

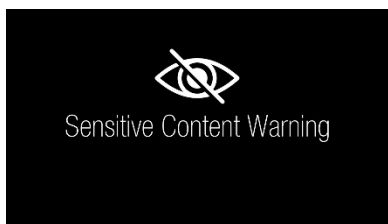


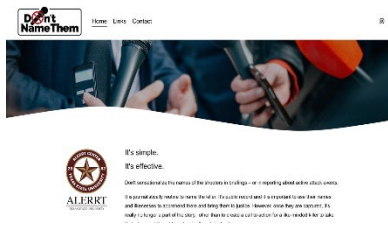



# Overview of Violence Risk and Threat Assessment Concepts

## Instructor's Guide

1		<p>Feel free to replace the logo as you teach this material. We've used the CTC logo a few places as place holders to show where a local logo may be more useful</p>
2		<p>We recommend tailoring the title to the audience and topics you are teaching. This is our generic title for the class, but there are other ways to discuss this.</p>
3		<p>This content warning is essential to help participants understand what is covered in the program. Take the time to explain that we have carefully chosen videos and pictures to provide the most effective learning examples. <b>We do not show graphic photos, but we discuss serious content.</b></p>
4		<p>We do not want you to experience heartburn or otherwise be upset at the content you see. This prevents you from learning effectively during our program.</p> <p>*We use a visual design model based on the book and materials of Carpe Audience <a href="http://carpeaudience.com">http://carpeaudience.com</a>. This model focuses on big visuals, limited text, and storytelling. At the heart of this approach is avoiding reading off the slides and instead treating them as a sort of "B-roll" behind the scenes.</p>
5		<p>Likewise, if anything you see gets you upset, or causes anxiety or a panic attack, talk to one of the instructors so we can help.</p>
6		<p>The Don't Name Them campaign focuses on the avoidance of naming attackers due to the contagion effect: the risk that extensive public naming and attention given to an active shooter can help spread imitation, by rewarding the offender with recognition and giving vulnerable individuals a model for how to gain attention through violence</p>

7	<p>While we will use names today to highlight core concepts, this is a private class.</p> <p>Generally, we avoid using attackers' names to reduce the contagion effect.</p>	<p>When repeated attention to a shooter's name and identity may contribute to copycat behavior by making violence seem like a path to notoriety.</p>
8		<p>When a violent act occurs in the community or is widely reported in the media, it carries with it the risk of increasing the ideas and potential action of those considering violence.</p>
9		<p>Our outline for the day. This repeats at each different section to give the audience a sense of order and flow. The slide has a subtle animation that gradually highlights the section we will discuss next. As mentioned above, please feel free to adjust the CTC logo.</p>
10	<p>The heart of Violence Risk Assessment (VRA) work is determining a range of concern.</p> <p>This allows us to match the interventions to the assessment.</p>	<p>A violence risk assessment (VRA) is used to better understand the degree of escalation and lethality in a potential attack. A VRA looks at an individual's risk and protective factors, the context of any threats, and their position on the pathway to violence.</p>
11		<p>A core issue in violence risk assessment is determining the level of concern. This does several things:</p> <ul style="list-style-type: none"> <li>• Allows for any intervention to match the assessment</li> <li>• Ensure resources are allocated efficiently</li> <li>• Provides documentation that reduces legal risk</li> </ul>
12	<p>Psychological Assessment Triage Assessment Violence Risk Assessment</p> <p>Threat Vulnerability Risk Assessment (TVRA) Crime Prevention Through Environmental Design (CPTED)</p>	<p>A psychological or mental health assessment is used to determine if there is an immediate risk for self or others that requires hospitalization</p> <p>Triage assessment is a first pass to determine if there is a deeper level of concern. This can occur whether or not there was a threat.</p> <p>Violence risk assessment is a broader term that can include a danger to self or others. A threat may or may not have been made. These are more detailed than a triage assessment.</p>
13	<p>Psychological Assessment</p> <p>Assesses the correct diagnosis and narrowing the cause of behaviors Determines the need for inpatient admission (e.g. 5150) Used to develop an aftercare plan and treatment suggestions/medications</p>	<p>A psychological or mental health assessment is initiated when there is a desire to 1) obtain a diagnosis or treatment plan for a mental illness, 2) determine a level of care, such as day or inpatient treatment, 3) obtain medication, and/or 4) decide about fitness for duty or if a person is qualified for a particular job.</p>

