



Master Class in Threat Assessment





Threat Assessment in Practice

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Monday, October 20 & Tuesday, October 21
1245 Saint Bernard Avenue, New Orleans, LA 70116



Daily In-Person Agenda

Daily Virtual Agenda



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Bethany Smith
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9:00 AM
10:00 AM

Case Introduction

Dr. Brian Van Brunt and the team will share the basic case introduction and fact pattern. Opportunities for questions and discussion will be offered. Access to Pathways and Darkfox threat systems will be reviewed, as well as the supplemental site that contains third-party reports and additional information on the case. The group will use this information to strategize how they want to approach the case.

10:00 AM
2:30 PM

Interview Slots/Writing Time/Lunch

Depending on the number of teams, 2-3 interview slots will be available. During this time, the team will select who will do the interview while the rest of the team takes notes and observes. When the team isn't interviewing, they can discuss the case with one of our instructors and begin assessing the risk using Pathways and Darkfox – and have lunch!

2:30 PM
3:30 PM

Assessment of Risk Discussion

We will all meet as a group and discuss the nature of the risk assessment. This will combine observations from each of the teams, including any online teams. We will review scoring Pathways and Darkfox, as well as any other systems that may be used. The goal is to create the report and gather data and observations that will be useful in building the risk mitigation plan.

3:30 PM
4:30 PM

Interventions Discussion

During this time, we will shift our focus from assessing risk to developing an intervention and risk mitigation plan to address the identified risk. We will combine ideas and notes among the groups and use this information to create a final draft of the report.

Dr. Dusty Harrington is an associate professor of political science known for his sharp intellect, moral conviction, and provocative classroom style. His courses challenge students to examine systems of power, and his lectures often connect theory to current global events.



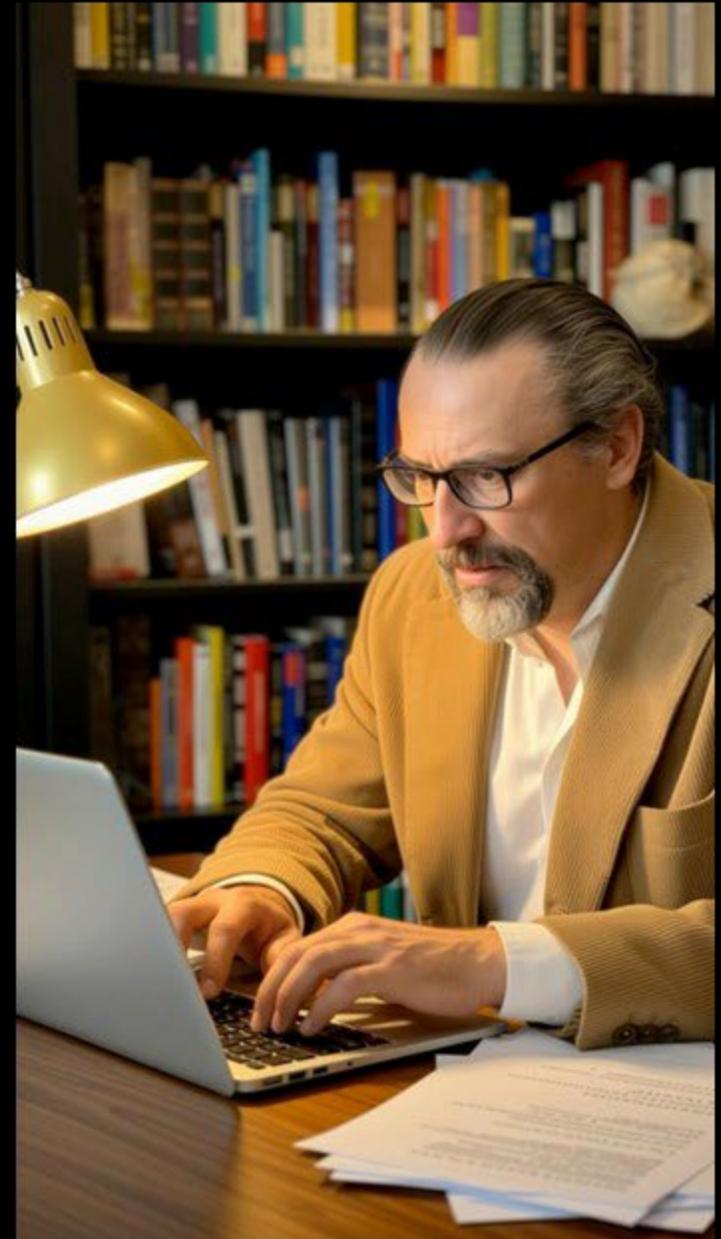


Students describe Dusty as both inspiring and intimidating.

