



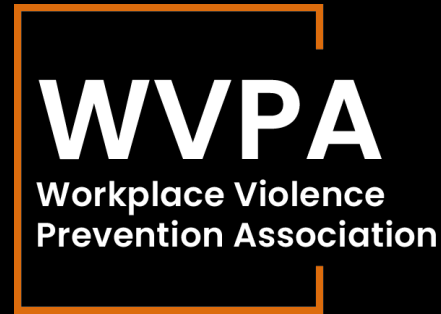
Dr. Brian Van Brunt

Behavioral Threat
Mental Illness
DEI-B and Bias
TVRA & CPTED
Title IX/VI
Incel and Extremist Violence

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InterACTT
— INTERNATIONAL ALLIANCE —
FOR CARE AND THREAT TEAMS



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Security Management

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TRAINING OUTPOST

Agenda: Part II

- ✓ Risk Factors for Violence
- ✓ VRA: DarkFox
- ✓ DarkFox Case
- ✓ Interview Considerations

Oude Kerk, Amsterdam



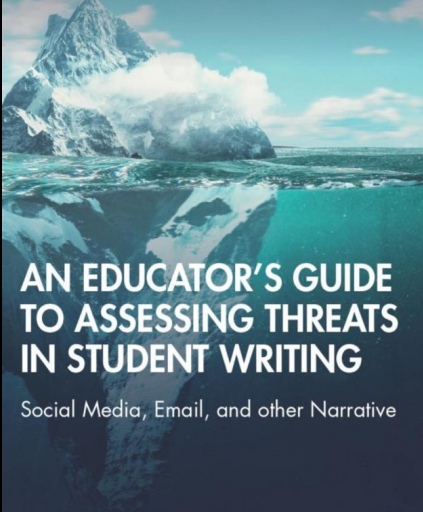
Brian Van Brunt

Ending Campus Violence

New Approaches to Prevention



BRIAN VAN BRUNT, W. SCOTT LEWIS, AND JEFFREY H. SOLOMON



AN EDUCATOR'S GUIDE TO ASSESSING THREATS IN STUDENT WRITING

Social Media, Email, and other Narrative



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Understanding and Treating Incels

Case Studies, Guidance, and Treatment of Violence Risk in the Involuntary Celibate Community

Brian Van Brunt and Chris Taylor



BRIAN VAN BRUNT, LISA PESCARA-KOVACH, AND BETHANY VAN BRUNT



WHITE SUPREMACIST VIOLENCE

Understanding the Resurgence and Stopping the Spread



Brian Van Brunt

HARM to OTHERS

The Assessment and Treatment of Dangerousness

D·PREP SAFETY DIVISION

STANDARDS FOR BIT/CARE AND THREAT TEAMS

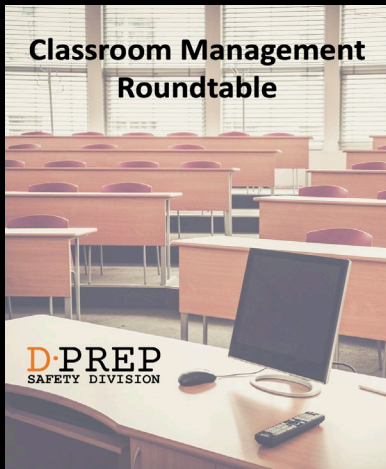
D·PREP Safety's BIT/CARE team assessment rubric looks at thirty-five key terms for optimal team functioning. This document provides descriptions for each item and the supporting research for why it is included as essential in the development of a BIT/CARE or threat assessment team framework.

The rubric is divided into four categories:

- **Team definition** outlines the team's purpose and scope of activities.
- **Team operation** defines how the team is organized to meet team goals.
- **Case processing** describes how the team manages a case through the initial report, contextual information gathering, risk assessment, intervention, and documentation.
- **Continuous improvement** supports the ongoing functioning of the team and ensures the membership is supervised and trained and that processes are reviewed and maintained.

Frequency of Meetings		Receiving Concerns
Leadership		Concerns Fears
Budget		Information Sharing
Mission		Case Discussion
Scope		Level of Risk
Name		Supervision and Guidance
Team Process		Violence Risk Assessments
Membership		Psychological Assessments
Multiple Teams		Testing and Development
Team Definition		Case Evaluation
Team Operations		End-of-Term Reports
Case Processing		After Action Reports
Continuous Improvement		Needs Assessment
		Stress Management

Classroom Management Roundtable



D·PREP SAFETY DIVISION

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

Brian Van Brunt, EdD¹, Amy Murphy, PhD², and Ann Zaidgizadeh, MA, EdM³

Abstract

In the wake of recent escalations and attacks involving members of college and university communities, the authors explore a specific and detailed investigation of how a violent, faculty, or staff radical ideologies are more than enough hold beliefs to extremist violence. Using a case study methodology in addition to a literature review, the authors identify and summarize 20 cases of violence or terrorism motivated by an ideological belief to identify the factors related to violent extremism. This article examines risk factors for violence extremism, mobilization factors contributing to violent actions, and protective factors that reduce the potential for violence to provide a risk assessment model for college and university behavioral assessment teams or threat assessment teams.