<p>14</p>	<p style="text-align: center;"><b>Triage Assessment</b></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>Mitigates bias in decision making</p> <p>Increases legal protection</p> <p>Ensures any intervention is tied to the level of risk</p> </div>	<p>Triage assessment is a first pass to determine if there is a deeper level of concern. This can occur whether or not there was a threat.</p>																														
<p>15</p>	<p style="text-align: center;"><b>Violence Risk Assessment (VRA)</b></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>More detailed questions and review of context and environmental factors</p> <p>Violence risk is broader term for assessing risk to self and others</p> <p>Threat assessment relates to the response to an active threat</p> </div>	<p>A violence risk assessment is a broader term for the process of determining an overall risk of violence, whether there is a threat to an individual or others. A VRA looks at the level of risk for committing violence in the future. NOTE: A VRA does not predict violence. It gives a risk level based on current risk factors, balanced with protective factors. The risk level is not static and will change depending on circumstances and interventions.</p>																														
<p>16</p>	<p style="text-align: center;"><b>Threat Assessment</b></p> <div style="border: 1px solid black; border-radius: 15px; padding: 10px; margin: 10px auto; width: 80%;"> <p>In response to a verbal or written threat</p> <p>Determines actionability and lethality of threats</p> <p>Develop risk mitigation plans to reduce risk</p> </div>	<p>A threat assessment seeks to evaluate the dangerousness of an individual after they issue a threat, whether the threat is vague, conditional, or direct, and the likelihood that the threat will be carried out. A violence risk assessment (VRA) looks at the general risk of violence.</p>																														
<p>17</p>	<p style="text-align: center;"><b>A Guide to Terminology in Risk/Threat Analysis</b></p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: 8px;"> <thead> <tr> <th></th> <th>Triage* Assessment</th> <th>Threat Assessment</th> <th>Violence Risk Assessment</th> <th>Individualized Safety/Risk Analysis</th> <th>Mental Health Psych Assessment</th> </tr> </thead> <tbody> <tr> <td>When Given:</td> <td>At first sign or concern to identify level of risk</td> <td>When a verbal or written threat occurs</td> <td>In cases where there is a verbal or written threat</td> <td>Issued by DHS, LE, etc. to determine relative proportion of risk to people</td> <td>In cases requiring specialized, early, treatment</td> </tr> <tr> <td>Given By:</td> <td>Casefiles, health educators</td> <td>Lawenforcers, public safety</td> <td>Lawenforcers, public safety</td> <td>The IC Center in collaboration with lawenforcers, public safety</td> <td>Counselors, social workers, psychologists</td> </tr> <tr> <td>What it Does:</td> <td>Identify priorities and direct case to appropriate risk reduction</td> <td>Determine likelihood of a threat being carried out</td> <td>Determine level of risk to self and others</td> <td>Assess risk to individuals and groups based on facts</td> <td>Diagnose/treat mental health issues, medication management</td> </tr> <tr> <td>Examples:</td> <td>The 100,000 Hours of Violence</td> <td>DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21</td> <td>DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21</td> <td>DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21</td> <td>General diagnostic interview, DSM 5, ICD 10, etc.</td> </tr> </tbody> </table> <p><small>* Represents the first assessment of risk and threat to a threat actor. VRA is used to assess a person's vulnerability to violence.</small></p>		Triage* Assessment	Threat Assessment	Violence Risk Assessment	Individualized Safety/Risk Analysis	Mental Health Psych Assessment	When Given:	At first sign or concern to identify level of risk	When a verbal or written threat occurs	In cases where there is a verbal or written threat	Issued by DHS, LE, etc. to determine relative proportion of risk to people	In cases requiring specialized, early, treatment	Given By:	Casefiles, health educators	Lawenforcers, public safety	Lawenforcers, public safety	The IC Center in collaboration with lawenforcers, public safety	Counselors, social workers, psychologists	What it Does:	Identify priorities and direct case to appropriate risk reduction	Determine likelihood of a threat being carried out	Determine level of risk to self and others	Assess risk to individuals and groups based on facts	Diagnose/treat mental health issues, medication management	Examples:	The 100,000 Hours of Violence	DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21	DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21	DOHHS, DVRA 15, ICE 20, DHS 21, FBI 21	General diagnostic interview, DSM 5, ICD 10, etc.	<p>This chart provides a general overview of these terms, focusing on who typically administers the measure, when it is used, and examples for each.</p>
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<p>18</p>	<p style="text-align: center;"><b>Pathway to Violence</b></p>	<p>When talking about violence risk, there are two general approaches. One looks at the interplay between risk factors and protective factors. The other looks at the progression from an early stage of grievance collection to the attack. When assessing risk, it's important to understand both approaches.</p> <p>This is a clickable slide:</p> <ul style="list-style-type: none"> <li>• First click: Grievance</li> <li>• Second click: Violent Ideations</li> <li>• Third click: Research &amp; Attack planning</li> <li>• Fourth click: Probing and breaches</li> <li>• Fifth click: Attack</li> <li>• Sixth click: Highlights grievance and violent ideation as the attacker's motivation</li> <li>• Seventh click: Highlights research and attack planning as the attacker's capability</li> <li>• Eighth click: highlights probing and breaches/attack as end-stage factors</li> </ul>																														