Some praise his ability to provoke thought and spark lively debate, while others report feeling uncomfortable with his tone or perspective.

His recent focus on the Gaza conflict has drawn complaints from students and attention from administrators, who are concerned that his teaching has shifted from inquiry toward advocacy.

Dusty sees this scrutiny as evidence that higher education has lost its courage to confront difficult truths.



Outside the classroom, Dusty is active online, posting commentary that blends political analysis with moral outrage.



He writes passionately about academic freedom, corruption in higher education, and the moral failure of silence in times of crisis.

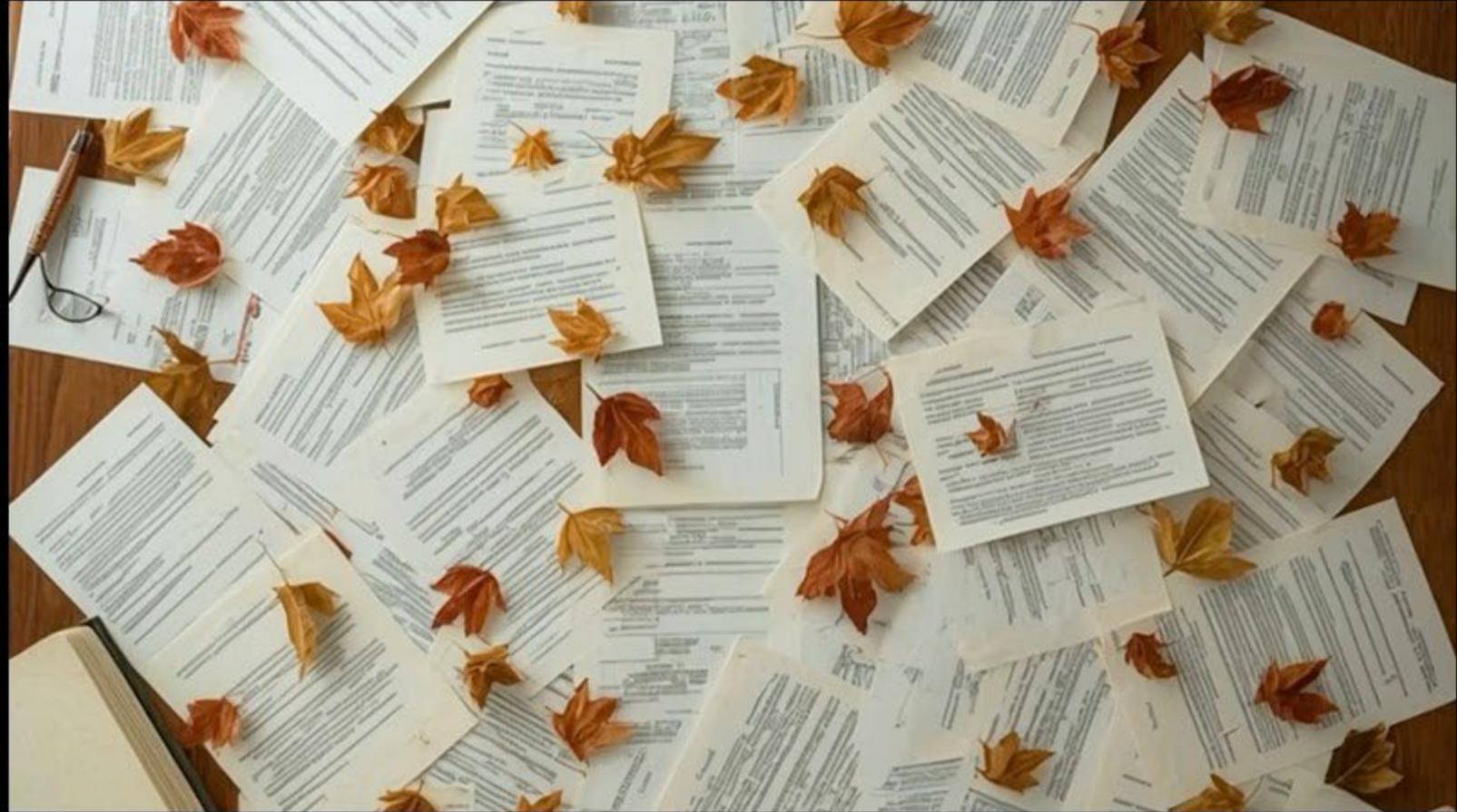
Colleagues have begun to express concern about his well-being and judgment, noting that his language and tone have grown darker and more urgent.



