

D·PREP
SAFETY DIVISION



Overview of Violence/Risk Threat Concepts



TRAINING MADE SIMPLE

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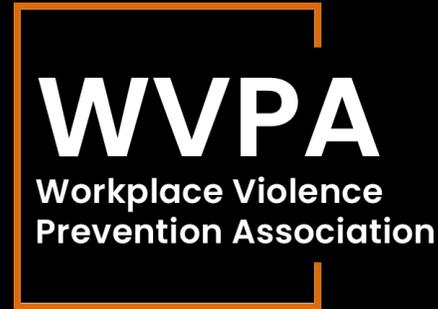
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Student Conduct
BIT/CARE Team Development
TVRA & CPTED
Title IX/VI
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InterACTT
— INTERNATIONAL ALLIANCE —
FOR CARE AND THREAT TEAMS



TRAINING OUTPOST



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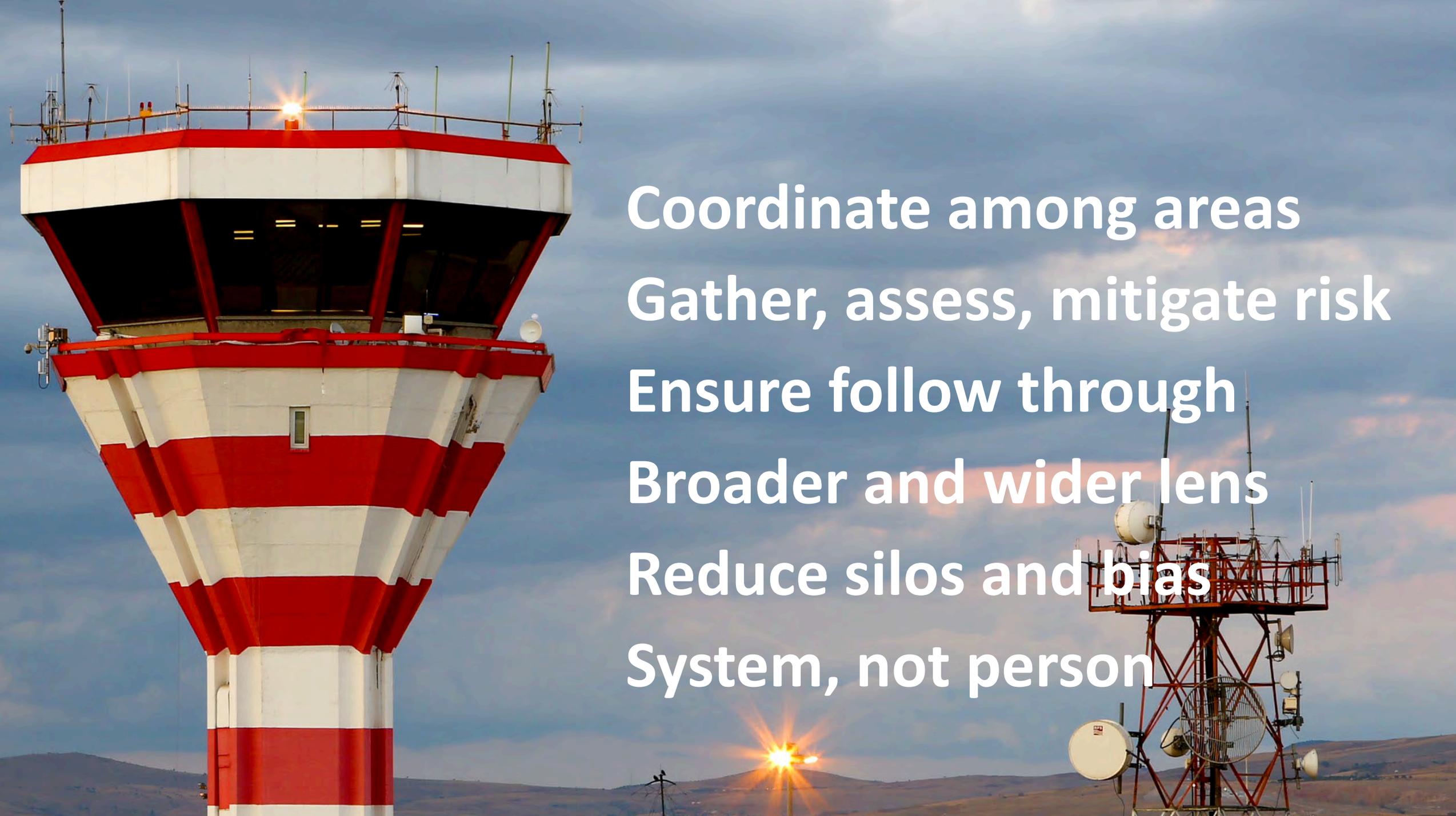
Behavioral Threat
Assessment and
Management Institute



Threat Assessment in Practice
June 11th & 12th in New Orleans

www.btaminstitute.com

Our Violence Risk and Threat Assessment work needs to be grounded in the BTAM and BIT/CARE process.

A red and white striped tower, likely a radio tower or observation tower, stands prominently on the left side of the image. The tower has a cylindrical base with horizontal red and white stripes, and a wider, flared top section. The top section is white with a red band around its upper edge. Inside the top section, several lights are visible. To the right of the tower, a radio tower with various antennas and dishes is visible. The background shows a hazy, overcast sky with a sun or moon low on the horizon, creating a lens flare effect. The overall scene is a mix of industrial and natural elements.

Coordinate among areas
Gather, assess, mitigate risk
Ensure follow through
Broader and wider lens
Reduce silos and bias
System, not person

DEFINITIONS



Gather Data

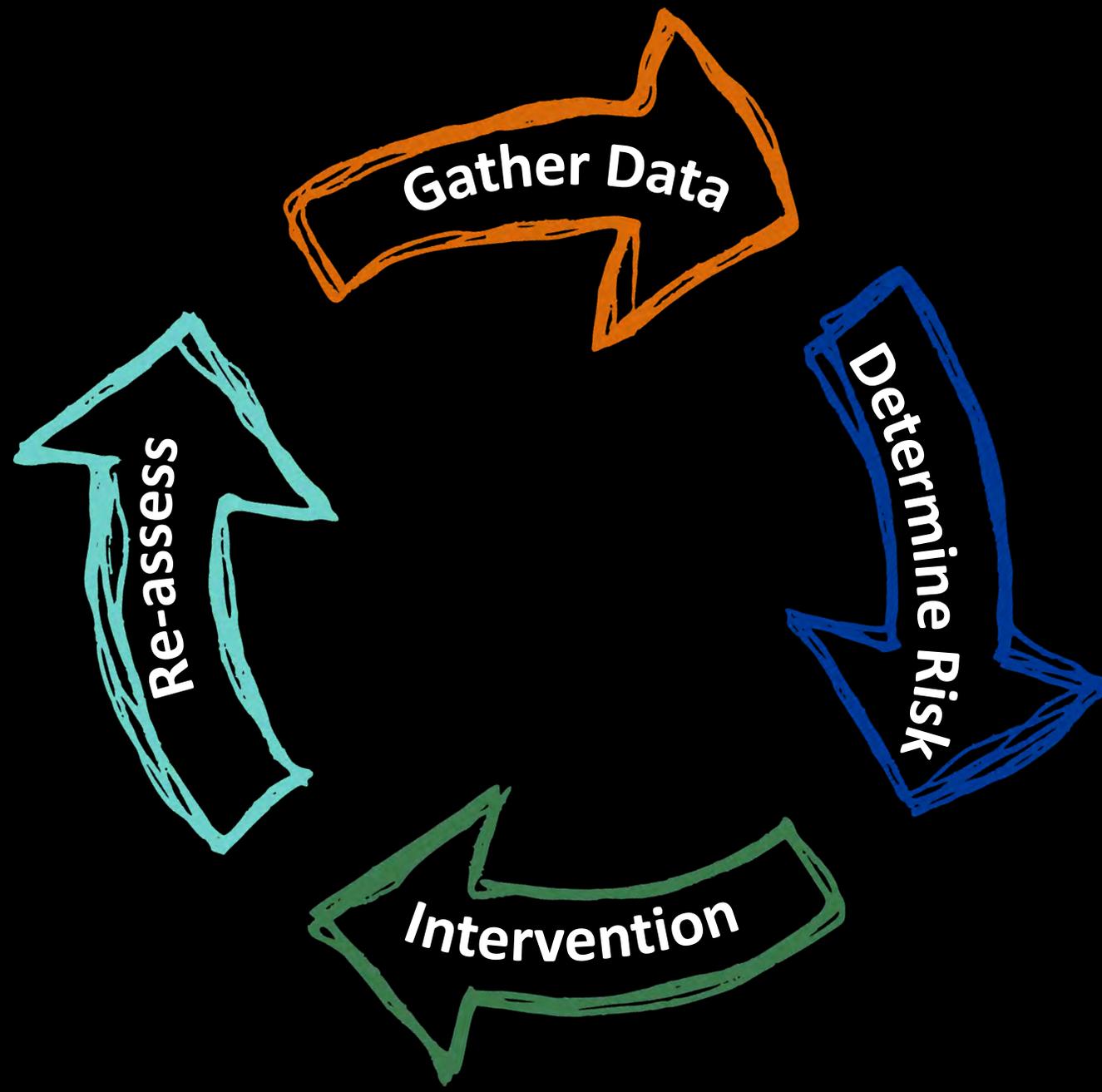


Determine Risk



Intervention

DEFINITIONS





Sensitive Content Warning







ALERRT
TEXAS STATE UNIVERSITY

It's simple.

It's effective.

Don't sensationalize the names of the shooters in briefings – or in reporting about active attack events.

It is journalistically routine to name the killer. It's public record and it is important to use their names and likenesses to apprehend them and bring them to justice. However, once they are captured, it's really no longer a part of the story, other than to create a call to action for a like-minded killer to take their place and then to avoid the same mistakes.

