

Office of Juvenile Justice and Delinquency Prevention



OJJDP

Virtual Symposium

Understanding and Preventing Youth Hate Crimes and Identity-Based Bullying

Day 1: October 17, 2023



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

Attribution and Disclaimer

Attribution

- This project is supported by Grant #15PJDP22F00000004 awarded by the Office of Juvenile Justice and Delinquency Prevention, Office of Justice Programs, U.S. Department of Justice.

Disclaimer

- The opinions, findings, and conclusions or recommendations expressed in this program are those of the author(s) and do not necessarily reflect those of the Department of Justice.



Office of Juvenile Justice and Delinquency Prevention



OJJDP

Preventing Youth Hate Crimes Virtual Symposium

*Research and Trends: Identity-Based Bullying,
Youth Hate Crimes, and Hate Groups Two
Years Later*

October 17, 2023



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Identity-Based Bullying and Cyberbullying

Dorothy L. Espelage, Ph.D.

William C. Friday Distinguished Professor of Education

University of North Carolina



Areas of Expertise: UNC Espelage Research Addressing Violence in Education (RAVE) Lab

- Prevention Science
- School-Based Interventions
- Social-Emotional Learning Interventions
- Bullying/Identity-Based Bullying Prevention
- Teen Dating Violence
- Sexual Harassment/Violence
- School-Based Suicide Prevention



Definition of Bullying

Bullying is unwanted aggressive behavior(s) among school-age children that has a high likelihood of causing physical or psychological harm or injury and is characterized by:

- 1) An imbalance of **real or perceived power** that favors the aggressor(s);
- 2) Being **repeated or has a high likelihood** of being repeated;
- 3) The victim(s) of bullying may feel **intimidated, demeaned, or humiliated as a result of the aggression.**

Source: Gladden et al., 2014



Defining Identity-Based Bullying

- Identity-based bullying (IBB; bias-based bullying or stigma-based bullying): any form of bullying occurring because of the youth's actual or perceived social identity(ies), e.g., racist remarks, being shoved due to actual or perceived LGBTQ identity (Brinkman, 2015).
- Identity-based bullying specifically relates to verbal and/or physical assaults rooted in discrimination (Brinkman, 2015).
- Identity is only recently being acknowledged in the bullying literature, despite 35–40% of bullied youth reporting IBB in nationally representative samples (Russell et al., 2012).



Identity and Bias-Based Bullying (Part 1)

General-based victimization is typically seen as less harmful than bias or identity-based bullying which targets one or multiple facets of an individual's identity such as racial/ethnic or gender/sexual identities (Bontempo and D'Augelli, 2002; Espelage et al., 2018, 2021; Mulvey et al., 2018; Russell et al., 2012; Xu et al., 2020).



Identity and Bias-Based Bullying (Part 2)

Various individual identities are frequently associated with higher levels of victimization including age, BMI, disability status, gender and sexual identity (and gender non-conforming), race and ethnicity, and socioeconomic status (Azeredo et al., 2015; Bilic, 2015; Blake et al., 2016; Earnshaw et al., 2018; Espelage et al., 2011, 2017, 2020; Goldbach et al., 2017; Russell et al., 2012).



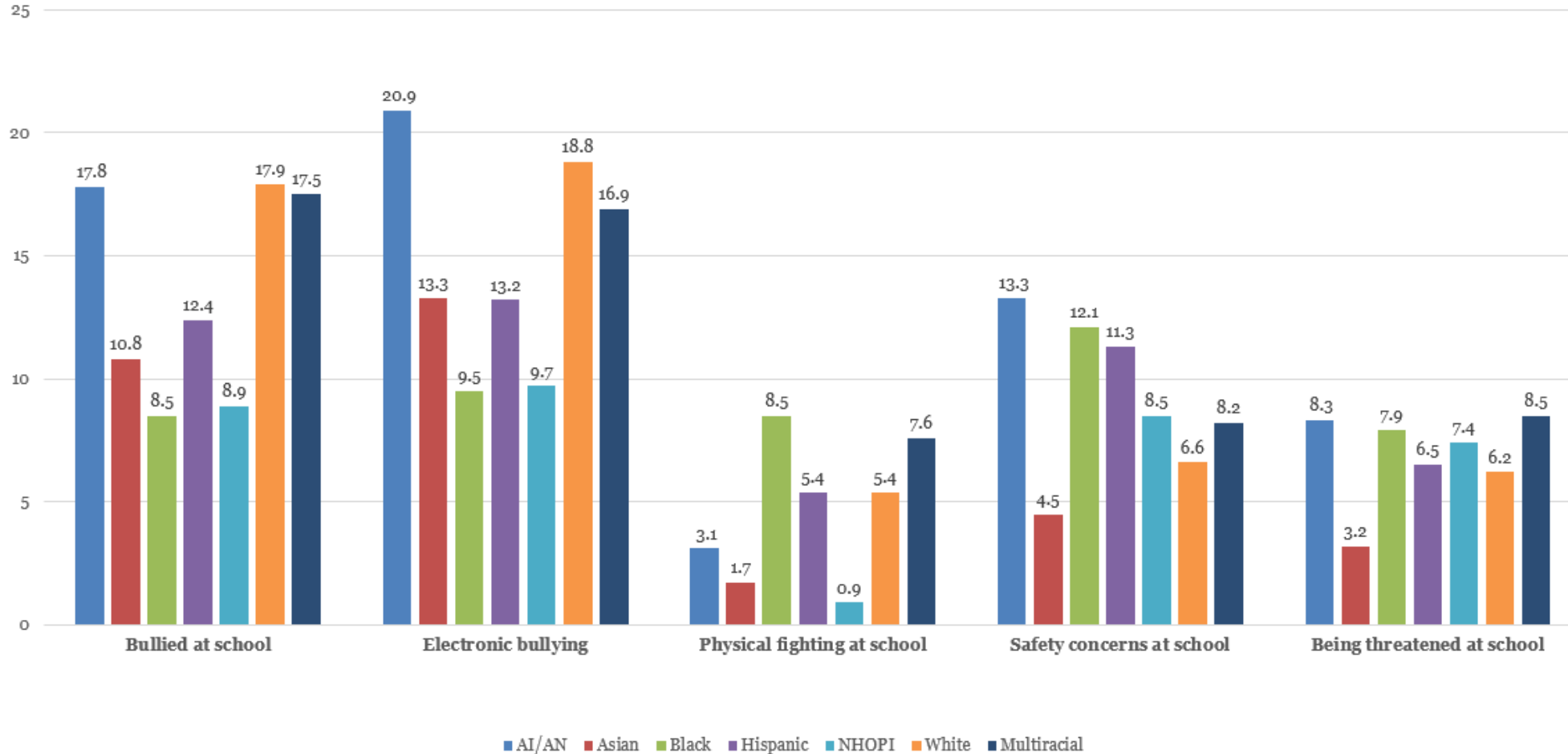
Definition of Cyberbullying

- Cyberbullying is defined as “willful and repeated harm inflicted through the use of computers, cell phone, or other electronic devices”
- Utilizing technology, youth can send or post humiliating or threatening messages or photos of their targets to a third party or to a public forum where many online participants visit

Source: Hinduja and Patchin, 2009



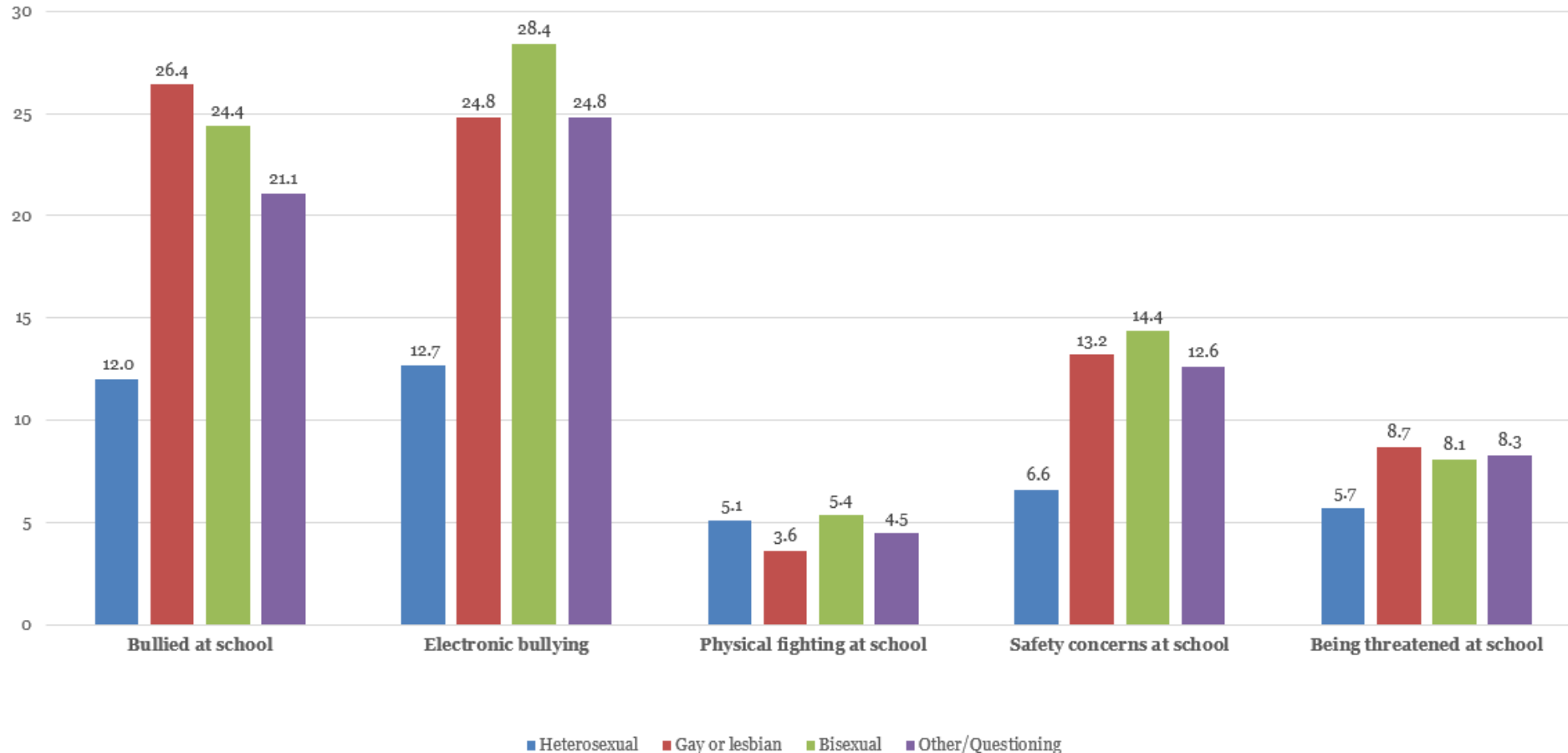
Prevalence Rates by Race/Ethnicity - 2021 YRBS



Source:
[CDC Youth Risk Behavior Survey \(YRBS\), 2021](#)



Prevalence Rates by Sexual Orientation – 2021 YRBS



Source:
[CDC Youth Risk Behavior Survey](#)
(YRBS), 2021



Bullying/Cyberbullying Among Students with or At-Risk for Disabilities (SW-ARD)

- While bullying/cyberbullying is a pervasive problem among all youth, SW-ARD are disproportionately involved in the bullying and cyberbullying (Gage et al., 2021; Fang et al., 2022; Rose and Gage, 2017).
- Gage and colleagues (2021) evaluated school-based, civil rights reports via the U.S. Department of Education's Office of Civil Right Data and determined that 47% of SW-ARD in the total sample reported victimization and 24% reported being disciplined for bullying others.
- Victims of bullying/cyberbullying with disabilities have reported higher levels of psychological distress and physical and emotional harm when compared to their peers without disabilities (Hartley et al., 2015; Espelage et al., 2022).



Social Justice Issue

- “From a social justice perspective, which stresses the importance of empowerment of people who are vulnerable and oppressed (National Association of Social Workers, 2017), understanding identity-based and bias-based bullying is a necessary first step toward development and implementation of programs and policies in schools and communities, which not only reduce bullying, but also address prejudice that accompanies bullying behaviors in school.” (Hong, Peguero, and Espelage, 2018)
- Social justice can be achieved when young people, despite noticeable differences, are afforded with safe schools and communities where they can learn and grow without fear of ridicule, harassment, hate, and violence.



Islamophobia Literature Review

SCHOOL PSYCHOLOGY REVIEW
<https://doi.org/10.1080/2372966X.2022.2075710>



The Impact of Islamophobia on Muslim Students: A Systematic Review of the Literature

Nadin Abu Khalaf , Ashley B. Woolweaver , Roslyn Reynoso Marmolejos , Grace A. Little ,
Katheryn Burnett, and Dorothy L. Espelage 

University of North Carolina at Chapel Hill

ABSTRACT

Despite the rise in anti-Islamic sentiment, Muslim youth's experiences of religious discrimination are under researched. The goal of this paper is to better understand the complexities associated with religious discrimination for youth and adolescents and how to mitigate the harm caused by these discriminatory experiences. This mixed methods systematic review consists of 44 qualitative and quantitative studies from 34 journals, discussing experiences of religious discrimination for participants ages 4–25 both in the United States and internationally. This review discussed student experiences, the context of school as a conduit for discrimination, how students responded to these instances, including protective factors and recommendations for future research and policy.

IMPACT STATEMENT

This article systematically examined experiences of discrimination faced by Muslim students in

ARTICLE HISTORY

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KEYWORDS

Muslim, Islam, students,
discrimination, outcomes

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Bullying Victimization Exploratory Analysis

SCHOOL PSYCHOLOGY REVIEW
<https://doi.org/10.1080/2372966X.2022.2034475>



An Exploratory Analysis of Financial Status and Risk Factor Interactions for Bullying Victimization

Ashley B. Woolweaver , Jessica C. Barbour, and Dorothy L. Espelage 

University of North Carolina at Chapel Hill

ABSTRACT

Bullying is common among students; however, there are several individual characteristics or identities that make an adolescent more susceptible to victimization. This secondary data analysis of a sample of 20,302 high school students in Wisconsin uses a multilevel model to assess common risk factors such as gender identity, sexual orientation, racial and ethnic identity, and disability status as predictors for general and identity-based bullying, as well as an exploratory analysis of the interactions of financial status and these risk factors. This study is novel as it discusses nuanced identities not typically accounted for in the literature, as well as addresses the potentially compounding nature of financial status and other risks. Results indicated that factors such as grade level, gender, sexual orientation, disability status, and low financial status were indicators for general bullying victimization, while race and ethnicity, sexual orientation, and general bullying victimization were indicators for identity-based victimization.

IMPACT STATEMENT

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identity-based bullying

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Legislation Context

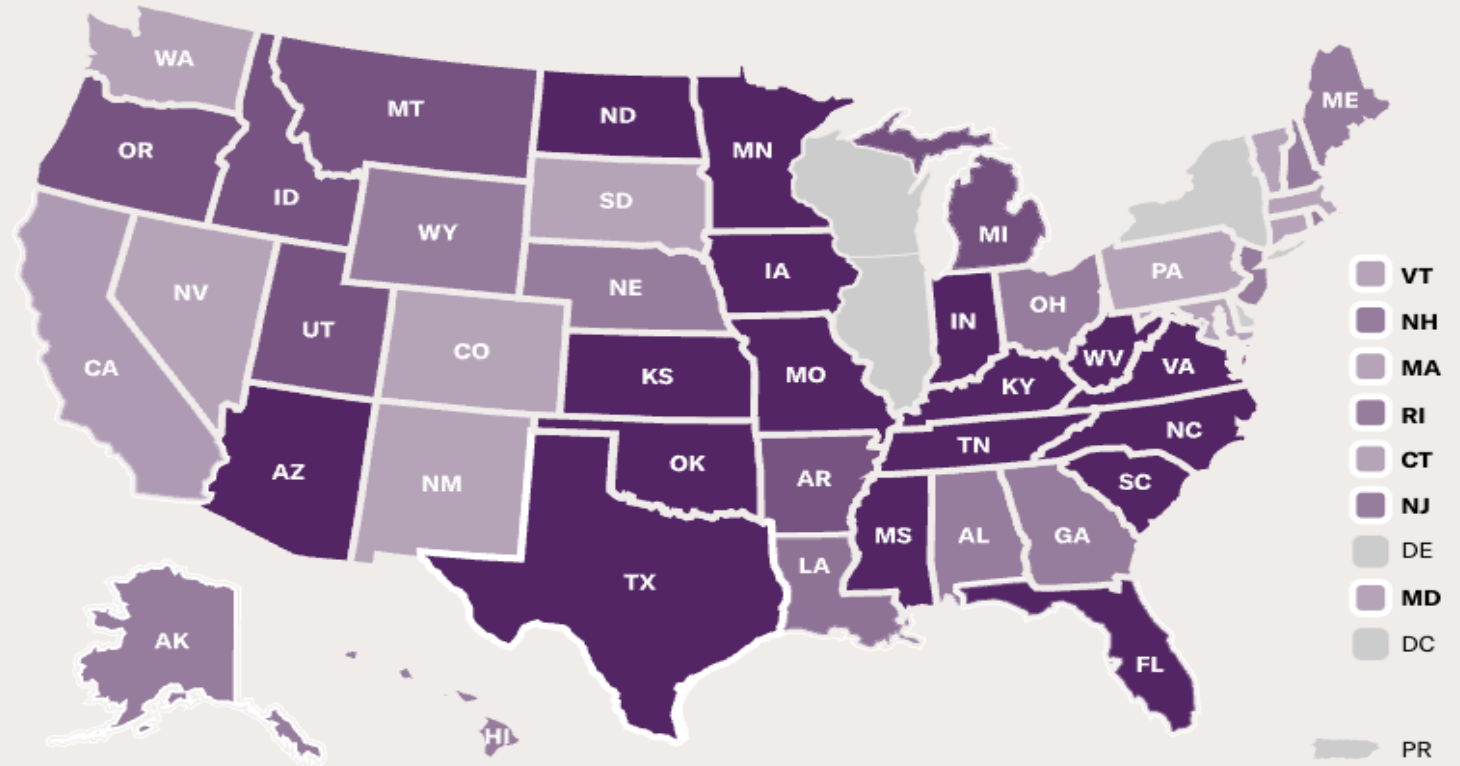
2023 LEGISLATIVE SESSION

The ACLU is tracking **492** anti-LGBTQ bills in the U.S.

Choose a state on the map to show the different bills targeting LGBTQ rights and take action. While not all of these bills will become law, they all cause harm for LGBTQ people.

[View past legislative sessions.](#)

Bills per state



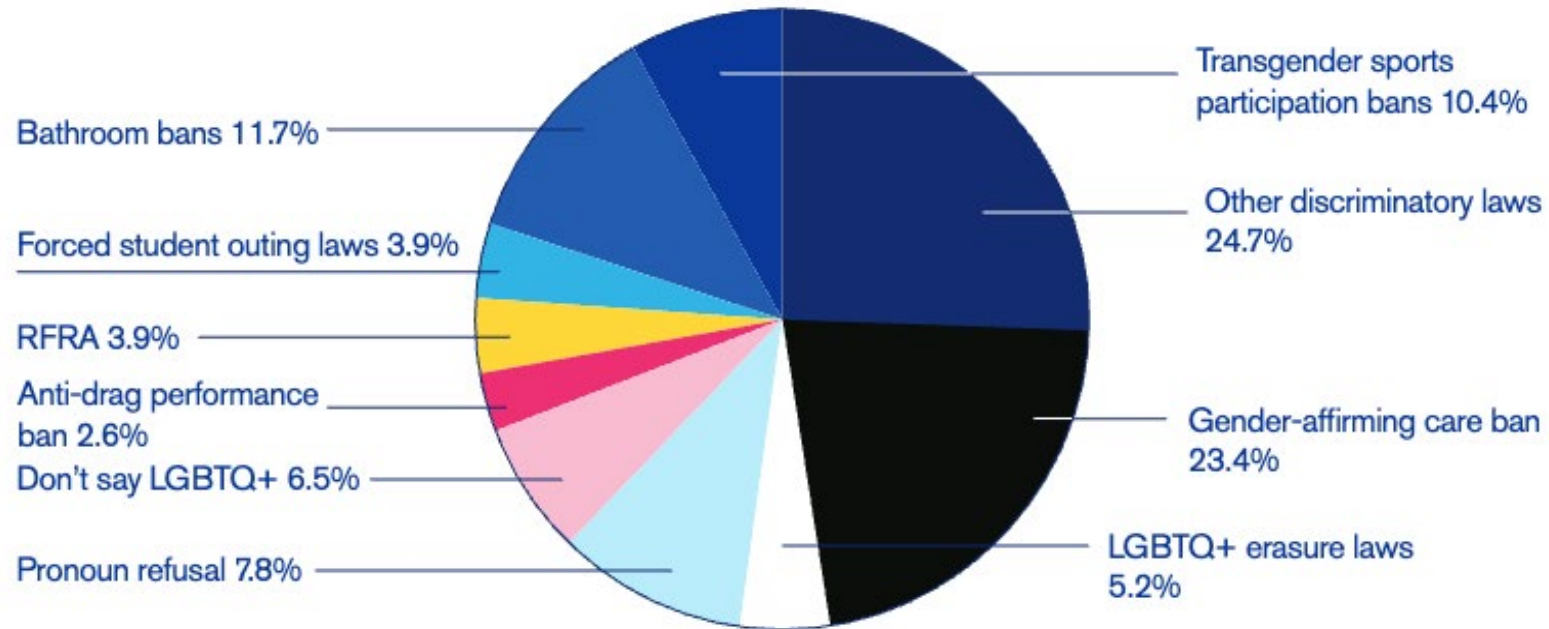
Source: American Civil Liberties Union. 2023. [Mapping Attacks on LGBTQ Rights in U.S. State Legislatures.](#)

Legislation Context (Part 2)



HUMAN
RIGHTS
CAMPAIGN®

Type of Bills Passed in 2023



Source: Human Rights Campaign. 2023. [LGBTQ+ Americans Under Attack: A Report and Reflection on the 2023 State Legislative Session](#). An OJJDP initiative.



What Can We Do to Support LGBTQ+ Students?

- Integrate LGBTQ+ topics, history, and experiences into school curricula (Hatchel, Merrin, and Espelage, 2019; Snapp et al., 2015).
- Support student-led initiatives like Gender-Sexuality Alliances (GSAs) (Espelage et al., 2019; Poteat et al., 2023a, 2023b).
- Implement explicit anti-discrimination and anti-bullying policies protecting LGBTQ+ students at the local and state levels (Espelage et al., 2019; Fields and Wotipka, 2022; Kull et al., 2016; Miller-Jacobs, 2023).



What Can We Do to Support All Students? (Part 1)

- Provide training for teachers and school psychologists on supporting LGBTQ, ethnically/racially diverse, and disabled youth (Espelage, 2016).
- Ensure school counselors are equipped to address student needs (Kull et al., 2016).
- Practitioners that work with youth must understand the sociopolitical context impacting their ability to serve youth; they must participate in advocacy efforts (Kupper et al., 2022)



What Can We Do to Support All Students? (Part 2)

- Give students an equal voice – let them share their experiences (Kosciw et al., 2022).
- Facilitate youth participatory action research (YPAR) in which youth and adults are active co-collaborators in a power-sharing research partnership in schools and out-of-school time (Malorni et al., 2022; Ozer, 2017).
- Continue to foster protective communities and prevention efforts with youth and their families outside of schools (Edwards et al. 2022; Mitchell et al., 2019; Rivas-Koehl et al., 2022; Ybarra et al., 2022).



Cyber-Bystander Meta-Analysis

SCHOOL PSYCHOLOGY REVIEW
<https://doi.org/10.1080/2372966X.2021.1913037>



RESEARCH INTO PRACTICE



A Meta-Analysis of School-Based Cyberbullying Prevention Programs' Impact on Cyber-Bystander Behavior

Cagil Torgal^a , Dorothy L. Espelage^b, Joshua R. Polanin^c, Katherine M. Ingram^b , Luz E. Robinson^b ,
America J. El Sheikh^a , and Alberto Valido^b 

^aUniversity of Florida; ^bUniversity of North Carolina at Chapel Hill; ^cAmerican Institutes for Research

ABSTRACT

Cyberbullying among youth is an emerging public health concern that has a wide array of deleterious outcomes. The current meta-analytic review synthesized school-based cyberbullying prevention programs' impact on promoting cyber-bystander intervention among K–12 students. As a result of exhaustive searches and a thorough screening procedure, a total of 9 studies were identified as eligible. Meta-analytic synthesis of the 9 studies involving 35 effect sizes demonstrated that overall, the treatment effect was not statistically significant ($g = 0.29$, $SE = 0.14$, $p = .07$, 95% CI [-0.03, 0.61]). Findings of the moderator analyses suggest that incorporating an empathy activation component in the prevention program was associated with better program effectiveness in promoting cyber-bystander intervention. Further, older age was found to be associated with better program outcomes. Findings of the current meta-analysis provide important insight for developing cyberbullying

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Cyberbullying Meta-Analysis (2019)

Aggression and Violent Behavior 45 (2019) 134–153

Contents lists available at ScienceDirect

 **Aggression and Violent Behavior**


journal homepage: www.elsevier.com/locate/aggviobeh



Are cyberbullying intervention and prevention programs effective? A systematic and meta-analytical review

Hannah Gaffney^{a,*}, David P. Farrington^a, Dorothy L. Espelage^b, Maria M. Ttofi^a

^a Institute of Criminology, University of Cambridge, United Kingdom
^b University of Florida, United States



ARTICLE INFO

Keywords:
Bullying
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Intervention and prevention
Effectiveness
Anti-bullying
Meta-analysis

ABSTRACT

This paper presents the results from a systematic and meta-analytical review of the effectiveness of cyberbullying intervention and prevention programs. Systematic searches were conducted for published and unpublished studies from 2000 to end 2017 on several online databases, including Web of Science, Scopus, PsychINFO, PsychARTICLES, Google Scholar, DARE, and ERIC. In addition, specific journals, for example, *Cyberpsychology, Behavior, and Social Networking* and *Computers in Human Behavior*, were hand searched for relevant studies. In total, 192 studies were retained for further screening from nearly 4000 search results. To be included in the present systematic review, studies had to: (1) include an adequate operational definition of cyberbullying; (2) describe the evaluation of an intervention or prevention program implemented with school-aged participants; (3) Employ experimental and control conditions; (4) Measure cyber-bullying behaviors using quantitative measurement instruments; and (5) have been published from 2000 onwards.