To Dusty, these reactions only confirm that he is standing alone in defense of integrity and truth.

Human Resources received multiple complaints from both students and staff.

The department chair forwarded several written concerns, noting both the content of Harrington's lectures and the growing anxiety among students.



The University's Behavioral Intervention/Threat Team convened an emergency meeting.



After reviewing reports and conducting preliminary interviews, the team decided to place Professor Harrington on temporary leave pending evaluation.

HR informed him in writing that the decision was due to:

- Reports of increasingly incoherent and off-topic lectures.
- Repeated references to suicide and death in a manner perceived as concerning by students.
- Extremist comments on political conflicts, including apocalyptic predictions.
- Concerns raised by colleagues and staff about erratic and intimidating behavior.

Background and Context

Professor Dusty Harrington has served as a tenured faculty member in the Department of Political Science for over twenty years. Strong student engagement, clear lectures, and innovative scholarship marked his early career. In recent years, however, multiple patterns of decline have emerged. Students, staff, and colleagues describe his teaching as increasingly incoherent, his interactions as unsettling, and his worldview as rigid and apocalyptic.

Historically, Harrington was viewed as eccentric but harmless, tolerated by colleagues as an academic “character.” Over time, these eccentricities have sharpened into behaviors that prompt legitimate safety and well-being concerns.

His repeated references to suicide, global collapse, and political conspiracy place him within a higher-risk profile when analyzed through established threat frameworks. Harrington is currently on temporary administrative leave following intervention by Human Resources and the University Threat Team. The leave was imposed after reports of troubling classroom lectures, erratic faculty-staff interactions, and escalating rhetoric tied to extremist interpretations of world events.

Classroom Conduct

Reports across two semesters indicate Harrington's teaching has become disorganized and alarming. Instead of structured lectures, students describe digressions into global politics, religion, and mortality.

A student in class said, *"He said suicide might be the only way to reclaim agency when governments betray you. It wasn't said as history—it was said as advice. That shook me."* Another, *"When he said, 'You will see the fall of nations in your lifetime,' I felt like he was warning us directly, not just teaching."* A third says, *"I've stopped going to class. It doesn't feel safe."* This shift has disrupted learning, led to course withdrawals, and prompted formal complaints.

Escalating Rhetoric

In September, Harrington linked Middle Eastern conflicts to apocalyptic predictions, directly telling students, *“Look closely at the bombings. These are not isolated. This is the beginning of the end. You will see nations collapse. Prepare yourselves.”* This rhetoric moves beyond eccentricity into ideological fixation and potential radicalization.

Contextual Stressors

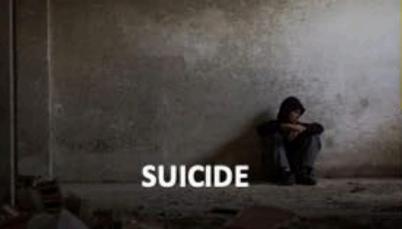
- Global and Political Preoccupation: Fixation on the Gaza conflict and framing of events as “the beginning of the end.”
- Professional Decline: Documented loss of teaching clarity and student trust.
- Isolation: Colleagues avoid engagement, limiting corrective feedback.
- Role Instability: Multiple student complaints may threaten professional identity, potentially triggering further decline.

Risk Factors:

- Harrington demonstrates several elevated risk markers
- **Ideological Rigidity:** Apocalyptic and conspiratorial framing of events.
- **Veiled Threats:** “When the reckoning comes, I will make sure they remember me.”
- **Disrupted Functioning:** Professional decline in teaching and collegial interactions.
- **Isolation:** Withdrawal of protective peers; staff avoidance.
- **Self-Harm Content:** Recurrent references to suicide as a “rational choice.”
- **Destabilizing Influence:** Students describe fear, confusion, and feelings of being recruited into extremist thinking.

Threat Rubric Analysis:

- **Pathway to Violence:** No evidence of planning or preparation for direct violence.
- **Ideation:** Frequent references to suicide and death, framed as rational acts in response to societal collapse.
- **Capability:** Intellectual authority over students; access to weapons.
- **Intent/Motivation:** Driven by an apocalyptic worldview, possibly underpinned by emerging mental illness.
- **Stabilizers:** HR intervention, Threat Team monitoring, administrative leave, pending evaluations.



