



# Feeling Threatened vs. Being Threatened

## A PATHWAYS CASE STUDY

Stalking Behaviors • White Supremacy • Incel Ideology • Escalating Threats  
Weapons Interest • Online Radicalization • Partner Violence • Threat Assessment

### CASE SUMMARY

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Levon Ardis is a 20-year-old sophomore transfer student living in campus housing. Over the semester, he draws concern from faculty, classmates, residence life, counseling, and campus safety. At first, he looks like a student in distress with depression, anxiety, isolation, academic trouble, poor sleep, substance use, and escalating conflict. As the semester progresses, additional information emerges: stalking behavior toward an ex-partner, trolling and hateful online posts, white supremacist and incel content, transient threats that begin to harden into more substantive threats, fascination with weapons, a small act of partner violence, and increasingly organized thinking about "making people finally understand." Some reporters are genuinely frightened by his intensity long before the case becomes clearly actionable. Other moments involve high emotion but lower actual threat. The challenge for the team is to sort bark from bite, distress from danger, and support needs from escalating risk of violence.

## TIMELINE OF ESCALATION & EXPANDED CASE DETAILS

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### WEEKS 1 TO 3

- Transfer adjustment problems
- Depression, anxiety, self-injury history, poor eating, and sleeping
- Social disconnect
- Financial stress
- THC and alcohol use

### WEEKS 4 TO 6

- Teasing and social rejection
- Online trolling
- Class conflict and hardened viewpoints
- Stalking-like contact with Tarin
- Escalating grievance
- Rare serious drug use

### WEEKS 7 TO 9

- Counseling reveals hopelessness, self-harm urges, possible trauma/sleep/substance-linked perceptual disturbance
- Library outburst
- Vandalism with hateful content
- Roommate reports weapons interest

### WEEKS 10 TO 12

- Threatening classroom statement that creates intense fear but remains somewhat ambiguous
- Repeated targeted messages to Tarin
- Map-printing, patrol research, knife/legal searches
- Online group pressure
- Clearer substantive threat indicators

### CRISIS EVENING

- Intoxication/disinhibition
- Pacing outside his target's residence hall
- Direct threatening messages
- Named targets
- Notes suggesting planning, action, and grievance consolidation

### EARLY SEMESTER

Levon transferred in after leaving a larger university the previous spring. He tells several people he transferred because he was "done with fake people," but his records also note poor grades, incomplete withdrawals, and a dorm conduct case involving intoxication and property damage.

Levon arrives on campus with obvious strain. He is thin, sleeps erratically, often misses breakfast and dinner, and smells strongly of THC in the evenings. Oren Mast, his roommate, says Levon alternates between staying in bed all day and roaming the dorm at 3 a.m., talking about how “everything is staged” and “most people are cattle.”

Niva Pell, the RA, notices shallow healing cuts on Levon’s forearm when he reaches for his key at check-in. He laughs them off as “old stress stuff.” During the first three weeks, he misses two floor meetings, skips a roommate mediation, and posts online that he is “sick of waking up for the same humiliating loop.” He also says, “I’m not saying I’m suicidal, just saying disappearing sounds efficient.”

Levon discloses to one classmate that his older brother died by suicide two years ago. He says his family “never recovered” and that his mother still sends frantic texts asking if he is alive. He also mentions that he is behind on tuition, is fighting with financial aid, and may need to leave school if his campus job falls through.

## SOCIAL AND ACADEMIC DETERIORATION

Levon struggles socially almost immediately. He tries to join two clubs, but classmates describe him as rigid, intense, and unable to read the room. He dominates conversation, turns disagreement into insult, and later complains online that people mock him for “being smarter than they are.” He begins collecting screenshots of peers laughing at his comments in a campus Discord server.

In Prof. Sela Varden’s “Power, Protest, and Democracy” seminar, Levon repeatedly provokes classmates with aggressive baiting. He posts in the class chat that democracy is “breeding weakness,” that “white students are taught to apologize for existing,” and that “women claim fear to control outcomes.” When corrected, he says he is “just asking questions,” then later reposts cropped screenshots to his anonymous account with captions like “watch them panic when reality enters the room.”

Several students report feeling uneasy around him. One says his tone is cold and fixation-like. Another says he is mostly a troll who wants a reaction. Prof. Varden feels threatened by the cumulative hostility, but at this stage, Levon has not yet made a clear, specific threat.

