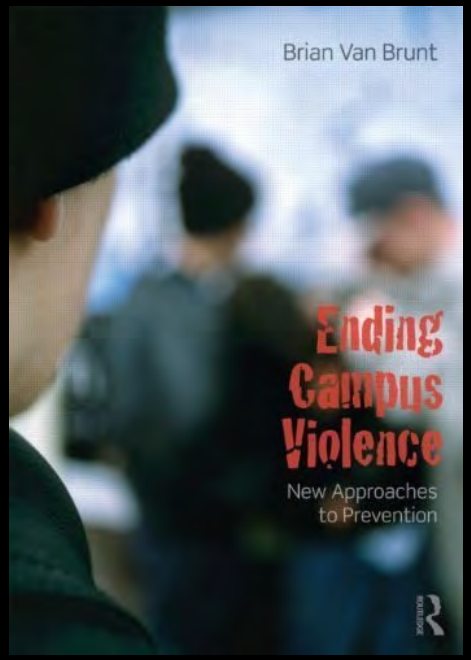
Overview of Violence/Risk Threat Concepts

(PART II)

Tate Britian Museum, London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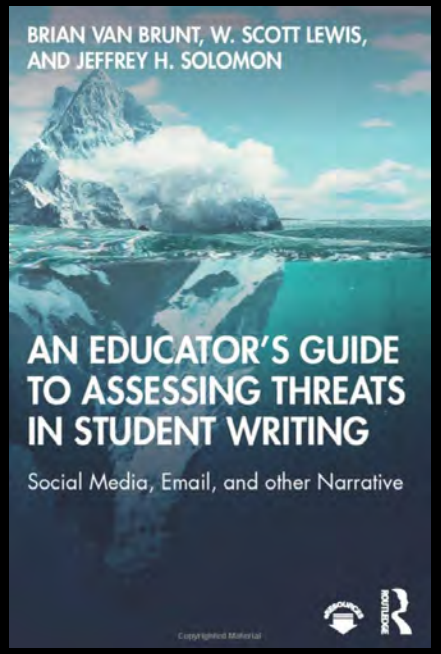
Ending Campus Violence
New Approaches to Prevention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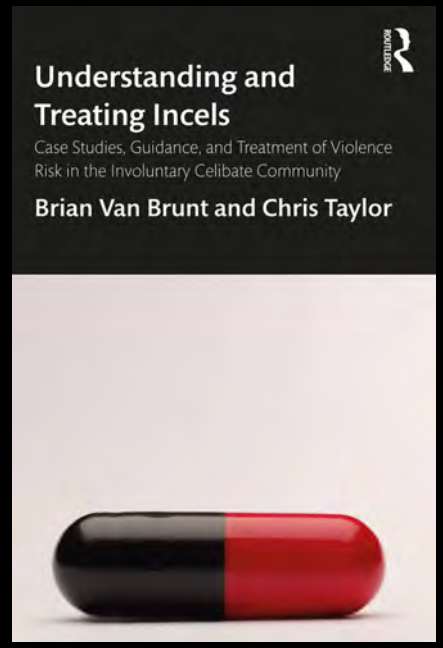
Social Media, Email, and other Narrative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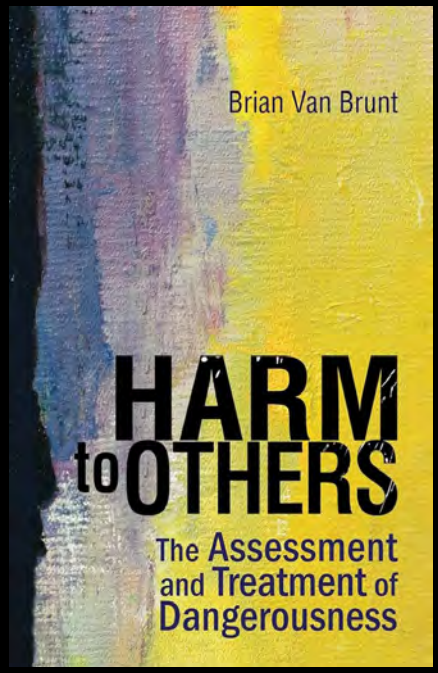
Understanding the Resurgence and Stopping the Spread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HARM to OTHERS
The Assessment and Treatment of Dangerousness

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STANDARDS FOR BIT/CARE AND THREAT TEAMS

Classroom Management Roundtable
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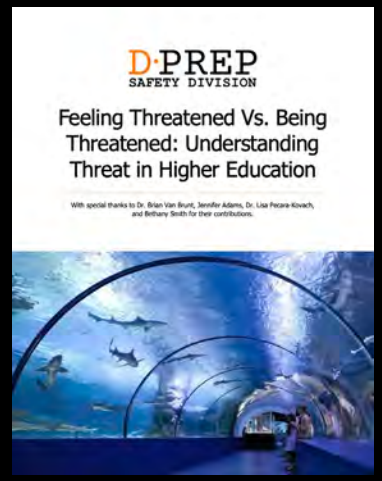
An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations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Feeling Threatened Vs. Being Threatened: Understanding Threat in Higher Education

Research Article
Costuming, Misogyny, and Objectification as Risk Factors in Targeted Violence

D·PREP
BIT/CARE Teams

College Case Study
Social Media: Klaus

D·PREP SAFETY DIVISION

TRAINING OUTPOST

Case Details

Campus police received a complaint regarding a threat to blow up a building on campus made on the social media app Fizz. Campus police contacted the social media app. Fizz provided the information that the post was allegedly made by Klaus Hargreeves, "I wish we actually did something to spur up the board of trustees into divesting instead doing our performative liberal arts thing. Let's blow up a building or something." Of note, the college has several students engaged in protests and encampments on campus related to the Gaza/Israeli conflict. Hargreeves denies any involvement with any of these protests or groups.

Hargreeves was transported to the campus police department and then taken into custody by local police officers, where he was charged and remained the night in jail. Upon release, two roommates picked him up, and he described the night as "very difficult," joking that he had spent the time "in the hole." He is a second-year student, studying sociology and has a girlfriend at a local college who has been supportive during this time. Hargreeves has no student conduct history and a 3.5 GPA. He drinks occasionally with friends and played Lacrosse in high school but not at college due to a shoulder injury.

He signed some documents to give the police access to his phone and generally expressed defensiveness and surprise that this statement resulted in him being in trouble. After spending the night in jail, he began to rethink the seriousness of what had occurred.

Questions to Consider

- What are some of the primary risks you see in this case?
- What type of assessment(s) would be best (psychological, triage, violence risk, threat)?
- Would you characterize the threats as transient or substantive in nature? What questions would you need to ask to help with this appraisal?
- Would you consider this case behavior as more hunting or howling?
- Would this case be better understood as having an affective or targeted violence motivation?
- Using the metaphor example of "touching all the parts of the elephant," what parts of this case should we include to gain a better context?
- What supports might be useful to explore for this case?
- How might you have handled the case differently?
- What other facts would help complete an assessment and engage in risk mitigation planning?
- While you consider risk or escalation factors on one side of the see-saw, what might be some supportive, stabilizing, or protective factors on the other side?
- What general level of risk would you assign to the case (low, moderate, high)?

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Key Points

- Campus police receive a bomb threat on the Fizz app as follows: "I wish we actually did something to spur up the board of trustees into divesting instead doing our performative liberal arts thing. Let's blow up a building or something"
- Student Klaus spends the night in the police holding cell.
- Several students are engaged in protests and encampments on campus related to the Gaza/Israeli conflict.
- Sophomore, sociology, supportive girlfriend, good GPA, history of playing Lacrosse in HS.
- Turns over phone to police.

Suicide ☑ ? 📹 1 2 3	**Social Problems** ☑ ? 📹 1 2 3	**Anxiety** ☑ ? 📹 1 2 3	**Harassing Behaviors** ☑ ? 📹 1 2 3	**Affective Violence** ☑ ? 📹 1 2 3
Depression ☑ ? 📹 1 2 3	**Academic Trouble** ☑ ? 📹 1 2 3	**Intense Thought/Action** ☑ ? 📹 1 2 3	**Stalking Others** ☑ ? 📹 1 2 3	**Trolling Actions** ☑ ? 📹 1 2 3
Self-Injury ☑ ? 📹 1 2 3	**Financial Insecurity** ☑ ? 📹 1 2 3	**Hallucinations/Delusions** ☑ ? 📹 1 2 3	**Acts of Partner Violence** ☑ ? 📹 1 2 3	**Transient Threats** ☑ ? 📹 1 2 3
Alcohol/THC ☑ ? 📹 1 2 3	**Adjusting to Change** ☑ ? 📹 1 2 3	**Group Pressure** ☑ ? 📹 1 2 3	**Sexual Violence** ☑ ? 📹 1 2 3	**Substantive Threats** ☑ ? 📹 1 2 3
Serious Drug Use ☑ ? 📹 1 2 3	**Loss or Bereavement** ☑ ? 📹 1 2 3	**Vandalism** ☑ ? 📹 1 2 3	**Incel Behavior** ☑ ? 📹 1 2 3	**White Supremacy** ☑ ? 📹 1 2 3
Bullied/Teased ☑ ? 📹 1 2 3	**Being Stalked** ☑ ? 📹 1 2 3	**Being Controlled** ☑ ? 📹 1 2 3	**Eating/Sleeping** ☑ ? 📹 1 2 3	**Weapons Interest/Access** ☑ ? 📹 1 2 3

Pathways Interventions

TITLE IX/CONDUCT

Harassing Behaviors[1]

- Identify the range of behaviors and parties involved
- Consider the conduct process to address their behaviors
- Consider Title IX/EEO involvement
- Offer both parties referrals to counseling support

Trolling Actions

- Use the progressive disciplinary policy through conduct
- Consider a no-contact order
- Consider suspension or a short-term leave, with BIT/CARE involvement
- Facilitate a meeting with conduct, parents/ emergency contact, and police, with BIT/CARE involvement
- Set clear limits, boundaries and follow up processes

POLICE/CONDUCT

Transient Threats

- Gather information on the nature of the threats and any plan
- Set clear conduct limits and monitor for compliance
- Consider parental/emergency contact or emergency contact notification

Substantive Threats

- Explore stressors and identify escalation triggers
- Connect the individual to supports and resources
- Consider the conduct process to address their behaviors

Summary from Pathways

Given the high level of risk and the nature of the initial threat, a full violence risk assessment should be conducted following the pathways triage assessment. Parental involvement is recommended under FERPA's emergency notification clauses. More details about the nature of the threat should be gathered, along with examining the motivation of the threat (e.g., stressors or other driving factors).