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

Introduction

COMMUNITY EXTREMISM AND THREAT ASSESSMENT

Recent years have witnessed an increase in violence against civilians in the United States. This increase has been attributed to a variety of factors, including the rise of extremist ideologies, the influence of social media, and the impact of global events. This article explores the factors related to violent extremism in college populations, focusing on the role of ideology, social media, and the impact of global events. The authors discuss the challenges of identifying and assessing risk in college populations and provide recommendations for improving threat assessment practices.

Feeling Threatened Vs. Being Threatened: Understanding Threat in Higher Education

With special thanks to Dr. Brian Van Brunt, Jennifer Adams, Dr. Lisa Pescara-Kovach, and Bethany Smith for their contributions.

Research Article

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

Brian Van Brunt, EdD, and W. Scott Lewis, JD

Abstract

This work hypothesizes that the costuming and objectification of targets provide insight into the motivation for a targeted violence attack. These risk factors are then used to identify the motivation of targeted individuals and threat assessment teams to observe or potential targets as at risk. The article presents a review of literature on costuming and objectification and highlights the ongoing role of these factors in the development of targeted violence. The authors argue that costuming and objectification are not only factors in the development of targeted violence but also factors in the development of targeted violence. The authors argue that costuming and objectification are not only factors in the development of targeted violence but also factors in the development of targeted violence.

D·PREP

BIT/CARE Teams



Charles Kirk Shooting

September 10, 2025

Hey Fascist! Catch ↑ → ↓↓ ↓



If you read this you are gay LMAO



Bill Ari

@ImBillRay



the first FBI agent who read the "if you read this you are gay lmao" casing



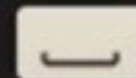
Oh bella ciao, bella ciao, bella ciao ciao ciao



LA BELLA CIAO DE LIBERTAD

USB SONGS

Artist: La Sonora Yarana



Inspect

notices, bulges, OwO, what's this?



LAWFUL GOOD



NEUTRAL GOOD



CHAOTIC GOOD



LAWFUL NEUTRAL



NEUTRAL



CHAOTIC NEUTRAL



LAWFUL EVIL



NEUTRAL EVIL



CHAOTIC EVIL



Covenant School Shooting

June 27, 2023









Aiden

Active 20m ago



9:57 AM

So basically that post I made on here about you, that was basically a suicide note.

I'm planning to die today.

THIS IS NOT A JOKE!!!!

You'll probably hear about me on the news after I die

This is my last goodbye.

I love you ❤️
See you again in another life

Audrey
(Aiden)

Audrey! You have so much more life to live. I pray God keeps and covers you.

I know but I don't want to live. I'm so sorry. I'm not trying to upset you or get attention. I just need to die

I wanted to tell you first because you are the most beautiful person I've ever seen and known all my life.



Message...



My family doesn't know what I'm about to do

One day this will make more sense. I've left more than enough evidence behind

But something bad is about to happen.