## RELATIONSHIP CONFLICT

About a month into the semester, student conduct receives a report from a student, Tarin Vale, who says she briefly dated Levon over the summer and ended the relationship after he became possessive. Since arriving on campus, he has shown up outside her residence hall twice, followed her after class, and sent messages ranging from apology to accusation. The texts include:

- “You don’t get to humiliate me and act safe.”
- “You made me into a joke.”
- “I know who you walk with now.”
- “If you would just talk to me, this would stop.”

Tarin says Levon once grabbed her wrist hard enough to leave bruising during an off-campus argument in August. She did not report it then. She also says he pressured her sexually several times and once ignored repeated requests to stop during a consensual encounter that she later described as coercive

and violating. She is unsure whether she wants to file a formal Title IX complaint, but she does want help keeping him away from her.

Levon, when confronted informally, says Tarin is “weaponizing fear,” that he is the one being targeted, and that he only went near her dorm because he was “trying to get closure.” He also claims she and her friends are stalking him online.

## SUBSTANCE USE AND MENTAL HEALTH CONCERNS

By midsemester, Oren reports that Levon uses alcohol, THC, and “whatever keeps him awake” during all-night spirals. Levon later admits in counseling intake paperwork that he has used non-prescribed stimulants, cocaine twice, mushrooms twice, and “random pills at parties.” He says the substances help him think clearly, sleep, or “shut off the static,” depending on the day.

A staff counselor, Dr. Ione Keswick, meets him after a soft referral from Niva. In the first session, Levon is tearful, hopeless, poorly groomed, and exhausted. He reports:

- persistent depression,
- panic surges,
- major sleep disruption,
- eating one meal a day some days and bingeing on others,
- recurring urges to cut,
- passive suicidal ideation,
- occasional thoughts that “people would finally care if I vanished,”
- a sense that others can “see” his weakness, and
- suspiciousness that “groups” are coordinating around him.

He denies a suicide plan. He denies wanting to hurt anyone. He says people fear him because he is blunt, not dangerous.

During the second meeting, Dr. Keswick notices a different presentation. Levon is restless, energized, talking rapidly, and jumping between grievances, including Tarin, tuition, campus politics, his brother’s death, and “degenerate classmates.” He says he sometimes goes three nights with almost no sleep. He also mentions vaguely that once or twice he heard his brother’s voice when falling asleep and that in crowded spaces he sometimes feels as if strangers are “speaking in code” about him. It is not clear whether this is trauma-linked, substance-linked, sleep deprivation, emerging psychosis, or some combination.

## CONDUCT AND SAFETY ESCALATION

The first clear conduct event happens in the library. After staff member Dessa Rill reminds Levon that food is not allowed near computer stations, he calls her “a petty uniformed hall monitor,” knocks a chair over, and punches a recycling bin. No one is hurt. This is treated as disruptive and aggressive behavior. He later apologizes, saying he was overwhelmed and ashamed after receiving notice of a financial hold.

A week later, campus safety is called when Levon is seen scratching a slur into a bulletin board outside an intercultural student event and kicking over display stands. Review of nearby cameras shows him also placing a sticker with a white supremacist symbol under the table. When interviewed, he shrugs and says, "People only notice vandalism when the message offends them." He claims it was political expression, not a threat.

At this stage, some staff think this is primarily conduct plus possible mental health destabilization. Others believe it is now clearly more concerning because the behavior is becoming more targeted, identity-driven, and persistent.

## THE "FEELING THREATENED" MOMENT

In the seminar one afternoon, Prof. Varden challenges Levon after he says that "civil decline comes from race mixing, weak men, and grievance theater." He becomes flushed, stands, points at another student, Galen Thorne, and says, "People like him keep pushing until someone finally answers back."

The room goes silent. A student begins crying. Levon then grabs his backpack and leaves.

Several students say they were sure he was about to attack someone. Prof. Varden later says this was the moment she truly felt unsafe. Officer Taron Pike, the campus safety supervisor, reviews the incident. No weapon was displayed. No explicit threat naming time, place, or method was made. Levon later says he meant "answer back politically" and that the class "wants a villain."

## THE "BEING THREATENED" SHIFT

Two days later, Tarin reports new messages:

- a photo of her residence hall entrance
- "I know where campus cameras don't cover"
- "You made this public, now everyone gets a front-row seat"
- "Friday night is when people stop laughing"

That same evening, Oren finds Levon's browser open to searches about campus patrol patterns, legal knife length, and whether 3D-printed parts can be detected by security screenings. He also sees screenshots from extremist and misogynistic message boards encouraging men to "retake status through action." One thread praises past attackers and complains that "white men are replaced, mocked, and domesticated."