SUICIDE



SOCIAL PROBLEMS



ANXIETY



HARASSING BEHAVIORS



AFFECTIVE VIOLENCE



DEPRESSION



ACADEMIC TROUBLE



INTENSE THOUGHTS/ACTION



STALKING OTHERS



TROLLING ACTIONS



SELF-INJURY



FINANCIAL INSECURITY



HALLUCINATIONS/DELUSIONS



ACTS OF PARTNER VIOLENCE



TRANSIENT THREATS



ALCOHOL/THC



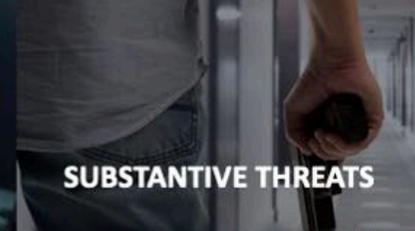
ADJUSTING TO CHANGE



INTIMIDATING BEHAVIORS



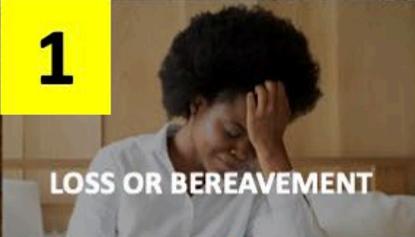
SEXUAL VIOLENCE



SUBSTANTIVE THREATS



SERIOUS DRUG USE



LOSS OR BEREAVEMENT



VANDALISM



INCEL BEHAVIOR



WHITE SUPREMACY



BEING TEASED



BEING STALKED



BEING CONTROLLED



EATING/SLEEPING



WEAPONS INTEREST/ACCESS

VIOLENCE RISK ASSESSMENT

1 ALONE	2 CATALYST	1 FREEFALL	HOPELESS
2 AGGRIEVED	VENGEANCE	INCEL	COSTUMING
SADIST	RESEARCH	CHECKLIST	2 OBJECTIFICATION
3 CONSUMED	IRRATIONAL	ENCOURAGERS	TEASED
2 DEFIANT	IMPULSIVE	2 WEAPONS INTEREST	2 WEAPONS ACQUISITION

THREAT ASSESSMENT

DIRECT	LETHALITY	TIME	LEAKAGE
LOCATION	ORGANIZATION	1 TONE	1 RHETORIC
PLANNING	PENETRATION	APPROACH	BLAZE

SUICIDE ASSESSMENT

STATEMENT	TREATMENT	SELF-INJURY	SELF-CONCEPT
EAT	1 SLEEP	1 SUBSTANCES	ATTEMPTS

Risk Factors:

- Harrington poses a moderate to high concern. While no targeted violence indicators are present, his self-harm risk, ideological rigidity, and influence over students create a significant safety and reputational concern for the institution.
- Previous threat writings have emphasized that when academic figures blur lines between scholarship and ideology, their authority can magnify risk. Students may interpret comments not as abstract musings but as guidance. Harrington's case illustrates this dynamic: his words are destabilizing precisely because they come from a tenured professor. Additionally, there should be cautions against dismissing eccentric faculty as merely "odd." Without accountability, eccentricity can evolve into alienation, radicalization, or destabilization of campus climate. This progression is visible here, where tolerance of Harrington's quirks delayed timely intervention.