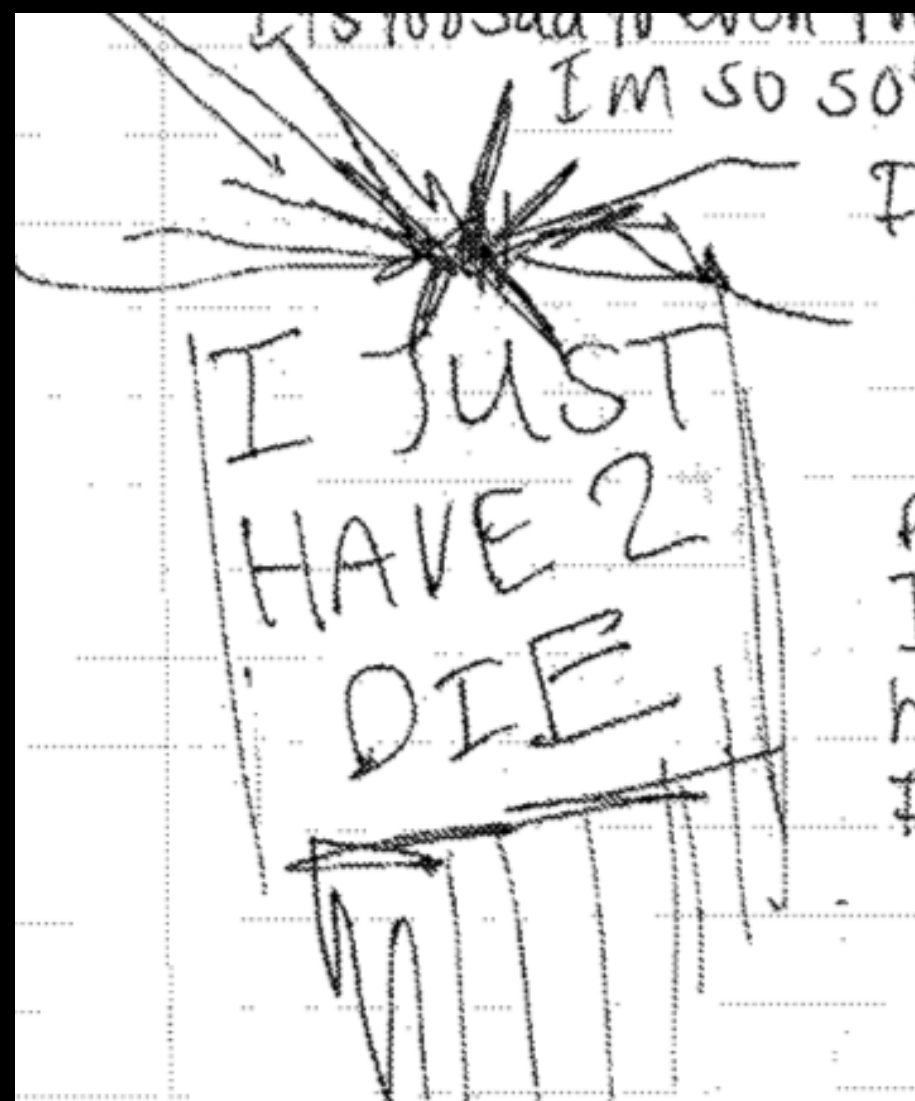
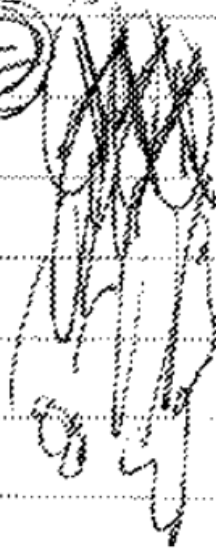
I have to kill,

SO I can be remembered, ..

in the most horrific way possible!
(that way no one will ever forget)

⊙ THE END ⊙

Archer





Buffalo Grocery Store Shooting

May 14, 2022

Norway Attack

July 22, 2011

Christchurch Mosques

March 21, 2019

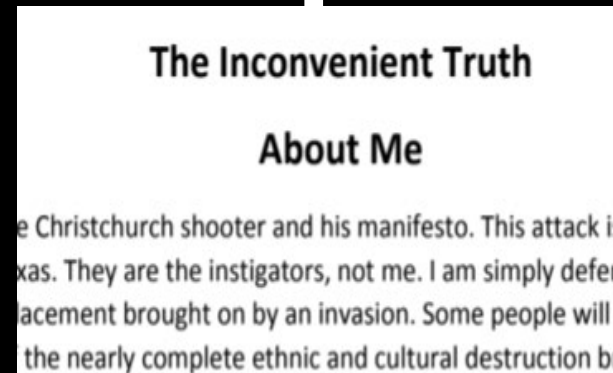


El Paso Walmart

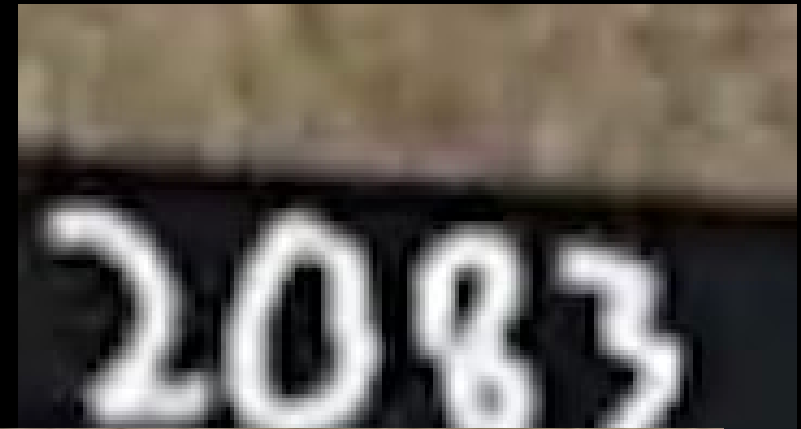
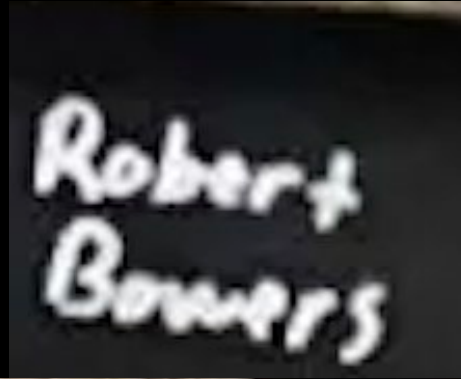
August 3, 2019