Oren also discovers a box cutter, hunting knife, pepper gel, a weighted flashlight, and printed maps of two residence halls and the library loading dock in Levon's desk. When confronted, Levon says he likes gear and "everyone suddenly becomes scared when a loser gets serious."

## GROUP PRESSURE AND ONLINE REINFORCEMENT

A deeper review of Levon's online activity shows he has become active in two private channels:

- one centered on misogynistic grievance and involuntary celibacy themes
- one centered on white nationalist rhetoric, "replacement" narratives, and admiration for prior attackers

In those spaces, he is encouraged to stop “letting women and weak institutions define the story.” He receives praise when he shares photos of Tarin, class screenshots, and complaints about campus diversity programming. One user tells him, “If they’re scared, good. Fear is the first honest response they’ve had to you.”

## CRISIS POINT

On Friday afternoon, Levon drinks heavily, smokes THC, and sends a stream of messages to three people:

- to Tarin: “Tonight you’ll stop rewriting what happened.”
- to Galen: “You’ll see what happens when you make someone a spectacle.”
- to a Discord server: “I’m done being the warning no one heard.”

At 6:40 p.m., Niva reports Levon pacing outside Tarin’s residence hall, hitting the brick wall with his fist, and muttering, “No more jokes.” When Officer Pike approaches, Levon first laughs and says, “Relax, I’m just walking.” Then he shouts, “Everybody acts scared until I decide not to be nice.”

Given the nature of the threat, he is searched. The search reveals the box cutter, pepper gel, and handwritten notes, including:

- “face them where cameras suck”
- “Tarin, Galen, Varden”
- “if pushed far enough, don’t threaten, promise”
- “brother left, father checked out, nobody comes unless you force meaning”

He has no firearm on him, but later investigation reveals he visited an off-campus range twice with a student he met online, and recently asked another student if they knew anyone selling “something more decisive than knives.”

He is transported for emergency evaluation and also faces immediate conduct action and safety restrictions.

## KEY TEAM CHALLENGE

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“How should a multidisciplinary team distinguish emotional distress, provocative ideology, and grievance-driven trolling from escalating targeted violence risk when stalking behavior, extremist reinforcement, weapons interest, and target-focused threats begin to converge?”

## PATHWAYS FACTOR MAP

| Pathways Factor          | Score | Rationale                                                                   |
|--------------------------|-------|-----------------------------------------------------------------------------|
| Suicide                  | 2     | Passive suicidal ideation, hopeless statements, no clear plan               |
| Depression               | 3     | Persistent low mood, withdrawal, poor hygiene, hopelessness                 |
| Self-injury              | 2     | History of cutting and current urges                                        |
| Alcohol/THC              | 2     | Ongoing THC use and heavy episodic alcohol use                              |
| Serious Drug Use         | 2     | Non-prescribed stimulants, cocaine, pills, mushrooms                        |
| Being Teased             | 2     | Perceived ridicule, screenshots of peers mocking him                        |
| Social Problems          | 3     | Isolation, poor peer relationships, escalating conflict                     |
| Academic Trouble         | 2     | Missed work, class problems, prior academic decline                         |
| Financial Insecurity     | 2     | Tuition stress, financial hold, fear of leaving school                      |
| Adjusting to Change      | 2     | Transfer stress, difficulty settling into the new campus                    |
| Loss or Bereavement      | 3     | Ongoing unresolved grief over brother's suicide                             |
| Being Stalked            | 1     | Claims others are tracking or watching him online                           |
| Anxiety                  | 3     | Panic surges, hypervigilance, significant distress                          |
| Intense Thoughts/Action  | 3     | Rigid grievance loops, obsessive rumination, all-night spirals              |
| Hallucinations/Delusions | 2     | Reports hearing brother's voice and people "speaking in code"               |
| Group Pressure           | 3     | Reinforcement from misogynistic and extremist online groups                 |
| Vandalism                | 2     | Scratched slur, kicked displays, damaged property                           |
| Being Controlled         | 1     | Feels manipulated/humiliated by others                                      |
| Harassing Behaviors      | 3     | Repeated unwanted contact, hostile messaging, intimidation                  |
| Stalking Others          | 3     | Following Tarin, showing up near the residence hall, target-focused contact |
| Act of Partner Violence  | 2     | Prior wrist-grabbing incident causing bruising                              |
| Sexual Violence          | 2     | Reports coercive sexual conduct / ignoring requests to stop                 |
| Incel Behavior           | 3     | Misogynistic entitlement, grievance toward women, and online incel content  |
| Eating/Sleeping          | 3     | Severe sleep disruption and poor eating patterns                            |
| Affective Violence       | 3     | Reactive rage, wall-punching, impulsive aggression                          |
| Trolling Actions         | 3     | Baiting classmates, reposting screenshots, and provocative online behavior  |
| Transient Threats        | 2     | Ambiguous, emotionally charged, threatening statements                      |
| Substantive Threats      | 3     | Photo of residence hall, target list, timing language, planning indicators  |
| White Supremacy          | 3     | Explicit racist ideology, replacement rhetoric, symbol use                  |
| Weapons Interest/Action  | 3     | Knives, research, range visits, escalating weapons interest                 |

