programs recruit participants?***
  - a. Were these approaches effective in getting individuals to participate?
  - b. What are the primary challenges in getting individuals to participate?
  - c. Are there ways to mitigate these challenges that you have seen be successful?
3. ***One of the most important practices that respondents selected for increasing program effectiveness was to provide staff training that is specific to working with offenders convicted of extremism-related offenses. What specific types of training are most important to provide to staff?***
4. ***Thinking about the DD CLS programs that know of, were former extremists included in design and/or implementation?***
  - a. IF NO: Was there a reason that they weren't included?
  - b. IF YES: In what capacity were they included? Were they part of a broader team of providers?
  - c. IF YES: Were they subject to formal vetting and/or training? Were they under supervision? How was this done?
  - d. IF YES: What positive effects (if any) did the inclusion of the former have? What negative effects?
5. ***Another one of the most important practices that respondents selected for increasing program effectiveness was coordination with community stakeholders and service providers post-release. In your experience, how do programs typically interface with stakeholders and post-release service providers?***
  - a. Were these efforts effective?
  - b. What could programs do (or do better) to improve this coordination?
  - c. Which community stakeholders and post-release service providers do you recommend coordinating with?

### MITIGATING NEGATIVE EFFECTS

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6. ***One of the most important practices that respondents selected for minimizing the chance of unintended consequences was to anticipate negative effects of reintegration on communities. How have you seen this done in programs?***
  - a. Were these efforts effective?
7. ***How have you seen programs anticipate negative effects on participants?***
  - a. Were these efforts effective?
8. ***What kinds of unanticipated negative effects have you seen DD CLS programs cause, among participants and/or communities?***
  - a. How (if at all) did the programs address or mitigate these effects?
  - b. Were these efforts effective?

## CONTEXT-INFORMED REINTEGRATION

9. ***Based on your experience, are DD CLS programs designed to account for different ideologies?***
  - a. IF YES: How have you seen them account for this? What are the differences?
  - b. Were these efforts effective?
  - c. How (if at all) do you recommend that they account for ideology?
10. ***Based on your experience, are DD CLS programs designed to account for gender?***
  - a. IF YES: How have you seen them account for this?
  - b. Were these efforts effective?
  - c. How (if at all) do you recommend that they account for gender?
11. ***Based on your experience, does in-person post-release aftercare and reintegration programming account for and adapt to the local context (e.g., socioeconomic factors)?***
  - a. IF YES: How have you seen them account for this?
  - b. Were these efforts effective?
  - c. How (if at all) do you recommend that they account for the local context?

## OBJECTIVES & MEASUREMENT

12. ***A majority of respondents stated that metrics should be standardized, while interventions themselves should be individualized (e.g., type of services, length, disciplines, supervision). What standard metrics can programs use if individuals are receiving different interventions?***
  - a. What if some interventions are short-term and others are long-term?
  - b. What if participants are at different levels of radicalization?
13. ***Respondents agreed that DD CLS programs should primarily focus on behavioral change as opposed to cognitive change. Are there specific types of behavioral change that programs should aim for?***
  - a. What metrics should DD CLS programs use to measure success in effecting this change?
  - b. What are the primary data collection challenges facing DD CLS programs?
  - c. How can the field improve the quantity and quality of its data collection?
  - d. What promising practices have you seen used to effectively produce data and/or evidence surrounding program outcomes?
  - e. How can the field effectively produce data and/or evidence surrounding program outcomes, given restricted access to participants while incarcerated and post-release?

## Deradicalization and Disengagement, Community

Thank you for agreeing to participate in this interview! We designed these interviews to build off of the responses we received during our Delphi studies to dive deeper into some of the areas of agreement and disagreement that we identified and to talk more specifically about how to implement some of the recommendations that emerged. We will aggregate the information gathered from these interviews to inform the findings and recommendations that we provide to DHS.

Thank you for agreeing to participate in this interview! I want to remind you that this is completely voluntary and you do not have to answer any questions you don't want to. We can stop the interview at any time and we will not attribute any of your response to you personally.

### EFFECTIVENESS OF PROGRAM PRACTICES

1. ***How have you seen DD C programs recruit participants?***
  - a. Were these approaches effective in getting individuals to participate?
  - b. What are the primary challenges in getting individuals to participate?
  - c. Are there ways to mitigate these challenges that you have seen be successful?
  
2. ***Thinking about the DD C programs that you know of, were former extremists included in design and/or implementation?***
  - a. IF NO: Was there a reason that they weren't included?
  - b. IF YES: In what capacity were they included? Were they part of a broader team of providers?
  - c. IF YES: Were they subject to formal vetting and/or training? Were they under supervision? How was this done?
  - d. IF YES: What positive effects (if any) did the inclusion of the former have? What negative effects?
  
3. ***Respondents agreed on the importance of partnering with community-based service providers to build capacity for social networks to intervene. How have you seen this done in programs?***
  - a. Were these efforts effective?
  - b. What could programs do (or do better) to improve these partnerships?
  - c. Which service providers do you recommend coordinating with?

### MITIGATING NEGATIVE EFFECTS

4. ***Transparency surrounding program goals and activities was considered to be most important for increasing program effectiveness and for minimizing the chance of unintended consequences. What do you think transparency looks like?***
  - a. What is the key goal(s) of transparency?
  - b. How have you seen programs be transparent?
  - c. Were these efforts effective?
  
5. ***How have you seen programs anticipate negative effects on participants?***
  - a. Were these efforts effective?
  
6. ***How have you seen programs anticipate negative effects on communities?***
  - a. Were these efforts effective?

- 7. *What kinds of unanticipated negative effects have you seen DD C programs cause among participants and/or communities?***
- How (if at all) did the programs address or mitigate these effects?
  - Were these efforts effective?

## **CONTEXT-INFORMED REINTEGRATION**

- 8. *Based on your experience, are DD C programs designed to account for different ideologies?***
- IF YES: How have you seen them account for this? What are the differences?
  - Were these efforts effective?
  - How (if at all) do you recommend that they account for ideology?
- 9. *Based on your experience, are DD C programs designed to account for gender?***
- IF YES: How have you seen them account for this?
  - How (if at all) do you recommend that they account for gender?
- 10. *Based on your experience, do DD C programs account for and adapt to the local context (e.g. socioeconomic factors)?***
- IF YES: How have you seen them account for this?
  - Were these efforts effective?

## **OBJECTIVES & MEASUREMENT**

- 11. *A majority of respondents stated that metrics should be standardized, while interventions themselves should be individualized (e.g. type of services, length, disciplines, supervision). What standard metrics can programs use if individuals are receiving different interventions?***
- What if some interventions are short-term and others are long-term?
  - What if participants are at different levels of radicalization?
- 12. *Respondents agreed that programs should seek to build the capacity of social networks of potential clients to intervene. What metrics should DD C programs use to measure success in effecting this change?***
- 13. *Respondents agreed that programs should seek to integrate (or reintegrate) individuals socially, physically, and economically. What metrics should DD C programs use to measure success in effecting this change?***
- 14. *What are the primary data collection challenges facing DD C programs?***
- How can the field improve the quantity and quality of its data collection?
  - What promising practices have you seen used to effectively produce data and/or evidence surrounding program outcomes?
  - How can the field effectively produce data and/or evidence surrounding program outcomes, given restricted access to participants after they've finished with programming?



Study Findings Report  
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Identify Promising Practices**

**Developed for:**

The U.S. Department of Homeland Security (DHS)  
Science and Technology Directorate (S&T)



Science and  
Technology

**Developed by RTI International**