Buffalo Attack

May 14, 2022







Robert Bowers: Tree of Life Gunman

Brenton Tarrant Christchurch mosque shootings

Stop Your Genocide Against Our White Nation

Anders Behring Breivik Manifesto

2083: A European Declaration of Independence

Dylann Roof Charleston shooting

The plan of action:

- At home I will pick up all my gear and put it in an industrial trash bag, then I will put this bag in a laundry basket and place it on the floor in front of the passenger seat. I will put the three guns (two of them have carriers) behind my seat with a blanket over them to cover it from outsiders. I will also have discord at my house running a live recording of my twitch account.
- I eat a large portion of corn beef hash for breakfast
- I will leave my house at 7:30 and travel to Buffalo in regular clothing, should arrive just before 12:00
- At 12:00 I will go inside the store for the second to last time and make sure everything is as expected
- I will follow my planned course of action and make sure I know exactly where to go between 12:00 and 2:45. I will also get some food at McDonalds.

The plan of action:

- At 3:30 I will park in the designated gear up spot off of Sherman St and fully gear up. I will take my 3 guns out of their carriers and put them in the passenger seat of my car. I chamber the shotgun and add another in the magazine tube, and do the same to the savage axis. Both of these guns will have the safety engaged. (I may change the location I gear up if I determine it is too risky.)
- At 3:50 I will publish my 8chan post on 8chan.moe, 4chan post on 4chan linked to 8chan post, send links to the discord servers I'm in, and send links to all people on my discord friend list. After I'm done posting I will take the XM-15 and properly wear the sling and place the gun to the left of my legs. I insert the coupled magazines, chamber a round with the M855 mag and make sure the gun is on safe.

The plan of action:

- At 3:55 I start the livestream, and make it out onto Sherman St, I will take a right on to High St, take a right onto Johnson St, make it across Best St onto Wohlers Ave, and park on the side of the road just before Riley St.
- At 3:57 I will turn the check my discord and check the camera to make sure the livestream is working
- At 3:58 I take a left on Riley St, I then turn into the parking lot at Top's and disengage the safety on my XM-15.
- At about ~4:00 I park in front of the store right before the support beam, kick open the door and jump out of my car. In training this full action took between 2-3 seconds.



Norway Shootings

July, 2011



LIVE



For Rotherham
Alexandre Bissonette
Luca Traini

Сражение при Коргуле 1770
Бајо ТИВЉАВИН
ФРУЖИН
БИТКА ПРИ БУЛАКР 1913

Sebastiano Venier
Shipka pass 1877-78
Novak Vujošević



Charleston Church Shooting

June 17, 2015

Black people are racially aware almost from birth, but White people on average dont think about race in their daily lives. And this is our problem. We need to and have to.

Say you were to witness a dog being beat by a man. You are almost surely going to feel very sorry for that dog. But then say you were to witness a dog biting a man. You will most likely not feel the same pity you felt for the dog for the man. Why? Because dogs are lower than men.

This same analogy applies to black and White relations. Even today, blacks are subconsciously viewed by White people as lower beings. They are held to a lower standard in general. This is why they are able to get away with things like obnoxious behavior in public. Because it is expected of them.

Modern history classes instill a subconscious White superiority complex in Whites and an inferiority complex in blacks. This White superiority complex that comes from learning of how we dominated other peoples is also part of the problem I have just mentioned. But of course I dont deny that we are in fact superior.



El Paso, TX Shooting

August 3, 2019

In general, I support the Christchurch shooter and his manifesto. This attack is a response to the Hispanic invasion of Texas. They are the instigators, not me. I am simply defending my country from cultural and ethnic replacement brought on by an invasion. Some people will think this statement is hypocritical because of the nearly complete ethnic and cultural destruction brought to the Native Americans by our European ancestors, but this just reinforces my point. The natives didn't take the invasion of Europeans seriously, and now what's left is just a shadow of what was. My motives for this attack are not at all personal. Actually the Hispanic community was not my target before I read The Great Replacement. This manifesto will cover the political and economic reasons behind the attack, my gear, my expectations of what response this will generate and my personal motivations and thoughts. My ideology has not changed for several years. My opinions on automation, immigration, and the rest predate Trump and his campaign for president. I put this here because some people will blame the President or certain presidential candidates for the attack. This is not the case. I know that the media will probably call me a white supremacist anyway and blame Trump's rhetoric. The media is infamous for fake news. Their reaction to this attack will likely just confirm that.

Many people think that the fight for America is already lost. They couldn't be more wrong. This is just the beginning of the fight for America and Europe. I am honored to head the fight to reclaim my country from destruction.