While we will use names today to highlight core concepts, this is a private class.

Generally, we avoid using attackers' names to reduce the contagion effect

THE CONTAGION EFFECT

WHY NOT USING SCHOOL SHOOTERS' NAMES MATTERS

PREVENTS THE
CONTAGION EFFECT



NO NAME + NO FAME



-  NO GLORIFICATION
-  NO MOTIVATION
-  NO INSPIRATION

REDUCES RISK OF GLORIFYING ATTACKERS AND SPREADING VIOLENCE

Morning Session

- ✓ Types of Assessments
- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ Bark vs. Bite
- ✓ The Elephant
- ✓ Pathways System
- ✓ Pathways Cases

New Orleans, Louisiana



The heart of Violence Risk Assessment (VRA) work is determining a range of concern.

This allows us to match the interventions to the assessment.

CASE
PROCESSING



Level of Risk





Istanbul, Turkey

Psychological Assessment
Triage Assessment
Violence Risk Assessment
Threat Assessment

Threat Vulnerability Risk
Assessment (TVRA)

Crime Prevention Through
Environmental Design (CPTED)

Psychological Assessment



CASE
PROCESSING



Psychological
Assessment

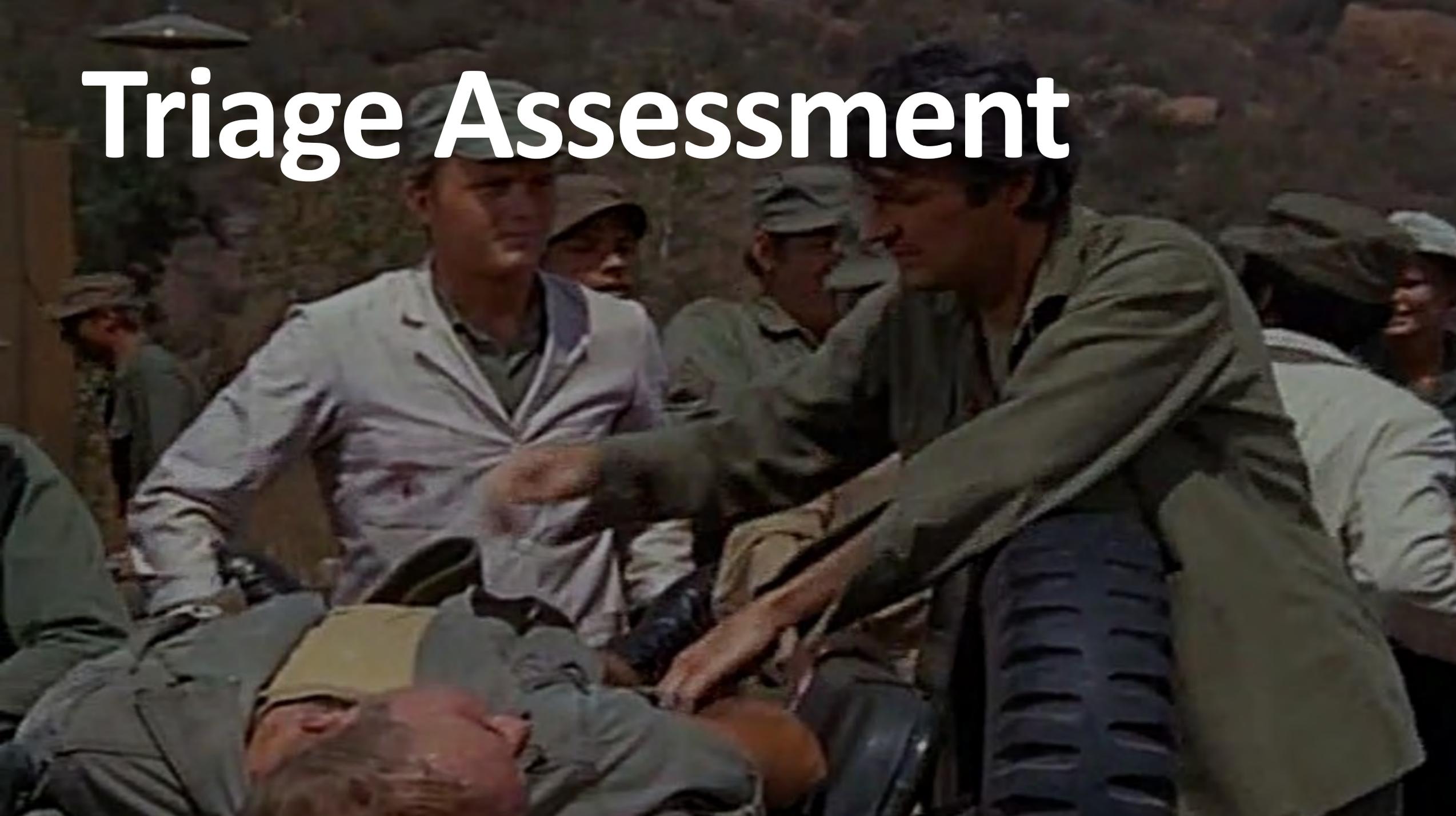
Psychological Assessment

Assessing the correct diagnosis and narrowing the cause of behaviors

Determine the need for inpatient admission (e.g. 5150)

Development of an aftercare plan and treatment suggestions/mediations

Triage Assessment

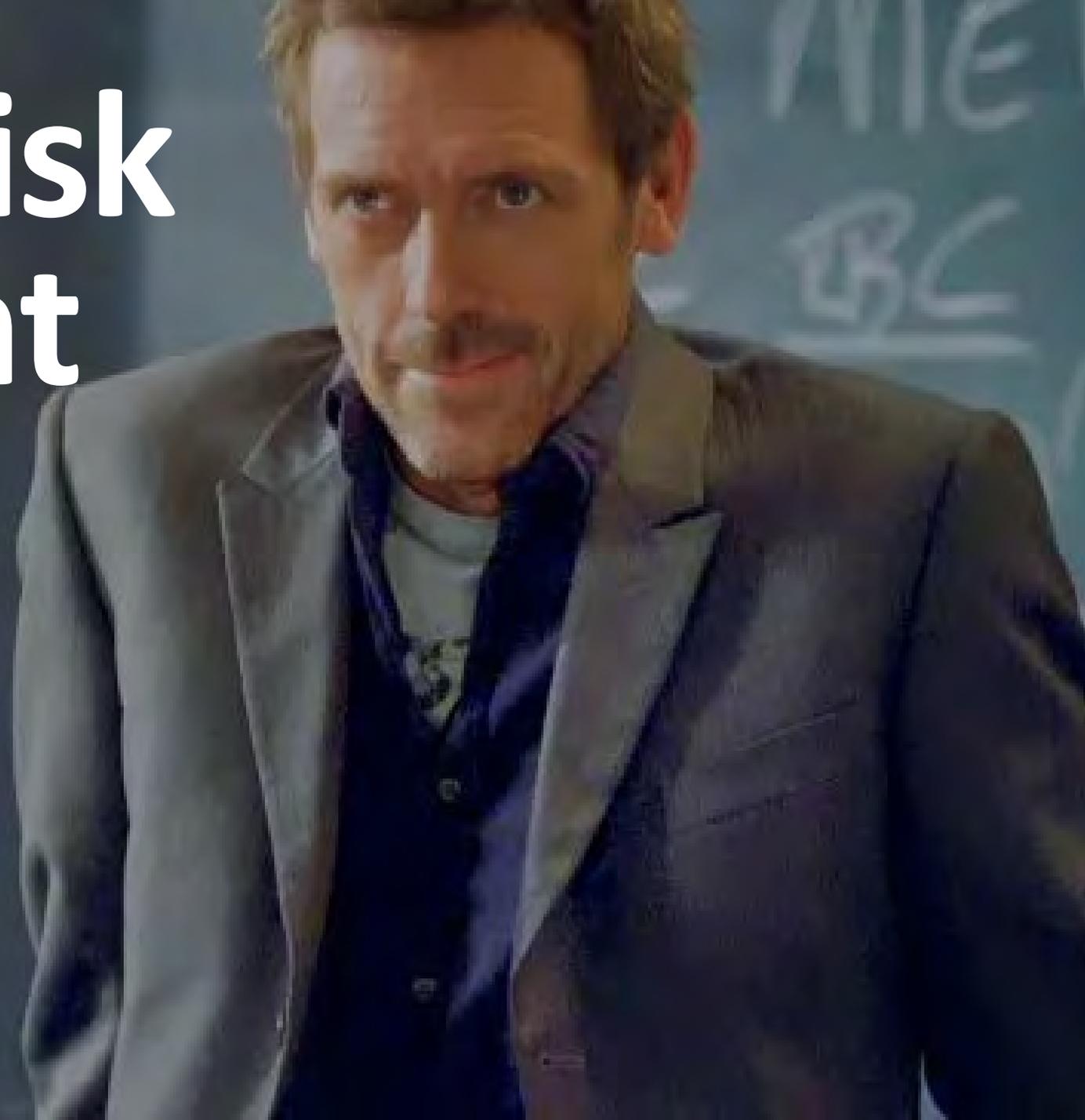


Mitigates bias in decision making

Increases legal protection

Ensures any intervention is tie to level of risk

Violence Risk Assessment





Violence Risk
Assessment

Violence Risk Assessment (VRA)

More detailed questions and review of context and environmental factors

Violence risk is broader term for assessing risk to self and others

Threat assessment relates to the response to an active threat

Threat Assessment



In response to a verbal or written threat

Determines actionability and lethality of threats

Develop risk mitigation plans to reduce risk

A Guide to Terminology in Risk/Threat Analysis

	Triage* Assessment	Threat Assessment	Violence Risk Assessment	Individualized Safety/Risk Analysis	Mental Health Psych Assessment
When Given:	At first sign of concern to obtain a baseline	When a verbal or written threat occurs	To assess risk to self or others with or without a threat	Required by Title IX regs to emergency remove a respondent in a Title IX matter	To access inpatient care, diagnosis or clarify treatment
Given By:	Counselors, health educators	Counselors, BIT/Care team, law enforcement, private security	Counselors, BIT/Care team, law enforcement, private security	Title IX Coord in consultation with BIT/CARE team	Counselors, social workers, LE psychologists
What it Does:	Helps prioritize and direct care to ensure the risk is addressed	Determines likelihood of a threat being carried out	Determines level of risk in a broad sense with or without a threat	Ensures decision to remove respondent from campus is objective and factual	Voluntary/mandated inpatient admission, diagnostics
Examples:	Pathways, NABITA Risk Rubric, CCAPS	DarkFox, SIVRA-35, HCR-20, WAVR-21, ATAP	DarkFox, SIVRA-35, HCR-20, WAVR-21, ATAP	DarkFox, SIVRA-35, HCR-20, WAVR-21, ATAP	General diagnostic interview, MMPI-2, WAIS, PAR

* Triage refers to the initial assessment of threat and violence risk in a broad sense. While triage is also used as a process to determine next steps in a Title IX matter, triage is also a common term in risk/threat, law enforcement, trauma medicine, and psychology.