Following rigorous screening, 24 publications were included in our systematic review. The majority of these studies ($n = 15$) used randomized controlled trials (RCTs) to evaluate anti-cyberbullying programs, while the remaining studies used quasi-experimental designs with before and after measures ($n = 9$). Within these 24 publications, 26 independent evaluations were reported. We conducted a meta-analysis to synthesize the results of primary evaluations of cyberbullying intervention programs. Our meta-analysis included 18 and 19 independent effect sizes for cyberbullying perpetration and cyberbullying victimization independently.

The results of our meta-analysis suggest that cyberbullying intervention programs are effective in reducing both cyberbullying perpetration and victimization. Our results indicate that anti-cyberbullying programs can reduce cyberbullying perpetration by approximately 10%–15% and cyberbullying victimization by approximately 14%. We also compared results between different methodological designs and models of meta-analysis. The effect sizes were greater for RCTs than for quasi-experimental designs.

Overall, the results of the present report address a significant gap in the cyberbullying literature, and suggest that intervention and prevention can be effective. However, future research needs to address the specific components of interventions that are effective, the effectiveness of prevention programs with non-school-aged samples, and the influence of overlapping offline and online victimization.



Cyberbullying Meta-Analysis (2021)

Prevention Science (2022) 23:439–454
<https://doi.org/10.1007/s11121-021-01259-y>



A Systematic Review and Meta-analysis of Interventions to Decrease Cyberbullying Perpetration and Victimization

Joshua R. Polanin¹  · Dorothy L. Espelage² · Jennifer K. Grotmeter³ · Katherine Ingram² · Laura Michaelson¹ · Elizabeth Spinney³ · Alberto Valido² · America El Sheikh⁴ · Cagil Torgal⁴ · Luz Robinson⁴

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Abstract

Evidence suggests that cyberbullying among school-age children is related to problem behaviors and other adverse school performance constructs. As a result, numerous school-based programs have been developed and implemented to decrease cyberbullying perpetration and victimization. Given the extensive literature and variation in program effectiveness, we conducted a comprehensive systematic review and meta-analysis of programs to decrease cyberbullying perpetration and victimization. Our review included published and unpublished literature, utilized modern, transparent, and reproducible methods, and examined confirmatory and exploratory moderating factors. A total of 50 studies and 320 effect sizes spanning 45,371 participants met the review protocol criteria. Results indicated that programs significantly reduced cyberbullying



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Anti-Bullying Program Meta-Analysis

International Journal of Bullying Prevention (2019) 1:32–44
<https://doi.org/10.1007/s42380-018-0002-1>

REVIEW



A Meta-analytic Review of School-Based Anti-bullying Programs with a Parent Component

Yuanhong Huang¹  · Dorothy L. Espelage¹ · Joshua R. Polanin² · Jun Sung Hong^{3,4}

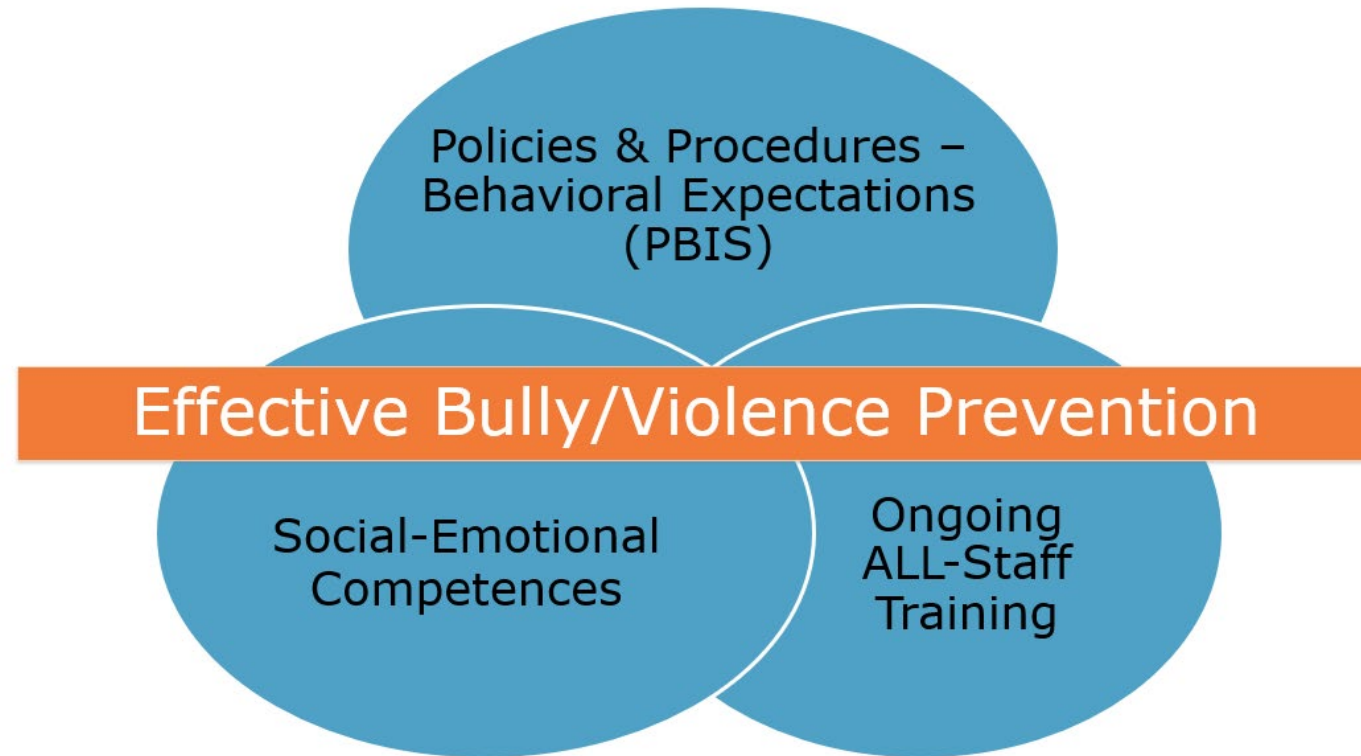
Published online: 7 January 2019
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Abstract

Social-ecological theory of school bullying stresses the role parents play in students' engagement in bullying. School practitioners and the researchers who support practitioners are often recommended to involve parents in their efforts to implement school-based prevention efforts. Yet, empirical support for this recommendation is scarce. Although evidence on bullying prevention programs continues to burgeon, limited efforts have been made to synthesize the impacts of adding parental components to prevention programming. This meta-analysis attempts to fill this gap by reviewing and analyzing studies published after 2000 that evaluate school-based anti-bullying programs involving a parental component. Twenty-two studies with an overall sample of 212,211 students from kindergarten to 12th grade supported a small but significant effect on reducing bully perpetration ($d = 0.179$, 95% CI = [0.095, 0.264]) and victimization ($d = 0.162$, 95% CI = [0.059, 0.265]). Moderator analysis revealed



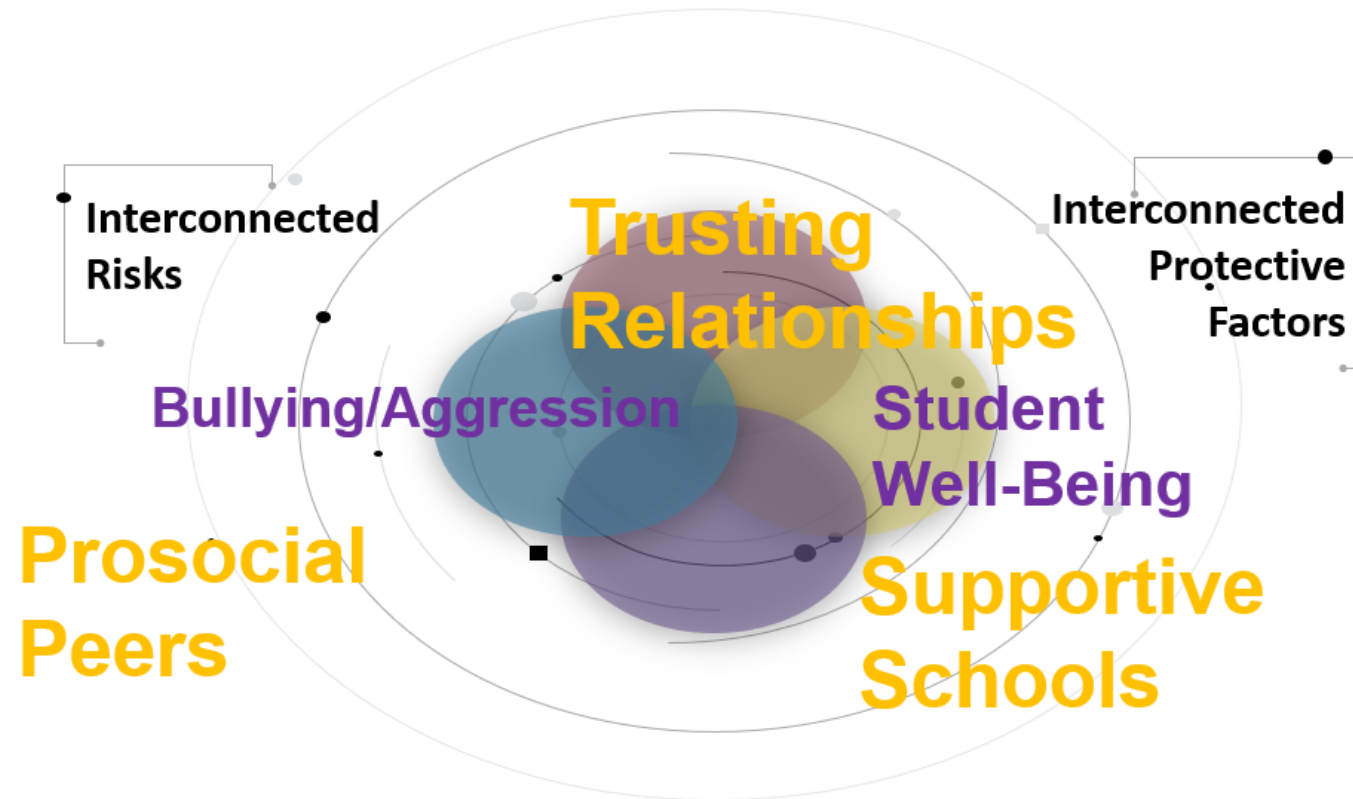
Effective Bully/Violence Prevention



Espelage 1995-2022



Risks and Protective Factors



Espelage 1995-2022



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Please contact espelage@unc.edu to obtain any missing references.



The Law vs. Violent Bigotry: Hate Crime Laws Are Not Enough

Michael Lieberman

Senior Policy Counsel, Hate & Extremism

Southern Poverty Law Center (SPLC)



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The Year in Hate and Extremism (YIHE) 2022



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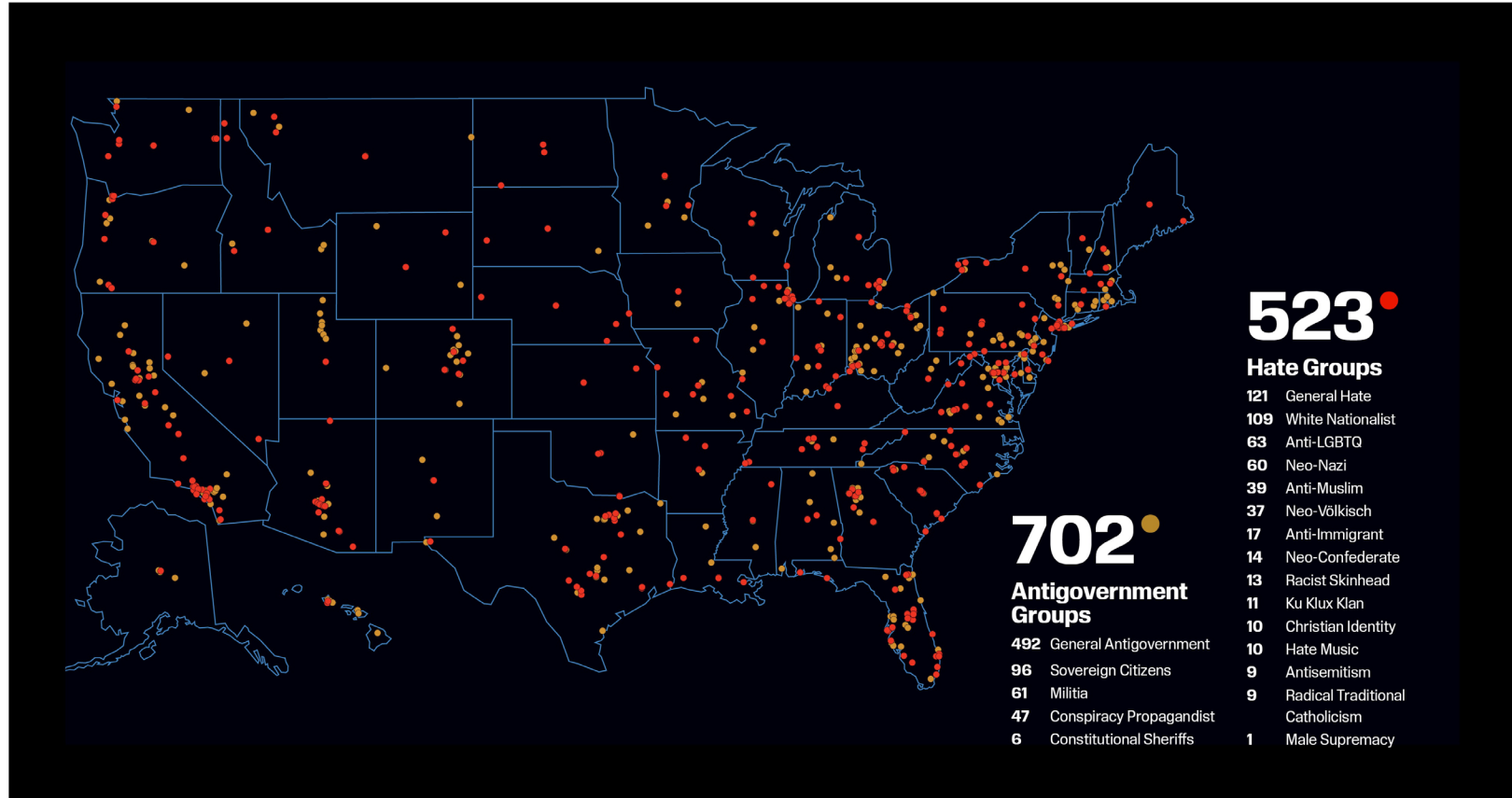
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What is a Hate Group?

- A **hate group** is an organization that, based on its official statements or principles, the statements of its leaders, or its activities, has beliefs or practices that attack or malign an entire class of people because of their race, religion, ethnicity, sexual orientation, or gender identity.
 - These prejudices strike at the heart of our democratic values and fracture society along its most fragile fault lines.
- An **antigovernment group** is an organization or collection of individuals that, based on its official statements or principles, the statements of its leaders, or its activities, believes the federal government is tyrannical and also traffics in conspiracy theories.



Hate Groups in the United States



Source: Southern Poverty Law Center, 2023



Top Takeaways from YIHE 2022

- In the aftermath of the January 6, 2021 attack, organized hate groups focused on **local organizing** and pursued their agenda in venues where it is easier to gain power and strip communities of their rights and livelihoods.
- **Schools are a primary target** for locally-driven extremist mobilization. SPLC has raised special concerns about reactionary anti-student inclusion groups involved in book banning, censorship, anti-LGBTQ initiatives, and restrictions on teaching the truth about race in American history.

Source: Southern Poverty Law Center, 2023



State Hate Crime Laws

- 46 states and the District of Columbia have penalty-enhancement hate crime laws.
 - Includes all states except Arkansas, Indiana, South Carolina, and Wyoming
- All cover race, religion, and national origin/ethnicity.
 - 31 cover sexual orientation
 - 31 cover gender
 - 17 cover gender identity/expression
 - 32 cover disability

Source: Movement Advancement Project, 2023



Federal Hate Crime Laws

The Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act of 2009

PUBLIC LAW 111-84—OCT. 28, 2009		123 STAT. 2835
DEPARTMENT OF ENERGY NATIONAL SECURITY PROGRAMS (In Thousands of Dollars)		
Program	FY 2010 Request	Conference Authorized
Total, Environmental & other defense activities	6,446,699	6,446,699
Total, Atomic Energy Defense Activities	16,391,726	16,480,176
Total, Department of Energy	16,397,914	16,486,364

DIVISION E—MATTHEW SHEPARD AND JAMES BYRD, JR. HATE CRIMES PREVENTION ACT

Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act.

Sec. 4701. Short title.
 Sec. 4702. Findings.
 Sec. 4703. Definitions.
 Sec. 4704. Support for criminal investigations and prosecutions by State, local, and tribal law enforcement officials.
 Sec. 4705. Grant program.
 Sec. 4706. Authorization for additional personnel to assist State, local, and tribal law enforcement.
 Sec. 4707. Prohibition of certain hate crime acts.
 Sec. 4708. Statistics.
 Sec. 4709. Severability.
 Sec. 4710. Rule of construction.
 Sec. 4711. Guidelines for hate-crimes offenses.
 Sec. 4712. Attacks on United States servicemen.
 Sec. 4713. Report on mandatory minimum sentencing provisions.

SEC. 4701. SHORT TITLE. 18 USC 1 note.
 This division may be cited as the “Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act”.

SEC. 4702. FINDINGS. 18 USC 249 note.
 Congress makes the following findings:
 (1) The incidence of violence motivated by the actual or

COVID-19 Hate Crimes Act/Jabara-Heyer NO HATE Act



Hate Crime Statistics Act

- Under the Hate Crime Statistics Act (HCSA), the Federal Bureau of Investigation (FBI) has been collecting hate crime data from the nation's 18,000 law enforcement agencies since 1991.
- Data drives policy.
 - We cannot address what we are not measuring accurately.
- Race-based crimes have always been the most numerous, with crimes against Black people always making up the highest number of race-based crimes by far.



2021 HCSA Report

- The 2021 Supplemental HCSA report documented 10,840 incidents.
- This is the highest number of hate crimes recorded since 1991.
- This number includes:
 - The highest number of race-based crimes,
 - The highest number of anti-Asian American and Pacific Islander crimes,
 - The highest number of anti-Hispanic crimes, and
 - The highest number of anti-trans crimes.

Source: Federal Bureau of Investigation, 2023



Agency Reporting

- Thousands of agencies did not report any hate crime data to the FBI.
- About 80% of the rest affirmatively reported zero (0) hate crimes, including dozens of cities over 100,000 in population.

Participation Table
Number of Participating Agencies and Population Covered
For Supplemental 2021 Hate Crime Dataset

	Number of participating agencies	Population covered
Law Enforcement Agencies that Reported Hate Crime Data in 2021 Original Report	11,834	215,058,917
Additional Law Enforcement Agencies Represented in Supplemental 2021 Report	3,025	87,239,467
Total Reporting Agencies in Supplemental 2021 Report	14,859	302,298,384

Source: Federal Bureau of Investigation, 2023



Hate Crime Reporting to the FBI Should be Mandatory

Until legislation can be enacted to require mandatory reporting, we urge the U.S. Department of Justice to condition its grants and other funding for law enforcement agencies on either:

- Reporting credible hate crime data to the FBI, or
- Undertaking meaningful, ongoing community hate crime prevention, outreach, and awareness initiatives



FBI Juvenile Hate Crime Data

- 2021 HCSA data: 12,823 reported victims, 1,346 juveniles (10.5%)
 - 797 of 8,006 (9.96%) were based on race/ethnicity/national origin
 - 357 of 2,371 (15.1%) were based on sexual orientation/gender identity
- In the most recent published data on justice-involved youth (2020), youth accounted for 10.9% of persons convicted of a crime.

Sources: Federal Bureau of Investigation, 2023; Federal Bureau of Investigation, 2021



Prevention is Key

- The law is a blunt instrument against hate and extremism.
- It is much better to prevent a hate crime from occurring in the first place.