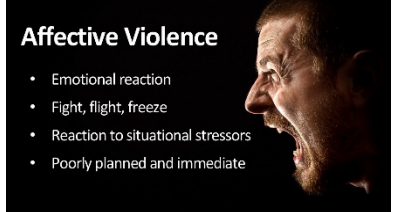


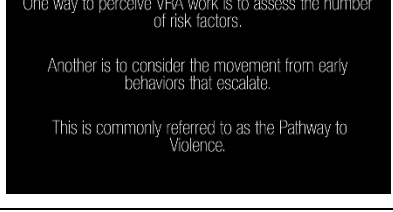
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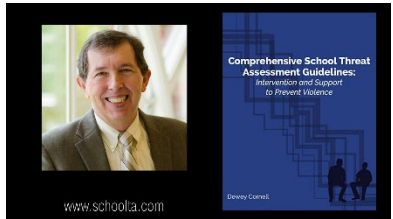
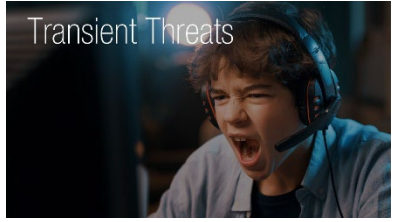

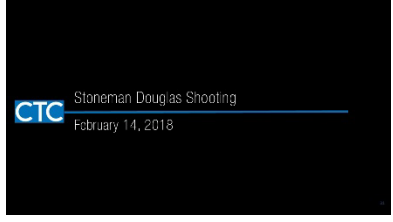


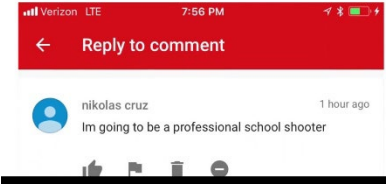
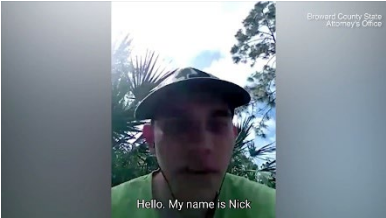

The Meloy Model of Predatory Violence defines the stages on the pathway to violence through seven approach behaviors.

This is a clickable slide:


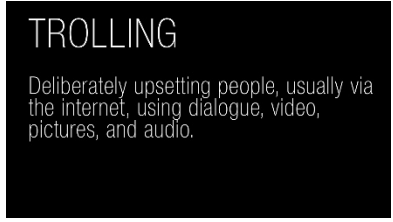

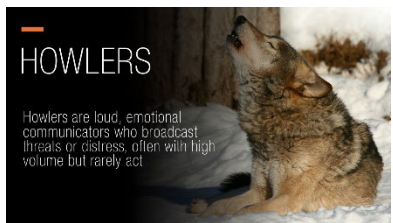
- **First Click:** Pathway is any behavior that is part of the research, planning, preparation, or implementation of an attack. Put simply, it means the person is no longer just upset or talking, but is showing signs of moving down a road toward action.
- **Second Click:** Fixation is any behavior that indicates an increasingly pathological preoccupation with a person or a cause. It is measured by increasing perseveration on the person or cause; increasingly strident opinion; increasingly negative characterization of the object of fixation; impact on the family or other associates of the object of fixation, if present and aware; and/or angry emotional undertone. It is typically accompanied by social or occupational deterioration.
- **Third Click:** Identification is any behavior that indicates a psychological desire to be a “pseudo-commando,” have a “warrior mentality,” closely associate with weapons or other military or law enforcement paraphernalia, identify with previous attackers or assassins, or identify oneself as an agent to advance a particular cause or belief system.
- **Fourth Click:** Novel aggression is an act of violence that appears unrelated to any targeted violence pathway warning behavior committed for the first time. Such behaviors may be used to test the subject's ability to actually commit a violent act, and may serve as a measure of response tendency, the motivation to act on the environment, or a behavioral tryout.
- **Fifth Click:** Energy burst is an increase in the frequency or variety of any noted activities related to the target, even if the activities themselves are relatively innocuous, usually in the days or weeks before the attack.
- **Sixth Click:** Leakage is the communication to a third party of an intent to do harm to a target through an attack.
- **Seventh Click:** Last resort is evidence of a violent “action imperative,” increasing desperation or distress through declaration in word or deed, forcing the individual into a position of last resort. There is no alternative other than violence, and the consequences are justified.
- **Eighth Click:** Direct threat is the communication of a direct threat to the target or law enforcement beforehand. A threat is a written or oral communication that implicitly or explicitly states a wish or intent to damage, injure, or kill the target, or individuals symbolically or actually associated with the target.