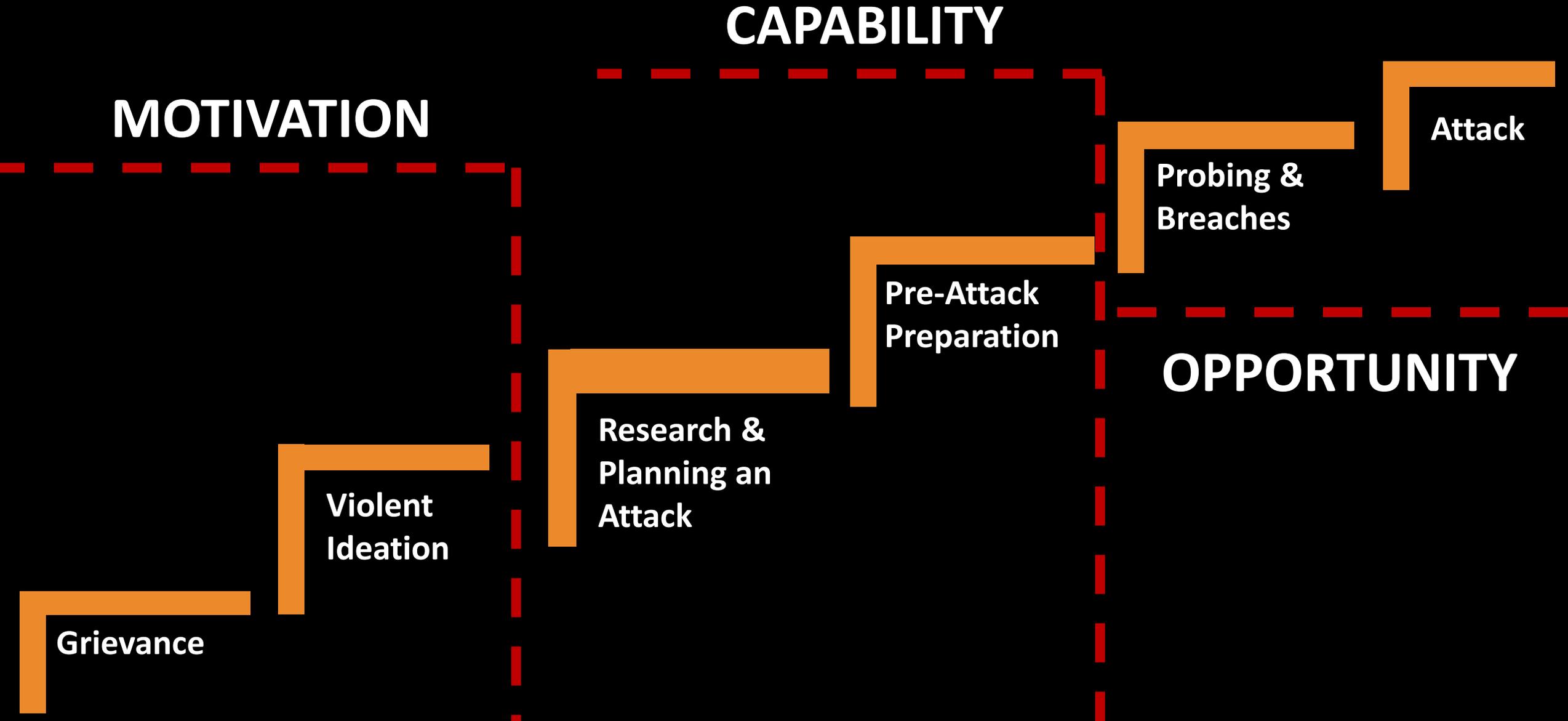
One way to perceive VRA work is to assess the number of risk factors compared to protective factors.



Another is to consider the movement from early behaviors that escalate.

This is commonly referred to as the
Pathway to Violence.

Pathway to Violence



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Westminster Abbey, London



THE BINARY

Affective



Targeted



Transient



Substantive



Howling



Hunting



Bark



Bite



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Westminster Abbey, London



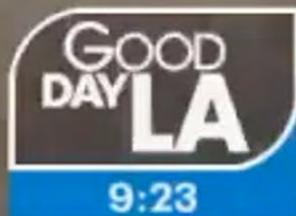
Affective Violence

- Emotional reaction
- Fight, flight, freeze
- Reaction to situational stressors
- Poorly planned and immediate



An Example from the Waffle House





WAFFLE HOUSE EMPLOYEE CATCHES A CHAIR MID-AIR



Los Angeles Wokcano Restaurant

May 22, 2024



Sensitive Content Warning

KMEX



THE RUNDOWN

WOKCANO WORKER ATTACKED

DOWNTOWN LA

KCAL NEWS

CBS NEWS
LOS ANGELES

BEACHES

WED



66

THU



67

FRI



65

SAT



66

SUN



66

MON



68

TUE



69



Targeted Violence

- Strategic and tactical
- Mission oriented
- Involves detailed planning
- Willingness to die; blaze of glory



Charleston Church Shooting

June 17, 2015



INSIDE
edition



Toyota of Berkeley Service Center

September 9, 2023



NO AUDIO



Atlanta Massage Parlor Shooting

March 16, 2021



D·PREP

One way to perceive VRA work is to assess the number of risk factors.

Another is to consider the movement from early behaviors that escalate.

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Morning Session

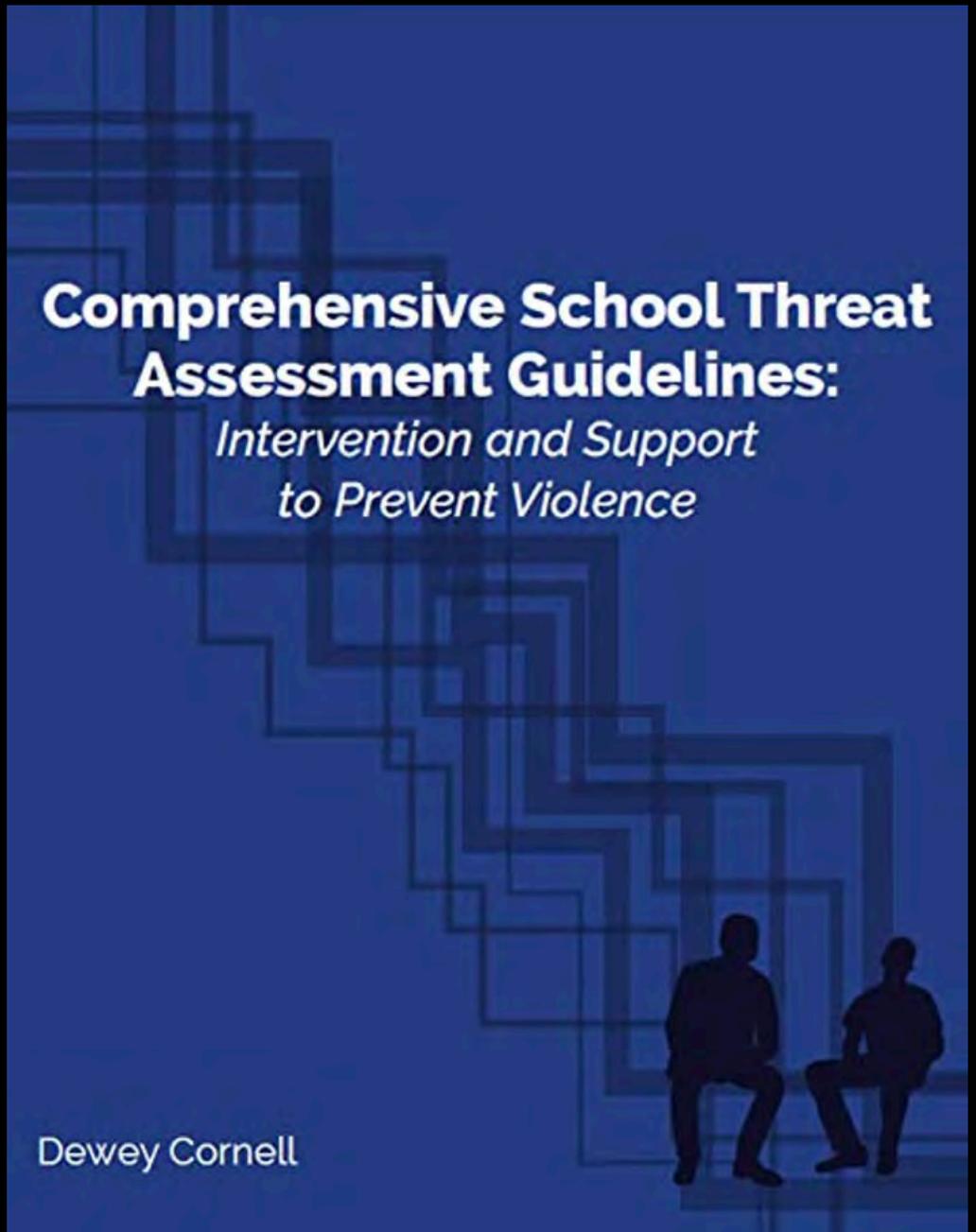
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Prague, Czech Republic





