

Instructions on How to Code Data Collected via the Scenario-based Nominal Group Technique

Instructions for administrators

1. Importing data and setting up the spreadsheet
 - a. Copy your collected challenge data into Column A of the Challenges worksheet.
 - b. Copy your collected functions data into Column A of the Functions worksheet.
 - c. It is not necessary to make any adjustments to the LEGEND worksheet.
2. Each row of the Challenges and Functions worksheets should now contain a unique response from the SB-NGT.

Instructions for coders

1. The spreadsheet you've received contains data from a wide selection of individuals engaged in the work of preventing violent extremism and targeted violence. This data was collected via Nominal Group Technique (NGT), a structured brainstorming technique designed to solicit feedback from a group of stakeholders. Typically, NGT is not structured around a specific case; however, we adapted NGT to include a case so as to solicit feedback on the work of preventing targeted violence. Therefore, the NGT presented here is referred to as scenario-based nominal group technique (SB-NGT).
2. Below are the slides containing the scenario:

<p>Harvard T.H. Chan School of Public Health</p> <h3>Setting</h3> <p>This scenario takes place in [insert LOCATION] on [insert START DATE].</p>  <p>[insert appropriate IMAGE]</p>	<p>Harvard T.H. Chan School of Public Health</p> <h3>It is late at night...</h3> <ul style="list-style-type: none">• While using the family computer, Erik (the father) notices that Lucas (his son) has been very active on Stormfront.• More troubling, Erik notices an open thread on the white supremacist website where Lucas has posted several logistical and travel related questions regarding a rally organized by a local neo-Nazi group.• The rally, protesting [insert EVENT/BEHAVIOR] is being held just a few days from now, on [insert DATE] in [insert EVENT LOCATION].• Erik does not know if Lucas has concrete plans to travel to [insert EVENT LOCATION] or if he plans to engage in violent activities during the rally.
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About Lucas

- Lucas is [insert AGE] and was born and raised in [insert LOCATION].
- He is the only child in his family and has always performed very well in school. He recently joined a volunteer group in [insert LOCATION] to raise funds for a local Christian organization.
- During the past year, Lucas has openly expressed his views – at home, at school, and online – against current immigration policies. This has resulted in tension in the home and a lack of communication between Lucas and his father. Additionally, Lucas has lost some of his friends as a result of his increasingly strong opinions.

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[X] days before the rally

- Erik is concerned about the amount of time Lucas spends online – and the materials that he is reading – and decides to confront him.
- Erik tells Lucas that he saw Lucas's online activity. He says that he is upset about the racist comments with derogatory language because they do not reflect the way he was raised. And he expresses particular concern about Lucas's seeming intent to attend the upcoming neo-Nazi rally.
- Lucas does not reply to his questions and leaves the house, but returns one day later.

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[X] days before the rally

- Erik runs into a good friend of Lucas at a local store and they start talking about Lucas. The friend tells Erik that Lucas hasn't been hanging out with him anymore, and that he [insert APPROPRIATE ESCALATOR].
- Erik is feeling hopeless and does not know what to do. Against his wife's will he ultimately decides to report the situation to the [insert FIRST CONTACT]. Erik learns that few months ago Lucas' driving license was suspended for driving under the influence of alcohol, but Lucas has no other criminal record.

3. This SB-NGT has been designed to initiate conversations related to designing more integrated systems to prevent violent extremism and targeted violence. Participants were first asked to identify the challenges posed by a scenario and second asked to identify the functions necessary to address these challenges.
 - a. If this language is confusing, it may help to think about it in terms of trying to improving literacy nation-wide. One challenge that the system must confront is that of identifying currently illiterate adults interested in learning to read. And a related function might be the ability to coordinate a nation-wide public education campaign to reach these individuals.
4. The task for you, the coders, is to categorize the challenges and functions in the spreadsheet(s) you have been provided.
5. About the spreadsheet:
 - a. Each spreadsheet has 3 sheets: Challenges, Functions, and LEGEND (which can be ignored).
 - b. In the Challenges and Functions sheets, you'll find a list of ideas in Column A/Original Content. These are the challenges and functions that the participants identified.
6. Your task is to categorize these lists using the drop-down menus available in Columns C, D, and E to select the code that best describes the category into which the response fits.
 - a. Selecting at least one code is required, but it is possible to select up to three codes.
7. Let's go back to our example that's about nationwide literacy programming:

- a. If Column A in the Challenges sheet says "identifying currently illiterate adults interested in learning to read" then you might code this as "Interagency" (tasked with collecting this information) and/or "Community" (the group that needs to be reached out to) and/or "Intelligence Collecting" and/or "Ethics" etc.
 - b. This is a subjective decision, but detailed definitions of each term can be found in this document.
8. Please note:
- a. The terms have different definitions for Challenges and Functions so you'll need to read carefully.
 - b. You may not collaborate with one another. It is important that your decisions be made independently.