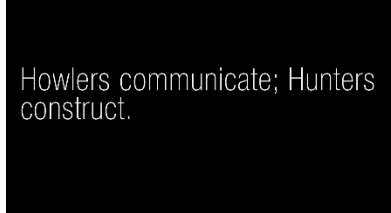
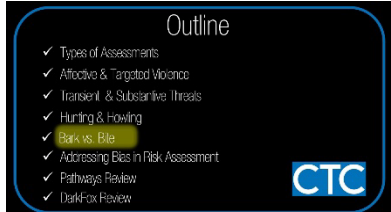
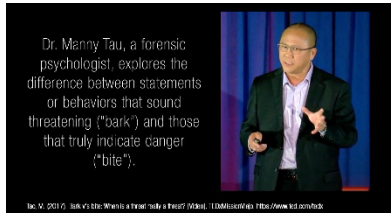

20		Title slide that animates and shows the next section.
21		Affective violence, sometimes referred to as reactive, impulsive, or emotional violence, is preceded by autonomic arousal, caused by a reaction to a perceived threat, and accompanied by intense feelings of anger and/or fear. It is a defensive violence, and its evolutionary basis is self-protection to live another day.
22		This content warning is essential to help participants understand what is covered in the program. Take the time to explain that we have carefully chosen videos and pictures to provide the most effective learning examples. <b>We do not show graphic photos, but we discuss serious content.</b>
23		This video shows a customer attacking a restaurant owner in an immediate and adrenaline-filled manner. This is a rather graphic video, so be sure to give the audience a “heads up” prior to showing.
24		Targeted violence describes a premeditated, tactical, and strategic violence that is most frequently associated with mass shootings and mission-oriented attacks. Key elements of targeted violence include injustice/grievance collecting, a hardened point of view, pre-attack planning, acquisition of weapons, fixation, and focusing on a target.
25		This is a reminder of slide 18. The repetition of these concepts helps participants see their applications and improves the training's long-lasting impact (fidelity). The point here is that we don't want to just look at single risk or protective factors.
26		Title slide that animates and shows the next section.





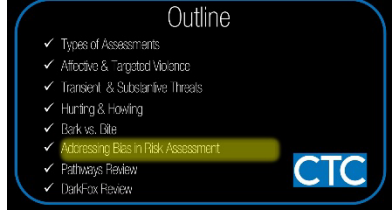
<p>27</p>		<p>Dewey Cornell’s threat model asks teams to first distinguish between transient threats and substantive threats rather than treating all threatening statements the same. In this framework, a transient threat is usually made in anger, frustration, jest, or momentary conflict and can often be resolved quickly once the context is understood, the student is calmed, and the situation is repaired. A substantive threat, by contrast, suggests a more serious intent to harm, is less easily dismissed, and calls for a fuller assessment, safety planning, and intervention. The model’s core value is that it helps schools avoid both overreaction to low-level statements and underreaction to more credible threats</p>
<p>28</p>		<p>Transient threats do not express a lasting intent to harm someone. They wear off in a short period of time; further explanation makes it apparent that the true threat of violence is over or never existed.</p>
<p>29</p>	<p>Transient threats are not serious and often made in the heat of the moment, as a joke, or out of frustration, without intent to cause harm.</p> <p>These threats are often made in anger, or jest, are retracted quickly when confronted, have no sustained intent or planning, and do not contain concrete steps taken toward action.</p> <p>A student says, “I’m gonna fail this test and just blow up,” then apologizes and says it was a joke.</p>	
<p>30</p>		<p>Substantive threats are defined as a continuing intent to harm someone.</p>
<p>31</p>	<p>A threat that appears intended to be carried out, with some evidence of planning, means, or genuine intent to harm. These threats involve a specific target, time, place, or method. Statements are repeated or reinforced over time. The threats may be accompanied by planning behaviors (weapons acquisition, scouting locations).</p> <p>A student who says, “On Friday, I’m going to stab Jake in the common lounge on the library second floor,” and has already has a knife in his dorm room.</p>	<p>When teaching transient threats, explain that these are threats that do not reflect a serious intent to harm and are often made in the heat of the moment, out of frustration, anger, or poor judgment.</p> <p>A 3rd-grade student loses a game at recess and blurts out, “I’m going to punch you!” but calms down quickly, admits they were mad, and returns to play after adult intervention.</p> <p>A high school student tells another student after an argument, “You better watch your back.” Staff investigate immediately, and the student acknowledges it was said in anger, accepts responsibility, and there is no evidence of planning or means</p>
<p>32</p>		<p>On the afternoon of February 14, 2018, a former student, Nikolas Cruz, walked into a building at Marjory Stoneman Douglas High School in Parkland, Florida. He situated and armed himself with an AR-15 rifle, pulled the fire alarm, and began shooting at students and teachers exiting classrooms. Approximately six minutes later, after navigating three floors of classrooms while killing 17 people and wounding 17 more, he put his</p>