Limits around future behaviors (e.g., similar threats) should be in place if he is able to remain on campus. Identify potential targets of the threat (assuming it is more transient and trolling in nature), such as students who are protesting to take risk-mitigating actions. A facilitated meeting with the student, parents, Dean of Students, BIT/CARE team member, student conduct, and on-campus police may be useful to ensure appropriate steps are being taken to evaluate the threat and develop a risk mitigation plan.

Suicide WayFinder

College Case Study

Self-Harm: Vanessa

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TRAINING OUTPOST

Case Details

Vanessa is a member of the women's basketball team. Vanessa told her athletic advisor that a teammate she played with in high school recently died by suicide and she would be missing class to attend her funeral.

The advisor reached out to Vanessa while she was away to see how she was doing. Vanessa shared how good it was to see her old teammates, but how tough it was at the same time. She said her parents were very worried about her because they knew she had been experiencing a great deal of stress already with classes and basketball, and now this happened. They wanted her to consider taking some time off. She really did not want to stay at home.

Vanessa's academic records show that she is a psychology major in her second year, taking a tough statistics and research methods course along with other courses. Last semester, she was referred to Title IX about some concerning interactions with a women's basketball volunteer assistant.

Vanessa lives on campus. Vanessa shared with her advisor that she is exhausted with everything and finds it more difficult to get to class or be motivated during practice sessions. She talks briefly about depression, and when asked about suicide, Vanessa shrugs and says, "It's just a lot; I don't really know what I would do."

Questions to Consider

- This case is different in there is no threat to others that appears to be present. What are some of the general concerns you see in the case?
- What are some of the risk factors for suicide?
- Score the case on Pathways. If indicated, follow the link and score the case on the Suicide WayFinder as well.
- What other questions would you ask related to this case?
- What are some of the pros and cons of involving her parents involved in a risk mitigation plan?
- List 4-5 action steps you would take in this case.

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Key Points

- Vanessa is a second-year student who plays women's basketball and is experiencing a great deal of stress between classes and athletics.
- Vanessa had a friend from high school die from suicide
- There was a previous Title IX matter she was involved in last year
- Her athletic advisor expresses concern to the BIT/CARE team about her related to suicide.

Suicide ☑ ? 🎥 1 2 3	**Social Problems** ☑ ? 🎥 1 2 3	**Anxiety** ☑ ? 🎥 1 2 3	**Harassing Behaviors** ☑ ? 🎥 1 2 3	**Affective Violence** ☑ ? 🎥 1 2 3
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Pathways Interventions

Counseling/Case Management

Suicide

- Discuss a voluntary referral to counseling services
- Explore stressors and identify escalation triggers
- Connect the individual to peer and social supports and inspire hope

Depression

- Discuss a voluntary referral to counseling services
- Explore stressors and identify any source of their depression
- Encourage healthy eating, exercise, and social connections

Loss or Bereavement

- Encourage counseling referral and walk them to the clinic
- Discuss any interruption of academics, relationships, and life skills
- If there was a breakup, identify boundary and conduct risks

Academic Trouble

- Offer support, normalization, and advice/guidance
- Consider a referral to academic support
- Consider a referral to counseling
- Explore goals and strategies for improvement

Residential Life/Conduct

Adjusting to Change

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Consider a referral to counseling
- Consider a referral to academic support
- Look for social supports

RISK FACTORS

Is the individual: (Check all that apply)

- [x] Between the ages of 16-24
- [ ] Over age 65
- [ ] LGBTQ+
- [ ] Disabled or have a chronic illness
- [ ] A veteran
- [ ] A first responder

Statement ☑ ? 1 2 3	**Treatment** ☑ ? 1 2 3	**Hopelessness** ☑ ? 1 2 3	**Depression** ☑ ? 1 2 3	**Isolation** ☑ ? 1 2 3
Self-Injury ☑ ? 1 2 3	**Self-Concept** ☑ ? 1 2 3	**Impulsivity** ☑ ? 1 2 3	**Substance Use/Abuse** ☑ ? 1 2 3	**Eating/Sleeping** ☑ ? 1 2 3
Loss or Bereavement ☑ ? 1 2 3	**Adjusting to Change** ☑ ? 1 2 3	**Bullied/Teased** ☑ ? 1 2 3	**Lethality Access** ☑ ? 1 2 3	**Previous Attempts** ☑ ? 1 2 3

Click the category name for level information.

Do they have friends, coworkers, or family members who support them?

- [x] Yes
- [ ] No
- [ ] Unsure

If they have talked about killing themselves, was there something specific that kept them from going through with it?

- [ ] Yes
- [x] No
- [ ] Unsure

Do they have things in their life (e.g., pets, religious beliefs, children left behind) that would keep them from killing themselves?

- [ ] Yes
- [x] No
- [ ] Unsure

Do they have hope that things will get better in the future?

- [ ] Yes
- [x] No
- [ ] Unsure

Do they have a resilient attitude (or grit) that prevents them from harming themselves?

- [ ] Yes
- [x] No
- [ ] Unsure

PROTECTIVE FACTORS

- They have friends and/or other supportive people in their life. Encourage them to reach out to these people and talk to them about what they are feeling.

SUGGESTED INTERVENTIONS

At-Risk Demographic (over age 65)

- Connect them to peer and social supports and inspire hope
- Discuss a voluntary referral to counseling services/EAP
- Normalize their feelings and offer support and care

Statement

- Discuss a voluntary referral to counseling services/EAP
- Explore stressors and identify escalation triggers
- Connect them to peer and social supports and inspire hope

Depression

- Discuss a voluntary referral to counseling services/EAP
- Explore stressors and identify escalation triggers
- Encourage healthy eating, exercise, and social activities

Loss or Bereavement

- Encourage a counseling/EAP referral
- Discuss any interruption of academic, social, and life skills
- In a break-up, identify boundaries and conduct risks

Adjusting to Change

- Normalize their feelings and offer support and care
- Identity any triggers and any comforts and reducers
- Offer referrals to counseling, HR, academic support, and social support

DARKFOX

DARKFOX

+ Demographics
+ Environment
+ Violence Risk Assessment
+ Threat Assessment
+ Suicide Assessment

D·PREP

- Resources and Instructions

D·PREP

INPUT
PROCESSING
OUTPUT

- Making contact and gaining participation
- Building rapport
- Outlining the process
- Setting expectations around rights and responsibilities
- Information gathering
- Discussing charges/record
- Offering supportive measures
- Outlining next steps