## PATHWAYS GUIDANCE

- **Suicide:** Make an immediate referral to counseling and walk the individual to the clinic; gather information on the nature of the threats and any plan; and encourage the individual and follow up with them, offering hope and connection
- **Depression:** Make an immediate referral to counseling and walk the individual to the clinic; carefully document their behaviors and comments; contact emergency contacts/guardian under FERPA
- **Self-Injury:** Strongly encourage counseling, and discuss any obstacles to them seeking care; consider the conduct policy to address disruptive behavior; and identify any escalation around suicidal self-injury risk
- **Alcohol/THC:** Increase harm reduction and have a pro/con discussion; encourage referrals to NA/AA or substance counseling as needed; and address conduct issues and how to remain in good standing
- **Serious Drug Use:** Increase harm reduction and have a pro/con discussion; encourage referrals to NA/AA or substance counseling as needed; and address conduct issues and how to remain in good standing
- **Financial Insecurity:** Encourage counseling referral and offer to walk them to the clinic; discuss any interruption of academics, relationships, and life skills; and identify supports and comforts and any connection to others
- **Loss or Bereavement:** Make an immediate referral to counseling and walk the individual to the clinic; assess for suicide and make a referral to counseling for assessment; and contact emergency contacts/guardian under FERPA
- **Anxiety:** Make an immediate referral to counseling and walk the individual to the clinic; contact emergency contacts/guardian under FERPA; and explore the medical leave policy and available off-campus treatment
- **Intense Thought/Action:** Make an immediate referral to counseling and walk the individual to the clinic; identify any immediate safety risks or conduct violations; and contact emergency contacts/guardian under FERPA
- **Hallucinations/Delusions:** Strongly encourage counseling, and discuss any obstacles to them seeking care; discuss any interruption of academics, relationships, and life skills; make referrals to academic support and ADA/504
- **Academic Trouble:** Encourage counseling referral and offer to walk them to the clinic; identify and manage concerning conduct; and develop goals to reduce triggers and increase support
- **Eating/Sleeping:** Explore accommodations or a medical leave of absence from school; consider a referral through counseling to inpatient medical treatment; and look for ways to reduce other environmental stressors they may be experiencing
- **Social Problems:** Clearly outline conduct and behavioral expectations; assess for suicide and make a referral to counseling for assessment; and contact emergency contacts/guardian under FERPA
- **Adjusting to Change:** Encourage counseling referral and offer to walk them to the clinic; discuss any interruption of academics, relationships, and life skills; and encourage social connection, clubs, sports, and activities