		<p>weapon down and exited the building, among the chaos he had started. There were numerous opportunities to detect the escalation of the attack.</p>
<p>33</p>		<p>On February 5, 2016, a neighbor’s son told the sheriff’s office that Cruz, pictured with guns on Instagram, “planned to shoot up the school.” A deputy responded, discovered that Cruz owned knives and a BB gun, and informed the high school’s resource officer, Scot Peterson. On September 28, another student informed Peterson that Cruz may have ingested gasoline a week earlier and was cutting himself. In September 2017, a blogger in Mississippi warned the FBI that someone named “Nikolas Cruz” wrote on his YouTube page: “I’m going to be a professional school shooter.” On November 1, 2017, Katherine Blaine told the sheriff’s department that her cousin, Nikolas’s mother, had recently died. She said Cruz had rifles and requested that the agency recover them. A close family friend agreed to take possession of the weapons. On November 30, 2017, a caller told the sheriff’s department that Cruz was collecting guns and knives and “could be a school shooter in the making.” On January 5, 2018, a person close to Cruz contacted the FBI’s tipline to report concerns about him, including his possession of guns.</p>
<p>34</p>		<p>Transcript:</p> <p>Hello, my name is Nick and I'm gonna be the next school shooter of 2018. My goal is at least 20 people with an AR 15 and a couple tracer rounds. I think I can do – get done. Location is Stoneman Douglas in Parkland, Florida. It's gonna be a big event. And when you see me on the news, you'll all know who I am. You're all going to die.</p> <p>Oh yeah. Can't wait. All right. So here's the plan. I'm gonna go take Uber in the afternoon before 2:40. From there, I'll go into the, onto school campus, walk up the stairs, unload my bags, and get my AR and shoot people down at the main, the main courtyard, wait, and people will die.</p> <p>Today is the day. The day that be all begins. The day of my massacre shall begin. All the kids in school will run in fear and hide. From the wrath of my power, they will know who I am. I am nothing. I am no one. My life is nothing and meaningless. Everything that I hold dear, I let go beyond your half. Every day I see the world ending another day.</p> <p>I live a lone life, live in seclusion and solitude. I hate everyone and everything. With the power of my AR, you will all know who I am. I had enough of being told what to do and when to do. I had enough of being, telling me that I'm an idiot and a dumbass, when in real life, you're all the dumbass. You're all stupid and brainwashed by the political government programs.</p>
<p>35</p>		<p>This graphic provides a useful summary of the various types and qualities of threats.</p>

<p>36</p>		<p>When teaching threat assessment, emphasize that a grievance matters because it often helps explain why a threat was made and what problem the student is trying to solve through intimidation, retaliation, or violence.</p> <p>An elementary student is told he cannot be line leader and says, “I’m going to get you back.” The key teaching point is not just the words, but the grievance: feeling embarrassed, excluded, or treated unfairly in front of peers.</p> <p>A middle school student gets into a fight after a rumor spreads on social media and says she is going to “make them pay tomorrow.” Here, the grievance may involve humiliation, peer conflict, and reputational harm.</p> <p>A high school student who has just been suspended blames a teacher and says, “He ruined my life, and he’ll be sorry.” In this case, the grievance may center on discipline, resentment, and perceived injustice.</p>
<p>37</p>		<p>Included in participant guide</p>
<p>38</p>		<p>Title slide that animates and shows the next section.</p>
<p>39</p>		<p>Introducing another way to look at threat</p>
<p>40</p>		<p>A term coined by Calhoun and Westin (2009), howling refers to conditional, transient threats directed at others, primarily to intimidate and elicit a fight-or-flight reaction. Hunters develop a reason for committing violence, come up with the idea to do so, research and plan their attack, prepare for it, then breach their target’s security and actually attack.</p>
<p>41</p>		<p>A howler is a person who makes threats or alarming communications in a way that is meant to be noticed. The core teaching point is that howling remains important and must never be ignored, but it often differs from the more concealed behavior of a “hunter,” who quietly moves toward an act of violence without drawing attention.</p>