Challenge codes

Allied professionals: the community of individuals and professionals (social services, educational, medical, etc.) engaged in the work of preventing acts of extremist, targeted, and/or mass violence; relationships between allied professionals are individual and interpersonal

- Examples involving allied professionals: ensuring that the social worker is in contact with the guidance counselor, ensuring that the school resource officer and psychologist are aware of reporting guidelines, etc.

Case subject: the individual at risk for engaging in an act of extremist, targeted, and/or mass violence

Case subject family: the family of the individual at risk for engaging in an act of extremist, targeted, and/or mass violence

Community: the broader community (at the local or state level)

Extremist group: the group with which the individual at risk has expressed interest in and/or has affiliated with

Interagency: the community of governmental and non-governmental organizations that coordinate a response to the threat of extremist, targeted, and/or mass violence; relationships at the interagency level are formalized and institutional

- Examples involving the interagency: ensuring that the local police have an information-sharing agreement with DHS, ensuring that the state police and FBI have access to all relevant information, etc.

Jurisdictions: legal and geographic barriers indicating who has the power to make decisions and which laws are relevant in a given instance

Communication: information sharing

Coordination: legal, ethical, and appropriate cooperation between relevant parties

Intelligence collection: legal, ethical, and appropriate collection of information

Reporting: alerting the appropriate authorities and/or allied professionals

Behaviors: observable activities

Biographical data: family and personal history

Dynamic (family): interactions and attitudes within the family of the case subject

Dynamic (social): interactions and attitudes within the social sphere of the case subject

Education (provision of a program): making sure that the relevant party (case subject family, allied professionals, community, etc.) is educated about the appropriate course of action when concerned about the possibility of extremist, targeted, and/or mass violence

Mindset: non-observable activities

Resources/services (provision of): the resources and services (food assistance, counseling, etc.) that might be provided to aid the case subject and/or case subject family

- The SB-NGT introduction directs participants to focus on challenges and functions, and explicitly notes that the exercise will not explore the resources necessary to meet these challenges or perform these functions. Participants often, however, mention resources or services in these exercises (the lack of resources is a troubling challenge, the infrastructure to provide resources is a necessary function, etc.). We realize that it may be confusing to instruct participants to ignore resources, only to include a code that addresses it, but we have done so to reflect anticipated data collection trends.

Risk factors (resources, age, etc.): information that might increase/decrease the likelihood that the case subject will engage in an act of extremist, targeted, and/or mass violence

System/Protocol: the existence of legal, ethical, and appropriate protocols for interagency work, coordination and/or information sharing

Legality: limitations established by the law (e.g., first amendment rights)

Ethics: ethical concerns that impede action (e.g., funneling a person of color into a system known to treat persons of color unfairly)

Threshold: a boundary which, if passed, permits additional responses (the case subject's age, the commission of a crime, etc.)

Not a challenge: the SB-NGT participants included something that is not really a challenge (e.g., they confused challenges and functions, and listed a function in this section)

Unknown: it is not known what the SB-NGT participants meant and/or how to code the data

Function codes

Allied professionals: the community of individuals and professionals (social services, educational, medical, etc.) engaged in the work of preventing acts of extremist, targeted, and/or mass violence; relationships between allied professionals are individual and interpersonal

- Examples involving allied professionals: ensuring that the social worker is in contact with the guidance counselor, ensuring that the school resource officer and psychologist are aware of reporting guidelines, etc.

Case subject: the individual at risk for engaging in an act of extremist, targeted, and/or mass violence

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- Examples involving the interagency: ensuring that the local police have an information-sharing agreement with DHS, ensuring that the state police and FBI have access to all relevant information, etc.

Jurisdictions: legal and geographic barriers indicating who has the power to make decisions and which laws are relevant in a given instance

Communication: information sharing

Coordination: legal, ethical, and appropriate cooperation between relevant parties

Intelligence collection: legal, ethical, and appropriate collection of information

Reporting: alerting the appropriate authorities and/or allied professionals

Triage: the ability to effectively prioritize incoming cases and data and/or the ability to effectively reach relevant professionals

Education (existence of a program): making sure that programs exist to educate the relevant party (case subject family, allied professionals, community, etc.) about the appropriate course of action when concerned about the possibility of extremist, targeted, and/or mass violence

Resources/services (existence of): the resources and services (food assistance, counseling, etc.) that might be provided to aid the case subject and/or case subject family

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Risk assessment: an informed and expert assessment of the risk posed by the case subject

System/Protocol: the existence of legal, ethical, and appropriate protocols for interagency work, coordination and /or information sharing

Legality: limitations established by the law (e.g., first amendment rights)

Threshold: a boundary which, if passed, permits additional responses (the case subject's age, the commission of a crime, etc.)

Not a function: the SB-NGT participants included something that is not really a function (e.g., they confused challenges and functions, and listed a challenge in this section)

Unknown: it is not known what the SB-NGT participants meant and/or how to code the data