EMPATHY & LISTENING

Emotions
Rationality

EMOTIONS
SHOW UP

ASKING QUESTIONS

Open ended vs. closed

Time restrictions

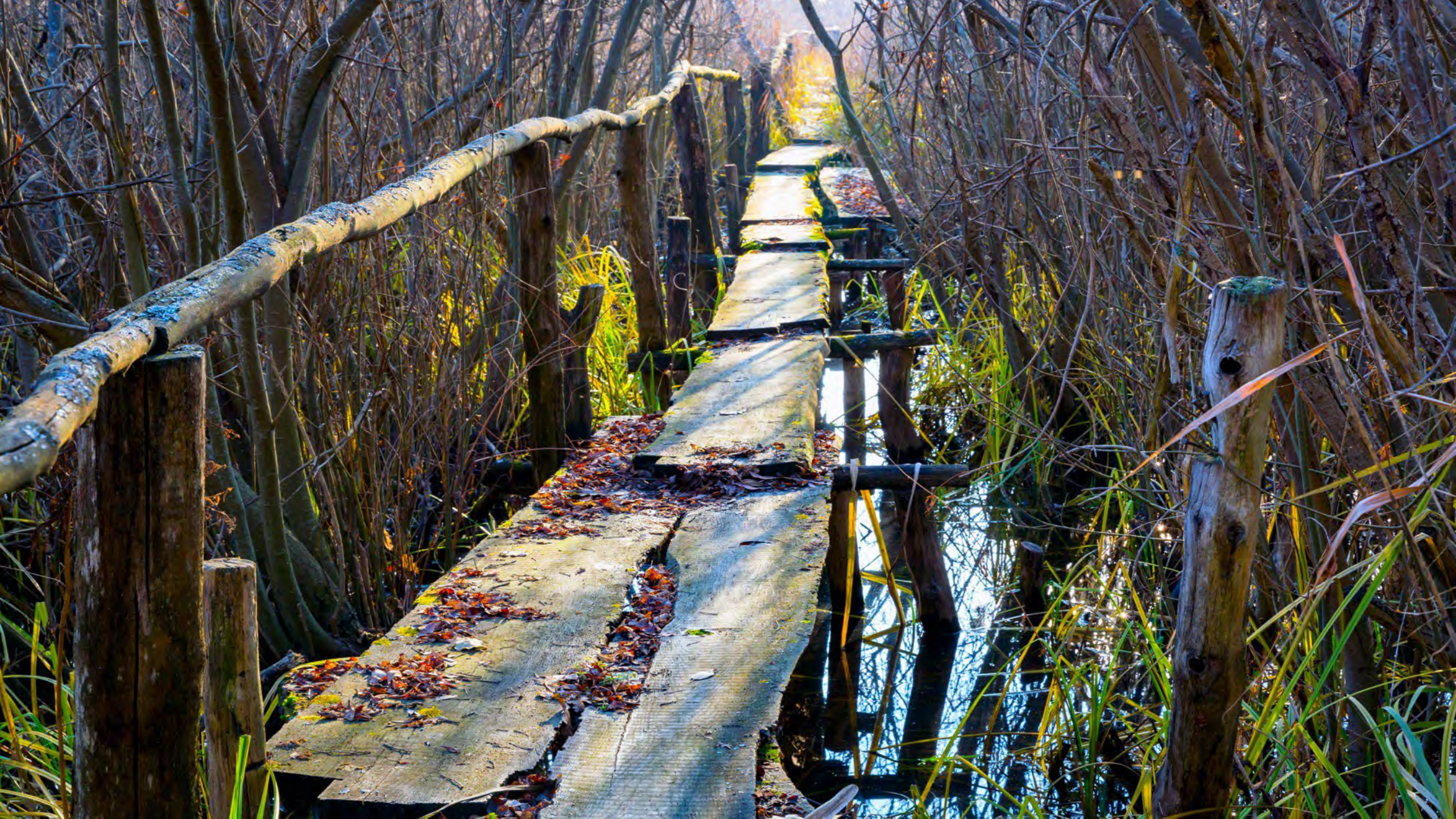
Recording

Writing during interview

Avoiding machine gun

Language

SOCIAL MEDIA
FAMILY
PEERS
DATING
SPORTS
CLUBS
HOBBIES



Building Rapport

- Understand what motivates
- Establish trust
- Convey genuineness
- Look for commonalities

TRUST
LOW
MED
HIGH
0
MAX
TRUST
min
max
TRUST
TRUST

D·PREP ESTABLISHING RAPPORT

When discussing the assessment with the person being assessed, "creating proper conditions and setting a proper interview climate when speaking with the subject may increase the likelihood of the interviewee being more willing to share personal insight and useful information. Keywords for the approach in the "threat assessment interview" are objective and neutral, but nevertheless friendly, understanding, and nonjudgmental and subtly supportive approach. In order to find a deeper level of understanding of the person and to be able to "see the world through her eyes," the interviewer will have to be sufficiently attentive.(Van der Meer & Diekhuis, 2014, p. 61)

This personal connection and attention are necessary at the very outset of the assessment. Failure to create the proper conditions and interview climate will result in increased defensiveness and decreased information being shared.

Assessing a student's potential for violence requires first rapport and, eventually, a safe trust-based relationship between the clinician and the student. The relationship communicates a level of concern and caring that allows the student to begin to develop a degree of trust, which is essential when trying to determine what is going on inside the head of the student. Developing trust increases the likelihood that the student will then share the information needed to understand the potential for violence. Without trust, staff and student are locked into opposing sides, each masking and attempting to protect a personal agenda.

This is certainly a challenge when working with individuals who are frustrated, scared, angry, and feeling disenfranchised with the process. Establishing a good rapport requires finding the sweet spot between too hot and too cold. "Too hot" in this context is a clinician who downplays the seriousness of the assessment, who seeks to make a friend rather than work with the person being assessed, and who addresses the individual's expression of concern with glib, superficial redirection and assurance. The "too cold" scenario is one in which the serious nature of the assessment is emphasized to such an extent that the individual responds defensively and fearfully, which leads to a potentially hostile and adversarial process.

Most assessments are mutually beneficial for the student and the evaluator. The evaluator attempts to understand an individual's potential for acting out violently and has to balance both the needs of the individual and the needs of the community. Eells and Miller (2011) described it this way: "The decisions that staff make are difficult on many levels, and always involve balancing the needs of the individual student with the interest and safety of the community at large" (p. 9).

In education settings, the needs of the individual are often related to enrollment in school or achieving some level of academic success in the classroom, determining a career path for future employment, and developing social relationships with those around him or her. Most individuals being assessed would agree that these are the things they would like to achieve as well. The community needs are equally important: the ability of all students to take part in a safe and supportive learning environment and to achieve academic success in a community free of fear, disruptions, and threats to safety. In the event that the individual is not able to remain part of the community, this conversation will be easier to have and understand with a student who feels that the evaluator is trying to find a mutually beneficial outcome.

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GENUINE

TRUST

We trust people that are similar to our way of thinking.

We trust those who:

- We share common goals…
- We have positive past experiences together…
- We understand and know…
- We experience consistency…
- We share a commitment to fairness and truth…

Look to accept differences and work towards a common understanding.

D·PREP

ADVANCED INTERVIEW SKILLS

When conducting an interview, the central goal is to obtain accurate and credible information in order to decide how to proceed. This applies in counseling intakes to determine a diagnosis, law enforcement and campus safety interviews needed to process a crime, threat assessment and suicide assessment interviews conducted by BIT and CARE teams, and any similar interviewing circumstance.

Some advanced interviewing and assessment concepts are included here in summary.

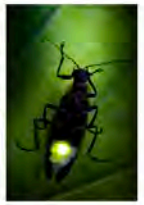
- It is important to assess and strengthen the bridge of connection between you and the person you are interviewing. Image there is a bridge between you and the person you are talking with. Is this bridge weak, falling apart and full of loose boards and gaps? Or is the bridge strong and built on a firm foundation with sturdy handrails. The bridge is a metaphor for the commonalities you share with the person you are interviewing. People will share information more openly when they see a similarity between you and them. Look for ways to strengthen these connections through building rapport, active listening, sharing, and looking for common connections.

- Genuineness and authenticity go a long way in making the person you are interviewing or assessing feel more comfortable sharing information with you. When the person you are talking with sees you as distant, having a hidden agenda or avoiding the "elephant in the room," they are less likely to feel comfortable sharing with you.

- The famous comedian Andy Kaufman used to do this bit on his TV show where he would host a talk show. Like many talk show hosts of the time, he raised his desk higher than the person he was talking with to create a sense of authority and respect. Unlike many talk show hosts at the time, Andy's desk was a good 10 feet higher than the people he talked with. Think about the perspective and worldview of the person who you are interviewing. How do they see your position and how does this differential impact their willingness to share openly and freely with you during the conversation?

- In the world of hostage negotiation, they teach about the dual concepts of hooks and barbs. Hooks draw us closer to the other person while barbs are things that create distance and reduce connection. We want to find commonalities and potential hooks and avoid topics that cause an intense emotional response and reduce rapport. If we must ask difficult emotional questions during an interview, such as exploring the nature of sexual contact or personal questions bout suicidal thoughts, we should do so only after establishing hooks and connections with the person and have a sufficient hold so they will remain in connection with us during the difficult questioning.

- Jack Schafer's book *The Like Switch*, talks about his experience interviewing and working in law enforcement. In the book, he introduces the concept of friend and foe signals, using the example of a firefly's glow to make his point. Friend signals include concepts such as smiling, head tilting, head nodding and eyebrow flash. Foe signals include concepts such as scowling/furrowed brow, not listening, rubbing temples and eye rolling.



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“No one or two traits or characteristics should be considered in isolation or given more weight than the others.”