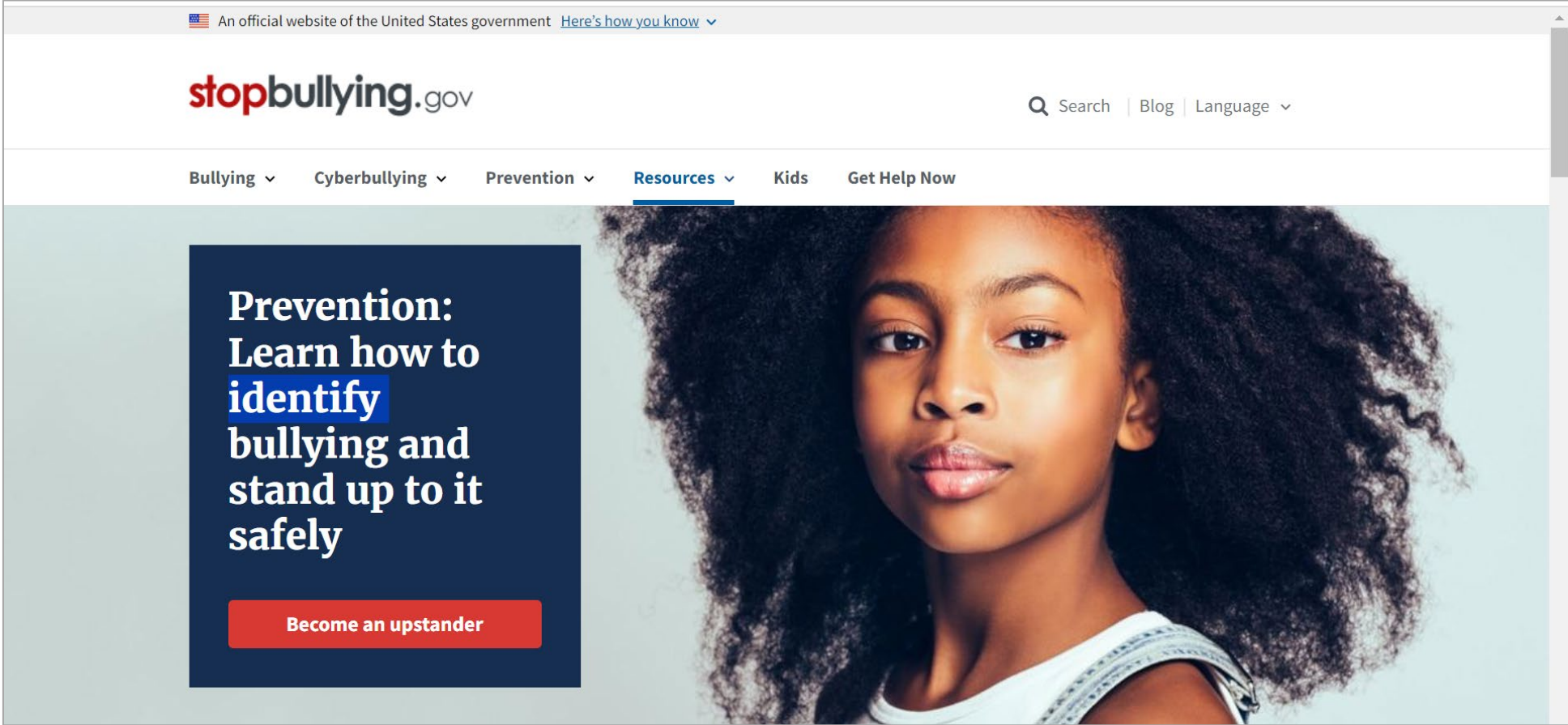


Anti-Defamation League Pyramid of Hate

Source: Anti-Defamation League, 2018

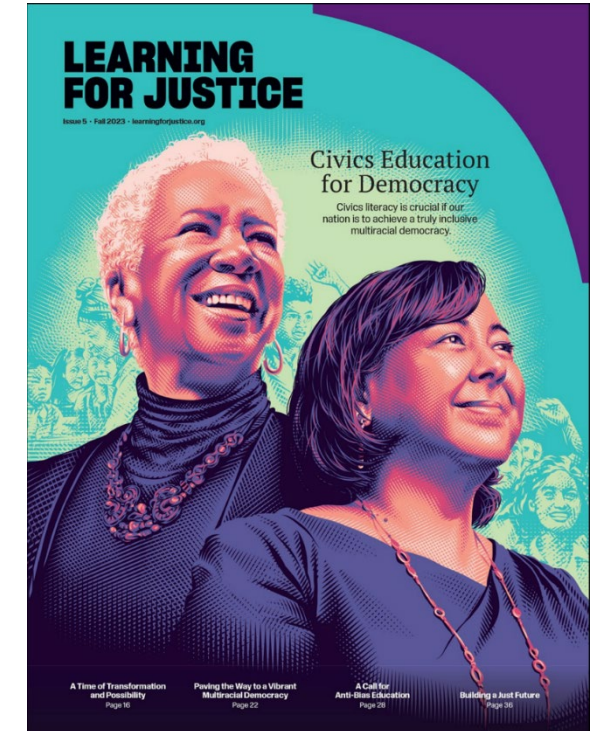
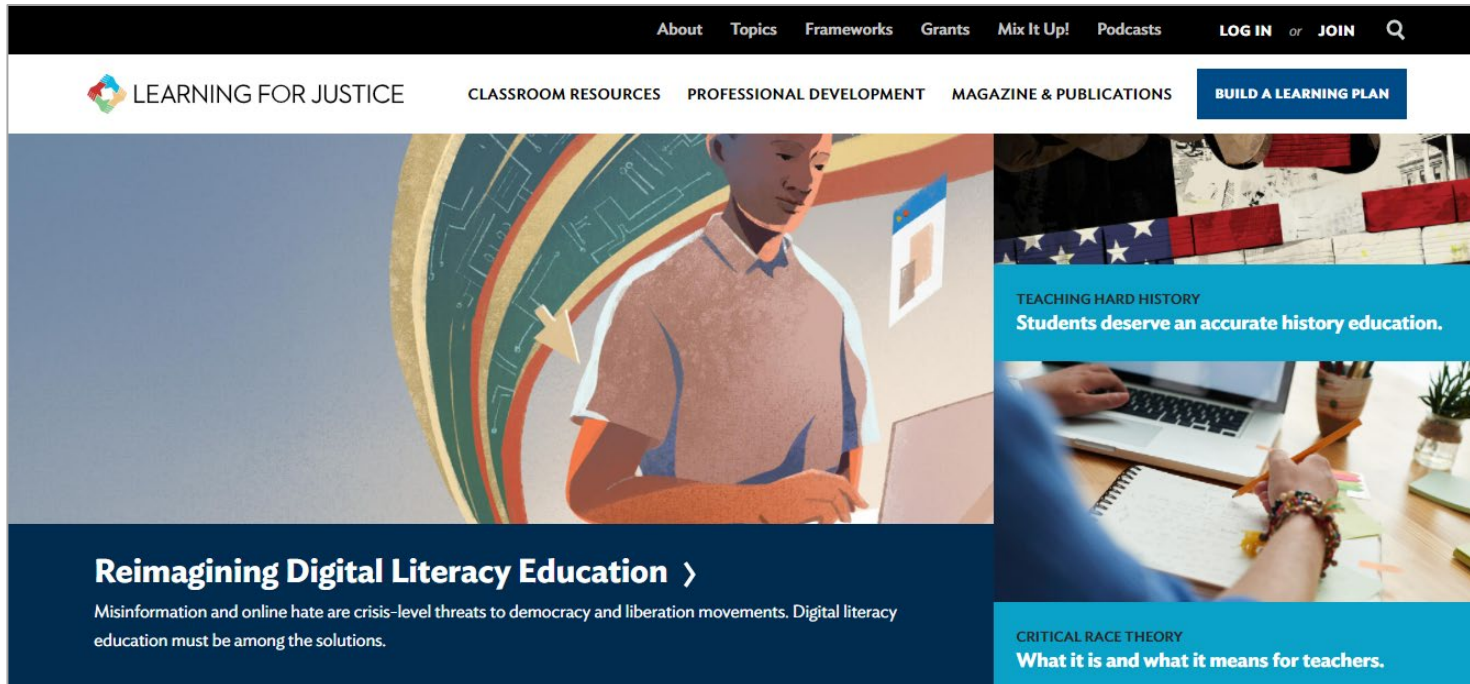


Stopbullying.gov



SPLC Learning for Justice

SPLC's [Learning for Justice](#) program seeks to be a catalyst for racial justice, working in partnership with communities to dismantle white supremacy, strengthen intersectional movements, and advance the human rights of all people.



Join us tomorrow (Oct. 18) at 1:55 p.m. ET to learn more about SPLC's prevention work!

What is Happening to Our Kids Online? Preventing Cyberbullying, Extremism, Radicalization, and Cyberhate

Lydia Bates (she/her)

Program Manager, Partnerships

Southern Poverty Law Center



Working for Youth Justice and Safety

ojjdp.ojp.gov

Policy Recommendations

We cannot legislate, regulate, tabulate, or prosecute an end to hate crime and extremism.

- Speak out and act against hate, political violence and extremism.
- Confront reactionary anti-student inclusion and censorship campaigns.
- Make federal and state hate crime data collection mandatory.
- Enforce hate crime laws.
- Address long-term contributors to hate and extremism.
- Improve government prevention and response to extremism.
- Confront white supremacy in the military and in law enforcement.
- Promote online safety and hold tech and social media companies accountable.



References

Anti-Defamation League. 2018. "[Pyramid of Hate.](#)"

COVID-19 Hate Crimes Act. [Public Law 117-13.](#)

Federal Bureau of Investigation. 2023. [Supplemental Hate Crime Statistics, 2021.](#)

Federal Bureau of Investigation. 2021. [National Incident-Based Reporting System \(NIBRS\), 2020.](#)

Hate Crime Statistics Act. [Public Law 101-275.](#)

Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act. [Division E, Public Law 111-84.](#)

Movement Advancement Project. 2023. "[Equality Maps: Hate Crime Laws.](#)"

Southern Poverty Law Center. 2023. [The Year in Hate & Extremism 2022.](#)

U.S. Department of Justice. 2023. "[Federal Hate Crime Laws and Policies.](#)"



**Thank you for what you do—
and what you will do.**

Michael Lieberman

Senior Policy Counsel, Hate and Extremism

michael.lieberman@splcenter.org



Working for Youth Justice and Safety

ojjdp.ojp.gov

Synthesized NIJ-Sponsored Research Findings on Domestic Radicalization: Considerations for Youth Risk, Offenses, & Mitigation

Thomas Leo Scherer, Ph.D.

Synthesis Reports on Domestic Radicalization and
Terrorism for the National Institute of Justice



Working for Youth Justice and Safety

ojjdp.ojp.gov

Disclaimer

This synthesis project was commissioned using Federal funds provided by the U.S. Department of Justice. Opinions or points of view expressed are those of the author(s)/presenter(s) and do not necessarily reflect the official position or policies of the U.S. Department of Justice nor represent or reflect any of the author(s)/presenter(s)' affiliates/organizations.

This project was conducted in the author(s) own personal capacities.



Synthesis Overview



40+ Grants



4 Questions



4 Synthesis Reports



4 “Five Things” Brochures



Limitations and Caveats

- Studies not necessarily meant to be comparative
- Mixed information, criteria, and approaches
- Definitions, time periods, and scope vary
- Comparison based on initial framing activities
- Not all studies primarily focused on youth
- Definitions of “youth” vary

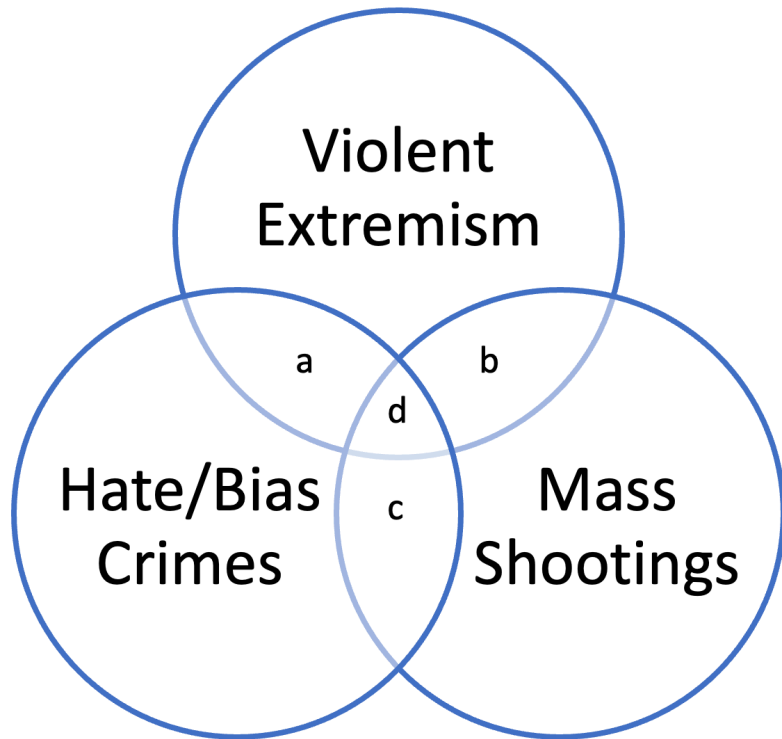


Key Topics of Focus: Overview

- Comparative Analysis of Violent Extremists and Other Offender Types
- The Role of the Internet and Social Media on Radicalization
- Evaluating and Assessing Terrorism Prevention Programs
- The Role of Social Networks in Facilitating and Preventing Domestic Radicalization



Framing Comparisons of Violent Extremism and Similar Offenses



Violent Extremism: Support for, association with, or participation in violent activities to achieve ideological goals.

Mass Shooting: An event wherein 3 or more victims are murdered by firearms.*

Hate/Bias Crime: Criminal offense motivated by bias against a race, religion, disability, sexual orientation, ethnicity, gender, or gender identity.

** Mass shooting definitional criteria based on number of casualties or fatalities may vary*



Comparing Violent Extremism and Similar Offenses: Overview of the Data

	Profiles of Individual Radicalization in the United States (PIRUS)	Violence Project	Bias Incidents and Actors Study (BIAS)	National Hate Crime Investigations Study (NHCIS)
Behavior	Extremist views and behavior	Mass shootings	Hate crimes	Hate crimes
Method	Open-source searches	Existing lists and open-source search	PIRUS and open-source searches	Survey of law enforcement
Access	Available by web request	Available by web request	To be publicly available	Unknown
Size	2,226	172	996	1,230
Time Span	1948-2018	1966-2022	1990-2018	2018

Similarities among Individuals Committing Violent Extremist and Similar Offenses

- In their 20s and 30s
- Male
- Unemployed
- Prior criminal histories

*IMPORTANT: Assessing risk is a challenge. **Variation** in characteristics makes it difficult to assess someone's risk based on profiles alone.*



Select Information on Younger Populations

- **Hate/Bias Crimes**

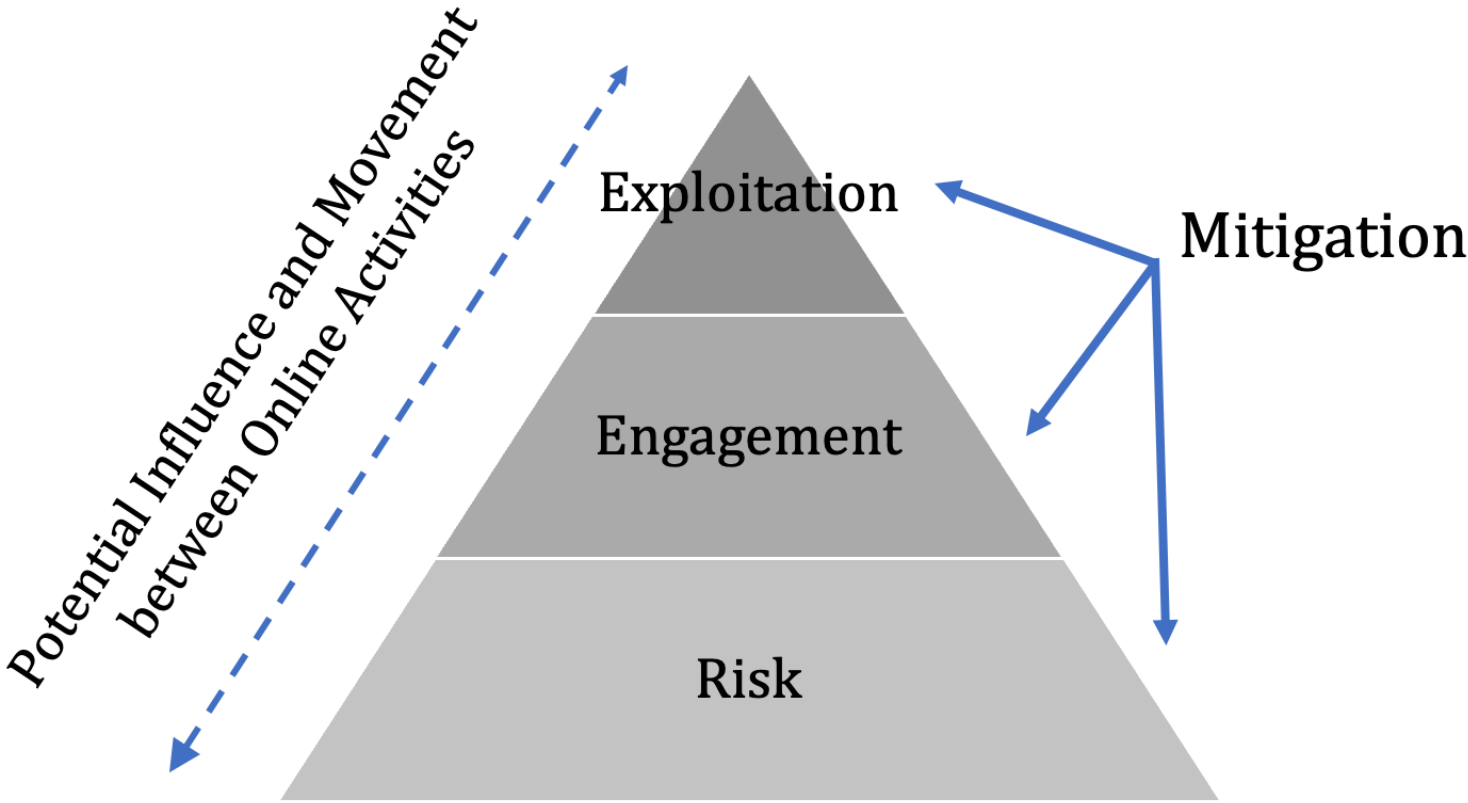
- Lowest among individuals 17 years of age and under ([U.S. Hate Crime Investigation Rates and Characteristics: Findings From the National Hate Crime Investigations Study \(NHCIS\)](#), April 2022)
- Targeting based on sexual orientation with lowest median age (24) ([A Pathway Approach to the Study of Bias Crime Offenders](#), 2021)

- **Mass Shootings**

- Lowest among individuals under 18 years of age ([The Nature, Trends, Correlates, and Prevention of Mass Public Shootings in America, 1976-2018](#), March 2022)
- Role of severe childhood trauma, especially among those targeting K-12 schools ([The Violence Project Database of Mass Shootings in the United States](#), November 2019)



Framing the Role of the Internet



Role of the Internet: Primary Grants Reviewed

Year	Project Title	Primary Grantee
2014 to 2021	An Assessment of Extremist Groups Use of Web Forums, Social Media, and Technology to Enculturate and Radicalize Individuals to Violence	Michigan State University
2014 to 2021	Radicalization on the Internet: Virtual Extremism in the U.S. from 2012-2017	Arkansas State University
2015 to 2019	Social Learning and Social Control in the Off and Online Pathways to Hate and Extremist Violence	University of Maryland
2016 to 2020	Social Media as a Platform for Crafting Gender-Specific Interventions for the Domestic Radicalization of Women	The Rector and Visitors of the University of Virginia
2018 to ongoing	Operation250: An Evaluation of a Primary Prevention Campaign focused on Online Safety and Risk Assessment	University of Massachusetts-Lowell

Youth and the Role of the Internet on Radicalization

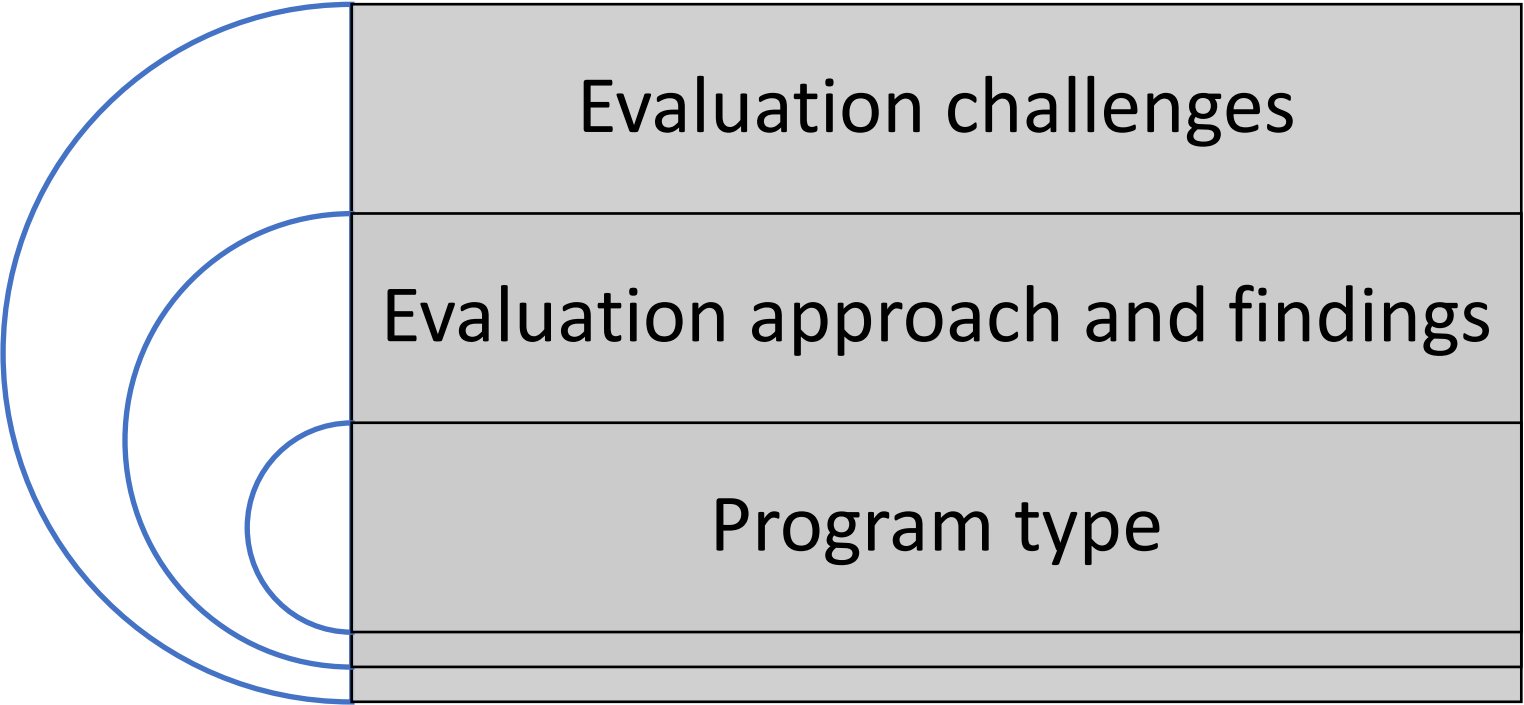
Risks of encountering hateful or violent extremist content may vary based on:

- Who youth interact within online (e.g., interacting with strangers online may increase the odds of youth viewing racist content online)
- Which online platform is used
- The amount of time spent online
- Individual factors and interests (including awareness)

Sources: [*Predictors of Viewing Online Extremism Among America's Youth*](#), 2020; [*Youth Exposure to Hate in the Online Space*](#), 2020; [*Radicalization on the Internet: Virtual Extremism in the U.S. from 2012-2017*](#), January 2021; personal conversations with project leads.



Framing Evaluation of Programs



Evaluations Related to Youth and Terrorism Prevention Programs

Years	Grant No.	Project Title	Grantee
2017 to 2018	2016-ZA-BX-K001	Evaluation of the Peer to Peer (P2P): Challenging Extremism Initiative	President and Fellows of Harvard College/Harvard T.H. Chan
2017 to 2018	2016-ZA-BX-K003	Using Gatekeeper Training as a CVE Tool: Replication and Evaluation of a Gatekeeper Program in Prince George's County	ANSER (Analytic Services, Inc.)
2019 to 2021	2018-ZA-CX-0002	Operation 250: An Evaluation of a Primary Prevention Campaign Focused on Online Safety and Risk Assessment	University of Massachusetts-Lowell

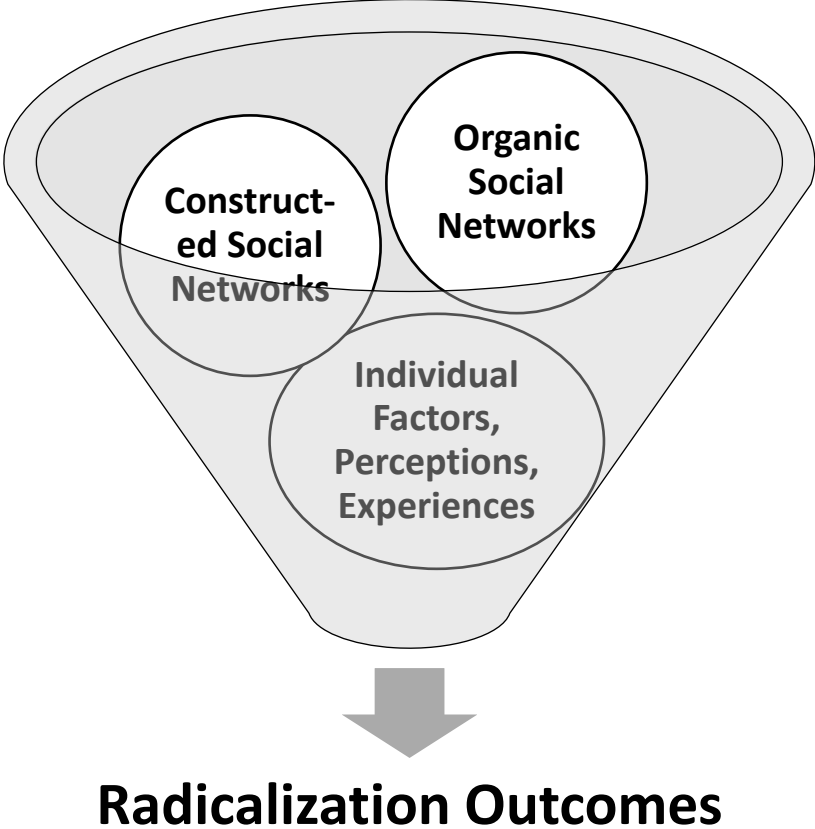
Select Findings Related to Youth Terrorism Prevention Program Evaluations

- Sensitivities to the term “violent extremism”
- Lack of a perceived need for violent extremism prevention programming
- Benefits beyond violent extremism prevention (e.g., public speaking skills and non-violent extremism related conflict resolution)
- Mixed results in knowledge acquisition

Source: [*Using Gatekeeper Training as a CVE Tool: Replication and Evaluation of a Gatekeeper Program in Prince George’s County*](#), January 2021.



Framing the Role of Social Networks



Social Networks as Gateways and Gatekeepers: General Findings

- Radicalization to violence is an **inherently social process**, even among so-called “lone actors.”
- Social isolation from non-extremist groups and the size of extremist groups can both have an impact.
- While important, family connections are not always a safeguard.
- Peers have a meaningful influence on pathways both into and out of violence.
- The impact of social networks varies.



Key Takeaways

- Definitions matter, but vary.
- There is no “one-size-fits-all” profile.
- Social networks can play a key role, including through leakage, but the role is likely impacted by other factors.
- Challenges and limitations to data continue to impact our understanding.
- Risk does not always equate with propensity.
- Awareness is important.



Center for Prevention Programs and Partnerships (CP3)

Presented by: Jordan Garza
Regional Prevention Coordinator



Center for
Prevention Programs
and Partnerships



CP3 Program Overview

CP3 strengthens our country's nationwide prevention abilities through funding, training, increased public awareness, and partnerships across every level of government, the private sector, and in local communities.

Vision

CP3 works to ensure safe and secure communities through the prevention of targeted violence and terrorism.

A Public Health-Informed Approach to Violence Prevention

- A public health-informed approach to violence reduction treats violence as an issue made up of a combination of psychological, sociological, and political elements, rather than a criminal issue.
- Requires the use of novel programs focused on empowering communities to diminish the attractiveness, and impact of, violence as a means of expressing a grievance.
- Applies strategies that have been used in other forms of violence prevention for decades and that are based on evidence, including program evaluation and research in areas like public health, psychology, and criminology.





Defining Targeted Violence and Terrorism

- Targeted violence refers to a premediated act of violence directed at a specific individual, group, or location, regardless of motivation, that violates the criminal law of the United States or of any State or subdivision of the United States.
- Terrorism refers to any activity involving a criminally unlawful act that is dangerous to human life or potentially destructive of critical infrastructure or key resources, and that appears intended to intimidate or coerce a civilian population, to influence government policy by intimidation or coercion, or to affect the conduct of a government by mass destruction, assassination, or kidnapping.