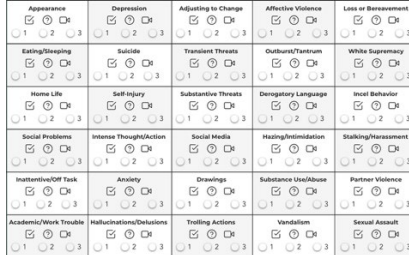
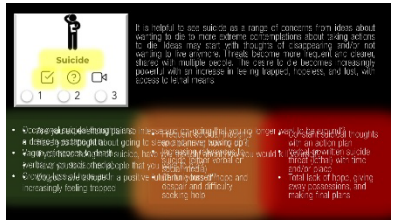
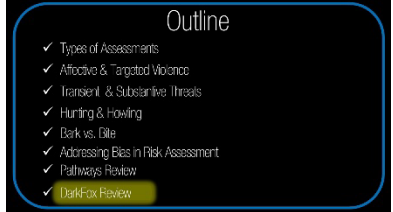

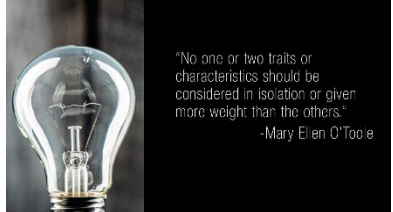
<p>42</p>	 <p>Trolling vs. Leakage</p>	<p>Many of these social media posts can be seen as on a spectrum of concern from lowest to highest. While some are simply inappropriate humor, trolling or insulting (with no commitment to actionability), others are actual leakage of a threat.</p> <p>What we need from you is to share the concern so it can be viewed in context.</p>
<p>43</p>	 <p><b>TROLLING</b> Deliberately upsetting people, usually via the internet, using dialogue, video, pictures, and audio.</p>	<p>Trolling involves deliberately upsetting people, usually online, through dialogue, video, pictures, and audio.</p>
<p>44</p>	 <p><b>HUNTERS</b> Hunters are quiet and methodical, showing risk through actions like researching, planning, and probing boundaries rather than talk.</p>	<p>This is when someone says or does something transient, often related to a fight-flight-freeze response. It's an expressive, emotional outburst that may not lead to action.</p> <p>Optional — the instructor could read the following examples and ask the class what they think. They could also have people work in groups.</p> <ul style="list-style-type: none"> <li>• A high school student does not make public threats, but is found repeatedly studying a teacher's schedule, asking when the teacher leaves campus, and lingering near the staff parking lot after school. This is useful as a hunting example because the concern is not dramatic language, but focused target interest and possible surveillance behavior.</li> <li>• A middle school student who feels wronged by peers begins making a list of specific classmates, gathers information about where they sit at lunch, and searches for ways to get access to them when adults are not present. This reflects movement from grievance into selection and planning, which is more consistent with hunting behavior than with howling</li> <li>• A student says very little to others, but writes in a notebook about wanting revenge, saves pictures of a school entrance, and tests whether a locked side door is ever left open before first period. This fits a hunting example because the behavior suggests private preparation and probing for opportunity, not simply emotional venting.</li> </ul>
<p>45</p>	 <p><b>HOWLERS</b> Howlers are loud, emotional communicators who broadcast threats or distress, often with high volume but rarely act.</p>	<p>This is when an individual hides their intention to cause harm, not telegraphing their plans. Like a predator, they move stealthily and strike at the last moment.</p> <p>Optional — the instructor could read the following examples and ask the class what they think. They could also have people work in groups.</p> <ul style="list-style-type: none"> <li>• A middle school student is sent out of class, slams a locker, and yells, "You'll all be sorry tomorrow!" in front of peers and staff. This fits a howling-style example because the communication is loud, dramatic, and clearly meant to be heard. The assessment</li> </ul>