- **Group Pressure:** Conduct a threat assessment to develop a risk management plan; assess the harm to the group and apply interim measures; and move forward to suspension and removal from campus
- **Vandalism:** Set clear conduct limits and monitor for compliance; consider parental/emergency contact or emergency contact notification; and identify high-risk behaviors and engage in harm reduction
- **Harassing Behaviors:** Facilitate a coordinated conduct/HR, Title IX/EEO, law enforcement process, with BIT/CARE involvement; set clear limits, boundaries, and follow-up processes; and move forward to suspension and removal from campus
- **Stalking Others:** Facilitate a coordinated conduct/HR, Title IX/EEO, law enforcement process, with BIT/CARE involvement; move forward to suspension and removal from campus; contact emergency contacts/guardian under FERPA; and make an immediate referral to counseling and walk the individual to the clinic
- **Acts of Partner Violence:** Assess the need for conduct involvement, stay-away orders, and limits; use the Title IX/EEO and conduct processes to address behavior; encourage counseling referral and offer to walk them to the clinic; and discuss accommodations and/or supportive measures
- **Sexual Violence:** Use the Title IX/EEO and conduct processes to address behavior; move to separation and interim measures for safety; and clearly address the threatening and aggressive behavior
- **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; and set clear limits, boundaries, and follow-up processes
- **Being Stalked:** Listen to and support them and help them set boundaries; involve student conduct and Title IX early to assist; and connect them to supportive friends, counseling, and organizations
- **Being Controlled:** Listen to and support them and help them set boundaries with their partner; involve student conduct and Title IX early to assist; connect them to supportive friends, counseling, and organizations; and reassure them this is not their fault and offer information on the cycle of violence
- **Affective Violence:** Identify any immediate safety risks or conduct violations; facilitate a meeting with conduct, parents/emergency contact, and police, with BIT/CARE involvement; and move forward to suspension and removal from campus
- **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:** Immediate involvement of law enforcement and conduct; conduct a threat assessment to develop a risk management plan; use the progressive disciplinary policy through conduct, resulting in suspension and/or limits
- **White Supremacy:** Conduct a threat assessment to develop a risk management plan; facilitate a meeting with conduct, parents/emergency contact, and police, with BIT/CARE involvement; and use the progressive disciplinary policy through conduct, resulting in suspension and/or limits

- **Incel Behavior:** Clearly outline conduct and behavioral expectations; conduct a threat assessment to develop a risk management plan; and facilitate a coordinated conduct/HR, Title IX/EEO, law enforcement process, with BIT/CARE involvement
- **Bullied/Teased:** Address system-wide problems with bullying and teasing; refer to counseling and other support programs; identify conduct responses to these behaviors; and involve parents/emergency contact and family as part of the system solution
- **Weapons Interest/Access:** Develop an intervention and monitoring plan with BIT/CARE threat team for analysis with other risk factors; referral to counseling to address the impact of their firearm interest on their school and relationships; ensure student conduct addresses community impact based on policy and community standards; and ensure conversations with parents/emergency contact and/or family occurs

## DARKFOX FACTOR MAP

| DarkFox Factor                  | Score | Rationale                                                                                                                                                                                                  |
|---------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Violence Risk Assessment</b> |       |                                                                                                                                                                                                            |
| Alone                           | 3     | Levon is socially isolated, unable to form stable peer connections, sees himself as rejected/mockered, and moves toward suicide/revenge language.                                                          |
| Catalyst                        | 2     | Breakup with Tarin, financial hold/tuition stress, prior academic/conduct problems, campus job uncertainty, and brother's suicide all accelerate his decline.                                              |
| Free Fall                       | 3     | Multiple chronic problems intersect: depression, sleep disruption, eating disruption, substance use, academic decline, social isolation, financial stress, and impaired functioning.                       |
| Hopeless                        | 3     | Passive suicidal ideation, cutting urges, "disappearing sounds efficient," "nobody comes unless you force meaning," and no clear sense that things will improve.                                           |
| Aggrieved                       | 3     | He blames Tarin, classmates, women, campus politics, "fake people," and institutions for his humiliation; his thinking is grievance-driven and externalized.                                               |
| Vengeance                       | 3     | Messages and notes show punishment/payback: "Friday night is when people stop laughing," "Tonight you'll stop rewriting what happened," and "if pushed far enough, don't threaten, promise."               |
| Incel                           | 3     | Misogynistic grievance, coercive/possessive behavior toward Tarin, online incel content, anger at women, and punishment themes after rejection.                                                            |
| Costuming                       | 1     | White supremacist sticker/symbol affiliation is present, and he has "gear," but there is limited evidence of tactical clothing, persona, armor, holsters, or mission-specific costume.                     |
| Sadist                          | 2     | He shows dehumanization and intimidation, and appears to value others' fear. No clear pleasure in physical suffering or animal cruelty.                                                                    |
| Research                        | 3     | Searches for patrol patterns, legal knife length, 3D-printed detectability, extremist forums, prior attackers, security gaps, and camera coverage.                                                         |
| Checklist                       | 2     | Handwritten notes, named targets, maps, weapons, and "face them where cameras suck" function like an emerging attack checklist. No known manifesto/final-arrangements package or explicit attack sequence. |