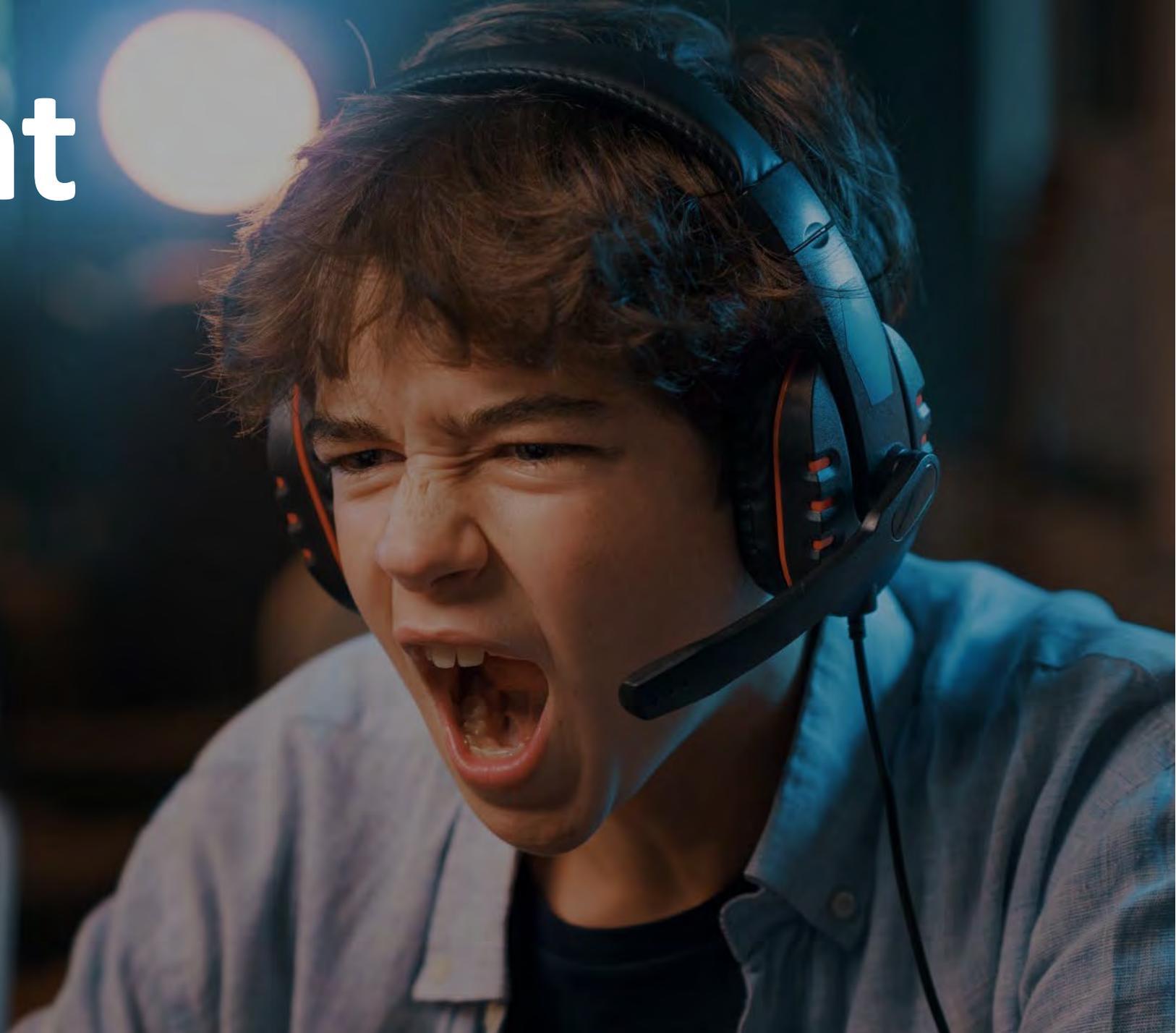
www.schoolta.com



**Comprehensive School Threat
Assessment Guidelines:**
*Intervention and Support
to Prevent Violence*

Dewey Cornell

Transient Threats



Transient threats are not serious and often made in the heat of the moment, as a joke, or out of frustration, without intent to cause harm.

These threats are often made in anger. or jest, are retracted quickly when confronted, have no sustained intent or planning, and do not contain concrete steps taken toward action.

A student says, “I’m gonna fail this test and just blow up,” then apologizes and explains it was a joke.



Substantive Threats



A threat that appears intended to be carried out, with some evidence of planning, means, or genuine intent to harm.

These threats involve a specific target, time, place, or method. Statements are repeated or reinforced over time.

The threats may be accompanied by planning behaviors (weapons acquisition, scouting locations).

A student who says, “On Friday, I’m going to stab Jake in the common lounge on the library second floor,” and has already has a knife in his dorm room.



Stoneman Douglas Shooting

February 14, 2018

Verizon LTE

7:56 PM



Reply to comment



nikolas cruz

1 hour ago

Im going to be a professional school shooter





Hello. My name is Nick



Type of Threat	Example
Direct	"I'm going to blow up the school's library."
Indirect/vague	"Something bad will happen to the library."
Direct with action/ time imperative	"I'm going to blow up the school's library at 3pm on Tuesday."
Conditional ultimatum	"If you don't give me the grade I want in class, I'm going to blow up the school's library."
Transient	A student throws books in the library when frustrated about an assignment and writes in black permanent marker on the library whiteboard, "Burn this down!"
Substantive	"I'm going to bring gasoline into school in a Nalgene bottle and spread it all over the books in the library and start a fire."
Howling	"People need to listen to me. I am not going to be treated like this! I'm going to set fire to this entire world and watch it burn while I laugh and roast marshmallows."
Hunting	"I have what I need. And I know what I am going to do. #fire #library"
Vague, but direct	"Something bad is going to happen soon in the library."
Direct, but vague	"I know how fire can spread, so maybe think about investing in some fire extinguishers."



TABLE 3.3 Common Grievances and Injustices

Being teased at work for having food allergies or not wanting to eat certain foods	Anger at marginalized groups like GLBTQ and African Americans
Family members making them suffer	Rejection by a romantic interest
Peers who mistreated them	Failure to get a promotion or grade
The rich getting away with things and not being held to the same tax standards	Being fired from a job for an unjust cause or being singled out
Frustration at recent politics and feeling teased and isolated	Rejection from an academic program despite working hard
A supervisor who constantly is trying to get them fired from their job	Frustration when others fail to respect their religious beliefs about being gay
Being upset about not getting an invite after expressing interest in going to party	Upset over parking ticket, feeling singled out and targeted
Obsession with health or fear of poisoning	Not being treated fairly by others

D·PREP TYPES OF THREAT



TRANSIENT THREATS/HOWLERS

These types of threats do not express lasting intent to harm. They are typically made in reaction to an intense, emotional, and passionate conflict. They are often made to protect reputation or “save face” and rarely a high likelihood of follow up or action. Approximately 70% of threats made in primary and secondary schools are transient.

SUBSTANTIVE THREATS/HUNTERS

These threats often conceal a more substantive intent to harm others in a predatory, mission-oriented attack. Substantive threats are more lasting and intentional, reaching beyond the current incident. In comparison to transient threats, substantive threats are 36 times more likely to be carried out.



ELEMENTS OF THREAT

- **Lethality.** Threat lethality represents the extent to which a particular threat has a high likelihood of resulting in death. For example, the possession of a firearm and ammunition combined with a threat to shoot up a LGBTQ+ rally on campus has a high likelihood of lethality whereas a transient threat to “make them shut up” by a student without access to a firearm would likely have a lower lethality. Assessments of lethality may require deeper exploration into social media, past behavior, and determination of weapons access.
- **Action and Time Imperative.** Action and time imperative refer to the time and location of an attack. If the threat contains a high degree of detail, this should be considered a heightened risk. If someone posts online, “The day of the rope will be this Friday at 9 p.m.” this is a higher concern than, “One of these days, there will be a reckoning for the Jews and Blacks.”
- **Fixation and Focus.** This relates to a narrowing down on a specific target. Fixations are hardened points of view, bordering on obsession, concerning a certain group being at fault and deserving of punishment. A focus builds off a fixation and further narrows onto a smaller group or a single person. For example, “I’m going to make those Asians pay for the COVID disease they brought to our country” would be a fixation on Asian-Americans and Pacific Islanders. The threat, “I’m going to firebomb the corner store and rid our neighborhood of those rice eaters for eating those bats and killing American Patriots” would include both a fixation and focus.

TYPE OF THREAT	EXAMPLE
Direct	“I’m going to blow up the library.”
Indirect/Vague	“Something bad is going to happen to the library.”
Direct w/action/time imperative	“I’m going to blow up the library Tuesday at 3.”
Conditional ultimatum	“If you don’t give me a good grade, I’m going to blow up the library.”
Transient	Frustrated about an assignment, a student throws a book and yells, “Burn this down!”
Substantive	“I’m going to bring a nalgene bottle of gasoline to spread on these books and light it up.”
Howling	“You can’t treat me like this. I’m going to set fire to the world and roast marshmallows!”
Hunting	“I have what I need. I know what I’m going to do. #fire #library”
Vague but direct	“Something bad is happening in the library soon.”
Direct but vague	“They might want to invest in fire extinguishers around here.”

Morning Session

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Pratt Institute, New York City



Threat Assessment and Management Strategies

Identifying
the
Howlers
and
Hunters



Howlers broadcast threats loudly, while hunters stay quiet and show risk through planning and action.

A common reason people post online content with a threatening tone is to express their frustration or to elicit a reaction from others, often described as “howling.”