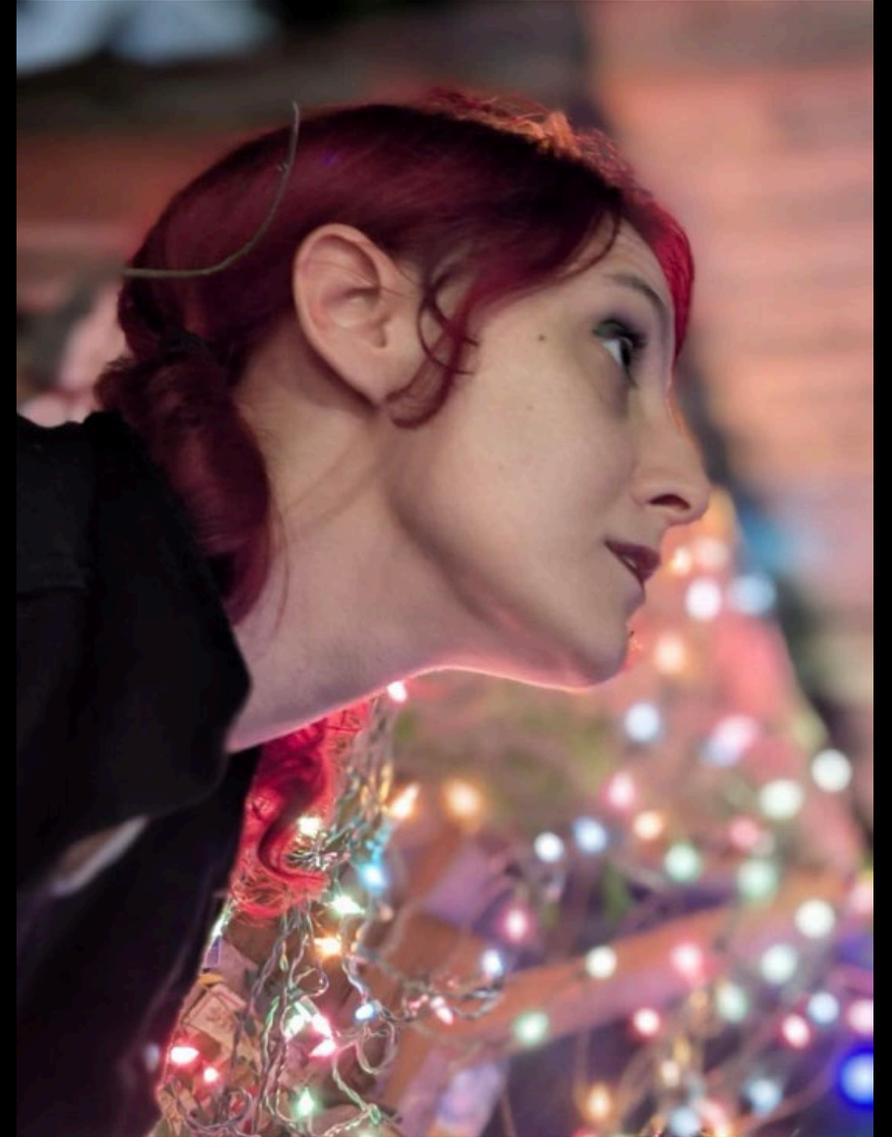
Considerations:

- **Comprehensive Psychological Assessment:** Evaluate for psychosis, mood disorder, and suicidal ideation. Determine capacity for treatment compliance.
- **Independent Fitness-for-Duty Evaluation:** Assess ability to resume teaching safely. Identify conditions for possible return (therapy, medication, oversight).
- **Level of Care Determination:** Explore involuntary psychiatric hold if imminent self-harm risk is confirmed. Otherwise, arrange voluntary care with monitoring.
- **CARE/BIT/HR Monitoring:** Maintain active case management, with collateral interviews from students and staff. Document all concerning statements for pattern analysis.
- **Campus Safety Measures:** Continue student reassignments to other faculty. Offer counseling for impacted students. Provide colleagues with clear communication from the administration to reduce rumors and fear.

Next Steps:

- Keep Harrington on administrative leave until both psychological and fitness-for-duty evaluations are complete.
- Reconvene Threat Team upon receipt of evaluation reports.
- Develop a structured Return-to-Campus Plan if deemed fit, or initiate termination proceedings if unfit.
- Continue community monitoring and encourage reporting channels for any future concerning behavior.

Ella is a 21-year-old junior majoring in Mortuary Science at a mid-size university outside of New Orleans, Louisiana. Known among peers and faculty as “tough-as-nails,” Ella presents with high confidence, assertive communication, and little tolerance for authority figures who she perceives as hypocritical or outdated in their views.





She is an ambitious student with clear career goals: to start a funeral business specializing in renewable and sustainable burial practices, including “tree pod” interment models designed to minimize environmental impact.

Peers describe Ella as “insightful but intense” in class. She frequently challenges faculty, particularly in courses addressing the traditional funeral industry. She identifies the industry as exploitative, unsustainable, and “spiritually hollow,” and she frames her academic work around disrupting this system.



Ella's public profiles (Instagram, TikTok, X/Twitter) include frequent posts about mortuary practices. Some are graphic in tone and imagery, including detailed critiques of embalming, burial costs, and the "capitalist commodification of death."



#RunningOut



EllaMoreau21
@EllaMoreau21

Let's be honest—the funeral industry isn't in the business of helping. They put on a show of "compassion" but at the end of the day, they're just another greedy corporation milking death for every last cent
#DeathCare



ellamoreau21



How many forests died to make this?

#DeathCare



In recent weeks, the content escalated to memes and short videos that mock her professor by name, depicting him as a “parasite feeding off the dead.” There are also occult, tarot, and Wiccan posts on these platforms that worry students who follow her on social media. Ella is a strongly opinionated person with a deeply held spiritual (rather than religious) set of beliefs.





CAFE DU MONDE ORIGINAL FRENCH BANQUET