Agenda: Part II

- ✓ Risk Factors for Violence
- ✓ VRA: DarkFox
- ✓ DarkFox Case
- ✓ Interview Considerations

Swayambhunath, Nepal



DARKFOX

DARKFOX



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

D·PREP



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

-Mary Ellen O'Toole

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Reset Section

CONTINUE

Instructions

Alone

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



Aggrieved

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





Sadist

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

Consumed

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



Defiant



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



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Catalyst

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

Vengeance

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





Research

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

IRRATIONAL

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



Impulsive

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



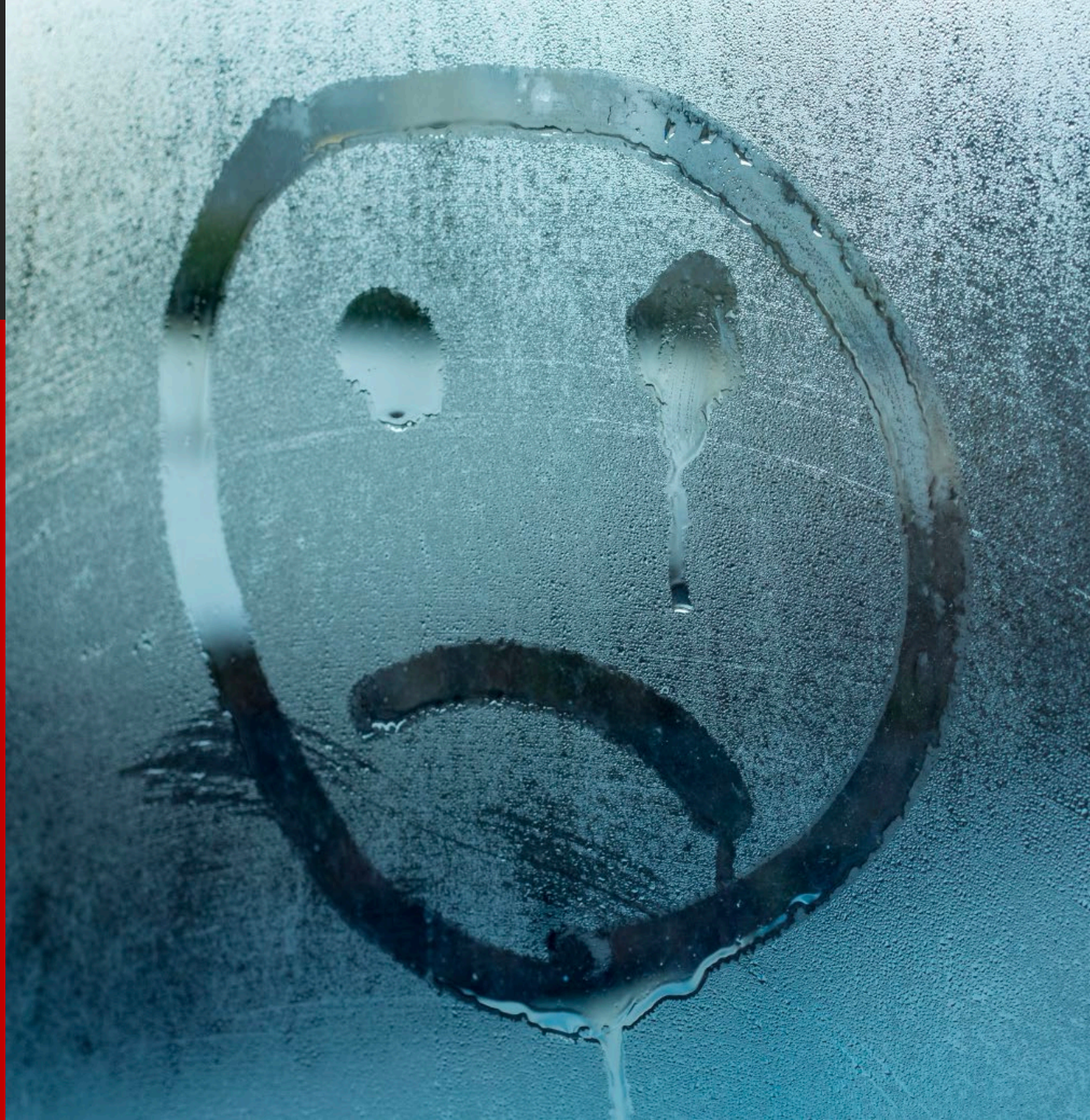
Freefall

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



Incel

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



Checklist

CHECKLIST

☐ _____

☐ _____

☐ _____

☐ _____

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



Encouragers

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



Weapons Interest

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

Hopeless

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





Costuming

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

Objectification

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





Teased

At the early stages, teasing and bullying becomes an occasional experience that has an impact on a student's self-worth and social connections with others. As teasing increases, their world becomes increasingly unsafe and negative, leading to feelings of hopelessness, despair, being trapped and eventually feelings of suicide or a desire to send a message to the oppressors through violence action.

Weapons Acquisition

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



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[Reset Section](#)[CONTINUE](#)[Instructions](#)

Direct

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





Location

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



Planning

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

Lethality

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





Organization

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



Penetration

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

Time

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





Tone

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

A close-up, low-angle shot of a camera lens, showing the intricate details of the glass elements and the metallic housing. The lens is slightly out of focus, with a soft greenish tint. The background is a dark, solid color.