The Constitution protects an individual's right to freely believe, speak, and associate with others. An individual's ideology, regardless of the cause it supports, is protected. Certain actions in support of one's ideology, such as the threat, planning, incitement, or use of unlawful violence, are not protected.



Targeted Violence Incidents



Brandon Scott Hole ^{USPER}



FedEx Ground
Indianapolis, Indiana

FedEx Ground Facility, Indianapolis,
Indiana, April 16, 2021



Salvador Ramos ^{USPER}



Robb Elementary School
Uvalde, Texas

Robb Elementary School,
Uvalde, Texas, May 24, 2022

Terrorism



INTERNATIONAL TERRORISM

Activity directed by or inspired by
Foreign Terrorist Organizations
(FTOs)

DOMESTIC TERRORISM

Racially motivated
Anti-government/anti-authority
Animal rights/environmental
Abortion-related
Others



Case Study: Racially and Ethnically Motivated Violent Extremism (RMVE)

Middle School

- Started drawing swastikas and talked about “loving Hitler”
- Beat his mother after she attempted to discipline him – subsequently spent time in juvenile detention
- Threatened his mother with a 12-inch knife (less than one year later)
- Assaulted his mother (one month later)

High School

- Routinely displayed Confederate symbols
- Made others uncomfortable talking about Hitler and using racial epithets
- Teachers expressed concerns about his neo-Nazi beliefs

Adulthood

- Enlisted in U.S. Army but was unable to complete training
- Unable to maintain steady employment
- No hobbies except video games; most friends were from online gaming communities
- Identified as a white supremacist and neo-Nazi
- Posted white supremacist memes and symbols on social media

Case Study: Violent White Supremist



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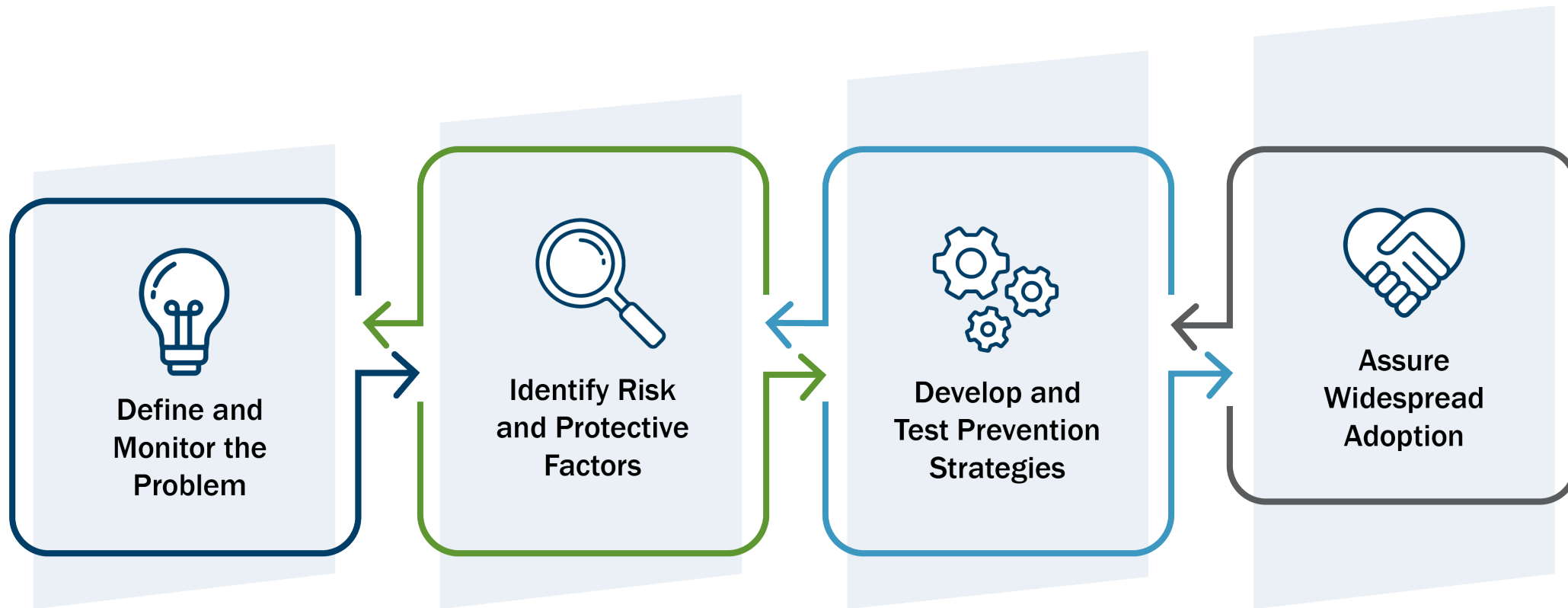
- On August 12, 2017, James Alex Fields drove his vehicle into a crowd of pedestrians peacefully counter-protesting at the Unite the Right rally in Charlottesville, Virginia, killing one and injuring 19 persons.
- Fields pled guilty to 29 hate crimes charges in Federal court and was given a life sentence.
- He was convicted in state court on first-degree murder, aggravated malicious wounding, malicious wounding, and leaving the scene of an accident; and given a separate life sentence.



Unite the Right Rally
Charlottesville, Virginia



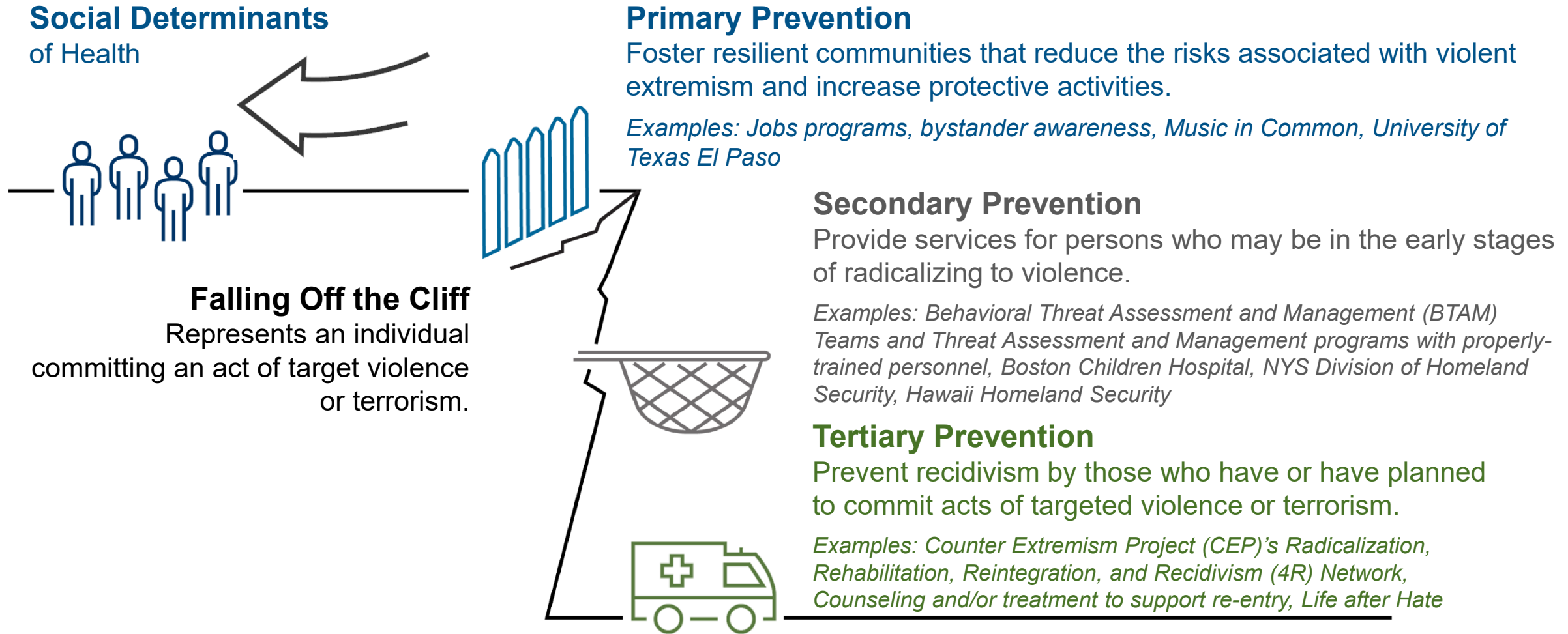
4-Step Public Health Approach to Violence Prevention



Prevention–The Public Health Model

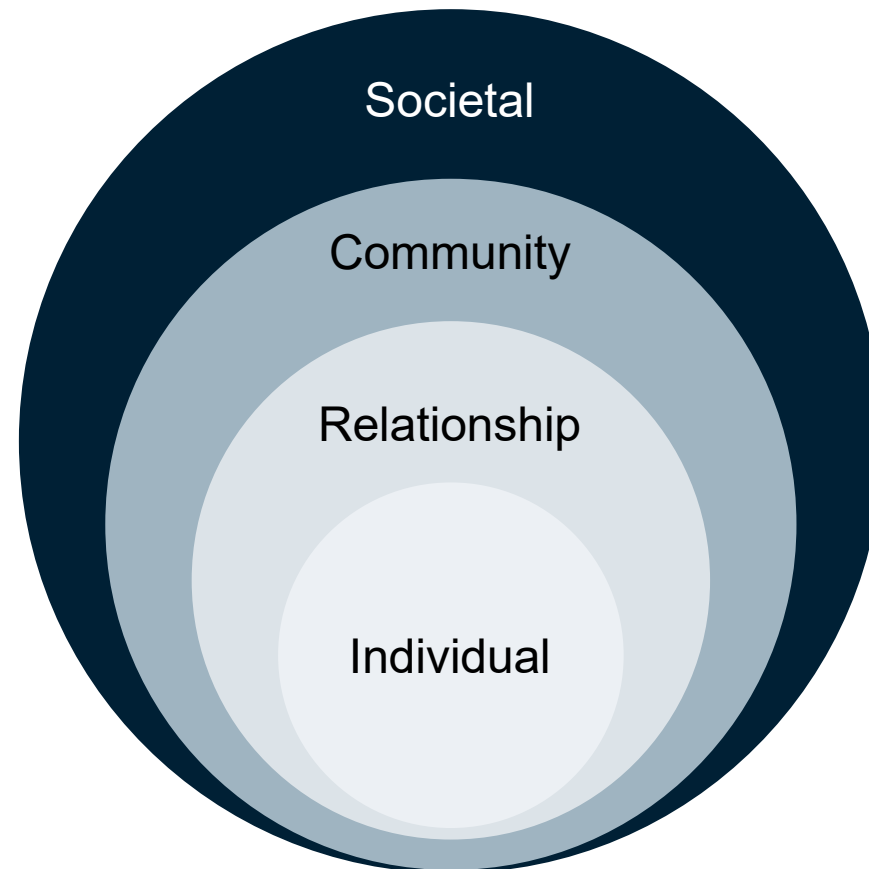


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Source: Jones C., et al. 2009. [Addressing the social determinants of children's health: A cliff analogy](#). *J Health Care Poor Underserved* 20(4 Suppl): 1-12.

Understanding the Factors That Influence Violence: The Social-Ecological Model



CP3 Mission: Prevention



Building Partnerships and Trust



Conducting stakeholder engagement and convening prevention-focused networks in communities

Increasing Awareness



Delivering awareness briefings

Instituting Intervention Programs



Supporting development or enhancement of local intervention programs

Re-Entry



Specialized correctional programming and access to local prevention programs

Disruption



Investigations and arrests

Prevention

**Corrections,
Probation,
Parole**

**Law
Enforcement,
Procurement**



Training

CP3 provides training to help stakeholders understand the **basics of targeted violence and terrorism prevention**, including the behavioral threat assessment and management approach.

CP3 provides information to community members that integrates the latest in behavioral science through our trainings:

- **Community Awareness Briefing (CAB)**
- **Behavioral Threat Assessment and Management (BTAM)**

CP3 also partners with the Federal Law Enforcement Training Center to develop and deliver Law Enforcement Awareness Briefings (LAB) that are tailored for federal, state, and local law enforcement officers.

Learn More:

- [Request a CAB.](#)

UNCLASSIFIED OFFICE OF INTELLIGENCE & ANALYSIS

National Threat Evaluation & Reporting Program Behavioral Approach to Violence Prevention

Many individuals who are planning to engage in targeted violence display threatening or concerning behaviors that are observable to others. Using behavioral threat assessment and management (BTAM), a proactive, evidence-based method of investigation, analysis, and management that focuses on an individual's patterns of thinking and behavior, can determine whether, and to what extent, an individual may be moving towards an act of intended violence. Further, BTAM can assist with the development of intervention techniques designed to move an individual away from conducting a potential attack.

Identifying Threatening or Concerning Behaviors
Those who have perpetrated acts of targeted violence have no profile. The following represent common threatening or concerning behaviors identified across a wide variety of completed and overt acts of targeted violence. None, these threatening or concerning behaviors may not signal an attack.

Assessing Threatening or Concerning Behaviors
These behaviors should be assessed within an individual's totality of circumstances, including life stressors, personal risk factors, and threat obligations, to identify if a person is moving along a pathway to violence.

NOTE: Noting threatening or concerning behaviors to determine the potential for intended violence will require additional information. Please report this activity to a U.S. Secret Service team who can investigate, assess, and manage a potential subject of interest while adhering to the individual's privacy and self-right.

Homeland Security UNCLASSIFIED

UNCLASSIFIED OFFICE OF INTELLIGENCE & ANALYSIS

National Threat Evaluation and Reporting Behavioral Threat Assessment

The United States continues to adapt to an evolving threat environment as targeted violence permeates our communities. Traditional reporting and investigative methods alone are no longer sufficient for addressing threats to the Homeland. Behavioral Threat Assessment (BTA) was originally developed by the United States Secret Service, to protect the President in advance of a potential threat. However, BTA has been tailored and is currently applied in various sectors to prevent violence and address threats regardless of motive or ideology.

BUILDING A TEAM
BTA utilizes a multidisciplinary team approach. A BTA team consists of professionals from various disciplines, such as law enforcement and mental health. They work together to leverage their experiences, expertise, and judgement to help mitigate multifaceted threats.

BUILDING A CULTURE OF SHARED RESPONSIBILITY
The National Threat Evaluation and Reporting (NTER) Master Trainer Program is a train-the-trainer initiative that certifies federal, state, local, tribal, and territorial homeland security partners in BTA techniques and best practices. Our mission is to provide our Master Trainers with the resources, technical support, and continuing education they need to assist in preventing targeted attacks and ensure the safety and security of their communities.

WHO TO CONTACT
For more information on Behavioral Threat Assessment or the NTER Master Trainer Program, please email NTER.MTP@hq.dhs.gov.

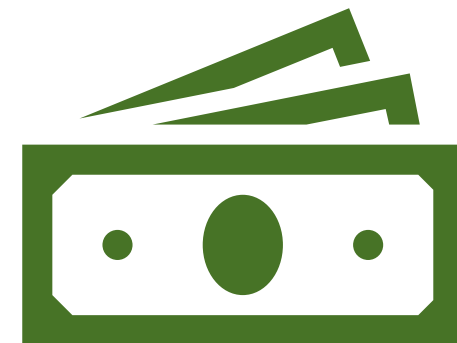
Homeland Security UNCLASSIFIED



TVTP Grant Program

In FY20, FY21, and FY22, CP3 funded a total of \$50 million in programming to 87 recipients through the Targeted Violence and Terrorism Prevention (TVTP) Grant Program to address five priority areas:

- Implementing prevention capabilities in small- and mid-sized communities;
- Advancing equity in awards and engaging underserved communities;
- Addressing online aspects of targeted violence and terrorism;
- Preventing domestic violent extremism;
- Enhancing local threat assessment and management capabilities.

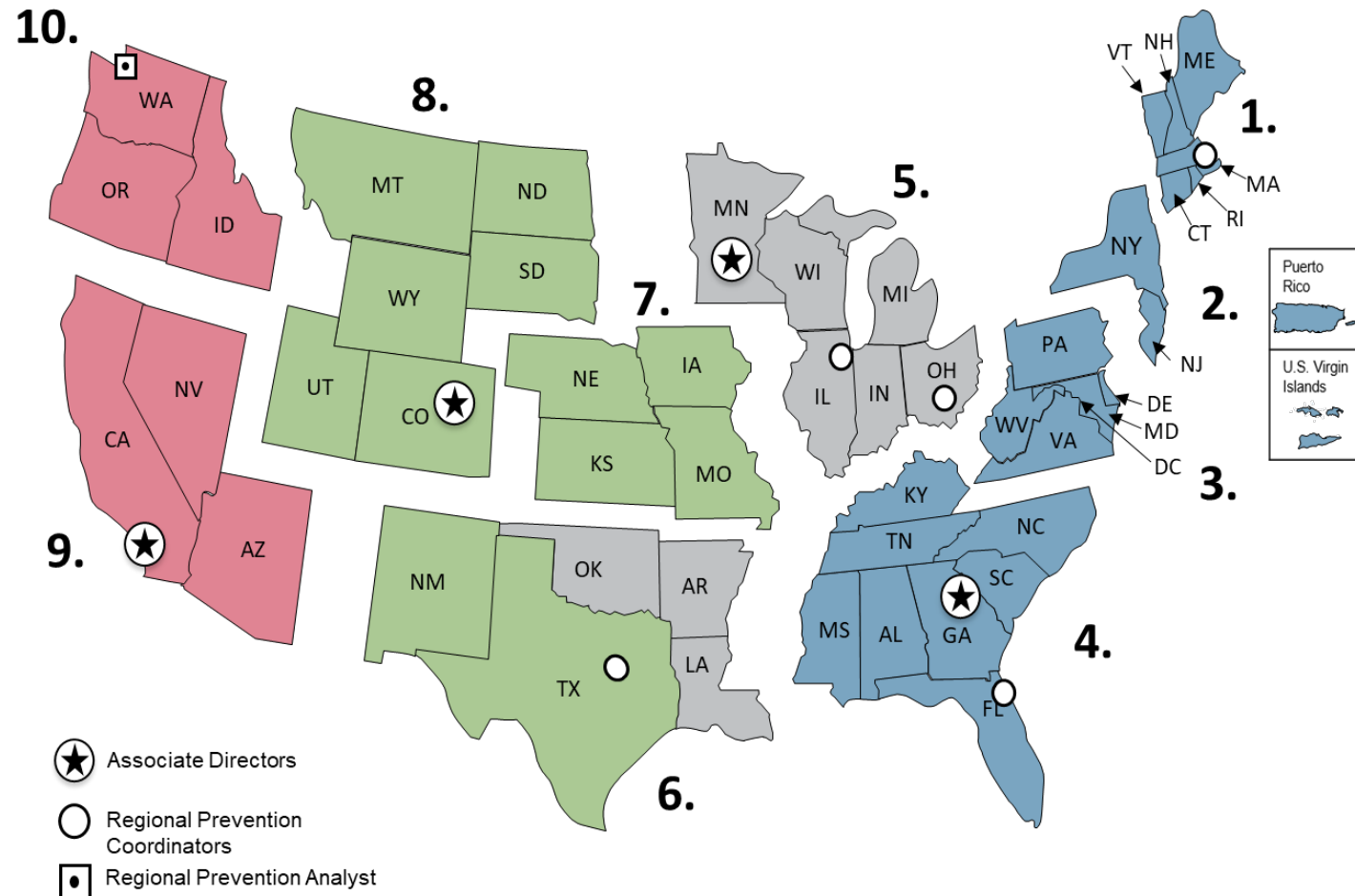


Learn More: dhs.gov/tvtpgrants



Field Operations Staff

CP3 Regional Prevention Coordinators (RPCs) are located across the country and provide support by convening prevention practitioners, training community members, and connecting DHS resources to local prevention efforts.



Learn More: cp3field@hq.dhs.gov

Prevention Resource Finder (PRF)



Center for
Prevention Programs
and Partnerships

A comprehensive web repository of federal resources available to help prevent acts of targeted violence and terrorism.

Educators, faith-based organizations, law enforcement, behavioral health providers, and communities across the country have access to:

- Resources
- Trainings
- Research
- Guidance materials
- Violence prevention funding opportunities

Learn More: dhs.gov/prevention

The screenshot shows the homepage of the Prevention Resource Finder. At the top, the title "Prevention Resource Finder" is displayed in a dark header. Below the header is a navigation menu with links for "Community Support", "Evidence-Based Research", "Grant Opportunities", "Information Sharing", "Training", "All Resources", and "Partners". The main content area features a large blue box with the text "Keep your community safe" and "Your one-stop shop for federal resources to prevent targeted violence and terrorism." Below this, a paragraph states: "Everyone has a role to play in preventing targeted violence and terrorism, and the federal government has many resources available to support stakeholders across the country." A smaller paragraph explains that the PRF provides stakeholders with information on resources needed to help prevent and respond to targeted violence and terrorism across the country. Below this, a section titled "Select a category below to explore the resources" contains six grid items: "Community Support Resources", "Grant Funding Opportunities", "Information-Sharing Platforms", "Evidence-Based Research", "Training Opportunities", and "All Resources". Each item includes a small image and a brief description of the category.

www.preventionresource.gov home page



Whom Should We Contact? Let Us Know.

Are you aware of any other people or groups we should contact that are undertaking related work in this field or using similar methods to address a societal problem?

Do you know of any other existing prevention and intervention programs we can connect with that are designed to stop violence or promote community resilience?

Examples include:

- Violence prevention programs
- Suicide prevention programs
- Behavioral threat management programs





More CP3 Information

- **Website:** dhs.gov/cp3
- **CP3 Field Requests:** CP3Field@hq.dhs.gov
- **TVTP Grants Information:** dhs.gov/tvtpgrants
- **Prevention Resources:** dhs.gov/prevention
- **Subscribe to the CP3 Listserv:**
public.govdelivery.com/accounts/USDHS/subscriber/new

Office of Juvenile Justice and Delinquency Prevention



OJJDP

Preventing Youth Hate Crimes Virtual Symposium

*Understanding the Nexus of Hate and
Targeted Violence*

October 17, 2023



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

The Psychology of Hate

Jeff Schoep

President and Founder

Beyond Barriers USA

From a Loving Home to Hate Group Leader



No one joins these movements saying, “*You know what? I’m going to be the bad guy.*”

- Personal draw to the movement was a family history in World War II.
- Anyone can be recruited into these movements—not just those with traumatic life experiences.



Recruitment

- Extremist movements will twist ANY narrative to their own advantage for recruitment.
- Extremists feed off political strife and polarization
- Public demonstrations particularly ones with confrontations boost overall moral and recruitment.
- News coverage – free advertising

Methods

- **IRL Activism:** Flyers, Banner Drops, Stickers, Rallies, Public Demonstrations
- **Video Games:** utilized to recruit and gain interest (Roblox)
- **Music:** Various genres
- **Social Media:** (TikTok, Instagram, Reels, YouTube Reels)
 - *Short propaganda clips for short attention spans*
 - *Memes*
- **Telegram**
- **Forum & Chat Platforms**

Echo Chambers

- Hate is fostered and developed
- Feeds off fear
- Confirmation bias
- Cult-like mentality
- Increased isolation further radicalizes
- Reciprocal radicalization
- Political polarization



The Journey Out

Engaging in *dialogue* and *experiencing interpersonal relationships* with those I vilified helped me to see the humanity in others.



Image credit: Accidental Courtesy, 2016



Image credit: White Right: Meeting the Enemy, 2016

- **Hate is learned and can be unlearned**
- **Reconnecting with humanity**

Finding Common Ground

- “Set differences aside for a moment—not to bury them or pretend they don’t exist. Look for what you can do that doesn’t involve those differences.”
- Share life experiences.

Image & quote credit: The Bathwater Brigade



Listen

- “When we argue with people, soon we’re just thinking of what we’ll say instead of listening.”
- “If you want them to listen to *you*, you should do the same and show how it’s done.”



Relational Dialogue



Beyond Barriers USA

Beyond Barriers provides a humanistic and holistic approach to neutralizing and preventing violent extremism.



Image credit: BeyondBarriersUSA.org

The Psychology of Conspiracy Theories and Its Influence on Hate

Peter I. Collins
Associate Professor
Division of Forensic Psychiatry
University of Toronto



What Makes a Conspiracy Theory? (Part 1)

- Proposed or rumored
- Plot
- Carried out in secret
- Usually by a powerful group of people or person



What Makes a Conspiracy Theory? (Part 2)

- In pursuit of a sinister goal
- May explain an important event (Princess Diana was murdered by MI6)
- Evolve independently (Earth is flat)
- Serve to further a goal (Obama birtherism)



What Makes a Conspiracy Theory? (Part 3)

- Conspiracy theories have always thrived during times of crisis and social upheaval.
- It is unclear if the last 3 years or last decade have been more conspiracy-prone than the past.
- Social media is a game changer.



COVID-19 (Part 1)

- Bill Gates artificially created the coronavirus so Jewish organizations and pharmaceutical companies could profit from the vaccine or use the vaccine to implant people with microchips.
- The coronavirus is an effect of the 5G network.



COVID-19 (Part 2)

- The coronavirus is a fabrication of the government to gain more control of the citizenry.
- The coronavirus is being spread (along with other poisons) from the “chemtrails” emitted from airplanes as part of a government plot.