-Mary Ellen O’Toole

Alone ☐ ☐ ☐	Catalyst ☐ ☐ ☐	Free Fall ☐ ☐ ☐	Hopelessness ☐ ☐ ☐
Aggrieved ☐ ☐ ☐	Vengeance ☐ ☐ ☐	Incel ☐ ☐ ☐	Costuming ☐ ☐ ☐
Sadist ☐ ☐ ☐	Research ☐ ☐ ☐	Checklist ☐ ☐ ☐	Objectification ☐ ☐ ☐
Consumed ☐ ☐ ☐	Irrational ☐ ☐ ☐	Encouragers ☐ ☐ ☐	Bullied/Teased ☐ ☐ ☐
Defiant ☐ ☐ ☐	Impulsivity ☐ ☐ ☐	Weapons Interest ☐ ☐ ☐	Weapons Acquisition ☐ ☐ ☐

Threat

Direct ☐ ☐ ☐	Lethality ☐ ☐ ☐	Time ☐ ☐ ☐	Leakage ☐ ☐ ☐
Location ☐ ☐ ☐	Organization ☐ ☐ ☐	Tone ☐ ☐ ☐	Rhetoric ☐ ☐ ☐
Planning ☐ ☐ ☐	Penetration ☐ ☐ ☐	Approach ☐ ☐ ☐	Blaze ☐ ☐ ☐

Suicide

Statement ☐ ☐ ☐	Treatment ☐ ☐ ☐	Self-Injury ☐ ☐ ☐	Self-Concept ☐ ☐ ☐
Eat ☐ ☐ ☐	Sleep ☐ ☐ ☐	Substances ☐ ☐ ☐	Attempts ☐ ☐ ☐

Previous Experiences

Death: ☐ Pet ☐ Parent/caregiver ☐ Someone close

Losses: ☐ Failed Class/assignment ☐ Kicked off team/injury
☐ Failed Greek pledge/kicked out ☐ Break up with partner
☐ Fired or let go from a job

Negative Experiences: ☐ Suspension from work or school
☐ Title IX sexual assault ☐ Legal trouble ☐ Arrested by police
☐ Title IX stalking, interpersonal violence or harassment
☐ Financial distress ☐ Extreme teasing or bullying

Other: ☐ None ☐ Unsure

Current Experiences

School: ☐ Pending/likely discipline action
☐ Pending/likely suspension ☐ Pending/likely expulsion
☐ Pending/likely involuntary medical withdrawal

Work: ☐ Pending or likely discipline action
☐ Pending or likely suspension ☐ Pending or likely loss of job

Social Life: ☐ Pending or likely criminal charges
☐ Pending of likely loss of home or living arrangement
☐ Pending or likely loss of relationship ☐ Difficult upcoming deadlines
☐ Increasing risk of financial stress/loss
☐ Return to school/work after an embarrassing event
☐ An atmosphere of teasing, bullying, and exclusion
☐ Coming out (sexual orientation)

Social Support

Restrict Firearms

Empathy

Activities

Purpose

Access to Care

Positive Climate

Consequence

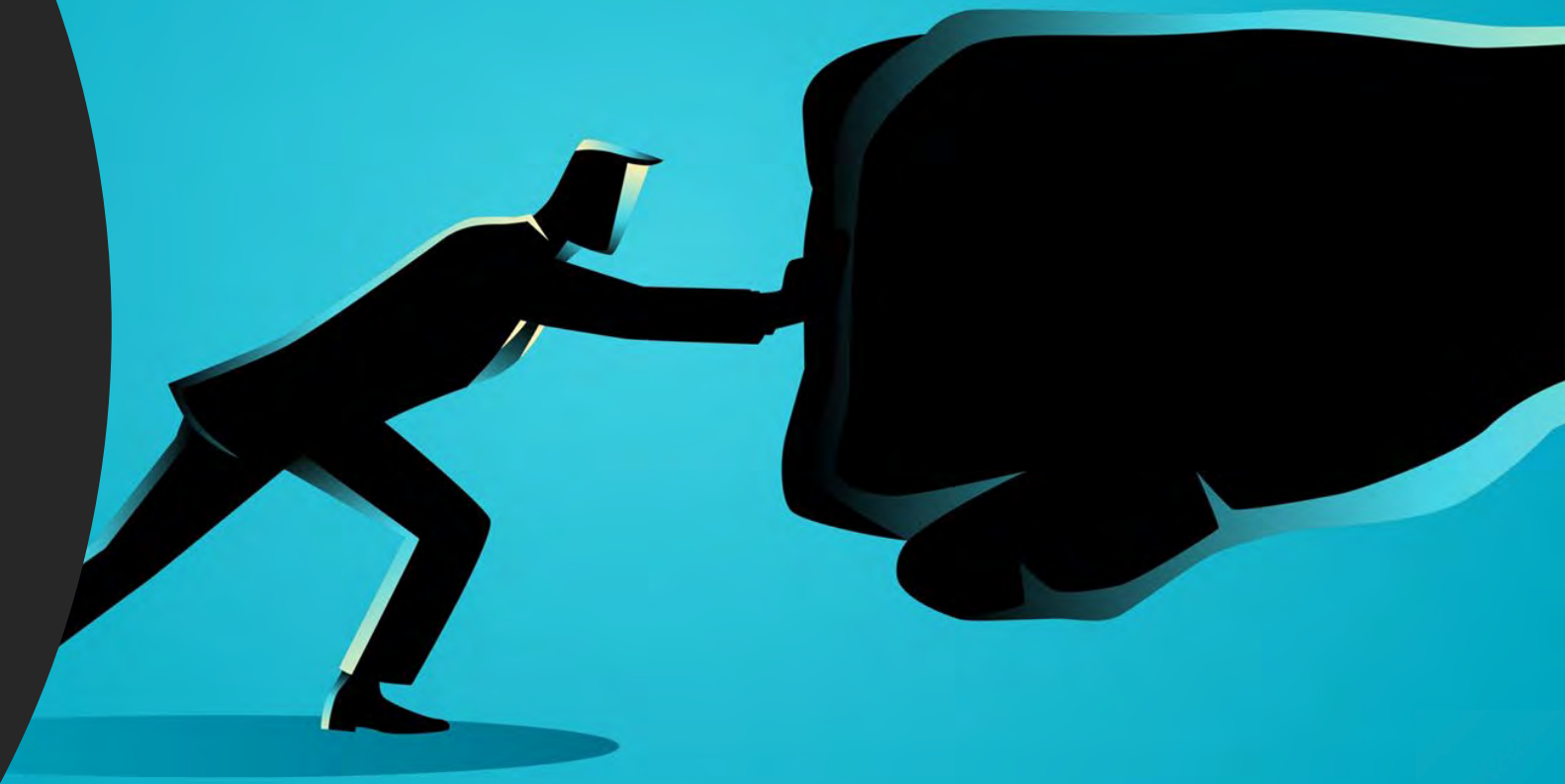
Resiliency

Alone

Refers to isolation and the inability to form social connections, despite the desire and attempts to connect. This escalates to feelings of hopelessness, irritability, and anger at being separated from what seems to come so easily for others. The outsider status and extreme isolation coincide with teasing and thoughts of suicide or extreme action.

Aggrieved

The person blames others for most of their problems and difficulties in life. They carry resentments and escalate to make those they see as responsible pay for their actions. These actions can be perceived or actual; most commonly, they are based on some general truth.



Sadist

Here, the individual takes pleasure in inflicting harm on people and/or animals. At the early stages, this may manifest as a lack of empathy or non-physical negative attacks on others. In later stages, there is a growing need to harm others physically along with making plans and narrowing on target.

Consumed

This reflects a set way of thinking and a tendency to escalate toward action. They have difficulty accepting alternative explanations for events, they engage in harmful debate with others, and increasingly look for ways to widen their impact and solidify their viewpoint. They not only have a hardened point of view, but this becomes a defining characteristic of their entire person. When limits are set by the workplace, school, or police, they move quickly past these, feeling justified in their actions because of their locked perspective.

Defiant

At first, defiance may be a general tendency to take an alternative path when compared with how others approach those in authority. This escalates into more frequent incidents with teachers, student discipline, human resources, and society in general. Incidents then involve more substantive threats, violent actions, and conditional ultimatums.

Catalyst

Negative events act as catalysts in a chemical reaction, speeding up the escalation. These include a loss of status, opportunity (playing on a sports team or going on a field trip), relationship, or finances. The events can trigger an attack plan that the person has already fantasized about. These catalyst events occur more suddenly than other environmental stressors.

Vengeance

Seen in parallel with aggrieved, injustice, and grievance collecting, this is the action and desire to punish those they feel have caused their pain or are unfairly enjoying life in a way the attacker resents. Talking and venting eventually includes fantasies of acting out their plan and considering the time, place, and location of their attack.

Research

This involves the general interest in and reading or viewing materials about past attacks. As the individual escalates, research becomes more specifically narrowed to weapons, tactical gear, scouting the location, and penetration testing (looking at vulnerabilities in security, patrols, and cameras).

IRRATIONAL

Thinking becomes increasingly impaired due to paranoia, odd or obsessive thoughts, delusions, and/or a general separation from reality. This may include language about aliens, government organizations surveilling them, incongruent or poorly organized speech, and the experience of hallucinations (voices, visions, smells, etc.) that may command and/or demand they take violent action.