Trolling vs. Leakage



TROLLING

Deliberately upsetting people, usually via the internet, using dialogue, video, pictures, and audio.

HUNTERS

Hunters are quiet and methodical, showing risk through actions like researching, planning, and probing boundaries rather than talk.





HOWLERS

Howlers are loud, emotional communicators who broadcast threats or distress, often with high volume but rarely act



Howlers communicate;
Hunters construct.

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Black Rock City, Nevada



Dr. Manny Tau, a forensic psychologist, explores the difference between statements or behaviors that sound threatening (“bark”) and those that truly indicate danger (“bite”).





BARK



BITE

He describes “bark” as verbal statements, gestures, or behaviors that may be alarming but are not necessarily predictive of harm.

“Don’t tempt me, I might just flip this table.”
(said jokingly in a game night)

“If I fail this exam, I might just die.”
(figure of speech, no plan)

“Ugh, I hate everyone here today.”
(venting after a bad day, no specific target)

“I could throw my laptop out the window.”
(expressing frustration at tech issues)



He describes “bite” as clear actions, planning, or patterns that signal intent and capability to cause harm.



“I’m going to hurt my roommate tonight, and I already bought a knife.”

“Next week, I’ll make them pay for it, you’ll see.”
(with detailed plan or list of targets)

Researching weapon laws and security camera locations on campus forums.

Sending repeated threatening messages to a specific person along with photos of weapons.

Overreacting to barks can waste resources and damage trust. Underreaction to bites can lead to tragic circumstances.

The key to safety is not treating every loud bark as a deadly bite, nor ignoring the quiet dogs preparing to attack.

THE BINARY

Affective



Targeted



Transient



Substantive



Howling



Hunting



Bark



Bite



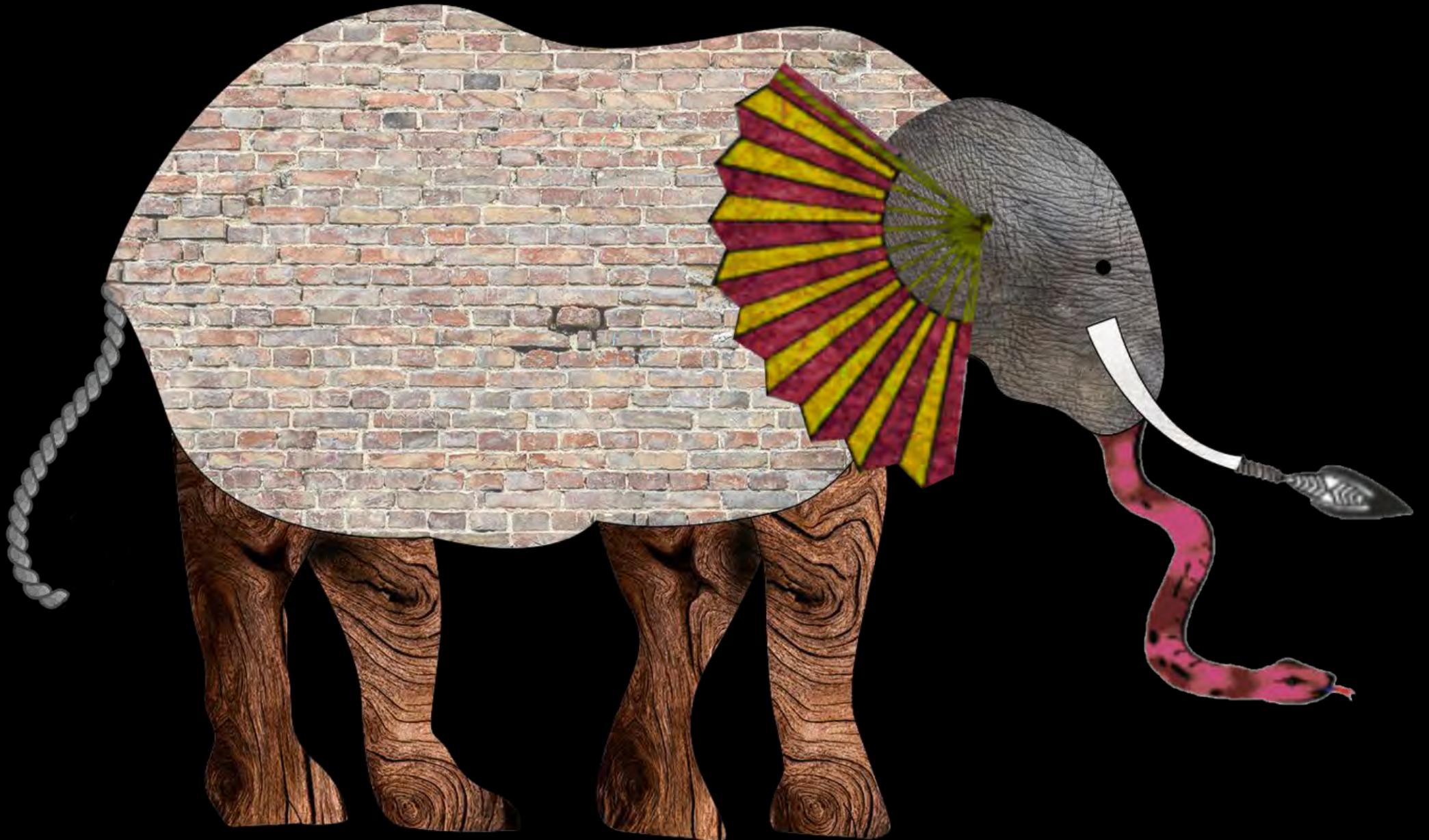


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Black Rock City, Nevada





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Bias is a human feature, not a character flaw.

The goal is to improve accuracy and fairness by tightening our process in three places:

How we gather information

How we make decisions

How we build interventions

DEFINING BIAS

- A preference or to like or dislike
- A cognitive process
- A habit learned over time through repeated personal experience
- Implicit or expressed
- Can be intentional, but generally unintentional
- Formed from stereotypes, societal norms, cultural experiences, expectations of the people around you

THE PROBLEM

- Impacts our memory and process
- Potential to ignore evidence
- Creates assumption driven process
- Capricious and arbitrary decisions
- Creates “blindness,” limits perspective
- Reduces group buy-in to the process
- Impacts the ability to build rapport create safe space
- Creates risk for the school in terms of documentation of a fair and reasonable process

Bias is what the brain does
when it's trying to be efficient.
It fills in blanks.

Threat work is full of blanks,
and the cost of a wrong fill-in
can be huge.



Subtitles by happyscribe.com

Your background is not a liability. It's a tool.

Consider where your beliefs
and outlooks come from?



Personal experience
Family/early learning
Stereotypes
Societal narratives
Politics/religion
Lived experience
Organizational culture

It also comes from our
assumptions.