COVID-19 (Part 3)

- Isolated and feeling trapped at home and displaced from supports
- Heightened fear/anxiety regarding the pandemic and leadership rhetoric
- On social media 24/7
- Continued stream of updated (contradictory) information as real-world situations evolve



COVID-19 (Part 4)

- People becoming less trustful of science and scientists
- Newer conspiracy theories build on legacy theories
- Amplified by influencers and malign actors
- Immune to evidence and resilient to reasoned contradiction



Those More Likely To Endorse Unfounded Conspiracies:

- Younger
- Less formal education
- Lower status due to income
- Narcissism, both individual and group



Exposure to Conspiracy Theories

- Exposure to conspiracy theories decreases trust in government, even if the conspiracy theories are unrelated to government bodies.
- Exposure also causes disillusionment with politicians and scientists.



Parallel Growth in Denialism

- Vaccines cause autism.
- The Holocaust never occurred or is greatly exaggerated.
- AIDS does not exist or is unrelated to HIV.
- Anthropogenic (caused by humans) climate change is a myth.



Psychology of Conspiratorial Believing

- Epistemic (need for knowledge and certainty)
- Existential (need to feel safe and secure)
- Social (need for a positive image of self and one's group)
- Conspiratorial believing is generally ineffective at promoting these needs.

Sources: Douglas, Sutton, and Cichocka, 2017; Lewandowsky, Oberauer, and Gignac, 2013; Tetlock, 2002; Graeupner and Coman, 2017



Conspiracy Theories

- All the above theories persist and even grow despite the mounting scientific or historical evidence to the contrary.
- Central to this argument is that “the truth” is being suppressed, usually by the government.
- Conspiratorial beliefs are characterized by being hyper-skeptical of all information that does not fit the theory, overinterpreting evidence that supports a preferred theory, and inconsistency.



Social Media

- Social media has created a world in which any individual can potentially reach as many people as mainstream media can.
- The lack of traditional gatekeeping is one reason why misinformation spreads farther and faster online than true information.

Source: Soroush, Roy, and Aral, 2018



Conspiracy Theories Online

- Individuals who feel powerless or vulnerable are more likely to endorse and spread conspiracy theories.
- This is evident in online forums where people's perceived level of threat is strongly linked to endorsing conspiracy theories.

Source: Lewandowsky and Cook, 2020



Proportionality Bias

- Proportionality bias is the idea that large significant events must have large significant causes.
- It allows an individual to cope with events that they perceive as incomprehensible.



Proportionality Bias - The Death of Princess Diana

- Although there was an explainable cause (the driver of the vehicle she was a passenger in was intoxicated), a conspiracy theory satisfies the need for a “big” event to have a big cause.
- British intelligence assassinated Princess Diana at the request of the royal family.

Source: Franks, Bangerter, and Bauer, 2013



Attribution Bias or Attribution Error

- A tendency to overestimate the effect of dispositional factors, especially to understand the intentions of others.
- When an event occurs, we are much more likely to attribute it to some intentional, internal motive than to circumstance or happenstance.



Confirmation Bias

- Confirmation bias is where beliefs and ideas that are consistent with one's own ideas tend to be reinforced while alternative ideas are downplayed or ignored.
- Individuals will become attached to their beliefs and search for (or interpret) information in ways that confirm their beliefs or preconceptions.

Source: Thresher-Andrews, 2013



Believing in Conspiracy Theories

- Individuals want to believe in conspiracies because they will explain events that are highly unlikely.
- Conspiracies can serve as a coping mechanism to help people handle uncertainty.
- There is also a narcissistic component to conspiracy beliefs.
 - Believers will consider themselves part of a select in-group that, unlike the deluded masses, has figured out what's really going on.





PLANDEMIC



COVID Vaccine Conspiracy Theories

- Subterfuge for injecting tracking devices into recipients.
- Vaccines cause disease or sterilization.
- Vaccine are for profiteering, world domination, or selective mass murder.



COVID Vaccine Conspiracy Theories: *How and Who*

- Built on a legacy of anti-vax conspiracies
- Use of social media
- Exploitation of witting or unwitting influencers
- Russia/China influence campaigns, domestic anti-vaccine activists, and/or domestic COVID conspiracy theorists and others



COVID Vaccine Conspiracy Theories: *The Threat*

- Hackers disrupt the supply chain
- Vandalism of vaccine storage locations
- Doxxing and violence toward scientists and healthcare professionals
- Oppositional believer violence
- Incitement aplenty



Study: COVID Vaccine Conspiracy Theories

- A 2020 Canadian Medical Association Journal (CMAJ) study stated that almost 1 in 10 Canadians surveyed believed Bill Gates is using the pandemic to push a vaccine with a microchip capable of tracking people.
- An alternative theory is that the chip controls thoughts.
- There have been QAnon and 5G flags at anti-mask rallies.

Source: Hapuhennedige, 2020



Facebook and Vaccine Conspiracy Theory

- There are 3 billion Facebook users.
- 100 million users, who express any view on vaccines, are partitioned into highly dynamic, interconnected clusters across cities, countries, continents, and languages.
- Although smaller in overall size, anti-vaccination clusters manage to become highly entangled with undecided clusters in the main online network, whereas pro-vaccination clusters are more peripheral.
- There is a prediction that anti-vax views will continue to grow faster than pro-vax views and will be the dominant view on Facebook in 10 years.



Twitter Study on the Spread of False Information

- False news stories are 70% more likely to be retweeted than true ones.
- True stories take approximately 6x longer to reach 1,500 people than false stories.
- In Twitter “cascades,” or unbroken retweet chains, falsehoods achieve a cascade depth of 10 approximately 20x faster than facts.
- Falsehoods are retweeted by unique users more broadly than facts at every depth of cascade.

Source: Soroush, Roy, and Aral, 2018



Thank You

Peter I. Collins, CD, MD, MCA, FRCP(C)

Associate Professor
Division of Forensic Psychiatry
Department of Psychiatry
Temerty Faculty of Medicine
University of Toronto
peter.collins@utoronto.ca



Working for Youth Justice and Safety

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Office of Juvenile Justice and Delinquency Prevention



OJJDP

Preventing Youth Hate Crimes Virtual Symposium

*It Ends with Me: Identifying and Confronting
Religious-Based Hate and Identity-Based
Bullying: Antisemitism and Islamophobia*

October 17, 2023



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

Understanding and Addressing Islamophobia: Implications for Preventing Hate Crimes and Religious-Based Bullying of Muslim Youth

Marwa Abdalla

Researcher and University Educator

Doctoral Candidate, University of California San Diego

Outline of Today's Session

- Why are we here today?
- Who are American Muslims?
- What is Islamophobia?
- Why is there so much Islamophobia?
- How can we address it?
- Questions

Why Are We Here Today?

- 55% of Muslim students have reported that they have been bullied because of their religion—twice the national average.
 - Isolation, rejection, exclusion, and despair, as well as depression and anxiety.
- More concerning is that 1 in 4 of those incidents was by schoolteachers, administrators, or staff.
- Between 2016 and 2017, there was a 91% increase in hate crimes against Muslims.

Sources: Mogahed and Chouhoud, 2017; Mogahed and Ikramullah, 2022

[Bullying Prevention Infographic](#), The Family and Youth Institute

[Facts about bullying](#). stopbullying.gov

Why Are We Here Today? (Part 2)

“They call me a terrorist and when I get frustrated they say, ‘you’re going to bomb us,’ and laugh.”

Source: CAIR, 2018

Why Are We Here Today? (Part 3)

“I was on the school bus and this...random guy...he was like ‘Go back to your country you f-ing Afghan’... I felt horrible, I felt really bad, I mean I was only in 7th grade, what am I going to do? ... And I wish that... all Muslims including me could stand up, because I think that then we can really show America that we’re not a bad religion. We don’t teach violence; we teach tolerance.”

Source: Seward and Khan, 2016

Why Are We Here Today? (Part 4)

“A Muslim student recalled how a Social Studies teacher who was talking about the Middle East once said, ‘This is the region of peace haters.’ This greatly embarrassed the student and he began fearing that his non-Muslim peers would have the same ‘peace-hating’ impression of him.”

Source: Sabry and Bruna, 2007

Source: CAIR, 2018

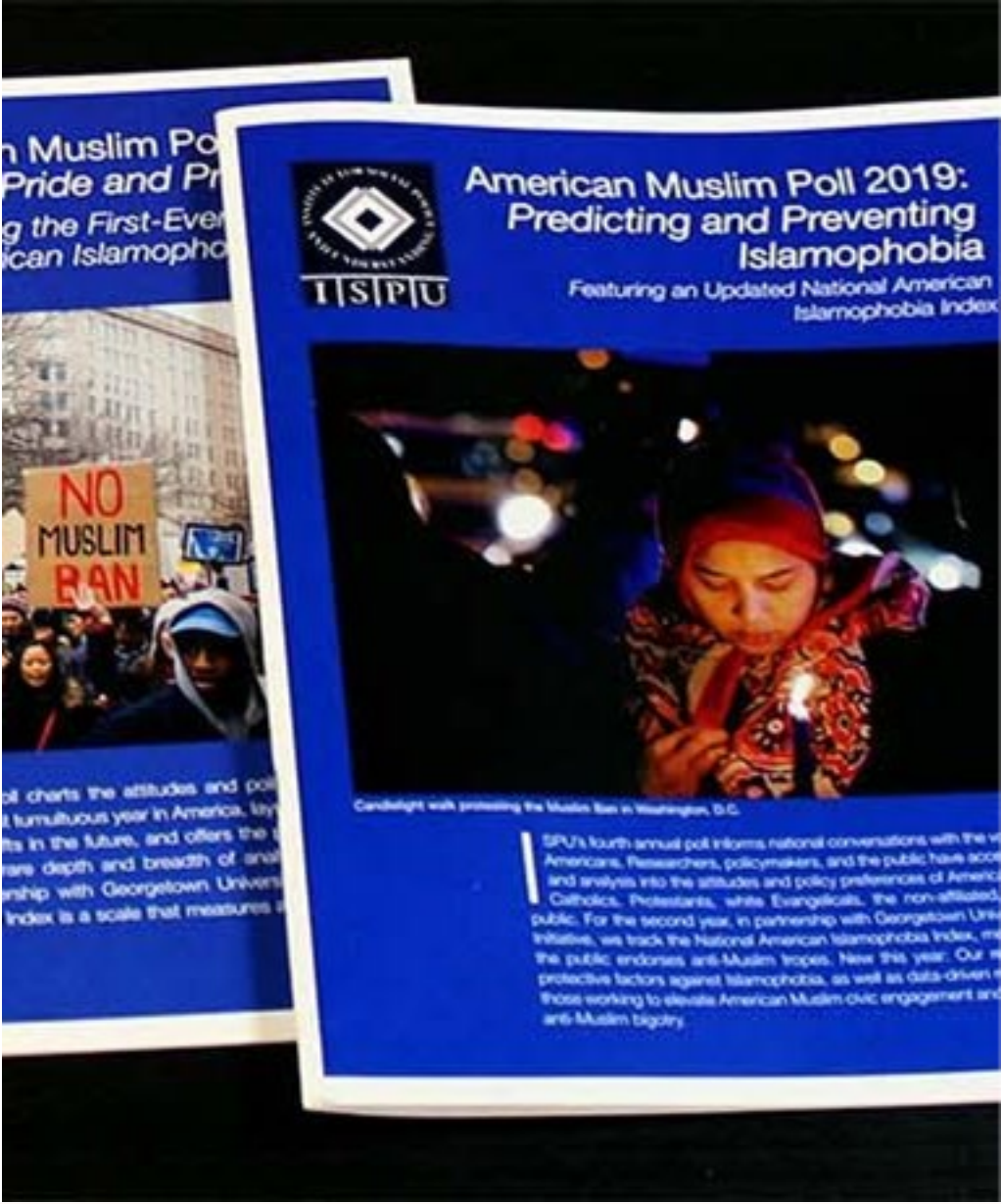
Why Are We Here Today? (Part 5)

“I’ve just blocked that day out. All I can remember was walking down the hall and hearing a boy yell, 'The Mozlems are gonna be rounded up now!' Then kids started snickering and chanting, 'Make America great again!' I didn’t look up, I just ran and hid in the bathroom before anyone could see me cry. No one came to help me. No one told them to stop. No one did anything about it. I don’t feel safe there (at school). You can’t make me go back there.”

Source: Tahseen et al., 2023

American Muslim Poll

- Nationally representative survey of Muslims, Jews, Protestants, white Evangelicals, Catholics, and non-affiliated Americans

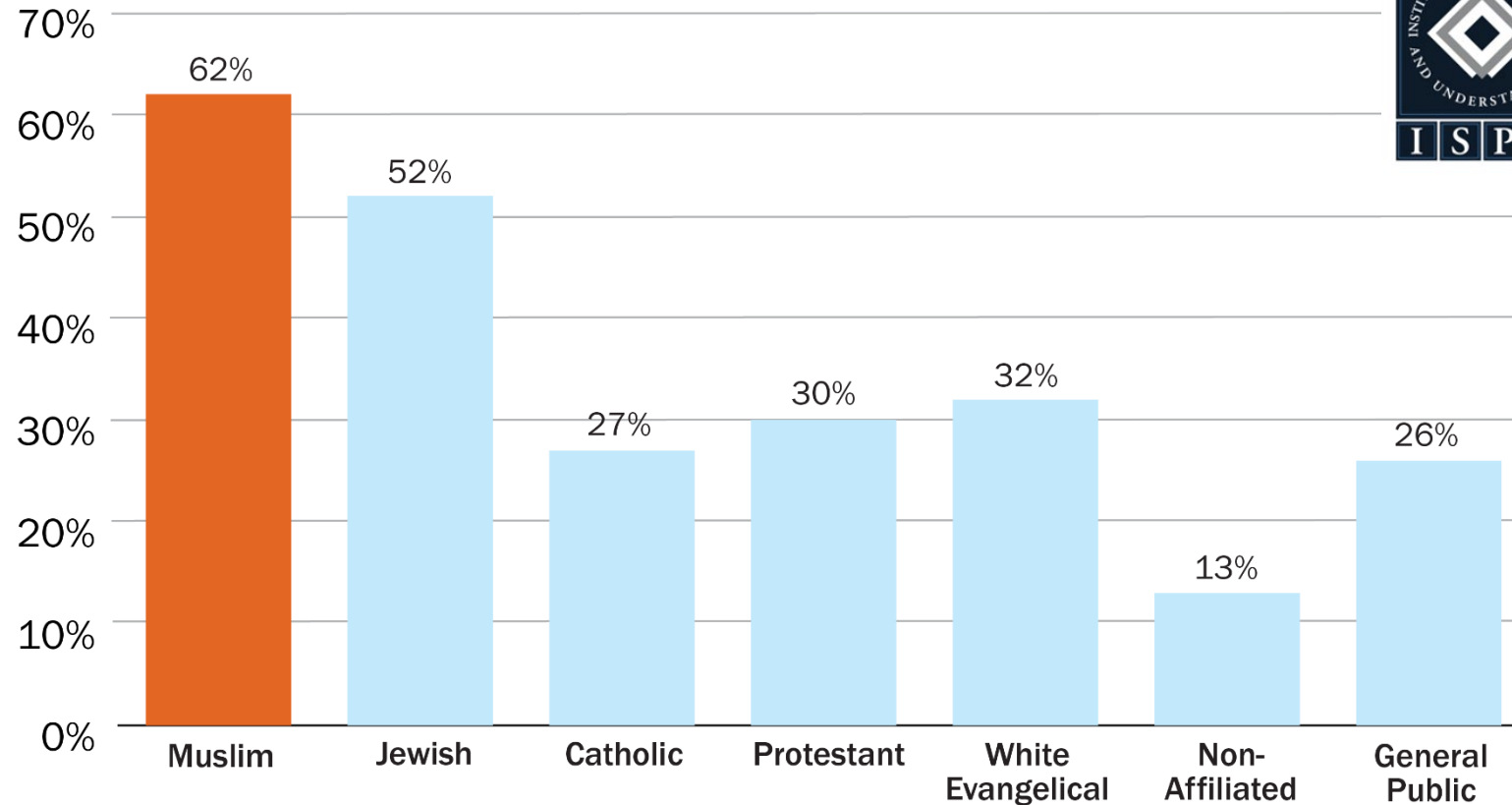


Muslims Remain the Most Likely to Report Religious Discrimination



How often, if at all, have you experienced discrimination in the past year because of your religion? (% any experience shown)

(Mogahed and Ikramullah, 2022)

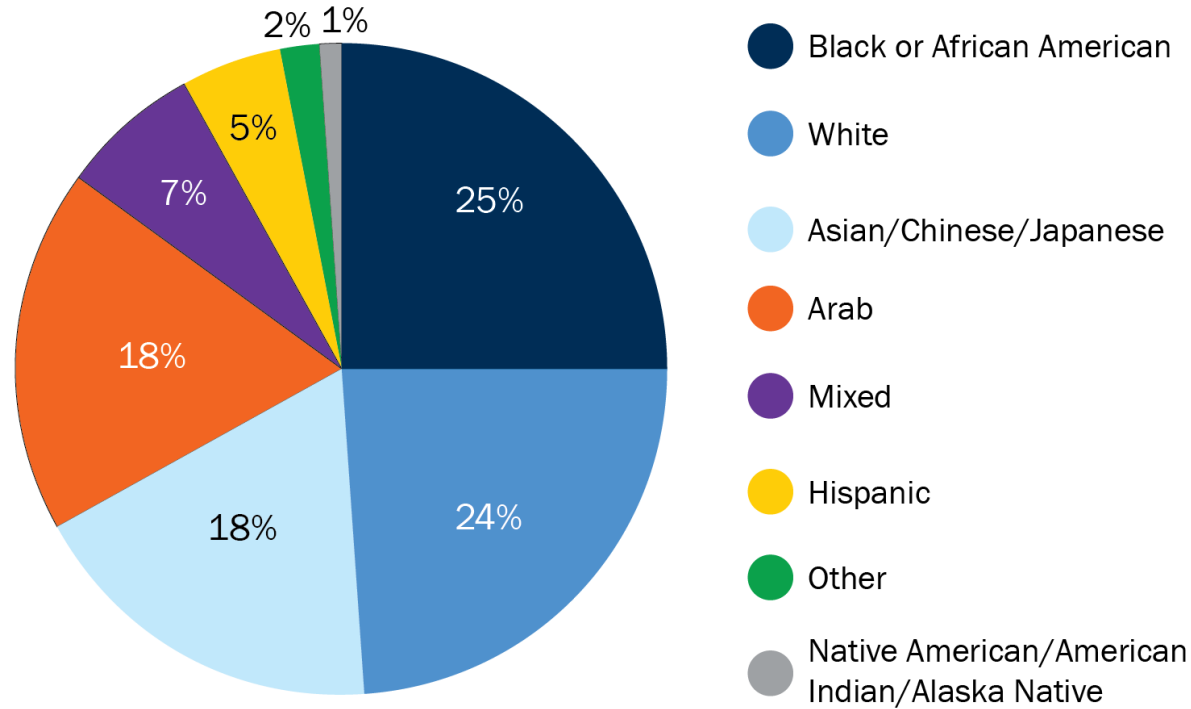


Who are American Muslims?



Photo Credit: Muslims for American Progress (2017)

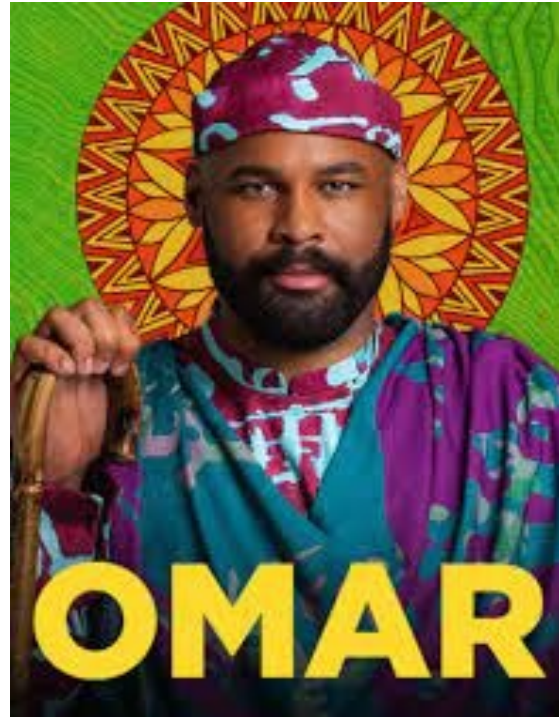
Muslims Most Ethnically Diverse Faith Community



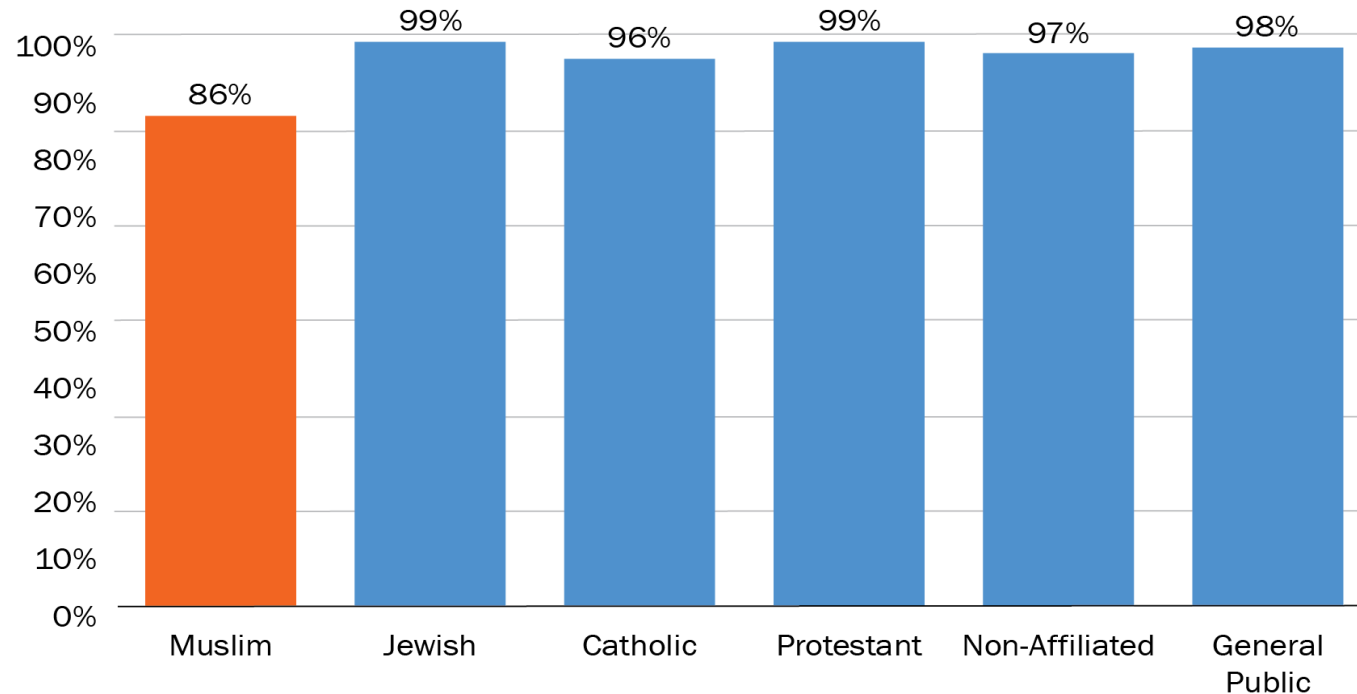
Are you of Hispanic origin or background? Do you consider yourself White, Black or African American, Asian, Arab, Native American, Pacific Islander, mixed race, or some other race? Base: Total Muslim respondents, 2017

History of Muslims in the United States

- 1.2 million Muslims were forcibly brought to the Americas during the trans-Atlantic slave trade.
- A 2023 Pulitzer Prize-winner, *Omar* is an opera by Rhiannon Giddens based on the autobiography of an enslaved Muslim man, Omar Ibn Said, who lived in Charleston, South Carolina in the 19th century.