Approach

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

Leakage

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





Rhetoric

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



Blaze of Glory

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

Statement <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Treatment <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Self-injury <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Self-concept <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
Eat <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Sleep <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Substances <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Attempts <input checked="" type="checkbox"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3

Statement

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



Treatment

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



A green folding knife with a black blade, lying vertically on a wooden surface. The knife is open, and the blade is pointing upwards. The handle is green with a textured grip. The background is a wooden surface with a vertical grain.

Self-Injury

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

Self-Concept

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



A white ceramic plate is shown from a top-down perspective, resting on a light green circular surface. The plate is empty and has a smooth, slightly reflective finish. The background is a solid dark teal color.

Eat

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

Sleep

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



Substances

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



A close-up photograph of a person's hand holding a small pile of various pills and capsules. The pills include red and yellow capsules, white capsules, and yellow tablets. The background is a solid teal color.

Attempts

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

Agenda: Part II

- ✓ Risk Factors for Violence
- ✓ VRA: DarkFox
- ✓ DarkFox Case
- ✓ Interview Considerations

Emerald Isle, North Carolina



Module Three

College Case Study



Case Details

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

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

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

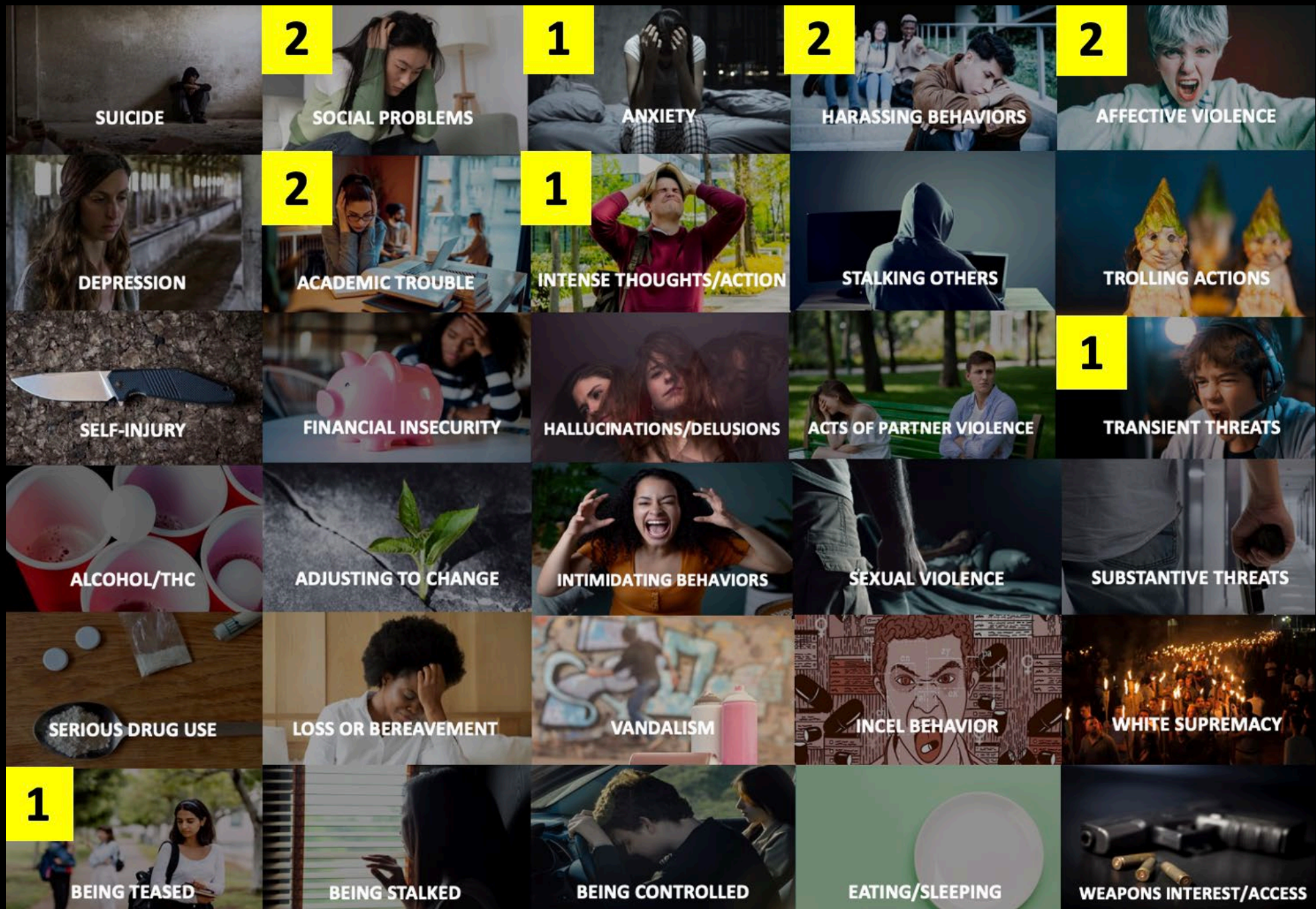
Questions to Consider

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

www.trainingoutpost.com
brian@dprep.com

Case Details

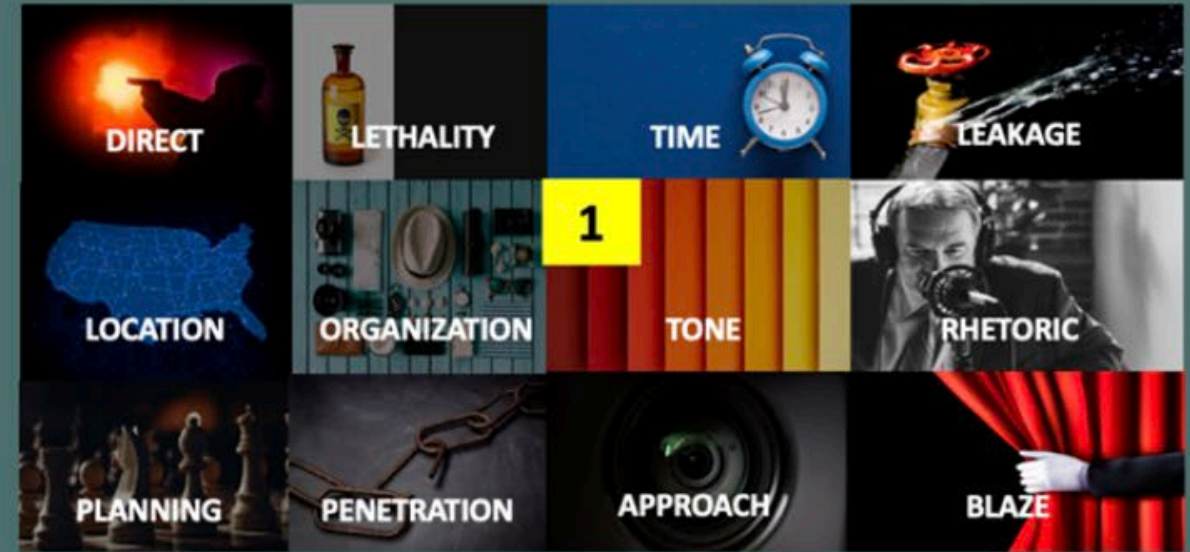
- ✓ Spent most of life in prison
- ✓ Demanding and odd behavior with staff
- ✓ Academic challenges
- ✓ Argumentative and threatening with other students and professors
- ✓ Challenges with school's accommodations and lack of conduct approach
- ✓ Potential difficulty with female staff
- ✓ Who knows about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



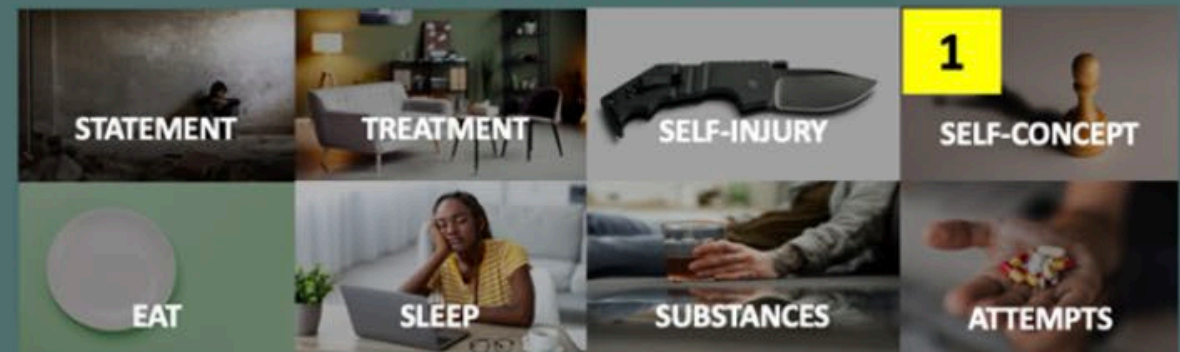
VIOLENCE RISK ASSESSMENT



THREAT ASSESSMENT



SUICIDE ASSESSMENT



Agenda: Part II

- ✓ Risk Factors for Violence
- ✓ VRA: DarkFox
- ✓ DarkFox Case
- ✓ Interview Considerations