Impulsive

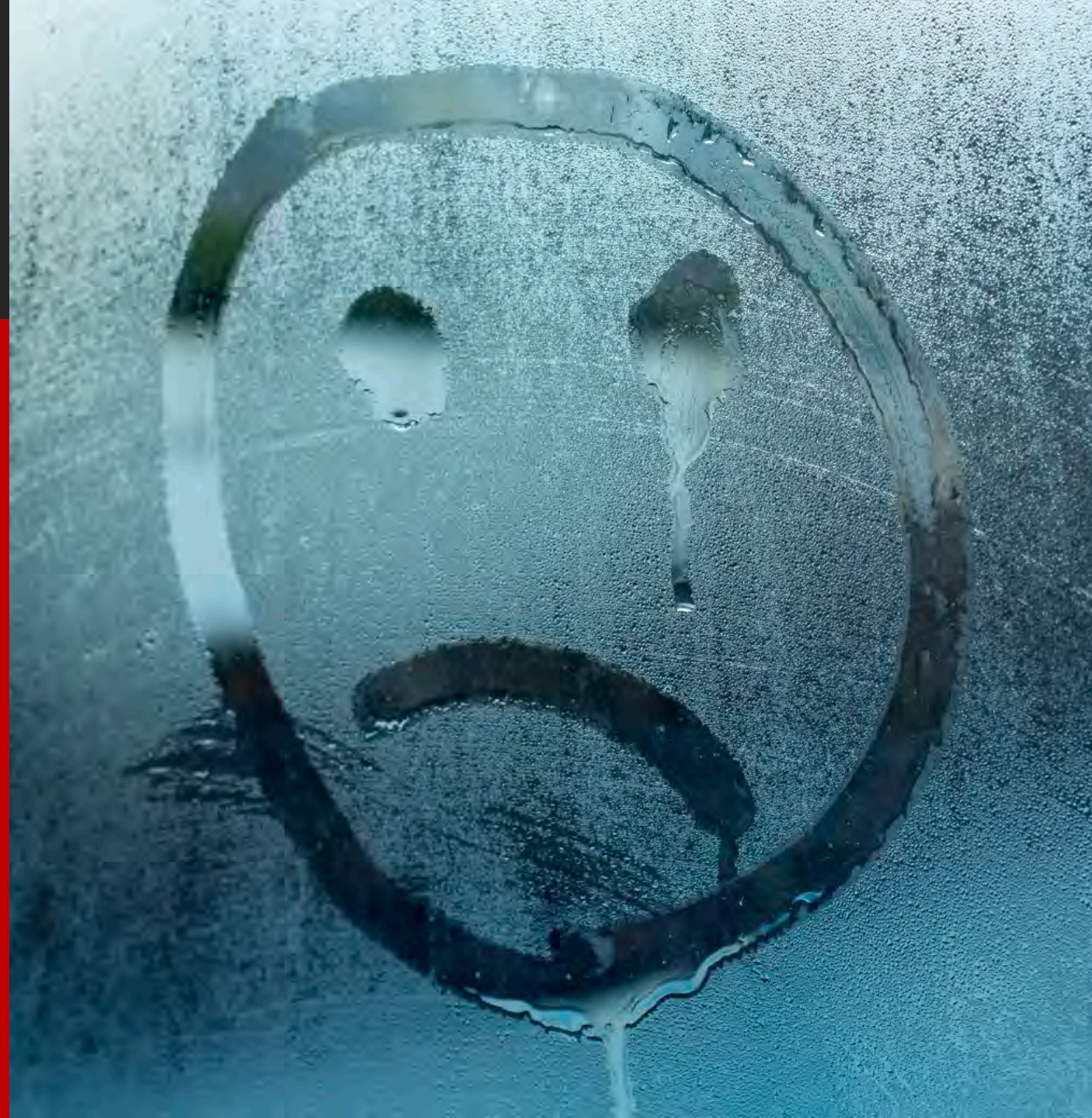
In moving from an idea to an action, the student progresses quickly, without weighing the impact of their actions. They increasingly ignore those in positions of authority or limits that have been set. In the more extreme escalation, the student acts despite a risk to their life.

Freefall

Unlike catalyst events, which are more sudden, free fall describes a more general set of problems like failing supports, mental illness flare-ups, and a general sense of hopelessness. The free fall becomes more concerning as multiple, chronic problems intersect, eventually creating an inability to function and a lack of hope that things will improve.

Incel

This term stands for “involuntary celibate” and represents a range of thinking and behaviors from social awkwardness and difficulty forming connections with women to hardline misogyny and active threats to punish them for rejecting the person’s attempts at dating.



Checklist

A checklist becomes the physical manifestation of fantasy rehearsal and brainstorming what would be needed to punish or harm a person, place, or system. Checklists become increasingly informed by research and by specificity regarding the timing and location of an attack, as well as the materials needed. There may also be a shutdown of bank accounts, phones, or social media accounts, or of other recurring memberships or involvement, with the anticipation of upcoming event.

Encouragers

These are often third parties they meet on the internet, chatrooms, social media, or in-person meetings, such as local white supremacist, KKK, or other violent hate groups. The encouragement progresses from the pursuit of ideas and philosophies to support for acquiring weapons, developing an attack plan, and punishing those whom they see as responsible for societal problems.

Weapons Interest

Here, the person explores different types of firearms, knives, and explosive devices, along with corresponding tactical equipment such as harnesses, night-vision goggles, extended magazines, optics, and bulletproof vests. As their interest grows, they become increasingly obsessed with the topic and talk about it freely with others, despite negative consequences for their friendships, work, or academics. As this interest escalates, there becomes an increasing focus on narrowing weapons and tactical material knowledge for a specific plan, such as a shooting at a public event, school, or workplace.

Hopeless

This describes a sense of worry and uncertainty about the future, along with difficulty focusing and pervasive feelings of sadness. As hopelessness increases, they feel trapped and eventually are unable to function and/or experience growing suicidal thoughts.

Costuming

As an attacker prepares, they often find clothing, tactical gear, and accessories they will need during the attack. This may start with an affiliation to a group like the Proud Boys or Atomwaffen and eventually involves purchasing ballistic plates, knee and elbow pads, harnesses, and/or ammunition containers. In some attacks, they have taken on the appearance of figures such as the Dark Knight, Joker, and characters from *The Matrix*.

Objectification

There is a depersonalization regarding how others are seen, with an increasing tendency to see them as “less than” or unworthy of basic consideration. This manifests in name-calling and the use of racist, misogynistic, or bigoted language. As objectification escalates, there are increased conflicts at work, school, and home, along with threats and negative actions. They eventually see their target as undeserving of any consideration and simply as an obstacle to their goal.

Teased

At early stages, teasing and bullying are occasional experiences that affect a student's self-worth and social connections. As teasing increases, their world becomes increasingly unsafe and negative, leading to feelings of hopelessness, despair, being trapped, and eventually feelings of suicide or a desire to send a message to the oppressors through violent action.

Weapons Acquisition

Moving beyond simple interest, they begin purchasing weapons or gaining experience shooting at a range. The weapons are increasingly chosen for a specific purpose, and knowledge of the weapons becomes more closely tied to a specific attack plan. Secondary and tertiary weapons, ammunition, and gear are obtained.

Alone ☐ ☐ ☐	Catalyst ☐ ☐ ☐	Free Fall ☐ ☐ ☐	Hopelessness ☐ ☐ ☐
Aggrieved ☐ ☐ ☐	Vengeance ☐ ☐ ☐	Incel ☐ ☐ ☐	Costuming ☐ ☐ ☐
Sadist ☐ ☐ ☐	Research ☐ ☐ ☐	Checklist ☐ ☐ ☐	Objectification ☐ ☐ ☐
Consumed ☐ ☐ ☐	Irrational ☐ ☐ ☐	Encouragers ☐ ☐ ☐	Bullied/Teased ☐ ☐ ☐
Defiant ☐ ☐ ☐	Impulsivity ☐ ☐ ☐	Weapons Interest ☐ ☐ ☐	Weapons Acquisition ☐ ☐ ☐

Threat

Direct ☐ ☐ ☐	Lethality ☐ ☐ ☐	Time ☐ ☐ ☐	Leakage ☐ ☐ ☐
Location ☐ ☐ ☐	Organization ☐ ☐ ☐	Tone ☐ ☐ ☐	Rhetoric ☐ ☐ ☐
Planning ☐ ☐ ☐	Penetration ☐ ☐ ☐	Approach ☐ ☐ ☐	Blaze ☐ ☐ ☐

Suicide

Statement ☐ ☐ ☐	Treatment ☐ ☐ ☐	Self-Injury ☐ ☐ ☐	Self-Concept ☐ ☐ ☐
Eat ☐ ☐ ☐	Sleep ☐ ☐ ☐	Substances ☐ ☐ ☐	Attempts ☐ ☐ ☐

Previous Experiences

Death: ☐ Pet ☐ Parent/caregiver ☐ Someone close

Losses: ☐ Failed Class/assignment ☐ Kicked off team/injury
☐ Failed Greek pledge/kicked out ☐ Break up with partner
☐ Fired or let go from a job

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☐ Financial distress ☐ Extreme teasing or bullying

Other: ☐ None ☐ Unsure

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School: ☐ Pending/likely discipline action
☐ Pending/likely suspension ☐ Pending/likely expulsion
☐ Pending/likely involuntary medical withdrawal

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☐ Pending of likely loss of home or living arrangement
☐ Pending or likely loss of relationship ☐ Difficult upcoming deadlines
☐ Increasing risk of financial stress/loss
☐ Return to school/work after an embarrassing event
☐ An atmosphere of teasing, bullying, and exclusion
☐ Coming out (sexual orientation)

Social Support | Restrict Firearms | Empathy | Activities | Purpose

Access to Care | Positive Climate | Consequence | Resiliency

Direct

A direct threat is one made verbally or in writing, such as in a letter or on social media. A student may start with vague references or memes and escalate to mentions of a specific place, time, and what they will do. As they escalate, the threat is made with a sense of urgency and repeated in multiple formats.

Location

This signifies the place where an attack will occur. This may be vague and general at first, perhaps even at a place where the attacker does not have access. With escalation, the location becomes increasingly specific, and the threatener has conducted research and planning on access. They may conduct walkthroughs of the location and assess how to overcome any obstacles.