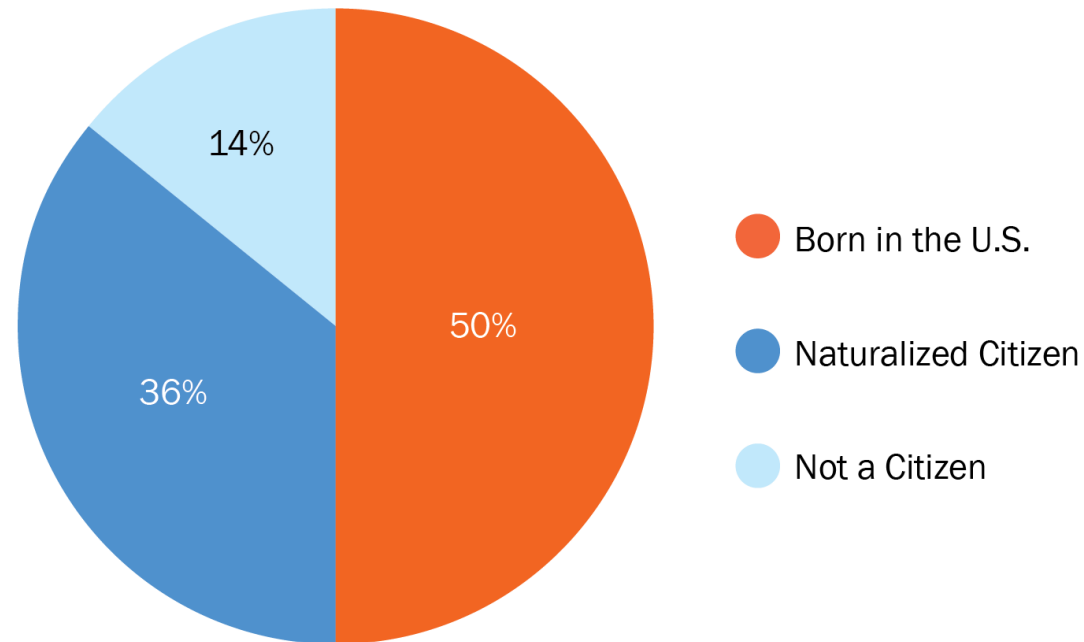
Most Muslims are U.S. Citizens by Birth or Naturalization



Were you born in the United States, or not? Base: Total respondents, 2017

Are you a citizen of the United States, or not? Base: Total respondents who were not born in the U.S. or don't know/refused to say if they were born in the U.S., 2017 (% Net born in the U.S. or a U.S. citizen shown)

Half of American Muslims are Born in the U.S.



Were you born in the United States, or not? Base: Total respondents, 2017;
Are you a citizen of the United States, or not? Base: Total respondents who were not born in the U.S. or don't know/refused to say if they were born in the U.S., 2017

Muslims are America's Youngest Faith Community

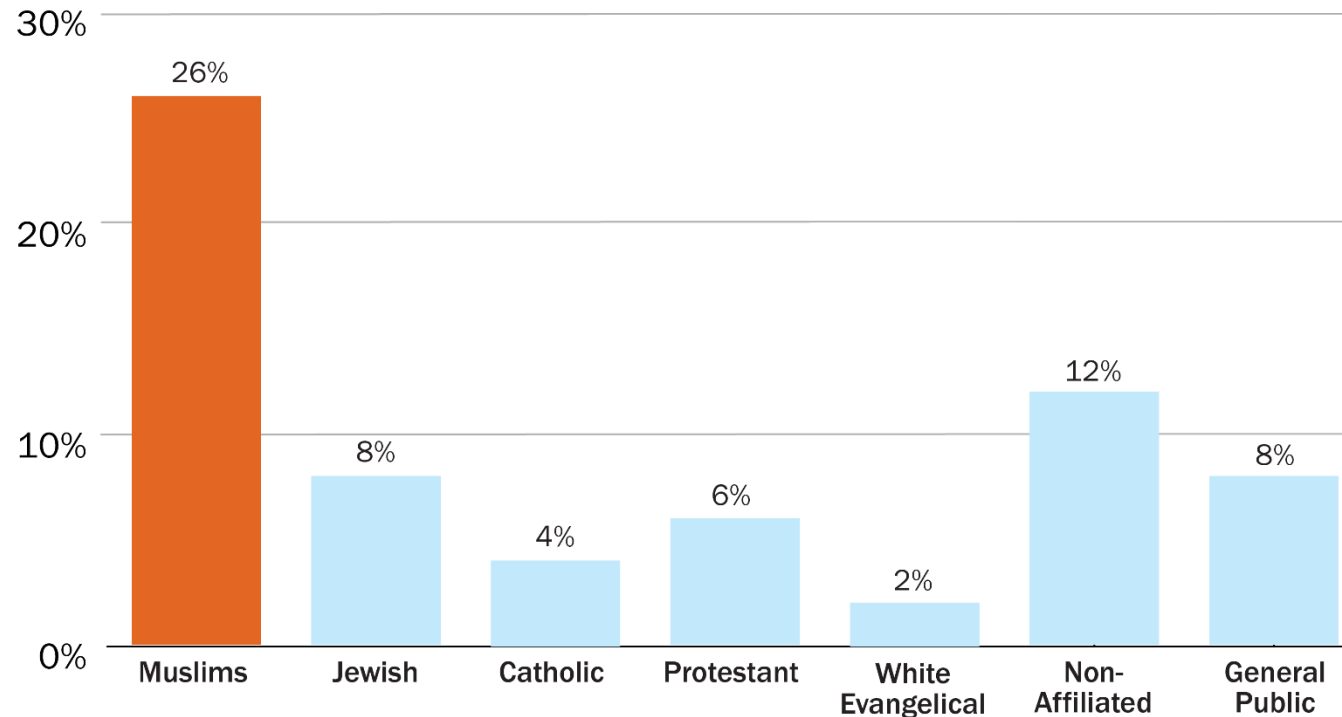


Figure 1. *What is your age?* Base: Total respondents, 2022.

Muslim Youth Face Indirect and Direct Forms of Bullying Related to Islamophobia

“I am proud of my religion, but that is a lot of pressure, to try to present it and get everything right in front of everyone.”

Source: Dupper, Forrest-Bank, and Lowry-Carusillo, 2015

What is Islamophobia?

- “Exaggerated fear, hatred, and hostility toward Islam and Muslims that is perpetuated by negative stereotypes resulting in bias, discrimination, and the marginalization and exclusion of Muslims from America’s social, political, and civic life.” (Ali et al., 2011).
- “A type of racism that targets expressions of Muslimness or perceived Muslimness” (All Party Parliamentary Group on British Muslims, 2018: 11)

Roots of Islamophobia: 17th to 19th Century (Part 1)

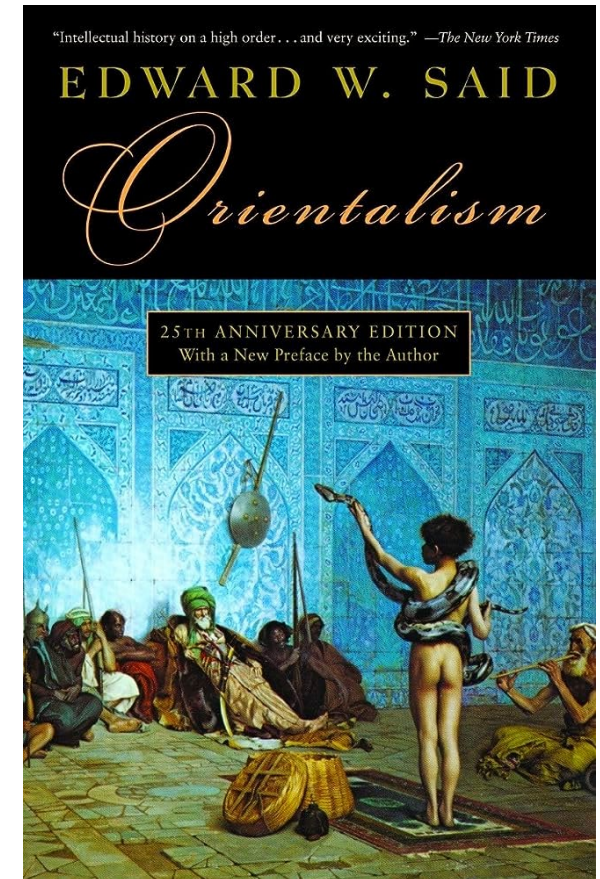


The “Orient,” a vast geographical region, became the stand-in for Europe’s “other”—a community that is different and inferior.

Roots of Islamophobia: 17th to 19th Century (Part 2)

- According to an analysis of 18th and 19th century French and British political tracts, literature, and academic work:
 - “The Orient helped define Europe (or the West) as its **contrasting image, idea, personality, experience.**”
 - “Knowledge” of the “Orient” helped justify asymmetrical power relations, colonialism, and imperialism.

Sources: Beydoun, 2018; Said, 1978; Sheehi, 2011



Orientalism and the Roots of Islamophobia

The “West” constructed as:

- Civilized
- Familiar, “normal”
- Progressive
- Heterogeneous, diverse
- Dynamic
- Democratic
- Masculine
- Logical, rational
- Hard working
- Heteronormative
- Restrained

The “East” constructed as:

- Uncivilized
- Exotic, “strange”
- Traditional
- Monolithic
- Static
- Despotic
- Feminine
- Emotional, irrational
- Lazy
- Deviant, sexually perverse
- Prone to violence



*Bonaparte Visiting the
Plague Victims of Jaffa
(1804) by Antoine-
Jean Gros*

Orientalism in Film

- *The Sheik* (1921)
- *The Barbarian* (1933)
- Muslims as foreign, exotic, and sometimes barbaric, though not necessarily threatening to U.S. national security.



1970s Onward

- Shift from inferior “others” to violence-prone threats and villains
- *Covering Islam*, Edward Said (1981)
- *Reel Bad Arabs: How Hollywood Vilifies a People*, Jack Shaheen (2001)
- *Arabs and Muslims in the Media: Race and Representation After 9/11*, Evelyn AlSuntany (2012)
- *Tolerance and Risk*, Mitra Rastegar (2021)



Demonization of Muslims in the U.S.

Muslims are the most demonized group in U.S. social and political discourse.

- The majority of Americans say they do not know a Muslim.
- For many of these Americans, what they know about Muslims comes from news and popular media representations.
- However, according to media content analysis, more than 80 percent of television media coverage of Islam and Muslims in the United States is negative.
- 25-year analysis: Islam is portrayed more negatively in *The New York Times* than cancer and cocaine.

Source: ACMCU, 2013

Negative Media Portrayals of Islam and Muslims (Part 1)

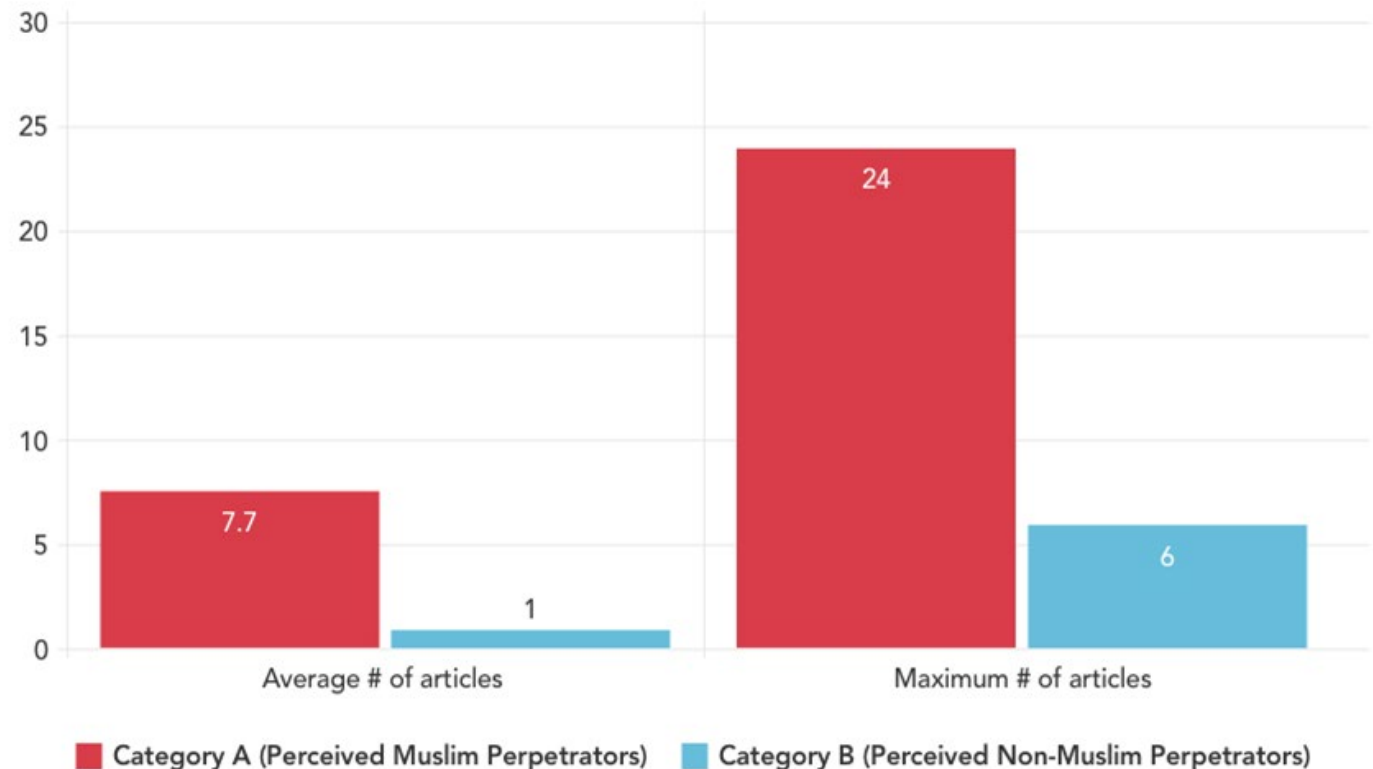
Muslims as a monolith:
bad “terrorists” by
default or few
exceptions helping to
root out terrorists



Negative Media Portrayals of Islam and Muslims (Part 2)

Muslim-perceived perpetrators of violent plots receive **770%** more media coverage than other defendants.

(ISPU, 2018)



Negative Media Portrayals of Islam and Muslims (Part 3)

- Studies suggest the association between terrorism and Muslims is so strong that even **terrorism cues** with no direct reference to Muslims can **activate anti-Muslim stereotypes** (Park, Felix, and Lee, 2007) and increase implicit bias toward individuals perceived to be Muslim (Saleem and Anderson, 2013).

Most American Terrorist Fatalities are at the Hands of White Supremacists



- The majority of American fatalities at the hands of extremists are from **right-wing terrorists**.
- Law enforcement agencies ranked anti-government extremists as a **greater threat** than militant who purport to act in name of Islam.

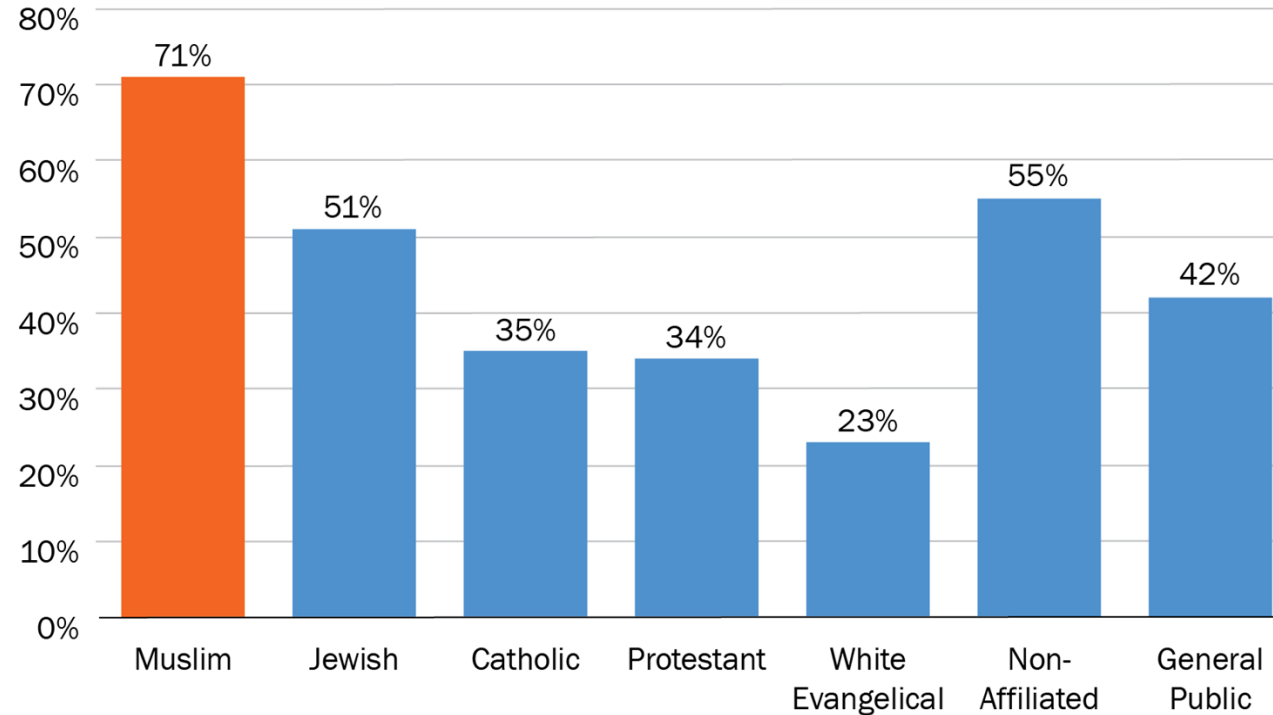
Source: Kurzman, 2015

Why is There So Much Islamophobia?

- Islamophobia has become big business.
- There is an extensive “Islamophobia industry” with a total revenue capacity of at least **\$1.5 billion** between 2014 and 2016.
- What does this industry look like?
 - Anti-Muslim pundits, bloggers, social media personalities, think tanks perpetuating anti-Muslim stereotypes

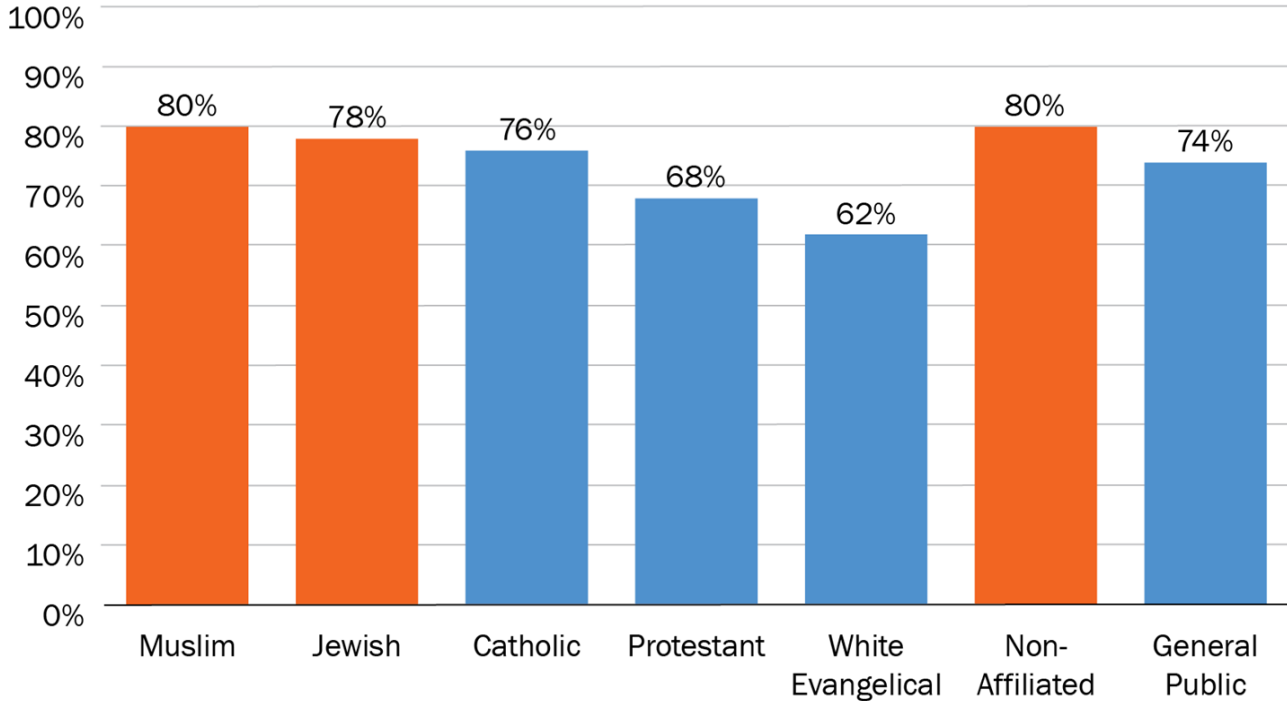
Sources: Ali et al., 2011; CAIR, 2019

Muslims Most Likely To Reject Military Attacks On Civilians



Some people think that for the military to target and kill civilians is sometimes justified, while others think that this kind of violence is never justified. Which is your opinion? (% Never justified shown) Base: Total respondents

Muslims, Jews, Non-affiliated Most Likely To Reject Individual Attacks On Civilians



Some people think that for an individual or a small group of people to target and kill civilians is sometimes justified. Which is your opinion? (% Never justified shown) Base: Total respondents

How Can We Address It? (Part 1)

- Learn about the prevalence of Islamophobia.
- Incorporate identity-based bullying and discrimination into your school's bullying policy and explicitly mention protected groups.
- Train staff to recognize and respond appropriately to religious-based bullying.
- Check in with and support students who appear to be struggling.
 - Increased: depression, anxiety, stress, crying, acting out, self harm
 - Decreased: physical health, connection to society, feelings of belonging, academic performance, school attendance and connectedness

How Can We Address It? (Part 2)

- Discuss popular and news media portrayal of different groups.
- Teach critical media skills.
- Provide resources on Islam and Muslims to increase cultural competency of teachers, students, and other parents.
- Educate staff and students on students' various cultural, racial, and religious identities, which can result in bullying experiences.

The Institute for Social Policy and Understanding (ISPU)



- A national research and education organization founded in 2002
- Headquarters in Washington D.C. and Michigan
- The only national organization conducting original research focused on Muslim communities
- Toolkits, educational materials, resources, publications, available at www.ispu.org

The Family and Youth Institute (FYI)

- Focused on four areas of research that directly influence the production and dissemination of educational materials and workshops:
 - Youth
 - Marriage
 - Parenting
 - Mental Health and Well Being
- [FYI Bullying Prevention Toolkit](#)
- <http://www.thefyi.org>



Thank You!



Please stay in touch:

Marwa Abdalla

[Department Profile Page](#)

mabdalla@ucsd.edu

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Understanding Contemporary Antisemitism

Rick Eaton

Director of Research
Simon Wiesenthal Center
reaton@wiesenthal.com
www.wiesenthal.com
digitalhate.net



What Do These People All Have in Common?



Working for Youth Justice and Safety

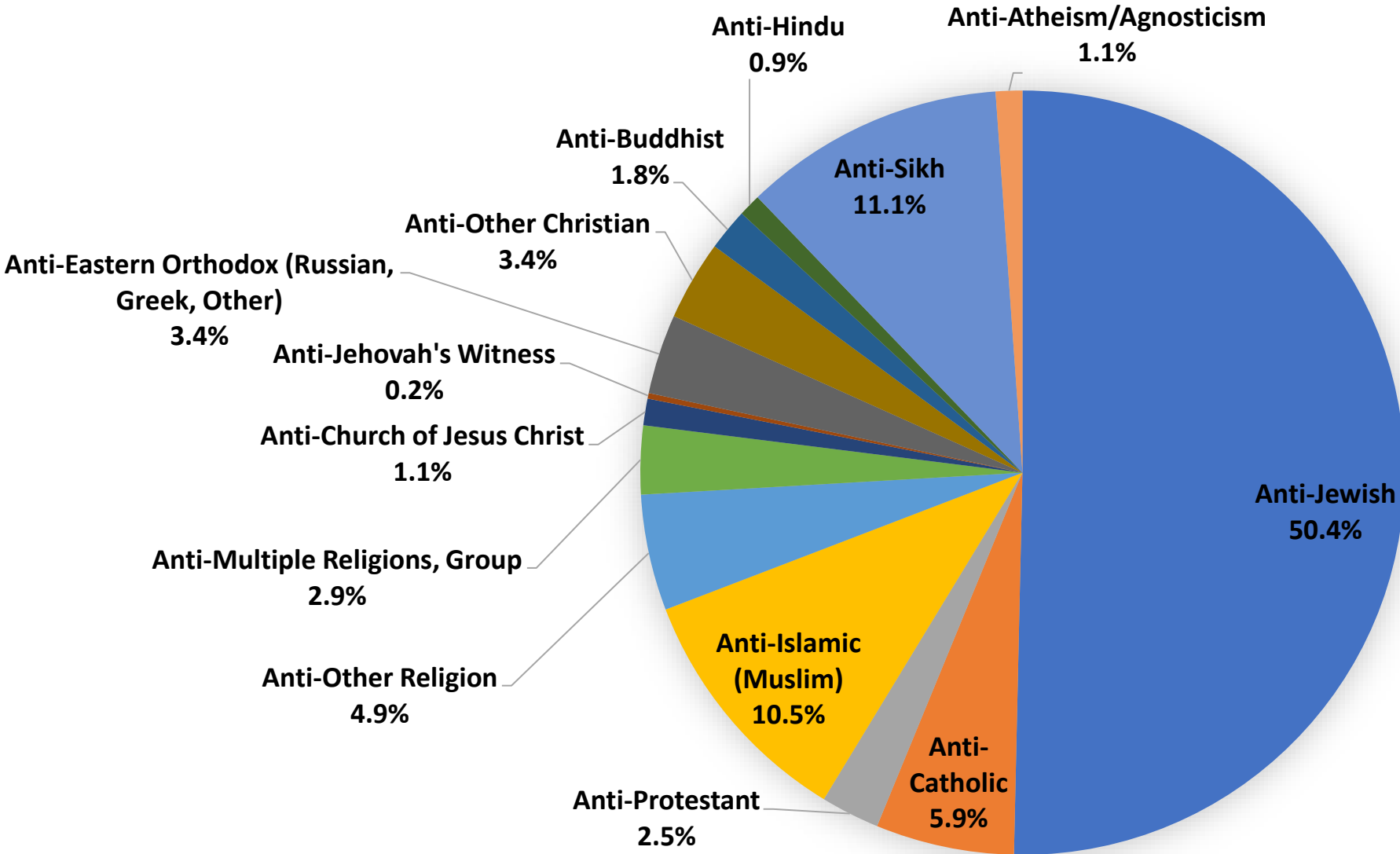
ojjdp.ojp.gov

Religion in the United States

Source: “In U.S., Decline of Christianity Continues at Rapid Pace: An Update On America’s Changing Religious Landscape.” PEW Research Center – October 2019

Religion	2018/19 %
Christian	65
Protestant	43
Catholic	20
Mormon	2
Orthodox Christian	<1
Other Christian	n/a
Non-Christian Faiths	7
Jewish	2
Muslim	1
Buddhist	1
Hindu	1
Other (inc. Sikhism, Baha’l faith)	3
Unaffiliated	26
Atheist	4
Agnostic	5
Nothing in particular	17
Don’t know/refused	2
Total	100
Sample size – 12,738	

Hate Crime Offenses Motivated by Religious Bias



1,690 hate crime offenses motivated by religious bias: % overview

Source: FBI Hate Crime Statistics 2021 (Supplemental)

Antisemitism



Mortal Enemy of Christianity
by Zbigniew Kowalewski
Poland, 1943

“Antisemitism is a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities.”