| DarkFox Factor           | Score | Rationale                                                                                                                                                                                                                                                   |
|--------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Objectification          | 3     | "Cattle," racist and misogynistic statements, slur vandalism, "degenerate classmates," white supremacist/replacement narratives, and contempt for targets.                                                                                                  |
| Consumed                 | 3     | His grievances become defining and increasingly dominate school, relationships, online activity, conduct, and safety encounters.                                                                                                                            |
| Irrational               | 2     | Suspicion, "groups coordinating," strangers speaking in code," hearing brother's voice when falling asleep, possible paranoia/psychosis/substance/sleep-related impairment. Command hallucinations or complete loss of reality testing are not established. |
| Encouragers              | 3     | Private misogynistic and white nationalist channels praise and reinforce his targeting, grievance, and fear-inducing behavior.                                                                                                                              |
| Teased                   | 2     | He perceives ridicule and humiliation, collects screenshots, and feels mocked. Perceived social humiliation more than confirmed bullying                                                                                                                    |
| Defiant                  | 3     | Repeated authority conflict, conduct incidents, vandalism, threats, menacing behavior, and escalating hostile responses to limits.                                                                                                                          |
| Impulsive                | 2     | Knocking over a chair, punching a bin, vandalism, intoxication, pacing/hitting a wall, and reactive escalation. But the later conduct is also planned, not purely impulsive.                                                                                |
| Weapons Interest         | 3     | Searches about weapons, legal knife length, 3D-printed parts, range visits, "something more decisive than knives," and weapon fascination.                                                                                                                  |
| Weapons Acquisition      | 2     | Box cutter, hunting knife, pepper gel, weighted flashlight, range visits, and inquiry about obtaining something more decisive. I would score No known firearms/ammunition or mission-specific secondary weapons beyond what is described.                   |
| <b>Threat Assessment</b> |       |                                                                                                                                                                                                                                                             |
| Direct                   | 3     | Direct written threats with time and target implications: "Friday night," residence hall photo, "Tonight," messages to Tarin and Galen, and named targets in notes.                                                                                         |
| Lethality                | 2     | He has edged weapons, pepper gel, tactical/location knowledge, range experience, and attempted access to more lethal weapons. No firearm on him at contact.                                                                                                 |
| Time                     | 3     | "Friday night," "Tonight," and presence outside Tarin's residence hall establish an imminent hours-level timeline.                                                                                                                                          |

| DarkFox Factor            | Score | Rationale                                                                                                                                                                                                                          |
|---------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Leakage                   | 3     | He leaks intent across texts, Discord, online posts, and notes: "I'm done being the warning no one heard," "front-row seat," and named targets.                                                                                    |
| Location                  | 3     | Residence hall entrance photo, maps of residence halls and library loading dock, camera blind-spot language, and pacing outside Tarin's residence hall.                                                                            |
| Organization              | 3     | The case moves from broad hostility to narrowed targets: Tarin, Galen, and Varden. Planning is increasingly logical, plausible, and target-linked.                                                                                 |
| Tone                      | 3     | Angry, blaming, intimidating, demeaning, and punishment-focused language is repeated and escalating.                                                                                                                               |
| Rhetoric                  | 2     | He uses political/ideological rhetoric as cover for hostility and intimidation. Less about fiction/satire and more about direct threat, grievance, and ideology.                                                                   |
| Planning                  | 3     | Maps, chosen locations, and time references.                                                                                                                                                                                       |
| Penetration               | 3     | Weapons, patrol/camera research, target names, and counter-surveillance thinking.                                                                                                                                                  |
| Approach                  | 3     | He physically moves toward the target location on the indicated night while armed and intoxicated, after threats and planning.                                                                                                     |
| Blaze                     | 2     | "I'm done being the warning no one heard," "force meaning," and martyr-like grievance suggest final-action thinking. No clear suicide-by-cop, manifesto, or explicit death/final-message commitment.                               |
| <b>Suicide Assessment</b> |       |                                                                                                                                                                                                                                    |
| Statement                 | 2     | Passive suicidal statements, cutting history/urges, hopelessness, and "disappearing" language. Denies a suicide plan, though risk rises sharply when paired with violence indicators.                                              |
| Treatment                 | 1     | He has at least some counseling contact and referral, but the case suggests unstable presentation and likely need for emergency evaluation.                                                                                        |
| Eat                       | 2     | Eating one meal some days, bingeing other days, thin appearance, and impaired self-care.                                                                                                                                           |
| Sleep                     | 3     | Severe sleep disruption, roaming at 3 a.m., sometimes three nights with almost no sleep, energized/restless presentation, and functional impairment.                                                                               |
| Attempts                  | 1     | Levon has suicidal ideation and "disappearing" language, but the case does not describe a confirmed prior suicide attempt. His brother's suicide increases contextual concern, but that is not the same as Levon having attempted. |