Assumption vs. Hypothesis

Assumptions

Are based on subjective information

Lack evidence and support

Arrived at quickly by one person

Stay static and rarely shift from initial thoughts

Close off other possibilities

Hypothesis

Are based on objective data and facts

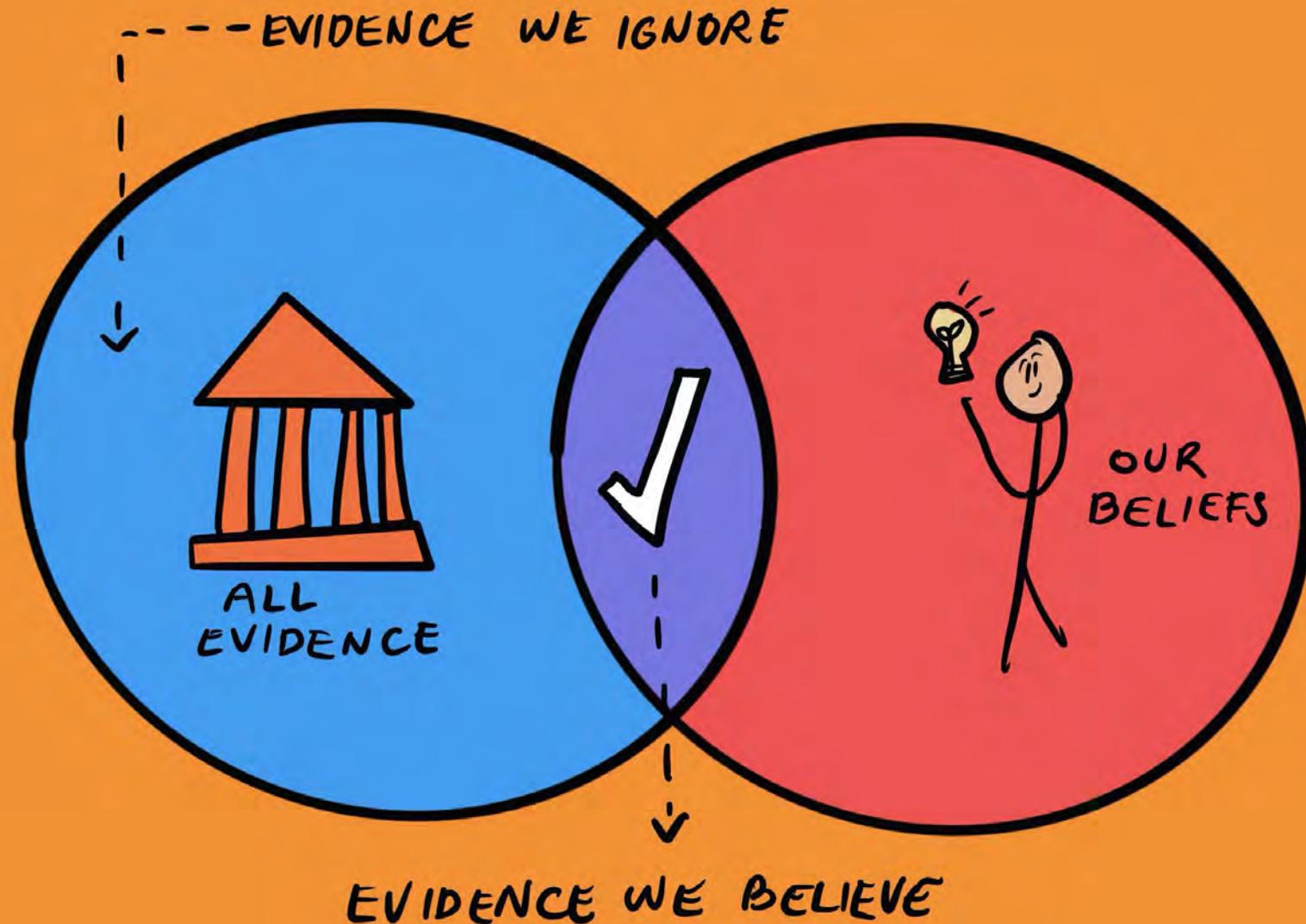
Have evidence and support

Arrived at more carefully and thoughtfully

May include multiples; ruled out with data

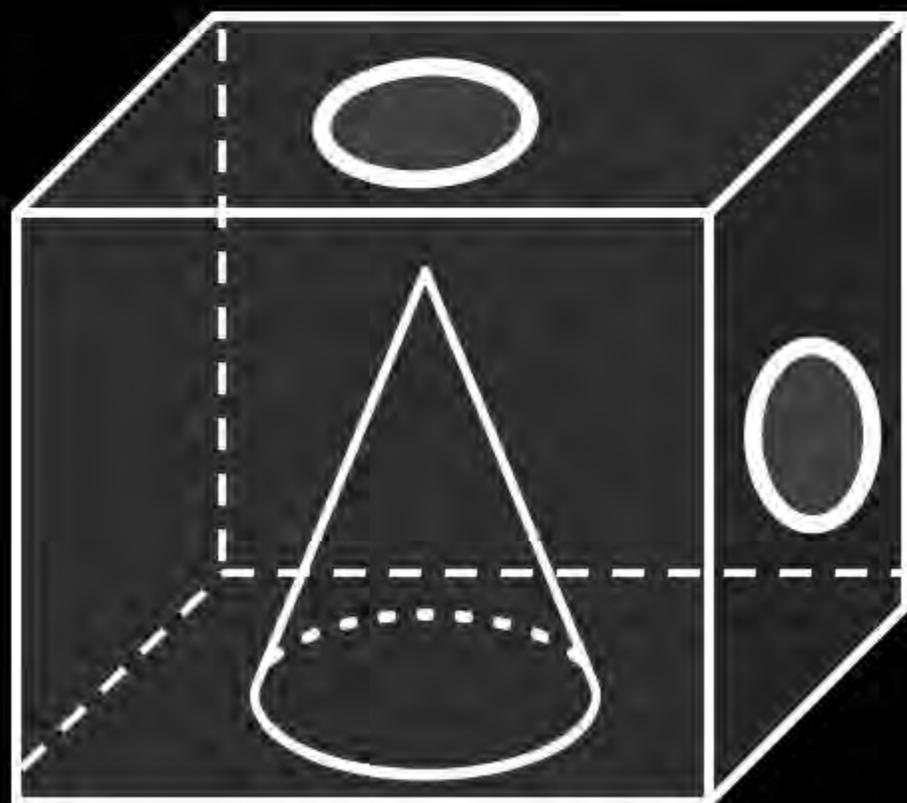
Looks at rival plausible hypothesis (red teaming)

Confirmation Bias



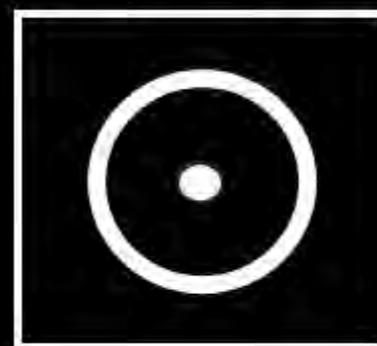
The Cone-in-the-Cube

Peephole A



Peephole B

Peephole A



Peephole B



Survivorship Bias

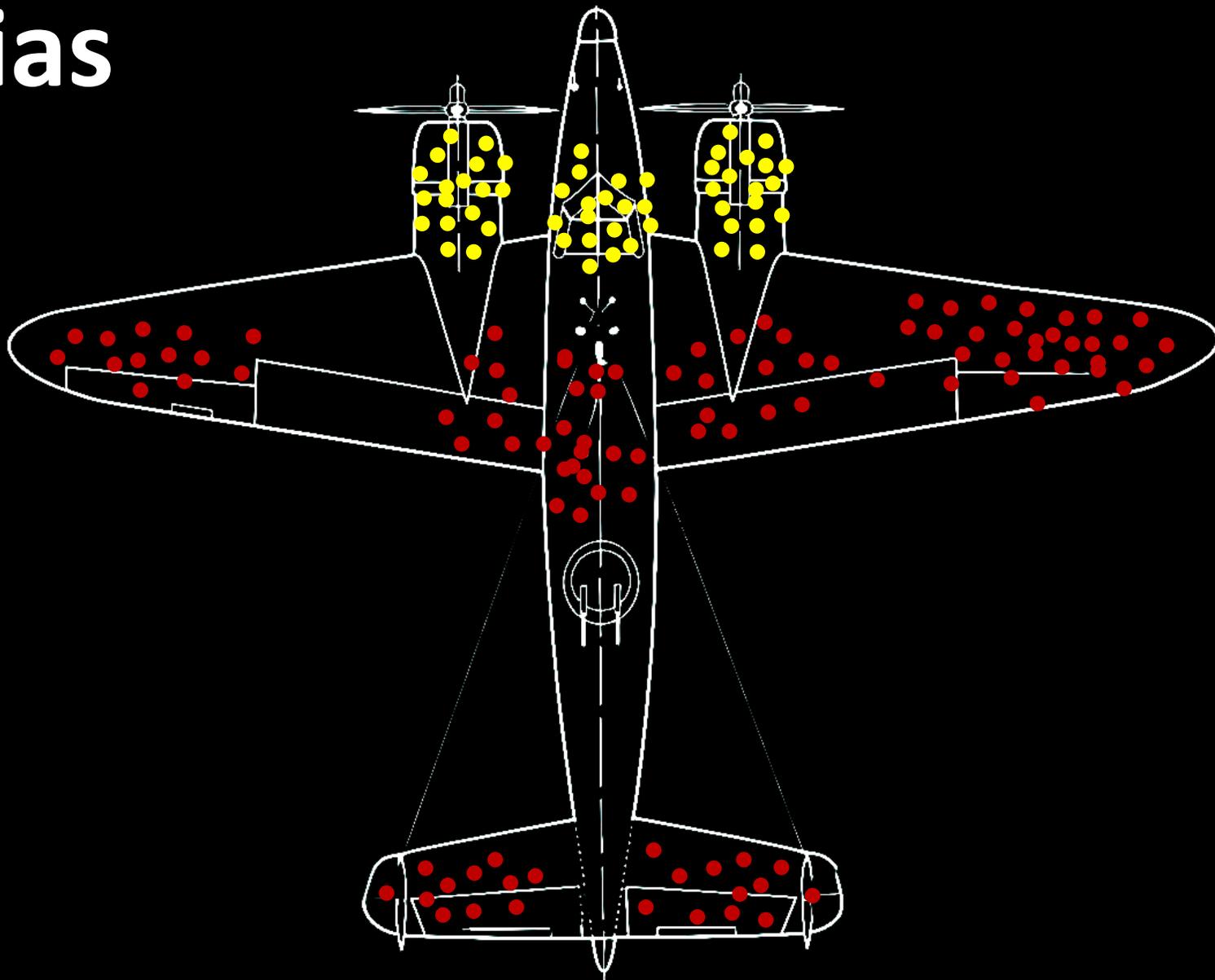
Survivorship Bias



Abraham Wald



Survivorship Bias





If you work hard, and believe in your start up, you'll succeed like Elon Musk and the creators of Airbnb.

These are extreme outliers. The vast majority of college dropouts do not become billionaires. Most successful people who drop out often had unique opportunities, support systems, or pre-existing advantages.





My grandfather smoked and drank every day and lived to be 95.

Those who died younger from the same behaviors don't get to share their side of the story. We only hear from survivors, which skews perceptions of risk factors.



You don't need a college degree—just look at Steve Jobs, Mark Zuckerberg, or Bill Gates.

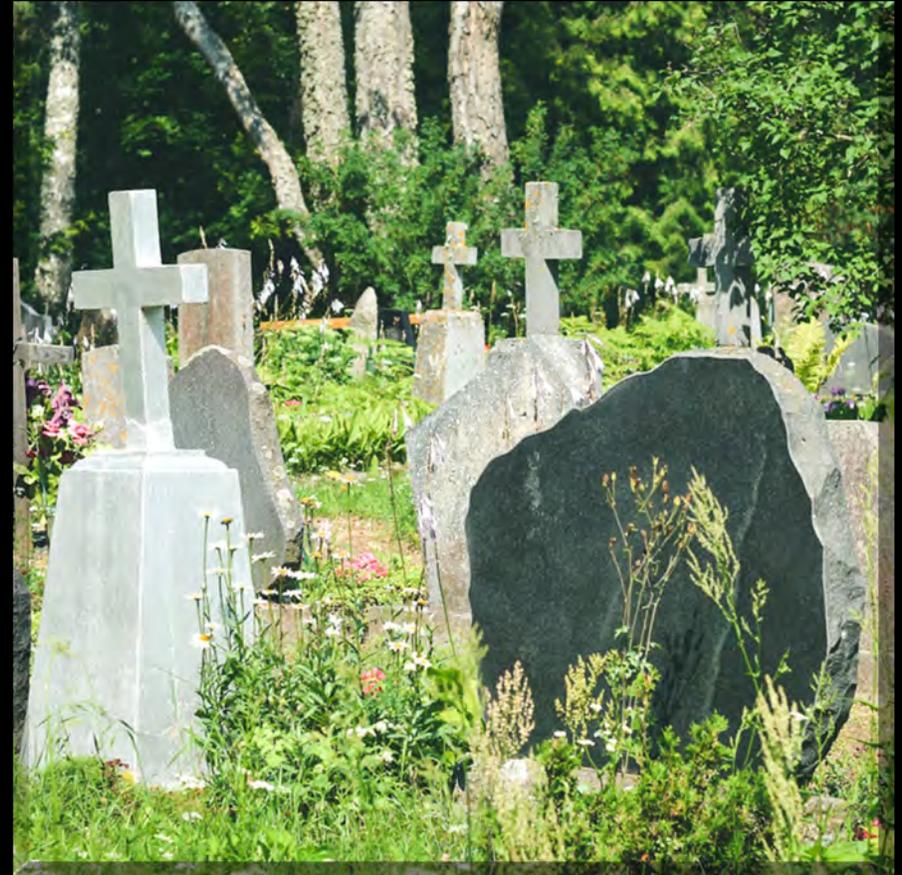


For every successful startup, thousands quietly fail. The stories of failed companies are rarely publicized, giving the illusion that success is more common than it really is.