Planning

Involves writing down or thinking about what the person may do to correct an injustice or seek revenge. Planning intensifies as the threatener focuses on details, gathering intel, and acquiring the items they need for an attack. As planning escalates, the student clarifies and improves tactics to increase damage and overcome potential obstacles. Secondary sites, counter-surveillance measures, and contingency plans are developed.

Lethality

The dangerousness of the attack plan is determined by the level of access to deadly weapons and materials. At the early stage, access to deadly weapons may require obtaining them from friends or other locations. As lethality escalates, weapons are acquired along with ammunition and secondary materials needed for an attack, like high-capacity magazines, security schedules, or counter-surveillance measures.

Organization

This denotes threats that move from vague and undefined to narrow and specific. Poorly organized threats are more reactive and often involve many targets and people. Escalations in organization define the attack to a singular target and are consistent and repeated.

Penetration

They begin to study the vulnerabilities of their target or targets to determine how to increase the lethality and success of their plan. As this escalates, they study security measures and develop ways to overcome them. They select a time for the attack and often create a manifesto or legacy token memorializing their study.

Time

This refers to when the attack will take place. In the early stages, time may be given in months or years, with the feeling that “if things don’t change at some point, this will happen.” As timing escalates, the student thinks in terms of weeks rather than months, and the attack becomes increasingly likely if the target does not change their behavior. At the final stages, the attack is imminent, planned in the next hours or days, and timing may be communicated with a verbal or online threat.

Tone

Whether written or verbal, the tone is intimidating, angry, and frustrating, often tinged with anger, sadness, and pain. As the tone escalates, the attacker uses negative adverbs and adjectives to blame, harass, and intimidate the target. Increased objectification of the target occurs, removing any sense of agency or humanity. In extreme stages of tone, rage, and a desire for punishment are explicit and unrelenting.

Approach

This term describes the movement toward a target, beginning with fantasizing about harming them and obtaining small items needed for an attack (extended magazines, research material, chains/locks). As they progress, they overcome their hesitancy and talk with others about their plan. Risk-taking behavior increases as they continue to escalate without considering their well-being. In the late stages of approach, they conduct test runs, engage in physical violence/threats, and solidify details for their full attack.

Leakage

This refers to sharing attack details, intentionally or unintentionally, with a third party. At first, these are vague hints at frustration, growing unhappiness, and unfairness with no mention of a specific time, place, or target of an attack. Leakage increases as they vent frustrations verbally/online and demand justice. Threats then become specific and lethal with a time and location mentioned.

Rhetoric

Refers to the person's contextual history of writing fiction, satire, or opinion pieces that may look concerning at first but are less so, as this is a common way they process and vent. As the rhetoric escalates, the tone and details convey a disregard for the target and are written to inflict pain and insult rather than to make a larger narrative point. At the extreme, the fiction/satire is seen as a poor disguise, and the real desire is clearly to weaken the target's image and destroy the target.

Blaze of Glory

Describes a desire on the part of an attacker to end their life in a public, extreme manner that will, in their mind, justify the pain they have experienced or in the service of some perceived larger cause. There is increasing talk or posting on social media about their growing frustrations or dedication to a cause. As this reaches extremes, they are overwhelmed and trapped by pain or express a fanatical dedication to a cause. There is a detailed plan and commitment to a final action to send message to others.

Alone ☐ ☐ ☐	Catalyst ☐ ☐ ☐	Free Fall ☐ ☐ ☐	Hopelessness ☐ ☐ ☐
Aggrieved ☐ ☐ ☐	Vengeance ☐ ☐ ☐	Incel ☐ ☐ ☐	Costuming ☐ ☐ ☐
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Defiant ☐ ☐ ☐	Impulsivity ☐ ☐ ☐	Weapons Interest ☐ ☐ ☐	Weapons Acquisition ☐ ☐ ☐

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Direct ☐ ☐ ☐	Lethality ☐ ☐ ☐	Time ☐ ☐ ☐	Leakage ☐ ☐ ☐
Location ☐ ☐ ☐	Organization ☐ ☐ ☐	Tone ☐ ☐ ☐	Rhetoric ☐ ☐ ☐
Planning ☐ ☐ ☐	Penetration ☐ ☐ ☐	Approach ☐ ☐ ☐	Blaze ☐ ☐ ☐

Suicide

Statement ☐ ☐ ☐	Treatment ☐ ☐ ☐	Self-Injury ☐ ☐ ☐	Self-Concept ☐ ☐ ☐
Eat ☐ ☐ ☐	Sleep ☐ ☐ ☐	Substances ☐ ☐ ☐	Attempts ☐ ☐ ☐

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Social Support

Restrict Firearms

Empathy

Activities

Purpose

Access to Care

Positive Climate

Consequence

Resiliency

Statement

Thoughts are shared vaguely with others at first, about disappearing and not wanting to live anymore. Threats become more frequent and clearer, shared with multiple people. The desire to die becomes increasingly powerful with an increase in feeling trapped, hopeless, and lost, with access to lethal means.

Treatment

Treatment looks at the level of mental health care they are accessing, ranging from no current care or previous inpatient stays to weekly counseling and/or medication, to intensive individual and/or group therapy, and/or an inpatient admission or screening within the past year. If they are not in care, they may want to be but cannot because of barriers such as finances or transportation. In some cases, they may be prescribed medication, but only sporadically take them.

Self-Injury

At the early stage, self-injury occurs infrequently (a few times a year), motivated by boredom or frustration rather than a desire to die. As self-injury escalates, it occurs more frequently (weekly), worries friends, co-workers, or supervisors, and is motivated by self-hatred and/or depression. With continued escalation, self-injury occurs more frequently (daily), is motivated by a desire to disappear or not exist, and/or they have been treated at an inpatient hospital for the behavior.

Self-Concept

They may develop a negative view of themselves and talk about it with others. They are unhappy with their looks, lack of friends, poverty, or other issues. In extreme cases, they feel utterly worthless, like they don’t make enough, lack authority and autonomy in the workplace, feel like an outsider, and may engage in dangerous or impulsive outbursts or suicide attempts.

Eat

They experience a loss of appetite due to sadness or an increase in eating as emotional coping. As eating problems increase, they begin to lose or gain weight, have increasing health concerns, and others express concern about their behaviors. Problems continue with increased isolation, negative thoughts about self and a need for medical intervention.

Sleep

Sleep may be difficult to maintain due to early waking, difficulty falling asleep, or sleeping to escape or avoid others. They feel tired, overwhelmed, and exhausted, and have difficulty focusing on work, family, or friends. At extreme levels, they are unable to function at work or with friends. Sleep is either completely elusive, or they sleep most of the day and remain exhausted.

Substances

They use alcohol or THC first to counter unwanted emotions or pain. This causes minor disruptions at work or with friends. As use increases, there is an emotional dulling of their experience and/or a rise in impulsive actions and suicidal thoughts. In the extreme, substance use begins to cause performance write-ups, HR or criminal problems, and/or dangerous, life-threatening actions. When they try to cut back, they fail and become increasingly isolated.

Attempts

At the earliest stages, they experience thoughts of suicide without acting. They may hint to others about considering an attempt and/or have engaged in non-lethal attempts (e.g., taking 3-4 Advil, jumping from a small height, 3-4 feet). As attempts increase, they have increased access to lethal means and have engaged in detailed fantasy and planning. Others express grave concern. At extreme escalation, there have been multiple attempts, some of which had the potential for death. Without intervention, it is very likely they will continue with suicide attempts.

College Case Study
Disruptions: Ben

D·PREP SAFETY DIVISION

TRAINING OUTPOST

Case Details

Ben is a 45-year-old student of Hispanic heritage. In the early 90s, Ben was sentenced to 44 years in state prison following his convictions for various crimes, including kidnapping, forcible rape, forcible sexual penetration, battery, assault with a deadly weapon, false imprisonment, and attempted lewd and lascivious acts. He was released sometime after 2016 and placed on the sex offender registry. He briefly attended another college before transferring to your community college two years ago.

Ben has previously sought out support for his assignments at the on-campus tutoring center, and the staff there describes him as a bright student committed to acquiring the skills necessary for him to succeed. They say Ben has worked with many tutors over the past years, often beginning each session with a period of venting, where he expresses his frustrations at academic challenges, interpersonal conflicts, and other experiences that seem difficult for him to process. He speaks loudly and often raises concern or irritation from other students. The center encouraged connection to on-campus counseling services and other programs designed to support non-traditional students

A few weeks ago, Ben did poorly on an assignment related to the moon landing in class and got into an argument with the professor in class. He started yelling, and the professor asked him if she needed to call security. He decided to leave the class that day and then proceeded to drop the class. He threatened to report the professor for not respecting his opinion. Other students were involved telling him to leave the class as well and defending the professor's opinion.

Questions to Consider

- The case begins with a disclosure of the student's length of time spent in prison for a very serious crime. How do you see this factoring into the case? What would be your concerns related to either over-focusing on this background or ignoring it?
- Describe the threats in the case. Do they seem more transient or substantive in nature? Does Ben display affective or targeted violence?
- What additional information would be useful to obtain in this case?
- Make a list of the involved stakeholders in the case.
- What systems issues do you see to addressed in this case?
- Score the case on Pathways.
- Who would be best on the team to interview Ben through a violence risk assessment?
- What are some of the techniques they should be aware of when asking questions needed to score the VRA?