| DarkFox Factor | Score | Rationale                                                                                                                                                                                                                                                                                                          |
|----------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Self-Injury    | 2     | RA Niva observes shallow healing cuts on Levon's forearm, and Levon later reports recurring urges to cut. This supports active/recent nonsuicidal self-injury concern.                                                                                                                                             |
| Self-Concept   | 3     | Levon's self-concept is intensely negative and grievance-based: he sees himself as humiliated, mocked, weak, a "loser," rejected, and only meaningful if he forces others to notice. His notes — "nobody comes unless you force meaning" — show identity collapse into grievance and violent significance-seeking. |
| Substances     | 3     | Heavy and varied substance use is present: alcohol, THC, non-prescribed stimulants, cocaine, mushrooms, random pills, and acute intoxication at the crisis point. His substance use worsens sleep, mood instability, impulsivity, paranoia/suspiciousness, and imminent approach behavior.                         |

## PROTECTIVE/STABILIZING/INHIBITING FACTORS

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- He did attend counseling twice before the crisis.
- He has not yet acquired a firearm.
- His mother remains engaged, though anxiously.
- Roommate and RA report concerns rather than minimizing them.
- Some earlier threats remained ambiguous and may have been mixed with shame, distress, and identity injury rather than settled intent.
- He still shows moments of wanting to be understood, which may provide leverage for intervention if managed carefully.

## FEELING THREATENED VS. BEING THREATENED DYNAMICS

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Examples where others felt threatened:

- Prof. Varden and classmates during the seminar outburst
- Library staff after the recycling bin incident
- Some students who were disturbed by Levon's ideology and cold tone

In these moments, fear is valid and should be taken seriously, but not every moment on its own proves imminent violence. The response should validate the reporter, gather details, and assess context rather than dismissing or inflating.

Examples suggesting others were more clearly being threatened:

- Repeated, target-specific messages to Tarin
- Photo of Tarin's residence hall entrance
- Statement about where cameras do not cover
- Friday-night reference
- Named targets in notes
- Weapons interest plus location research
- Pacing outside the residence hall with tools on his person

These features move beyond subjective unease into more substantive threat territory, especially when paired with planning behavior and narrowing on targets.

## COMPETING HYPOTHESES

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1. Primary distress with reactive misconduct  
Levon is a depressed, isolated, intoxicated, grief-stricken student whose conduct is escalating, but whose threatening language is still largely affective, disorganized, and shame-driven.
2. Emerging targeted violence pathway  
Levon is moving from grievance and humiliation into more organized, target-focused behavior with ideological reinforcement, leakage, action orientation, and substantive threat indicators.
3. Mixed case  
Both are true. He is significantly impaired and distressed, but that distress now coexists with escalating violence risk rather than replacing it.

## MISSING INFORMATION/INVESTIGATIVE NEXT STEPS

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- Full review of digital communications, including deleted messages and private channels
- Whether Levon has attempted to acquire a firearm or other weapon off campus
- More details about prior partner violence and sexual coercion history
- Prior counseling/psychiatric treatment history
- Family collateral about past self-harm, aggression, hospitalization, and access to weapons at home
- Whether others besides Tarin, Galen, and Prof. Varden have been targeted
- Substance timeline relative to sleep loss, paranoia, and perceptual symptoms
- Off-campus range records or companion statements
- Whether online contacts encouraged specific plans



## SUGGESTED INTERVIEW QUESTIONS

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### FOR LEVON

- Walk me through this semester from your point of view.
- Who do you believe has wronged or humiliated you most?
- What did you mean by “Friday night is when people stop laughing”?
- Why were you researching camera coverage and patrol patterns?
- What are the notes with Tarin, Galen, and Varden meant to represent?
- Have you imagined confronting or harming anyone? How specifically?
- What role have alcohol, THC, stimulants, cocaine, or mushrooms played recently?
- When you hear your brother’s voice or feel people are speaking in code, what is that like?
- Have you felt pushed into a place where violence seems like the only way to make a point?
- What stops you from acting when you are most angry?