		<p>question is whether this was an angry outburst only, or whether there is evidence of sustained grievance, planning, or movement toward action.</p> <ul style="list-style-type: none"> <li>• A high school student posts, “This school pushed me too far. Everyone will regret it,” then tags classmates and waits for reactions online. This is useful for instruction because the threat is public and performative, resembling howling. Teams should still examine the underlying grievance, intent, access to means, fixation, and whether the student is escalating beyond communication into preparation.</li> <li>• An upper elementary student repeatedly tells the principal, counselor, and front office, “I’m going to get my brother to beat up my teacher,” making sure several adults hear it. This can illustrate howling because the student is broadcasting the threat rather than concealing it. Even so, staff should not dismiss it as “just attention-seeking”; they should assess context, credibility, grievance, and whether the behavior resolves or persists</li> </ul>
46		<p>This concept helps differentiate between loud, expressive threats (howling) and quiet, planned violence (hunting). The man who threw the sandwich at the police was exhibiting a 'howling' behavior. An actual planned attack on the police would be a 'hunting' behavior, where the intent is concealed until the attack itself.</p>
47		<p>Title slide that animates and shows the next section.</p>
48		<p>Forensic psychologist Dr. Manny Tau explores the difference between statements or behaviors that sound threatening (“bark”) and those that truly indicate danger (“bite”). His primary goal is to help schools, workplaces, and law enforcement agencies better distinguish between perceived threats and genuine risks.</p>
49		<p>A video of Dr. Tau explaining his bark vs bite theory</p>

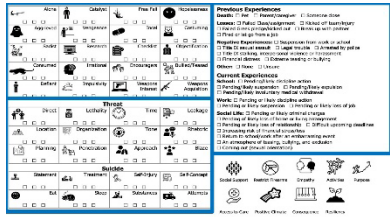
<p>50</p>		<p>This slide features an animation that demonstrates the two concepts visually. Each is described in more detail on the next slides, with connections to the images introduced here.</p>
<p>51</p>	<p>He describes "bark" as verbal statements, gestures, or behaviors that may be alarming but are not necessarily predictive of harm.</p> <p>"Don't forget me, I might just be the leader" (sarcasm in a game night)</p> <p>"If I fail this exam, I might just die." (figure of speech, no plan)</p> <p>"Ugh, I hate everyone here today!" (venting after a bad day, no specific target)</p> <p>"I could throw my laptop out the window" (expressing frustration at tech issues)</p> 	<p>Bark sounds alarming, but poses a low intent/risk.</p>
<p>52</p>	<p>He describes "bite" as clear actions, planning, or patterns that signal intent and capability to cause harm.</p>  <p>"I'm going to hurt my roommate tonight, and I already bought a knife."</p> <p>"Next week, I'll make them cry for it, you'll see." (with detailed plan or list of targets)</p> <p>Researching weapon laws and security camera locations on campus forums.</p> <p>Sending repeated threatening messages to a specific person along with photos of weapons.</p>	<p>Bite contains clear intent/capability and a higher risk.</p>
<p>53</p>	<p>Overreacting to barks can waste resources and damage trust. Underreaction to bites can lead to tragic circumstances.</p> <p>The key to safety is not treating every loud bark as a deadly bite, nor ignoring the quiet dogs preparing to attack.</p>	<p>Barks should warrant a brief check-in if context is unclear, but often require only support or clarification. Bite examples should immediately trigger a formal threat assessment and potential intervention. Your process should include flowcharts and diagrams that help those involved better understand the approach.</p>
<p>54</p>		<p>This is an overview slide that slowly animates a question mark appearing over the dog's face. The idea here is to highlight the central idea that we are trying to sort between:</p> <ul style="list-style-type: none"> <li>• Affective violence, transient threats, howling, bark</li> <li>• Targeted violence, substantive threats, hunting, bite</li> </ul>
<p>55</p>		<p>Title slide that animates and shows the next section.</p>
<p>56</p>	<p>Bias is a human feature, not a character flaw.</p> <p>The goal is to improve accuracy and fairness by tightening our process in three places:</p>	<p>Bias is our tendency to see the world through our lens of experience. It can lead us to ignore evidence or make assumptions not based on evidence. It can impact what we remember and what witnesses remember. It can create blinders for BIT team members and impact their ability to build rapport, connect with students, and create safe/neutral spaces. While we can never eliminate bias, we can train to become more aware of how it can affect decision-making.</p>