Survivorship bias can grow when you are member of the “winning” team.



Everyone focuses on success stories. Few dig in the graveyards of the unsuccessful.

Survivorship Bias in Threat Assessment

1. Focusing Only on Completed Attacks

This creates a skewed perception of the warning signs and pathways to violence. We miss situations in which intervention worked, and violence was averted. These are the cases that could provide insight into effective prevention strategies.

2. Misinterpreting Profiles of “Attackers”

This neglects failed attempts, attackers who died by suicide, or potential perpetrators who disengaged. It also risks creating overgeneralized “profiles” based on a narrow sample, leading practitioners to mistakenly look for a specific type of person, while missing broader patterns or contextual factors.

Survivorship Bias in Threat Assessment

3. Overlooking Success in Threat Management

This leads to an overrepresentation of failure and crisis, making prevention efforts appear less effective than they are. Teams may become reactive rather than proactive, relying too heavily on visible red flags rather than on earlier, more subtle signs of risk.

4. Relying on Known Attack Pathways

This path is based largely on the survivors of past assessments and well-known attackers. But it may miss atypical cases or those who conceal intent well. It causes practitioners to look only for those who “fit the script,” while overlooking creative, silent, or ideologically driven actors who don’t follow the common trajectory.

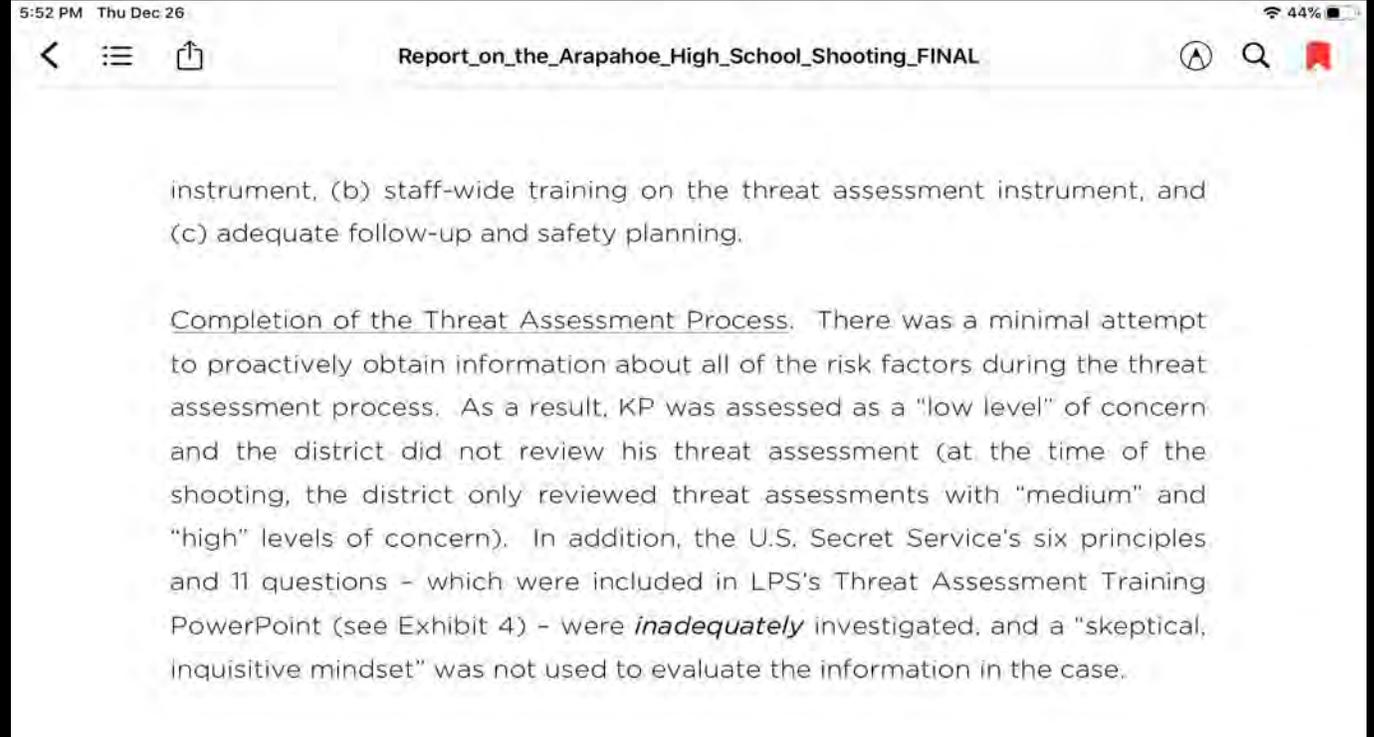
Ask Yourself...

- What am I not seeing?
- Am I only looking at part of the data?
- What assumptions am I making?

THE SOLUTION

- Become aware of bias, avoid assumptions
- Our only side in the process
- Address cognitive load
- Notice when we are uncomfortable
- Make use of a checklist or guide
- Pair with people who approach things differently
- Develop expectations early in the process
- Attend to emotions (both positive and negative)
- Document the rationale for each decision

“Skeptical Inquisitive Mindset”



To evaluate the information
in the case

D·PREP BIAS MITIGATION

Bias is our tendency to see the world from our lens of experience. It can lead us to ignore evidence or make assumptions not based on evidence. It can create blinders for those involved in the threat analysis or mitigation process and impact our ability to build rapport, connect with students, and create safe/neutral spaces. While we can never remove bias, we can train to make us more aware of how bias can affect decision making.

Sources of Bias



Common Types of Bias



Anchor Bias. This bias can impact a team member when they become anchored or locked on a particular piece of data or first impression on a case and are unwilling to consider rival, alternative hypotheses. The bias occurs when we rely too heavily on the first piece of information we are given about a topic. We can manage this by having group discussions and display a willingness to look behind our first impressions on a case.



Availability Bias. This occurs when we lean into an over-reliance upon readily available (most recent) information. When gather information about a case, team members should guard against focusing solely on the low-hanging fruit and data around us, but rather finding the information needed to best assess the case and develop culturally competent interventions.



Blind Spot Bias. This involves a team member's tendency to miss crucial elements of a case because they are unable to see the data from a balanced and reasonable perspective. These team members may be very good at spotting systematic errors in others' decisions but are unable to see their own mistakes. One way this is addressed is through having a diverse team with varied perspectives.



Confirmation Bias. Here the team member may form an early assumption and progress with the case seeking to overvalue evidence that fits with and/or confirms their assumption. When gathering information, team members are encouraged to consider the question: are you interviewing or validating?



Dunning-Kruger Effect. This is the tendency for team members to over-estimate their abilities in certain areas such as threat assessment, counseling, or law enforcement. They make assumptions that since they have had some training, they are able to reach further than they really should. This can also happen in reverse, where people who are good at a task are hesitant to share because they under-estimate their competence in the task.



In Group/Out Group. Here a team member tends toward gathering data and making decisions that are favorable toward the someone who is like the team member. This could be a shared activity, place of birth, love of a sports team, or connection to a group, club, or organization. We guard against this by leaning into the team experience and being aware of our personal connections, either for the good or bad, on a given case that is presented to the team.

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Remember

Triage

An initial review done to determine what next steps need to happen

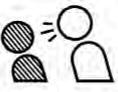
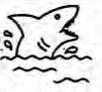
Violence Risk Assessment (VRA)

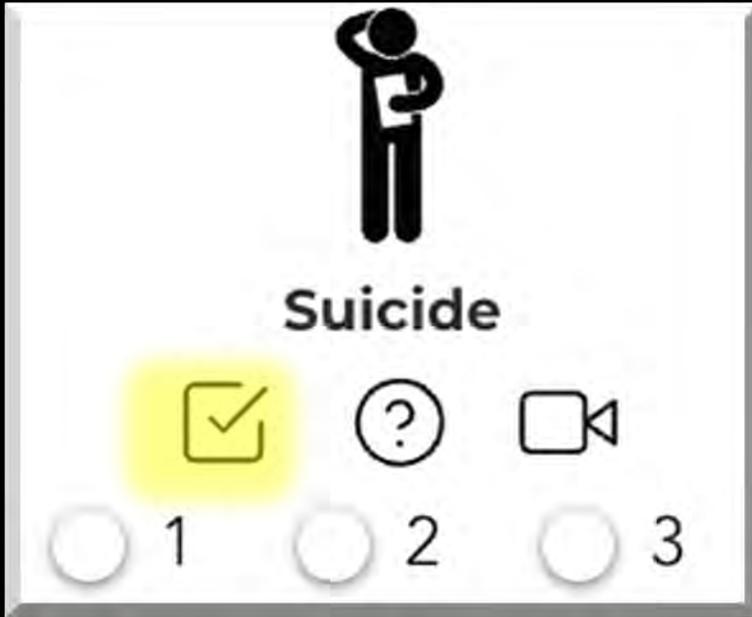
A more detailed assessment and review of the case based on the triage results