International Holocaust Remembrance Alliance



Historic Overview



Jewish People as Christ Killers



Artist unknown, *Execution of the Faithful* (c.1250), illustration in Bible Moralisée



Yeshiva University, New York 2017

Jewish People as Spreaders of Disease




14th-century French woodcut, depicting a Jew poisoning a well



17th-century painting of the massacre of 2,000 Jews of Strasbourg (Austria), accused of causing the Black Death by poisoning wells
17th-century

Blood Libel

- Accusations that Jews use the blood of Aryan children in the making of Passover Matzoh
- Variations:
 - Harvesting of organs
 - Jews are behind incidents of child trafficking (QAnon)



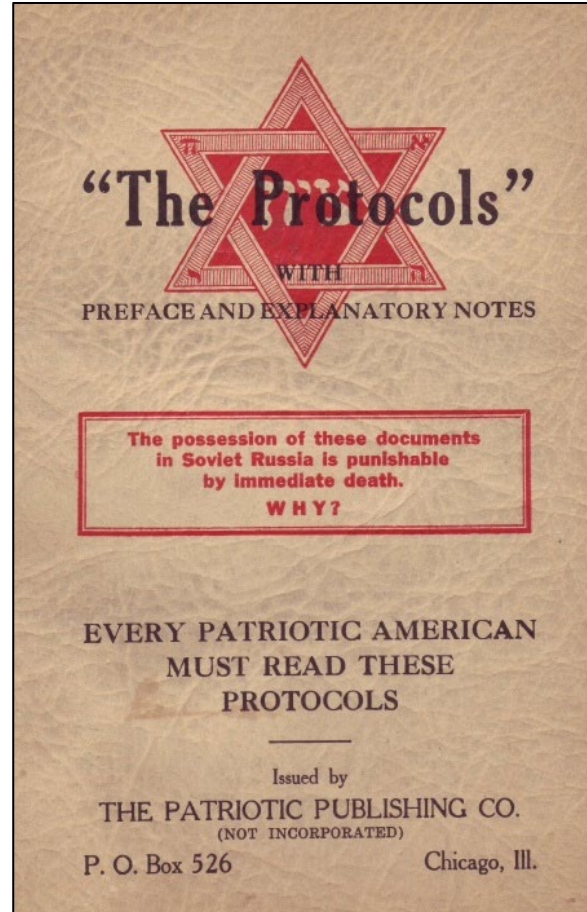
JEWS ARE CANNIBALS.

3 741 members, 755 online

Jews need the blood, organs and energy of people, as they are biorobots! Jews are dead, without soul, conscience, compassion, honor. They're just machines that look like humans!

[VIEW IN TELEGRAM](#)

The Protocols of the Elders of Zion: Antisemitic Hoax



Patriotic Publishing Company
of Chicago, Illinois, 1934

Contemporary Manifestations of Antisemitism

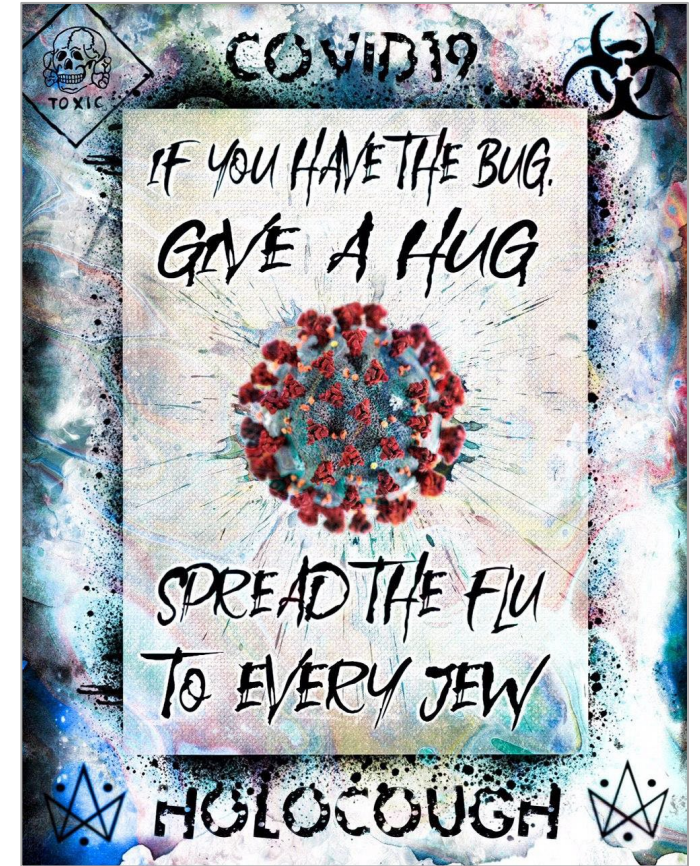
COVID-19



WHAT TO DO IF YOU GET COVID-19


- Visit your local mosque!**
Muslims have higher sanitary standards than the average person and are far safer to be around during flu season.
- Visit your local synagogue!**
The Jewish community has pledged to assist with the Covid-19 outbreak and will provide complimentary masks to anyone who attends synagogue as of March 3, 2020.
- Spend time in diverse neighborhoods!**
Increased exposure to diversity is clinically proven to provide short-term and long-term benefits to immune system function.
- Spend the day on public transport!**
Modern public transport vehicles are made with antibacterial materials, meaning they are safer to use and reduce risk of re-infection.

CDC Centers for Disease Control and Prevention | World Health Organization

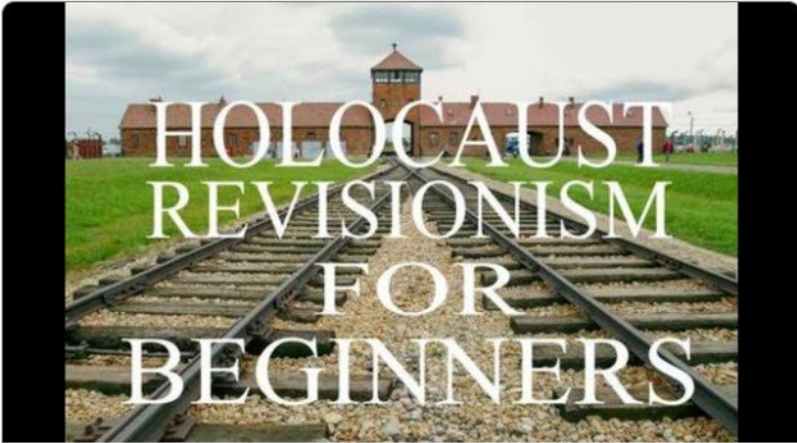


Screenshots from various *Telegram* messenger channels, 2020

Holocaust Denial

 Karel
@ Delinfielkar · 6 days ago © 179

Within five minutes, any intelligent, open-minded person can be convinced that the Holocaust gassings of World War II is a profitable hoax. #Holocaust #holohoax #Holocaustianity




Holocaust Revisionism For Beginners
Within five minutes, any intelligent, open-minded person can be convinced that the Holocaust gassings of World War II is...
<https://www.bitchute.com/video/wF8KiJ9KJyow/>

0 3 8

Put the Pieces Together

digital terror+ hate


BACK PUT THE PIECES TOGETHER THEN YOU'LL KNOW WHO DID IT



This meme accusing Jews of being responsible for the 9/11 attacks was posted to the **Merchant Memes Telegram** feed. The memes on the feed feature the image of a greedy Jew rubbing his hands in delight and being responsible for 9/11 and most of the ills of the world.

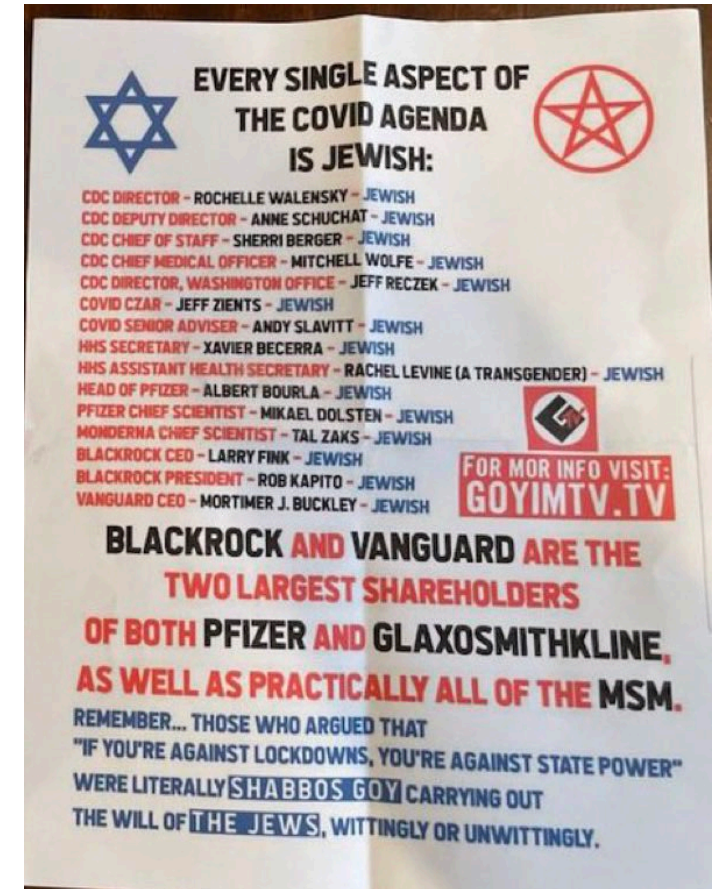
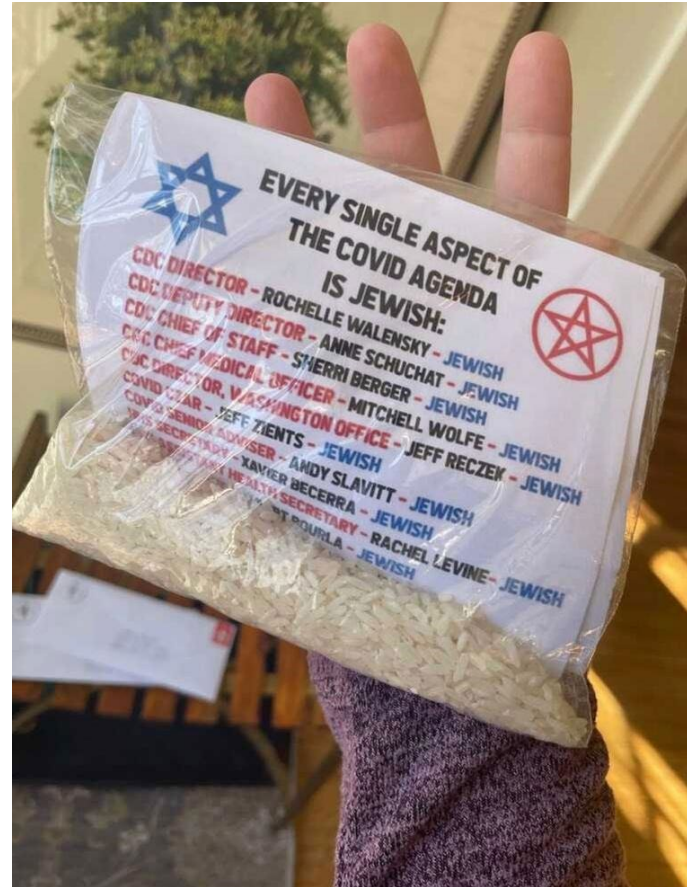
Jewish COVID Agenda

Channel Info ×



GoyimTV.TV
8,799 subscribers

Flyers distributed in neighborhoods around the U.S.



Online Hate—Real World Consequences

Jaime Tran

“On or around November 25, 2022, TRAN emailed dozens of former classmates at the same dental school. TRAN wrote: ‘That Persian/Iranian Jew of the Class of 2020 made up a fake, bs disease (COVID) and based it on the anesthesia incident that I had with [J.M.] and [J.S.]’

TRAN included a photograph of a flier reading ‘EVERY SINGLE ASPECT OF THE COVID AGENDA IS JEWISH.’ The flier listed various government officials and the word ‘JEWISH’ written next to the name of every official.”

Source: [Criminal Complaint](#), *U.S. v. Jaime Tran*, No. 2:23-cr-00098-GW (C.D. Cal. February 17, 2023).

EVERY SINGLE ASPECT OF THE COVID AGENDA IS JEWISH:

CDC DIRECTOR - ROCHELLE WALENSKY - JEWISH
CDC DEPUTY DIRECTOR - ANNE SCHUCHAT - JEWISH
CDC CHIEF OF STAFF - SHERRI BERGER - JEWISH
CDC CHIEF MEDICAL OFFICER - MITCHELL WOLFE - JEWISH
CDC DIRECTOR, WASHINGTON OFFICE - JEFF RECZEK - JEWISH
COVID CZAR - JEFF ZIENTS - JEWISH
COVID SENIOR ADVISER - ANDY SLAVITT - JEWISH
HHS SECRETARY - XAVIER BECERRA - SHABBOS GOY
HHS ASSISTANT HEALTH SECRETARY - RACHEL LEVINE (TRANSGENDER) - JEWISH
HEAD OF PFIZER - ALBERT BOURLA - JEWISH
PFIZER CHIEF SCIENTIST - MIKAEL DOLSTEN - JEWISH
MODERNA CEO - STÉPHANE BANCEL - SHABBOS GOY
MODERNA CHIEF SCIENTIST - TAL ZAKS - JEWISH
BLACKROCK CEO - LARRY FINK - JEWISH
BLACKROCK PRESIDENT - ROB KAPITO - JEWISH
VANGUARD CEO - MORTIMER J. BUCKLEY - SHABBOS GOY
PERELMAN SCHOOL OF MEDICINE - DREW WEISSMAN - JEWISH
CHIEF SCIENTIST, GAMALEYA INSTITUTE - ANATOLY ALTSTEIN - JEWISH
DIRECTOR, GAMALEYA INSTITUTE - ALEXANDER GINTSBURG - JEWISH
CHIEF MEDICAL OFFICER, JOHNSON & JOHNSON - JOANNE WALDSTREICHER - JEWISH
CHIEF MEDICAL OFFICER, MERCK - MICHAEL ROSENBLATT - JEWISH
EXECUTIVE CHAIRMAN, WORLD ECONOMIC FORUM - KLAUS SCHWAB - JEWISH
HEAD ADVISOR, WORLD ECONOMIC FORUM - YUVAL NOAH HARARI - JEWISH

FOR MORE INFO VISIT: GOYIMTV.TV

BLACKROCK AND VANGUARD ARE THE TWO LARGEST SHAREHOLDERS OF BOTH PFIZER AND GLAXOSMITHKLINE, AS WELL AS PRACTICALLY ALL OF THE MEDIA.

THESE FLYERS WERE DISTRIBUTED RANDOMLY WITHOUT MALICIOUS INTENT

REVELATION 2:9 | I KNOW THY WORKS, AND TRIBULATION, AND POVERTY, (BUT THOU ART RICH) AND I KNOW THE BLASPHEMY OF THEM WHICH SAY THEY ARE JEWS, AND ARE NOT, BUT ARE THE SYNAGOGUE OF SATAN.

October 2022



Revelation 3:9 “Behold I will make them of the synagogue of Satan”

John 8:44 “Ye are of your father the devil and the lusts of your father ye will do. He was a murderer from the beginning, and abode not in the truth because there is no truth in him.”

Out of the Mouth of Kanye

“I’m a bit sleepy tonight but when I wake up I’m going death con 3 On JEWISH PEOPLE. The funny thing is I actually can’t be antisemitic because black people are actually Jew also You guys have toyed with me and tried to black ball anyone whoever opposes your agenda.”

“The Jewish media has made us feel like the Nazis and Hitler have never offered anything of value to the world.”

Posted a Nazi swastika inside of a Star of David

“Jewish people, forgive Hitler today.” *

**Interview with Proud Boys founder Gavin McInnes (12/6/22)*

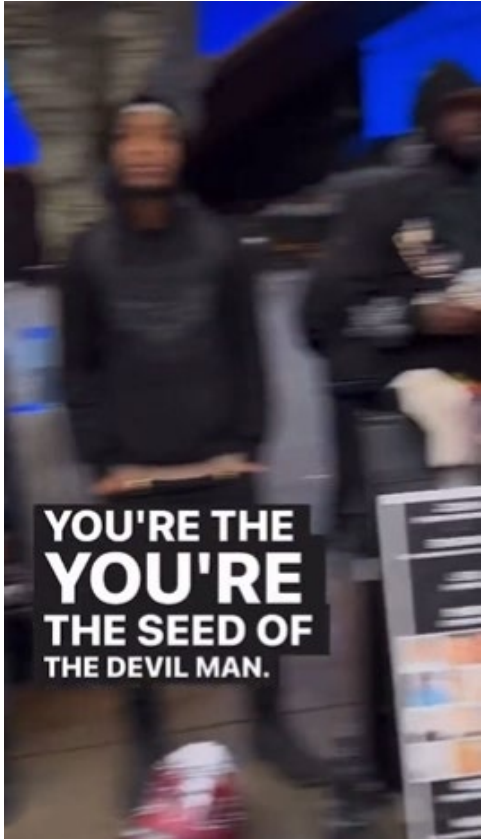


Revelation 2:9 and 3:9

- I know thy works, and tribulation, and poverty, (but thou art rich) and *I know* the blasphemy of them which say they are Jews, and are not, but *are* the synagogue of Satan (Revelation 2:9, KJV).
- In addition to its sufferings, the church at Smyrna experienced poverty. Likely Rome had confiscated the Christians' property and goods. However, Jesus says they are rich. They had treasure in heaven! The believers at Smyrna were under attack not only from Rome but also from militant apostate Jews and from the Devil himself. Jesus called this particular group “a synagogue of Satan.” This reference is very specific; Jesus is not referring to all Jews, or all synagogues, but only to a specific faction which apparently plagued the churches of both Smyrna and Philadelphia (Revelation 3:9).

Source: bibleref.com

Black Hebrew Israelites



Unite the Right Rally Torch March

Charlottesville, Virginia

August 11, 2017



- “You will not replace us”
- “Jews will not replace us”
- “One People, One Nation, End Immigration”
- “Blood and Soil”

Pittsburgh Attack: Tree of Life Synagogue

jews are the children of satan. (john 8:44) ---
---- the lord jesus christ is come in the flesh

☑ Since January 2018



Hebrew
Immigrant
Aid Society
(HIAS)



Robert Bowers' final posting on Gab before the Pittsburgh Synagogue attack, October 2018.

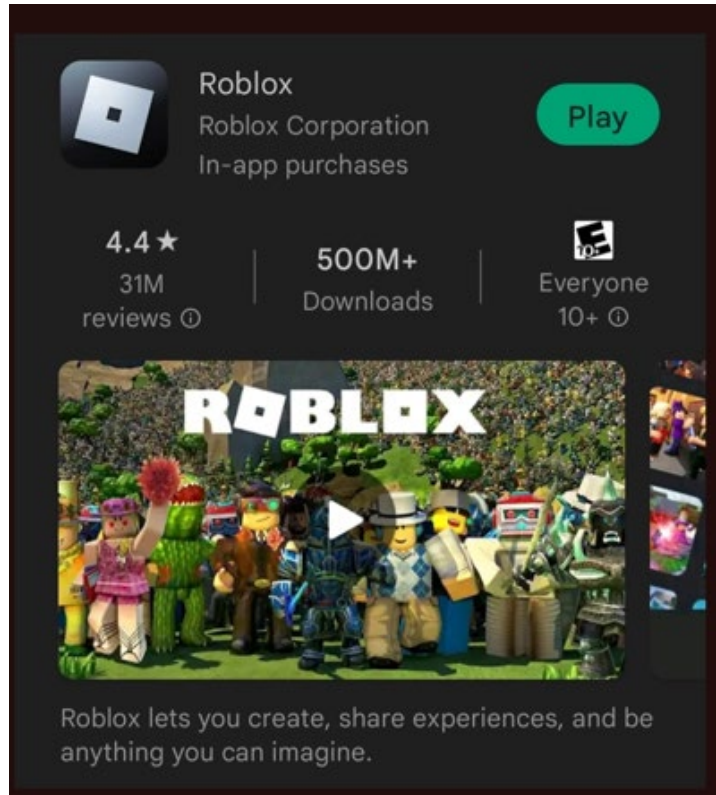
Make Jews Afraid Again–Gab

- This image was uploaded to Gab by a New Zealand user known as “Danton”, with over 1,600 followers.
- He operates a Gab group titled “Black Sun Art” where he shares original propaganda promoting neo-Nazism, antisemitism and white supremacy.
- This image uses a still from archival footage of the Nazi takeover in Austria in 1938, showing a Jewish-owned café vandalized with antisemitic graffiti in Vienna. “Danton” added the caption “Make Jews Afraid Again”, encouraging followers to target Jewish people as Nazi Germany did when antisemitic violence was sanctioned during the 1930s, leading to the genocide of 6 million Jews during the Holocaust.
- This image has been reposted on Gab at least 12 times.