		When we consider our biases, we should be aware of how our experiences and positions in the world shape our understanding of those around us. A successful team understands and mitigates the role of bias in its work of gathering information, making decisions, and selecting an intervention and/or management process following the initial threat or concern. This allows the team to avoid underestimating or overestimating the risk or threat.
57	<p>How we gather information</p> <p>How we make decisions</p> <p>How we build interventions</p>	A well-designed threat process understands and mitigates the role of bias in its work of gathering information, making decisions, and selecting an intervention and/or management process following the initial threat or concern. This allows the team to avoid underestimating or overestimating the risk or threat.
58	<p>Bias is what the brain does when it's trying to be efficient. It fills in blanks.</p> <p>Threat work is full of blanks, and the cost of a wrong fill-in can be huge.</p>	In violence risk and threat assessment, we assess threat and/or concerning content with an awareness of research, an understanding of transient versus substantive threats, and an analysis that mitigates explicit and implicit bias and balances the interplay between evidence-based risk and protective factors.
59	<p>Consider where your beliefs and outlooks come from?</p>	<p>With this on the screen, the instructor can:</p> <ul style="list-style-type: none"> <li>• Encourage people to work as a group and come up with 5-6 examples</li> <li>• Have people raise their hands and answer</li> </ul>
60	<p>Personal experience</p> <p>Family/early learning</p> <p>Stereotypes</p> <p>Societal narratives</p> <p>Politics/religion</p> <p>Lived experience</p> <p>Organizational culture</p>	These are several answers to the previous slide.
61	<p>It also comes from our assumptions.</p>	This sets the stage for the next section, which looks briefly at bias and assumptions.
62	 <p>The diagram is titled "Confirmation Bias" and features two overlapping circles. The left circle is blue and contains a drawing of a classical building with columns, labeled "ALL EVIDENCE". The right circle is red and contains a stick figure holding a magnifying glass, labeled "OUR BELIEFS". The intersection of the two circles is shaded purple and contains a checkmark, labeled "EVIDENCE WE BELIEVE". A dashed line points from the top of the intersection to the text "EVIDENCE WE IGNORE" above it.</p>	Here, the team member may form an early assumption and proceed with the case, seeking to overvalue evidence that fits or confirms their assumption. When gathering information, team members are encouraged to ask themselves: Are you interviewing or validating?

63		<p>Your perspective looking into the cube skews how the cone is perceived. Team members must remain aware that no single person has a complete perspective on a case; important perspectives exist across multiple sources of information and among team members. We should constantly consider different ways of looking at case information.</p>
64		<p>These are reflective questions to consider. These could serve as a reminder or rubric to apply to each new case the team is discussing.</p>
65		<p>Ensure bias mitigation by using an objective, broadly applicable, and consistently applied risk rubric or expert-system process for every case that comes before the team.</p>
66		<p>Title slide that animates and shows the next section.</p>
67		<p>The Pathways risk rubric can be used for every case coming before your BIT, CARE, or threat team. Each applicable category is rated on a 3-point scale. After you submit your ratings, you are provided an overall risk rating and a set of intervention recommendations.</p>
68		<p>This slide is a visual reminder “string on finger to not forget” the difference between a triage assessment and full VRA.</p>
69		<p>This slide defines both once again.</p>

<p>70</p>		<p>This provides an example of triage and violence-risk assessments using a hospital metaphor. The slide brings up automatically the first picture, and the instructor can then talk about a quick triage, like one might experience in a doctor's office, "Are you feeling depressed? Have you ever thought of killing yourself?"</p> <p>The instructor then clicks forward, and the second example, a more detailed MRI exam, appears. The idea here is that a full violence risk assessment takes more time and costs more.</p>
<p>71</p>		<p>These are the risk factors for pathways. The idea here is that each of these should be reviewed individually. There is an option here to pull up the website and show them directly.</p>
<p>72</p>		<p>This is a clickable slide that illustrates what a single factor looks like.</p> <ul style="list-style-type: none"> <li>• First Click: The word suicide highlights and the definition comes up</li> <li>• Second Click: Fades the word suicide, highlights the pathway check mark, and brings up the first pathway example list</li> <li>• Third Click: Brings up the second pathway list</li> <li>• Fourth Click: Brings up the third pathway list</li> <li>• Fifth Click: Removes the pathways and replaces them with questions (younger are grades 2-5, older grades 6-12)</li> </ul>
<p>73</p>		<p>Title slide that animates and shows the next section.</p>
<p>74</p>		<p>The DarkFox violence risk assessment system for police, counselors, BIT/CARE, and threat team members is an easy-to-use system that develops a threat report covering the areas of vulnerability, negative thoughts, environmental stressors, suicidality, attack preparation, attack approach, and threat, based on the ratings of violence risk, threat, and suicide risk factors.</p>
<p>75</p>		<p>This point stresses that single risk factors should not be overused or given power to set the stage for the next steps. All threat and risk assessment processes move forward with multiple factors forming "magnified moments."</p>

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First Click: The violence risk section outlines risk factors for violence that do not include direct threats (verbal, online, drawings).

Second Click: The threat assessment and suicide assessment sections highlight specific questions about threat (if one was made) and a more detailed look at suicide (as this is one of the most important risk factors for targeted violence).

Third Click: Previous and Current Experience. These areas provide context for the overall risk.