Triage

**Violence Risk
Assessment**

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

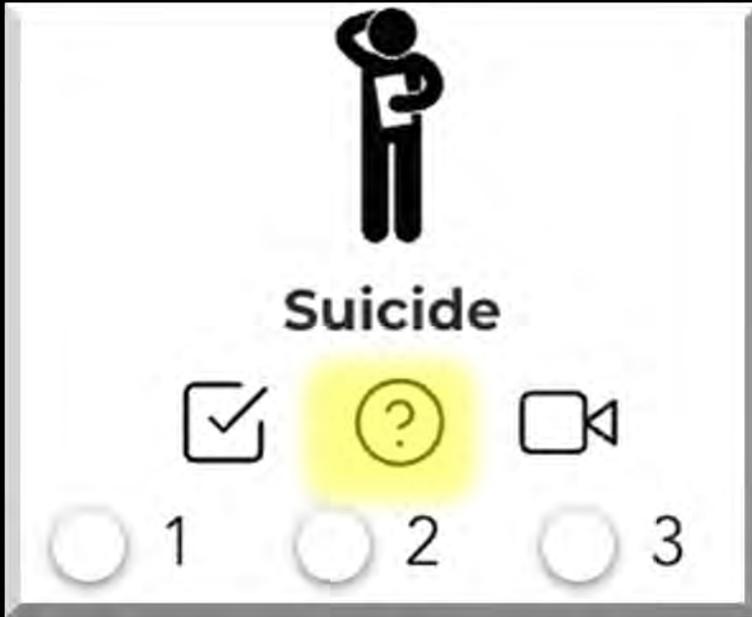


It is helpful to see suicide as a range of concerns from ideas about wanting to die to more extreme contemplations about taking actions to die. Ideas may start with thoughts of disappearing and/or not wanting to live anymore. Threats become more frequent and clearer, shared with multiple people. The desire to die becomes increasingly powerful with an increase in feeling trapped, hopeless, and lost, with access to lethal means.

- Occasional suicidal thoughts and a desire to escape pain
- Vague references to death (verbal or on social media)
- Growing loss of hope and increasingly feeling trapped

- Frequent suicidal thoughts and planning how to do it
- Increasing references to suicide (either verbal or social media)
- Chronic loss of hope and despair and difficulty seeking help

- Constant suicidal thoughts with an action plan
- Verbal or written suicide threat (lethal) with time and/or place
- Total lack of hope, giving away possessions, and making final plans



It is helpful to see suicide as a range of concerns from ideas about wanting to die to more extreme contemplations about taking actions to die. Ideas may start with thoughts of disappearing and/or 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.

- Are you experiencing pain so intense and on-going that you no longer want to be around?
- Have you thought about going to sleep and never waking up?
- If you have thought of suicide, have you thought about how you would kill yourself?
- Have you told other people that you want to die?
- Do you have a hope in a positive future for yourself?

Pathways Research Citations

Suicide

- Joiner, T. (2005). *Why people die by suicide*. Harvard University Press.
- Klonsky, E. D., & May, A. M. (2015). The three-step theory (3ST): A new theory of suicide rooted in the 'ideation-to-action' framework. *International Journal of Cognitive Therapy*, 8(2), 114–129.
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Depression

- American College Health Association. (2022). *National College Health Assessment III: Reference Group Executive Summary*.
- Beck, A. T., Steer, R. A., & Brown, G. (1996). *Manual for the Beck Depression Inventory-II*. Psychological Corporation.
- Kroenke, K., Spitzer, R. L., & Williams, J. B. (2001). The PHQ-9: Validity of a brief depression severity measure. *Journal of General Internal Medicine*, 16(9), 606–613.

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- Klonsky, E. D. (2007). The functions of deliberate self-injury. *Clinical Psychology Review*, 27(2), 226–239.
- Nock, M. K. (2010). Self-injury. *Annual Review of Clinical Psychology*, 6, 339–363.
- Whitlock, J., Eckenrode, J., & Silverman, D. (2006). Self-injurious behaviors in a college population. *Pediatrics*, 117(6), 1939–1948.

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- National Institute on Drug Abuse. (2020). *Drugs, brains, and behavior: The science of addiction*.
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- Volkow, N. D., & Boyle, M. (2018). *Neuroscience of addiction: Relevance to prevention and treatment*. *American Journal of Psychiatry*, 175(8), 729–740.

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- Rigby, K. (2003). Consequences of bullying in schools. *Canadian Journal of Psychiatry*, 48(9), 583–590.

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- Gresham, F. M., & Elliott, S. N. (1990). *Social Skills Rating System*. American Guidance Service.
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- Van Brunt, B., & Lewis, W. S. (2014). *A faculty guide to addressing disruptive and dangerous behavior*. Routledge.

Pathways Supplemental Guide

SUICIDE

It is helpful to see suicide as a range of concerns, from ideas about wanting to die to more extreme contemplations about taking actions to die. Ideas may start with thoughts of disappearing and/or 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.

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Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> Occasional suicidal thoughts and a desire to escape pain Vague references to death (either verbal or on social media) Growing loss of hope and increasingly feeling trapped 	<ul style="list-style-type: none"> Frequent suicidal thoughts and planning how to do it Increasing references to suicide (either verbal or social media) Chronic loss of hope, despair, and difficulty seeking help 	<ul style="list-style-type: none"> Constant suicidal thoughts with an action plan Verbal or written suicide threat (lethal) with time and/or place Total lack of hope, giving away possessions, making final plans
Occasionally feels "burnt out" or "tired of everything."	Researches suicide and sometimes wishes they "didn't wake up."	Discloses a plan using pills and says, "I can't do this anymore."

Joiner, T. (2005). *Why people die by suicide*. Harvard University Press.

Klonsky, E. D., & May, A. M. (2015). The three-step theory (3ST): A new theory of suicide rooted in the 'ideation-to-action' framework. *International Journal of Cognitive Therapy*, 8(2), 114–129.

Van Brunt, B. (2020). *Harm to others: The assessment and treatment of dangerousness*. Routledge.

DEPRESSION

Depression can occur in the way we feel about our lives as well as through our behaviors, such as not wanting to eat, eating too much, having trouble sleeping, or sleeping too much. Depression may involve feelings of hopelessness that could be vague thoughts, all the way to intense and overwhelming panic. An individual with depression may withdraw from social interactions, isolate themselves, and/or lack the energy to take care of their hygiene, day-to-day responsibilities, living arrangements, relationships, or finances.

- Do you lack the energy to engage socially, talk to others, or complete academic assignments?
- Have you experienced changes in your sleeping or eating habits (eating or sleeping too much or too little)?
- Do you feel an ongoing sense of sadness and worry about the future?
- Are you experiencing despair or a desire to escape this world?
- Have you thought of suicide or not wanting to be around any longer?

Pathway 1	Pathway 2	Pathway 3
<ul style="list-style-type: none"> Occasional trouble eating or sleeping and a lack of energy Sadness that doesn't go away and trouble focusing Upset about a loss or breakup Chronic sadness 	<ul style="list-style-type: none"> Frequent trouble with sleep, appetite, focus, and energy Further withdrawal, isolation, and hopelessness Growing despair and pain Suicidal thoughts 	<ul style="list-style-type: none"> Not able to care for self Not eating, sleep extremes Chronic hopelessness, a lack of energy, and desperation Desire to escape; inability to act Thoughts of suicide
Reports low mood and fatigue but continues to attend classes.	Withdraws from friends and stops engaging in activities.	Stops attending classes, neglects hygiene, expresses hopelessness.

American College Health Association. (2022). *National College Health Assessment III: Reference Group Executive Summary*.

Beck, A. T., Steer, R. A., & Brown, G. (1996). *Manual for the Beck Depression Inventory-II*. Psychological Corporation.

Kroenke, K., Spitzer, R. L., & Williams, J. B. (2001). The PHQ-9: Validity of a brief depression severity measure. *Journal of General Internal Medicine*, 16(9), 606–613.



SUICIDE



DEPRESSION



SELF-INJURY



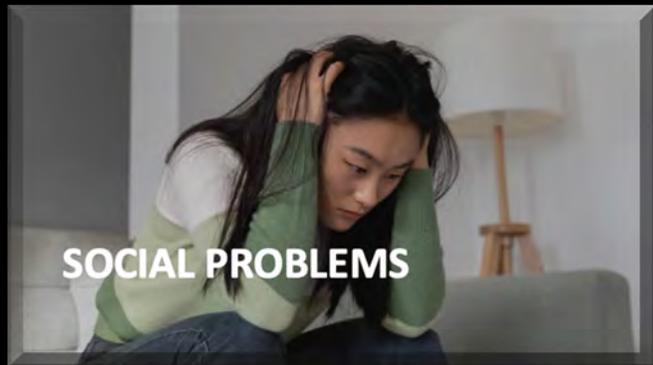
ALCOHOL/THC



SERIOUS DRUG USE



BEING TEASED



SOCIAL PROBLEMS



ACADEMIC TROUBLE



FINANCIAL INSECURITY



ADJUSTING TO CHANGE



LOSS OR BEREAVEMENT



BEING STALKED



ANXIETY



INTENSE THOUGHTS/ACTIONS



HALLUCINATIONS/DELUSIONS



INTIMIDATING BEHAVIORS



VANDALISM



BEING CONTROLLED



HARASSING



STALKING OTHERS



ACTS OF PARTNER VIOLENCE



SEXUAL VIOLENCE



INCEL BEHAVIOR



EATING/SLEEPING



AFFECTIVE VIOLENCE



TROLLING ACTIONS



TRANSIENT THREATS



SUBSTANTIVE THREATS



WHITE SUPREMACY



WEAPONS INTEREST/ACCESS

Module One College Case Study



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 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?
- 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 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.