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Case Details

- ✓ Spent most of life in prison
- ✓ Demanding and odd behavior with staff
- ✓ Academic challenges
- ✓ Argumentative and threatening with other students and professors
- ✓ Challenges with the school's accommodations and lack of a conduct approach
- ✓ Potential difficulty with female staff
- ✓ Who knows about his incarnation history and reason?
- ✓ Odd language in emails, difficulty with authority?
- ✓ Recent behavior change
- ✓ Difficult to refer to support

Suicide ☑ ? 📹 1 2 3	**Social Problems** ☑ ? 📹 1 **2** 3	**Anxiety** ☑ ? 📹 **1** 2 3	**Harassing Behaviors** ☑ ? 📹 1 **2** 3	**Affective Violence** ☑ ? 📹 1 **2** 3
Depression ☑ ? 📹 1 2 3	**Academic Trouble** ☑ ? 📹 1 **2** 3	**Intense Thought/Action** ☑ ? 📹 **1** 2 3	**Stalking Others** ☑ ? 📹 1 2 3	**Trolling Actions** ☑ ? 📹 1 2 3
Self-Injury ☑ ? 📹 1 2 3	**Financial Insecurity** ☑ ? 📹 1 2 3	**Hallucinations/Delusions** ☑ ? 📹 1 2 3	**Acts of Partner Violence** ☑ ? 📹 1 2 3	**Transient Threats** ☑ ? 📹 **1** 2 3
Alcohol/THC ☑ ? 📹 1 2 3	**Adjusting to Change** ☑ ? 📹 1 2 3	**Group Pressure** ☑ ? 📹 1 2 3	**Sexual Violence** ☑ ? 📹 1 2 3	**Substantive Threats** ☑ ? 📹 1 2 3
Serious Drug Use ☑ ? 📹 1 2 3	**Loss or Bereavement** ☑ ? 📹 1 2 3	**Vandalism** ☑ ? 📹 1 2 3	**Incel Behavior** ☑ ? 📹 1 2 3	**White Supremacy** ☑ ? 📹 1 2 3
Bullied/Teased ☑ ? 📹 **1** 2 3	**Being Stalked** ☑ ? 📹 1 2 3	**Being Controlled** ☑ ? 📹 1 2 3	**Eating/Sleeping** ☑ ? 📹 1 2 3	**Weapons Interest/Access** ☑ ? 📹 1 2 3

Pathways Interventions

Counseling/Case Management

Anxiety

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Discuss a voluntary referral to counseling services

Intense Thought/Action

- Discuss symptoms, triggers, and behaviors
- Identify areas of difficulty (social, academic, workload, etc.)
- Introduce the idea of counseling

Academic Trouble

- Encourage counseling referral and offer to walk them to the clinic
- Identify and manage concerning conduct
- Develop goals to reduce triggers and increase support

Residential Life/Conduct

Social Problems

- Encourage counseling referral and offer to walk them to the clinic
- Discuss any interruption of academics, relationships, and life skills
- Encourage social connection, clubs, sports, activities

Title IX/Conduct

Harassing Behaviors

- Use the Title IX/EEO and conduct processes to address behavior
- Monitor the behavior
- Encourage counseling referral and offer to walk them to the clinic
- Consider parental/emergency contact or emergency contact notification

Police/Conduct

Affective Violence

- Set clear conduct limits and monitor for compliance
- Assess the need for conduct involvement, stay-away orders, and limits
- Consider parental/emergency contact or emergency contact notification

Transient Threats

- Explore stressors and identify escalation triggers
- Connect the individual to supports and resources
- Consider the conduct process to address their behaviors

Being Teased

- Consider a referral to counseling
- Support their self-work and reassure them it will not always be this way
- Identify positive friend groups, social supports and/or parents/ emergency contact
- Discuss ways they can avoid some situations and know how to report future behaviors

Pathways Summary

Ben scored high on Pathways (he would have scored moderate, but the affective violence scoring two instead of one moved him up in range). Support should be offered for his academic problems and to help him identify future goals. Efforts should be made to increase positive social connections and connection with family, work, peer, and organization supports. Clear conduct limits should be set on his affective violence, harassing, and trolling behaviors. This includes encouraging conduct reports from staff and monitoring behavior compliance. There do not appear to be behaviors that are focused on a particular protective class (e.g., women) at this point; however, the BIT should monitor this and make a referral to Title IX as needed.

Alone	Catalyst	Free Fall	Hopelessness
Aggrieved	Vengeance	Incel	Costuming
Sadist	Research	Checklist	Objectification
Consumed	Irrational	Encouragers	Bullied/Teased
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Direct	Lethality	Time	Leakage
Location	Organization	Tone	Rhetoric
Planning	Penetration	Approach	Blaze

Suicide

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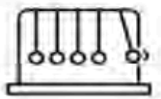
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College Case Study Report
Disruptions: Ben

D·PREP SAFETY DIVISION
TRAINING OUTPOST

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The instructor says she had been giving Ben extra time to complete assignments and had referred him to academic support and accommodations for assistance. She mentions that he seems isolated from other students and has not made any close connections in class.

In the past week, Ben began increasing his demands on the tutoring staff and his loud behavior. This caused some staff to be frustrated and others to fear what he might do. They suggested he has difficulty managing his emotions, and while they have previously helped him, they are concerned things are getting worse. This was followed by a report from two of his other instructors regarding a meeting they had with Ben to address his behavior and performance in class. They tried again to refer him to mental health support and some of those other programs designed to assist non-traditional students. During this exchange, he told them, "he wasn't one of those people," and said firmly three times while pounding the desk, "I am mentally strong." Ben was also physically sick during this time and missed several classes.

Another report came into the BIT/CARE team this week when a student in his class told Ben, "Sorry man, but you gotta let other people talk." Ben complained about the students at the college being privileged and said that he had to leave so he didn't get in trouble with the police. He talked to the professor about a time when he had taken on three police officers. The instructor shared that Ben had told her, "I am a man; I'm tough." Ben then stated, "I know what you think, that I'm going to hurt someone. I'm not going to hurt anyone."

While the instructors have shared with the BIT/CARE team that Ben had also had some good conversations with them about writing and had shared some of his incarceration history, they felt like things have changed

drastically. They say Ben seems like a completely different person by displaying resentment, anger, and frustration. He has an ongoing conflict with another instructor and was initially assigned a female mentor who he described as "fake and a liar" and was now working with a male mentor.

Reports Shared

Email from Ben to VPSA

Sir, at this point I am trying to focus on school, and all of this has really been detrimental, and a very unusual treatment that I have been receiving. To make it very clear one more time, I alleged staff misconduct, discrimination, as well as harassment, and since I seem to be the victim of retaliation for what I alleged, I don't have much to say, but that I am documenting everything and other than what I deem as retaliatory behavior and punishment that seems to be increasing, such as those documents and actions against me, for which I do not appreciate nor deserve, if this continues to interfere, while I am here, than I will be seeking legal representation in the future, regarding everything that has been going on since this incident, and let the courts figure it out for all of us, on principle alone.

Follow up Email to the VPSA

Sir, I can see you next week but I have no representation legally at this time, and all these allegations only occurred after I made a complaint verbally to many departments before my current instructor. I will want to record our conversation, nor will I answer to claims I can not defend against because they are alleged by those upon the same faculty that retaliates towards students when a student complains about discrimination. I will be there when we can make a proper appointment.

Email from the Tutoring Center

Ben's demeanor has considerably changed for the better – he apologized to a staff member for his past behavior and noted that he needs to work toward better regulating his emotions while he is here. He also acknowledged that this was a place to get help with his writing assignments vs. a place to vent his frustrations.

BIT/CARE Note

I met with Ben's professors who shared he had opened up and shared that he had been previously incarcerated and had shown emotion when relating to certain topics of the class. Recently, however, he seems to be a completely different person by displaying resentment, anger, and frustration. Ben has spoken often about the difficulty he had with one of his instructors and is not able to control his talking in class. He was assigned a female mentor who is very friendly and enthusiastic and Ben called her fake and a liar. Ben was then assigned a male mentor. Ben has stated that he can look into a person's eyes and see their intentions. Ben has also stated that everyone is looking at him, judging him and that he can't trust people.

BIT/CARE Note

In one class, Ben was in a group setting and had taken over the conversation. As the group interaction was ending and Ben stopped speaking, a student within the group stated to Ben, "Sorry man, but you gotta let other people talk." Ben became upset and walked out of class. The instructor walked out of class after Ben and spoke to him at length. Ben stated to the professor that the kids are privileged, that he never had any support, that he lives alone, and that nobody understands or likes him. Ben told the professor that he had to leave so that he wouldn't get in trouble with the police and then went on to tell her a story about how he once took on three police officers. Ben also stated that he could take the student in class because "I am a man; I'm tough." Ben then stated, "I know what you think, that I'm going to hurt someone. I'm not going to hurt anyone." The instructor was able to redirect Ben's attention to his writing of stories, and Ben's demeanor changed, and he became engaged. Class ended, and one of the students in the earlier group walked up to Ben and the instructor and tried to intervene by telling Ben, "Love you, man." Ben got mad and stated to the instructor, "That's not love," and then left.