Mainstreaming Hate

Roblox



- Roblox is an amateur game-maker/player system for Xbox, PC, tablets, and smartphones.
- Gaming platform rated “Everyone 10+”
 - Target audience 12 and under

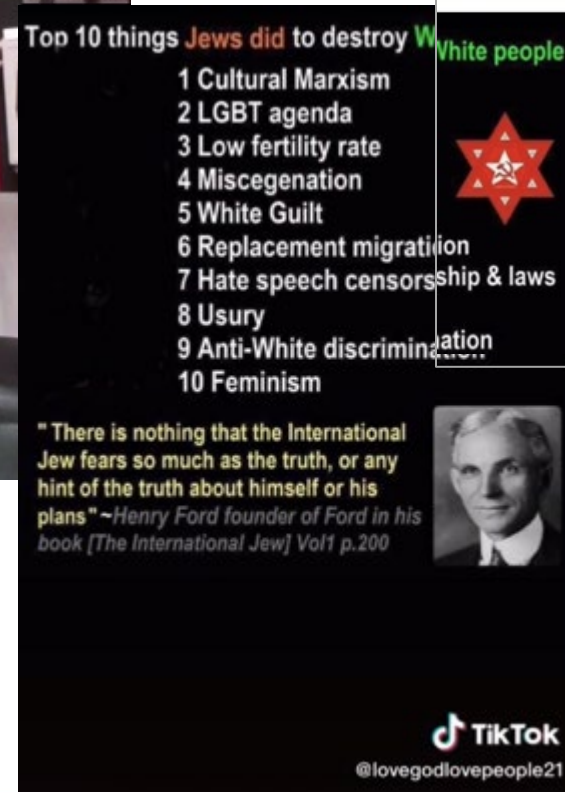
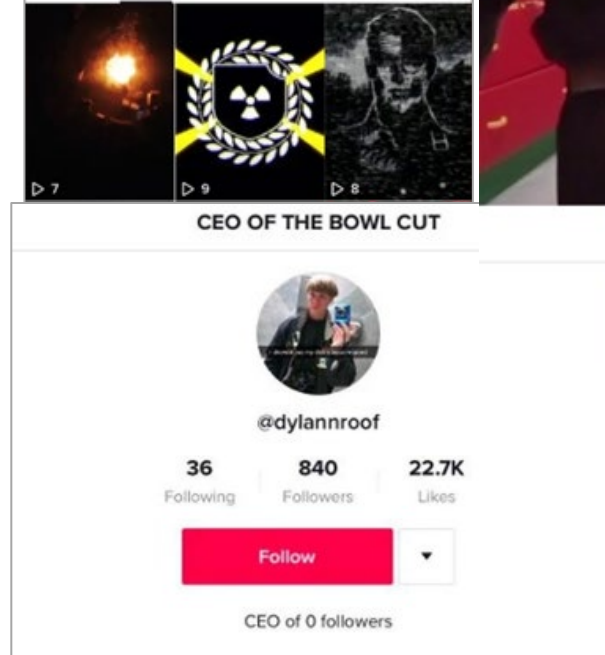
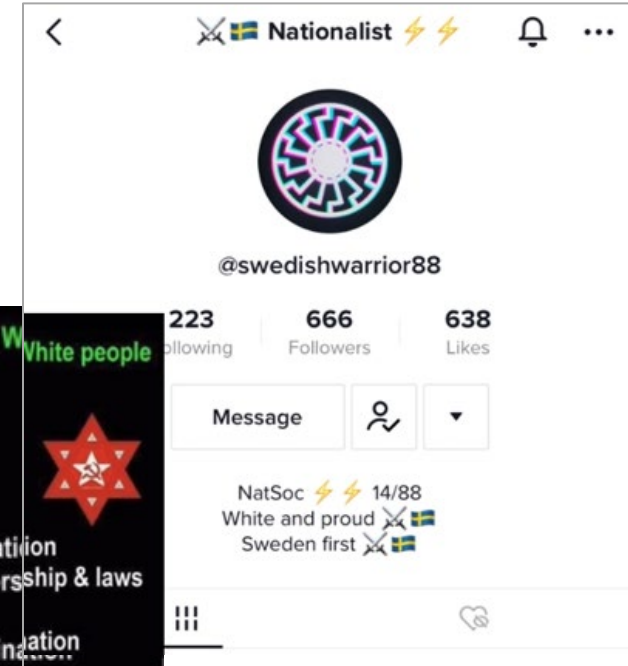
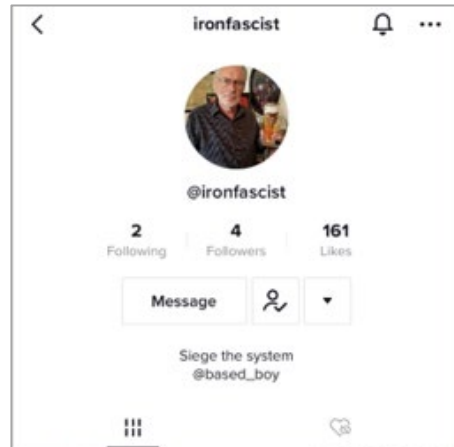
[Roblox.com](https://www.roblox.com)

Roblox Recreations



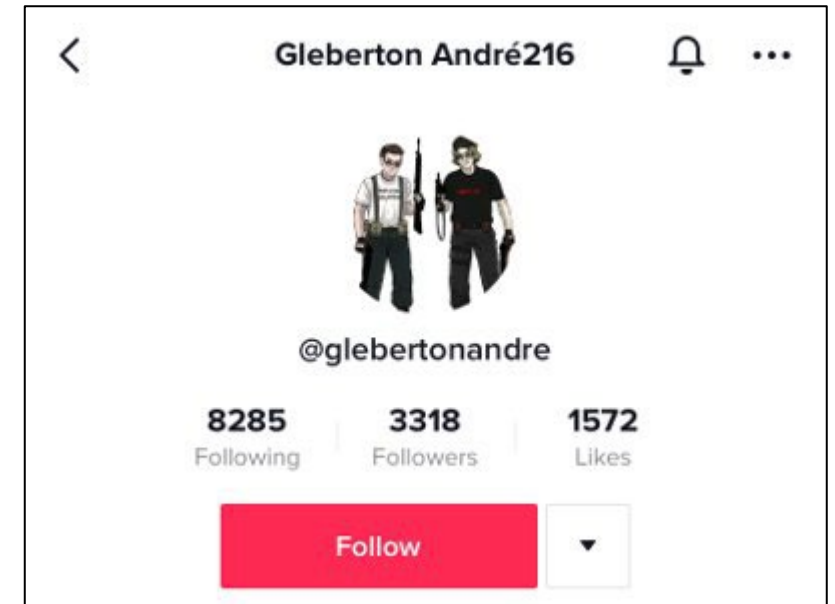
Tree of Life Synagogue Recreation – 11 Dead

TikTok



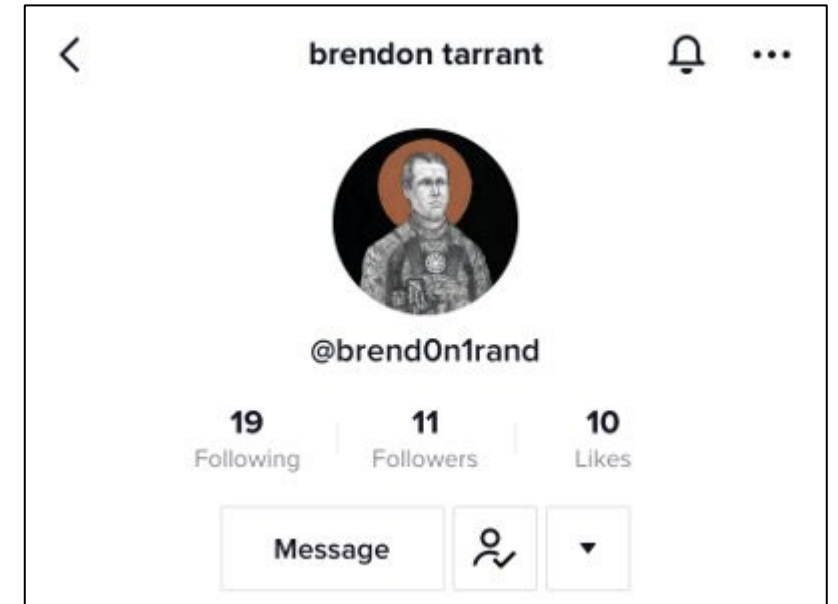
TikTok—Columbine Perpetrators

- There are numerous accounts on TikTok glorifying and romanticizing the perpetrators of the Columbine High School shooting in April 1999.
- Dylan Klebold and Eric Harris murdered 12 students and one teacher in a mass shooting in Colorado, USA.
- There are many TikTok accounts using the nicknames that the perpetrators used, such as Reb and Vodka. Many accounts share videos with images and footage of the perpetrators, with some users claiming to be in love with them.
- Although many of these accounts state they do not support the acts committed by the perpetrators, the videos glorify the violence and atrocities committed during their attack and include tributes to other mass shooters.

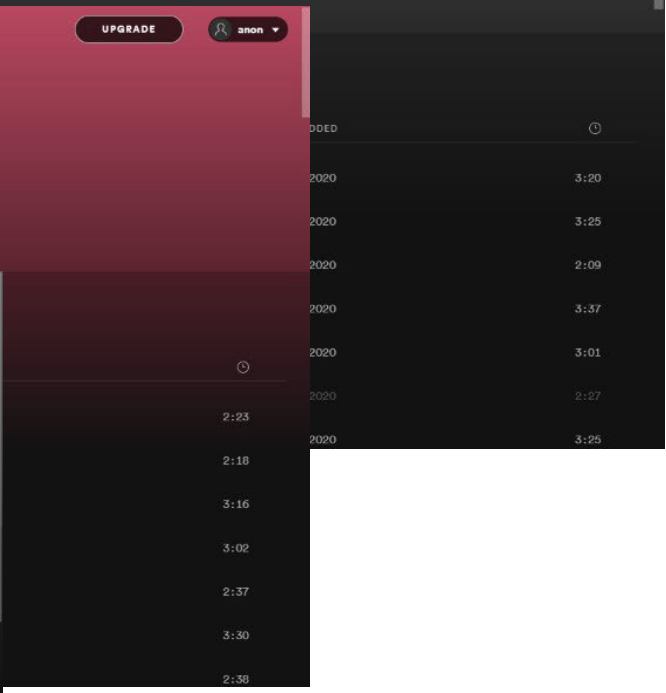
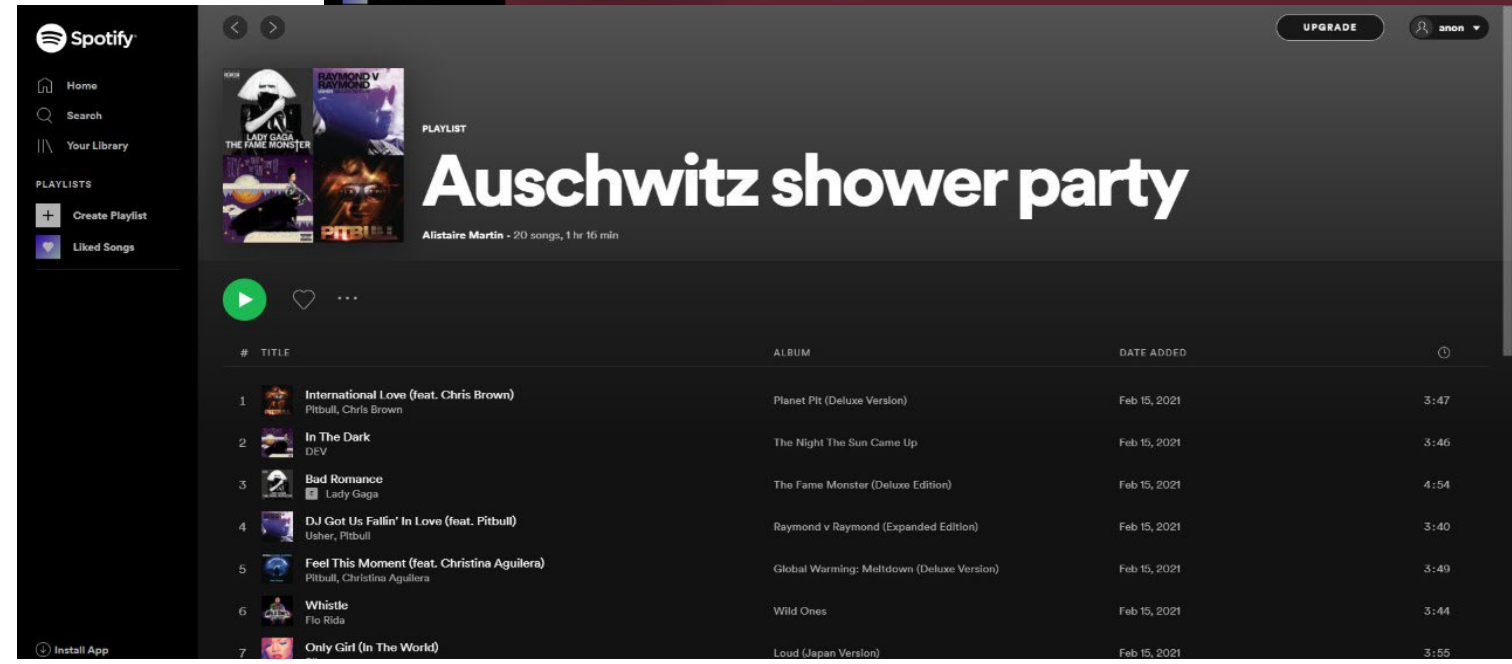
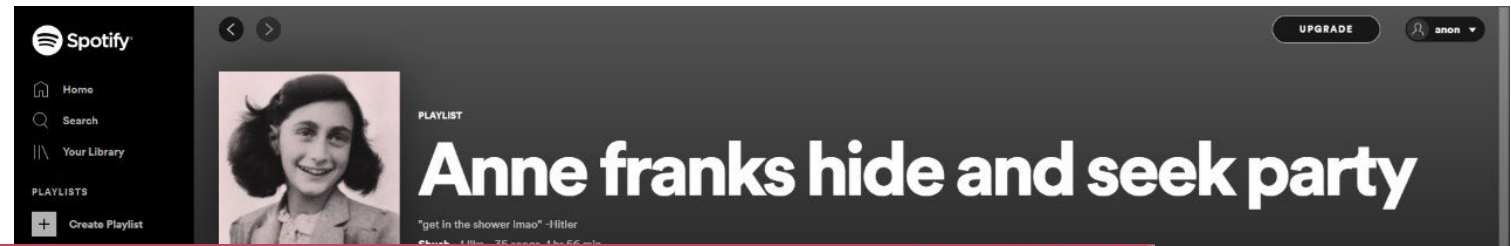


TikTok—Brenton Tarrant

- There are numerous TikTok profiles using Brenton Tarrant's image as a profile image and sharing videos of his attack.
- In 2019, Tarrant murdered 51 Muslims in two mosques in Christchurch, New Zealand, which he livestreamed to Facebook.
- Despite TikTok's ban on glorifying extremists, many profiles use the same photo of Tarrant, or pictures depicting him as a saint.
- TikTok bans searching "Brenton Tarrant", but many use his name or variations of his name, sometimes with numbers, as profile usernames. Others refer to him as "Saint Tarrant". Some profiles take quotes from his manifesto, *The Great Replacement*.

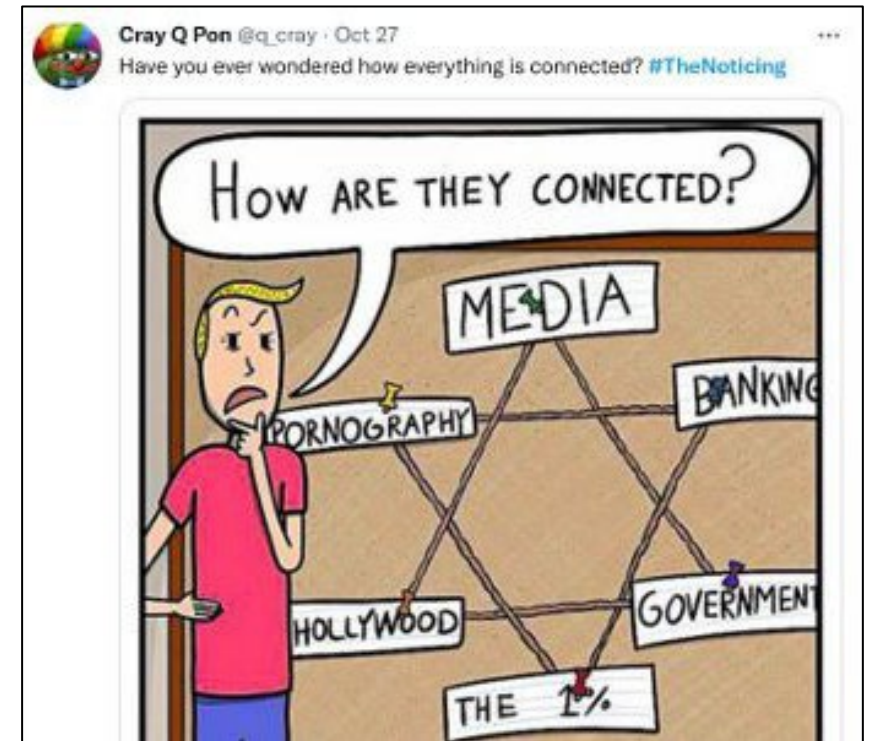


Hate on Spotify



The Noticing

- "The Noticing" is a hashtag and meme often used on Twitter to promote antisemitism. The phrase references the nefarious antisemitic conspiracy that a cabal of Jewish elites allegedly control society, but only those non-Jews who have taken a "red pill" and woken up to this reality will "notice" their influence.
- The use of this hashtag appeared to surge on Twitter in October 2022, when Ye (Kanye) West made numerous public antisemitic rants. West charged that Jews had sabotaged his contracts and bank services because of his statements as part of a broader Jewish conspiracy to silence him.
- Many of the tweets using the hashtag or memes promoted overt antisemitic tropes and conspiracies, blaming Jews for issues including pedophilia and sex trafficking.
- The hashtag is still being utilized as of February 2023.



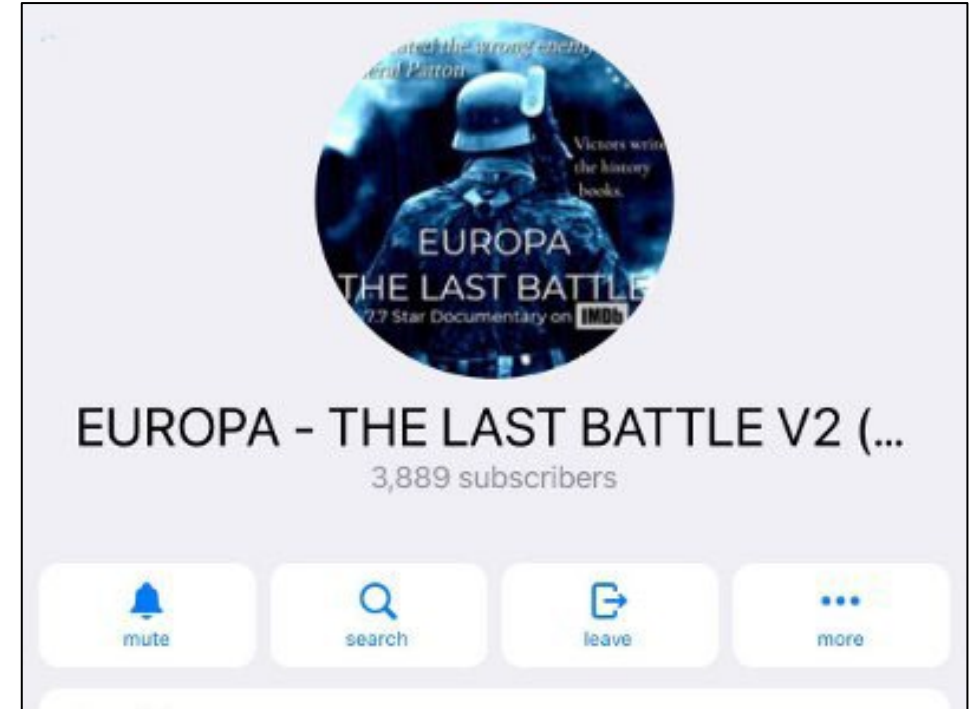
Andrew Anglin–Twitter

- In December 2022, neo-Nazi Andrew Anglin's Twitter account was reinstated, during a wave of account "un-bans" by Twitter's new CEO, Elon Musk.
- Anglin is an American neo-Nazi who operates *The Daily Stormer*, an antisemitic, white supremacist, neo-Nazi online webzine. *The Daily Stormer* takes its name from the Nazi antisemitic propaganda publication, *Der Stuermer*.
- Anglin is currently in hiding outside the U.S., owing \$14 million in damages to a Montana resident for antisemitic harassment.
- Since being reinstated, Anglin has amassed approximately 11,000 followers.



Europa–The Last Battle Telegram

- “Europa-The Last Battle” is a Telegram group with upward of 4,000 registered members.
- Named after the controversial revisionist film of the same name, the group is ideologically Nazi and anti-Communist.
- The site is associated with another Telegram channel, “Europa the Last Battle Activism.”
- The group is rife with rhetoric and imagery that attempts to deny the genocide of 6 million European Jews.
- The group links to a website bearing the same name that attempts to link together like-minded individuals.



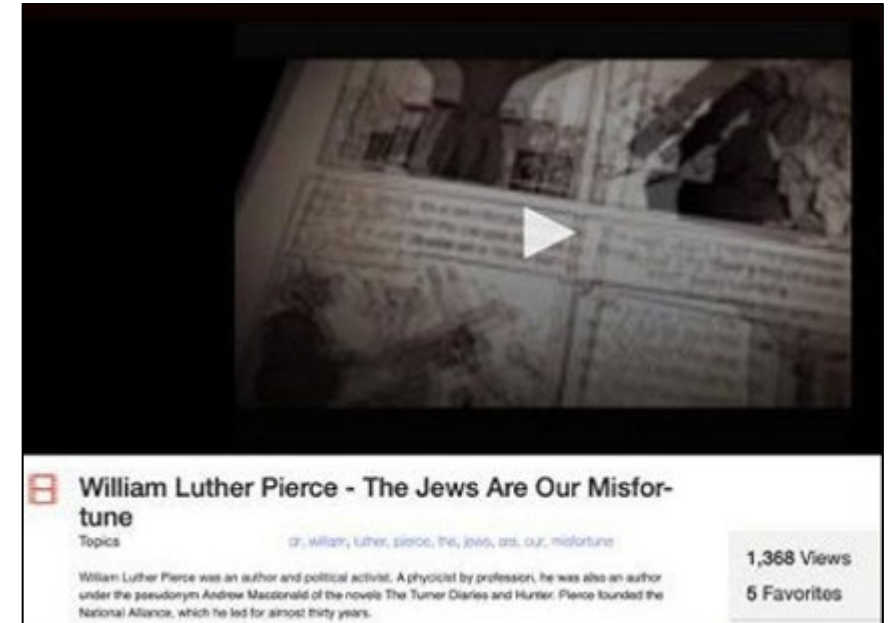
Europa: The Last Battle Documentary

- *Europa: The Last Battle* is a 12-hour antisemitic so-called documentary about WWII and the Holocaust, under the guise of historical revisionism.
- The popular Internet Movie Database (IMDb) hosts a page for the documentary. It has received over 1,200 reviews and receives a 7/10 rating.
- A user ("Apu Apujasta") has written a "storyline" for the documentary, claiming it shows the "true events surrounding World War 2 that you were never taught in history class."
- IMDb permits *Europa* to be listed as a documentary, providing a veneer of legitimacy alongside other mainstream productions. IMDb also recommends other so-called documentaries promoting antisemitism and white supremacy, such as *Adolf Hitler: The Greatest Story Never Told* and *Marching to Zion*.



William Luther Pierce–Archive.org

- William Luther Pierce was and remains a principal figure to the white nationalist movement.
- His pseudonym, Andrew MacDonald, was used to author two books about fomenting a race war, *The Turner Diaries* and *Hunter*.
- *The Turner Diaries* was the inspiration for acts of domestic terrorism by white nationalists and neo-Nazis, including the 1995 Oklahoma City bombing. *The Turner Diaries* depicts a violent revolution in the U.S., including the eradication of non-whites. Pierce was an American physicist, neo-Nazi and leader of the National Alliance. Although he passed away in 2002, his impact lives on.
- Archive.org is a non-profit digital archive created in the hopes of digitizing and archiving the Internet and literature of all genres. It was created for the purposes of providing digital access to the public. The archive is being abused by extremist groups through their uploads of extremist content.



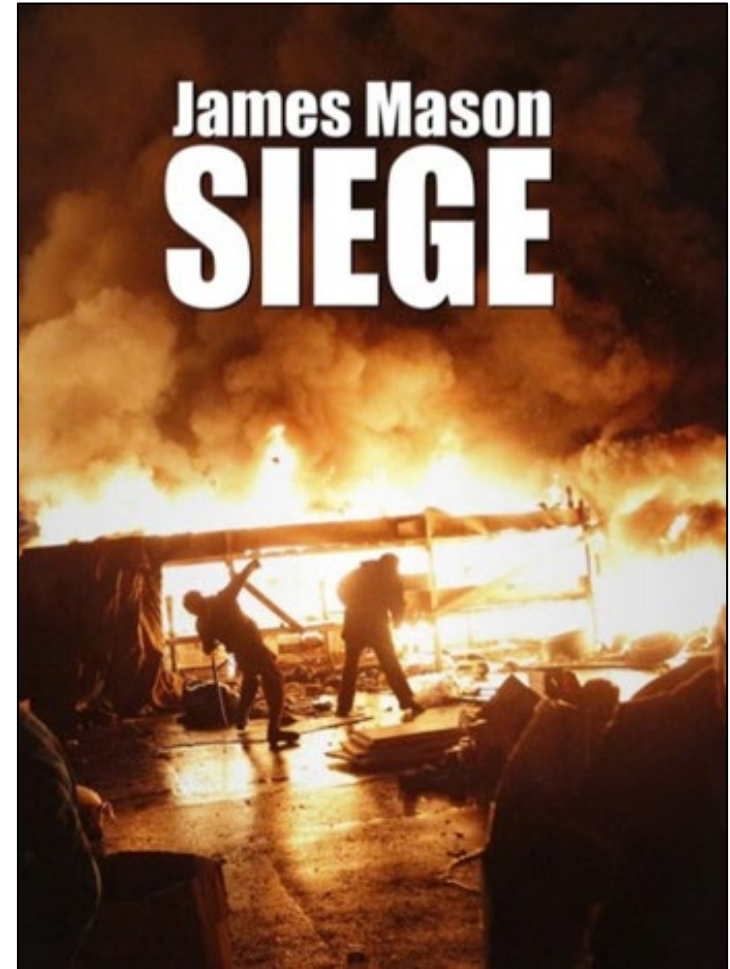
Iron March–Archive.org

- The now defunct “Iron March” was a neo-fascist far-right web forum. Its material has been uploaded to Archive.org. Iron March was created by Russian militant neo-Nazi Alisher Mukhitdinov. The forum’s userbase included violent militaristic and accelerationist neo-Nazi groups, like the Atomwaffen Division, National Action and the infamous Terrorgram Collective.
- Various iterations of the book *Siege* were included as uploads to the original Iron March forum. *Siege* was written by Charles Manson associate James Mason, a militant neo-Nazi. *Siege* embraces the ideological belief that government, Jews and capitalists are acting against white interests. *Siege* encourages sabotage and guerrilla warfare to accelerate the collapse of government.
- Terrorgram Collective is a networked neo-fascist group that promotes accelerationism, providing access to manifestos and instructions to commit racially motivated violent crimes and attacks on government and other infrastructure.
- Archive.org is being abused by extremist groups who upload offensive and dangerous terrorist and extremist material.



Accelerationism

- Begun with Atomwaffen Division
- Based on the principles of *Siege*
- Accomplish your goals by any means necessary
- Destroy the existing system with the goal of rebuilding as an Aryan model society



Combat Hate Workshop Development

Four Research Lenses:

- Media Literacy
- Digital Citizenship
- Bystander Approach
- Empowerment Model



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