### FOR TARIN

- What contact has been unwanted, and how has it changed over time?
- What made you shift from discomfort to fear?
- What prior violence or coercion occurred off campus?
- What safety planning would feel most immediately useful?

### FOR OREN, NIVA, AND PROF. VARDEN

- What changes have you seen in behavior, sleep, hygiene, social contact, and anger?
- Which moments felt reactive and which felt planned?
- Have you seen maps, gear, writings, or fixation on specific people?

## INITIAL MANAGEMENT/MITIGATION PLAN

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This is a joint conduct, campus safety, and counseling case, not a single-office problem. A collaborative team approach is appropriate here because the case involves behavior, possible threat actionability, mental health instability, relationship violence, and campus-wide safety concerns.

### IMMEDIATE

- Emergency evaluation and medical/psychiatric assessment
- Interim suspension or other immediate restriction based on behavior and threat
- No-contact and stay-away measures for Tarin, Galen, and Prof. Varden
- Temporary housing separation and access control adjustments
- Search and secure any accessible weapons under lawful process/policy
- Notify relevant campus safety supervisors and create a patrol briefing
- Document all conduct and threat evidence in one coordinated case file

### SHORT-TERM

- Conduct process for vandalism, harassment, stalking-related behavior, intimidation, and disruptive/aggressive conduct
- Formal violence risk assessment rather than relying only on a general mental health evaluation, because the team needs to know about actionability, target focus, and escalation, not just diagnosis.
- Counseling coordination for suicide risk, grief, substance use, and treatment
- Title IX assessment related to partner violence and sexual coercion concerns
- Family engagement, if legally appropriate and clinically indicated
- Review of whether the student can safely remain on campus during assessment

### LONGER-TERM

- Reassessment if stabilizers increase or collapse
- Monitor online leakage, target fixation, and contact attempts
- If separation occurs, ensure warm handoff to community services rather than a simple institutional ejection
- Reentry planning, if relevant, should be individualized and behavior-based rather than diagnosis-based alone.

### REASSESSMENT TRIGGERS

- Any firearm acquisition effort
- New contact with tarin or named targets
- New leakage, manifesto-like writing, or “last message” content
- Abrupt calm after agitation
- Further substance escalation
- Loss of housing, job, or enrollment status
- Refusal of treatment plus increasing ideological rigidity

## PATHWAYS CASE STUDY: FEELING THREATENED VS. BEING THREATENED

- New reports from online channels or off-campus peers
- Escalation from knives and gear to more lethal means

## CASE STUDY REVIEW

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This case is intentionally overbuilt to include all 30 Pathways factors. The teaching point is not “count the factors and panic.” The teaching point is to practice sorting factors by relevance, timing, severity, and actionability.

### TEAM DISCUSSION QUESTIONS

- When did the campus move from feeling threatened to being threatened?
- What early behaviors should have triggered a coordinated review before the crisis?
- Which facts support a transient-threat interpretation, and which support a substantive-threat interpretation?
- Where is conduct the right lane to be in, and where is counseling the right lane?
- When does campus safety need to take the lead?
- What are the risks of overemphasizing diagnosis here?
- What are the risks of underemphasizing the stalking and partner-violence pattern?
- Which protective factors still matter, and which are evaporating?
- What would a poor siloed response look like?
- What is the strongest argument against immediate removal, and what is the strongest argument for it?

### A POORLY TRAINED TEAM MAY:

- Focus only on Levon’s depression and miss target-focused escalation
- Focus only on ideology and miss grief, suicide, and shame dynamics
- Treat classroom political hostility as the whole case and miss the stalking pattern
- Overreact too early to offensive speech
- Underreact too late to substantive threat evidence

### LIKELY SILO FAILURES:

- Counseling sees distress but not the full target pattern
- Conduct sees repeated violations, but not the broader pathway
- Campus safety sees no chargeable crime until late
- Faculty report fear but receive minimizing reassurance or immediate overreach

### ONE REASONABLE BUT FLAWED INTERVENTION PATH:

Sending Levon only for a generic counseling evaluation after the outbursts.

Why flawed: it may address distress but not adequately assess stalking, threat actionability, target narrowing, or weapons preparation.

### RED-TEAM QUESTION:

What are we assuming that may not be true?

For example: Are we assuming Levon is “just trolling”? Are we assuming he is too disorganized to act? Are we assuming all perceptual disturbance equals primary psychosis rather than sleep deprivation and substance use? Are we assuming that a reporter's fear automatically proves a threat, or the reverse?