The case begins with a disclosure of the student's length of time spent in prison for a very serious crime. How do you see this factoring into the case? What would be your concerns related to either over-focusing on this background or ignoring it?

In a threat assessment process, any information is useful and offers context in the analysis of the threat and keys to building a successful violence risk mitigation plan. The danger of assumptions remains a central concern in any case, and clear efforts should be made to keep Ben's prison background in the appropriate context. Many of the problems Ben is experiencing could be related to spending over 25 years in the prison system for a particularly violent and heinous crime. While this should not be ignored in the case, it should also not lead to assumptions about his academic abilities. It is unclear from the case who within the community is aware of Ben's background and how this information may be shared selectively with faculty, staff, and students. Given the nature of the imprisonment, it would be reasonable to assume some kind of student backlash if Ben's history was made more public at the college.

Describe the threats in the case. Do they seem more transient or substantive in nature? Does Ben display affective or targeted violence?

Ben displays numerous examples of disruptive behavior and speech directed at academic tutoring staff, other students, and his instructors. These each seem to be transient and would be best described as an affective violence reaction to a stressful situation.

- "I know what you think, I'm going to hurt someone, I'm not going to hurt anyone."
- "That's not love"; "I'm mentally strong."
- Storming off when his needs aren't met, "Fine. I'll handle it myself."
- Loudly speaking, venting toward staff, and then calming down
- Arguing with his professor about the assignment in front of other students.

Overall, these behaviors and comments do not align with mission-oriented or targeted violence. The mention that Ben had taken on three police officers in the past would be an area to explore in more detail, however.

What additional information would be useful to obtain in this case?

A useful way to explore additional information is to use the Pathways list of factors and make note of those that are not directly addressed in the existing case.

- Is Ben currently on probation or parole status? If so, are there staff in that office that would be useful to talk with?
- Ben's behavior and speech have been described as becoming worse recently. Is there a potential cause or something that may have happened to escalate his behavior?
- Has there been a referral to disability/accommodation services for Ben?
- Given Ben's numerous disruptive behavior incidents, has he had any student conduct meetings to set expectations for his behavior in the academic tutoring center and with instructors?
- Where does Ben live? Does he live with someone? What are some of his social supports?
- Does Ben have a history of mental illness? If so, what has been his treatment? Is he currently on medications?
- Are there any social media accounts that Ben uses where he may be posting his frustrations?
- What is Ben studying? How are his grades? Does he have a career path?
- Knowing more about how Ben is doing academically would be helpful.

Protective Factors

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An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations

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Abstract

In the wake of recent escalations and attacks involving members of college and university communities, the authors explore a specific and detailed investigation of how a student, faculty, or staff's radical ideologies can move from strongly held beliefs to extremist violence. Using a case study methodology in addition to a literature review, the authors identify and summarize 30 cases of violence or terrorism motivated by an ideological belief to identify the factors related to violent extremism. This article examines risk factors for violent extremism, mobilization factors contributing to violent actions, and protective factors that reduce the potential for violence to provide a risk assessment model for college and university behavioral intervention teams or threat assessment teams.

Keywords: college violence, terrorism, extremist ideology, threat assessment

Introduction

CAMPUS BEHAVIORAL INTERVENTION and threat assessment teams (BITs/TATs) have become increasingly concerned with how to identify the potential for radicalization of students, faculty, and staff toward extremist violence. There have been several recent attacks, including Alexandre Bissonnett at a mosque in Quebec (Austen and Smith 2017), Abdul Razak Ali Artan at Ohio State (Grinberg et al. 2016), and Dzhokhar Anzorovich "Jahar" Tsarnaev and Tamerlan Tsarnaev at the Boston Marathon (Candiotti 2013), where a radicalized individual carried out a terrorist attack on a college campus or was connected to a college community.

In the wake of the 2016 presidential election, campuses are also seeing an increase in incidents of hardened and fixated political ideologies (Fox News 2017; Hauser 2016; McCarthy 2016), leading to harmful debate, aggressive exchanges, and potential violence requiring a greater understanding of the processes wherein an individual moves from radical thoughts to violent extremism.

When a radicalized individual or group embraces violence as a justified pathway to achieve their political, religious, or social goals, this can transform to extremism and terrorism (Pressman 2016). All sources show a progressive connection from radicalism to extremism to terrorism. Extremism is the vocal and active opposition to the essential values that potentially escalate to terrorism wherein violence is used to achieve the desired goals and ends (Scarcella et al. 2016). Terrorism is then defined as the unauthorized or unofficial use of violence and intimidation in pursuit of political, religious, or ideological goals (Scarcella et al. 2016). Here, the individual is interested in the attack itself as well as the impact of the attack on others and the larger community. This can occur as a lone terrorist without command and control from a group, or with support or inspiration from other individuals.

Although many individuals in the campus community feel marginalized, treated unfairly, discriminated against, and unengaged in society, only a small number move toward violence to express these frustrations or to bring about change. Radical thoughts and ideas are not, in and of themselves, dangerous or problematic. There are many examples throughout history of positive contributions from radical individuals and groups. Unfortunately, there are other examples wherein an individual's radical thoughts and ideas transform to embrace violence and intimidation as reasonable actions to reach his or her political, religious, or ideological goals. One of the central goals of this research is to better define the tipping point toward violence.

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Social Connection

Pluralistic Inclusivity

Non-Violent Outlets

Social Safety

Professional/Academic Engagement

Emotional Stabilit

Global Competence

Perspective Taking

Resilience

Consequence of Actions

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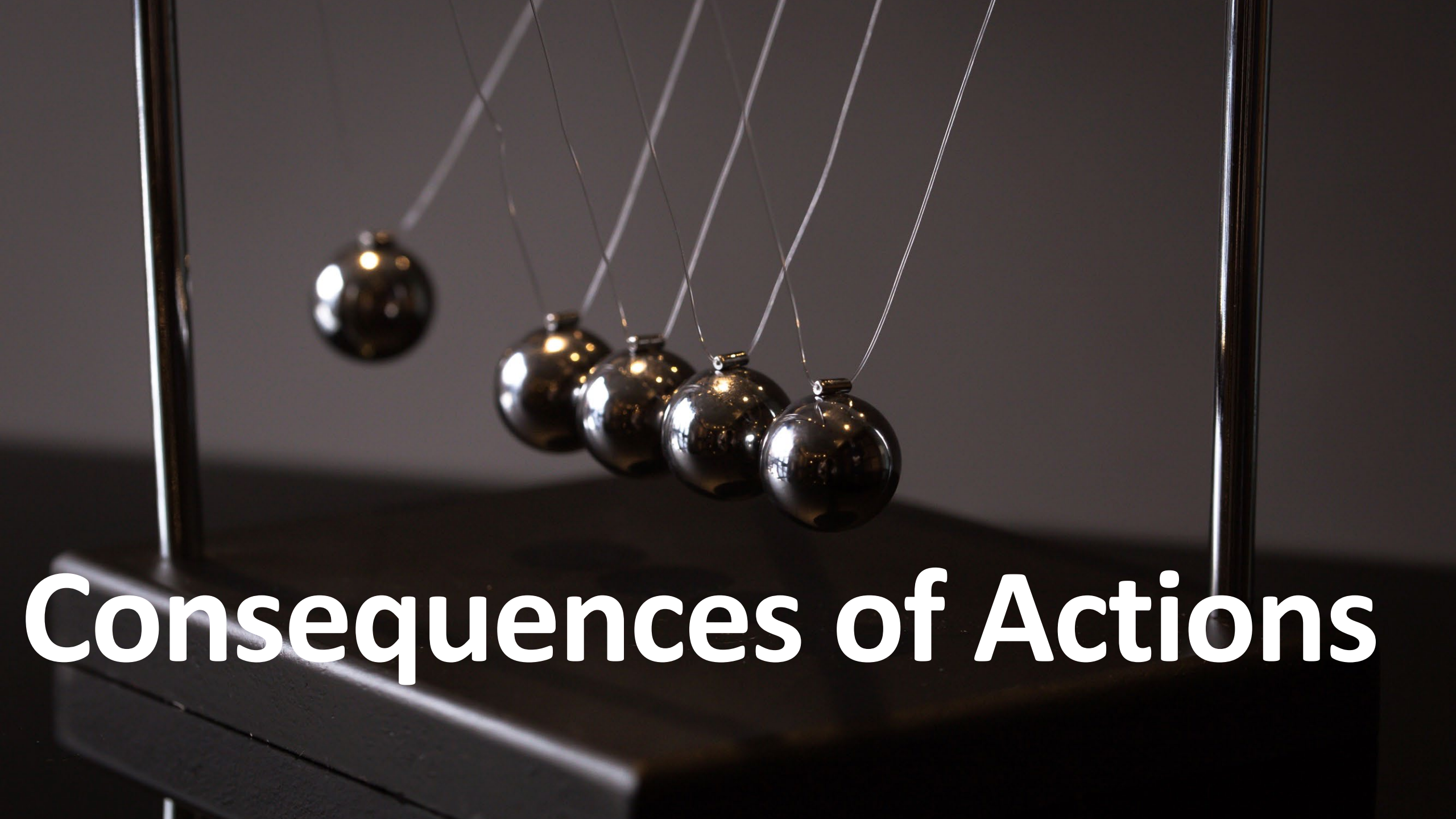

Consequences of Actions