Austin, Texas





Open ended vs. closed

Time restrictions

Recording

Writing during interview

Avoiding machine gun

Language

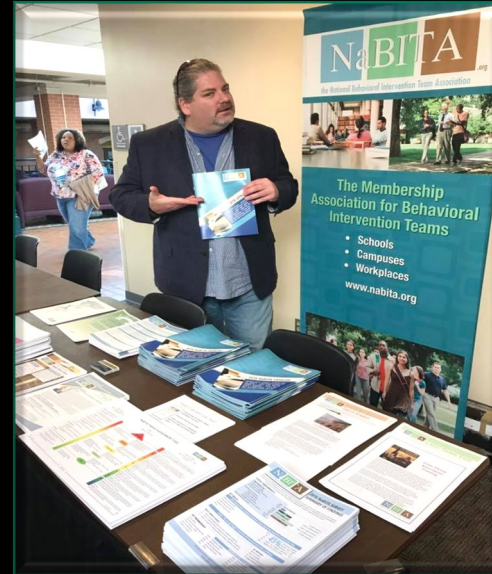
WE LIE TO PROTECT....



Ourselfs



Our Family



Our Image



Our Resources

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

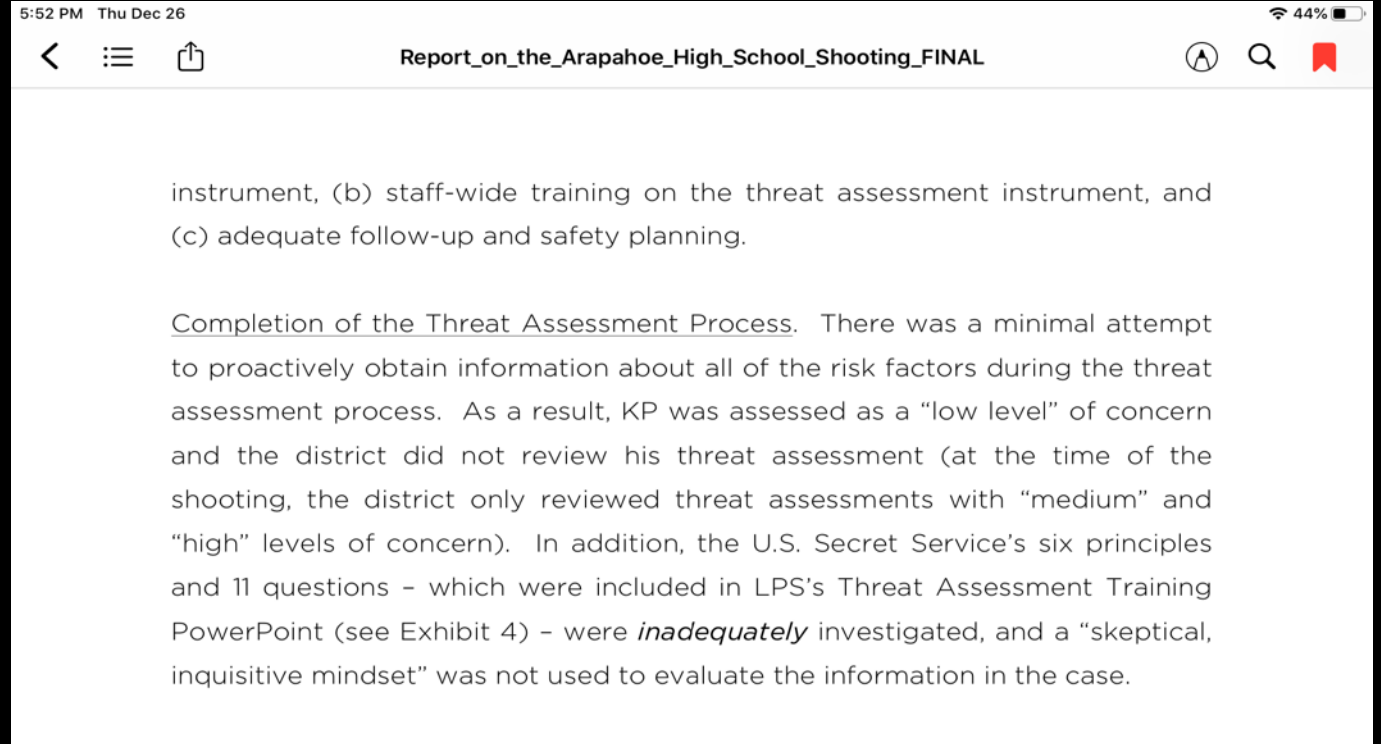
Arrived at more carefully and thoughtfully

May include multiples; ruled out with data

Looks at rival plausible hypothesis (red teaming)

“Skeptical Inquisitive Mindset”

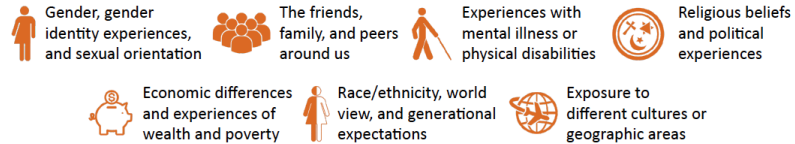
To evaluate the information in the case



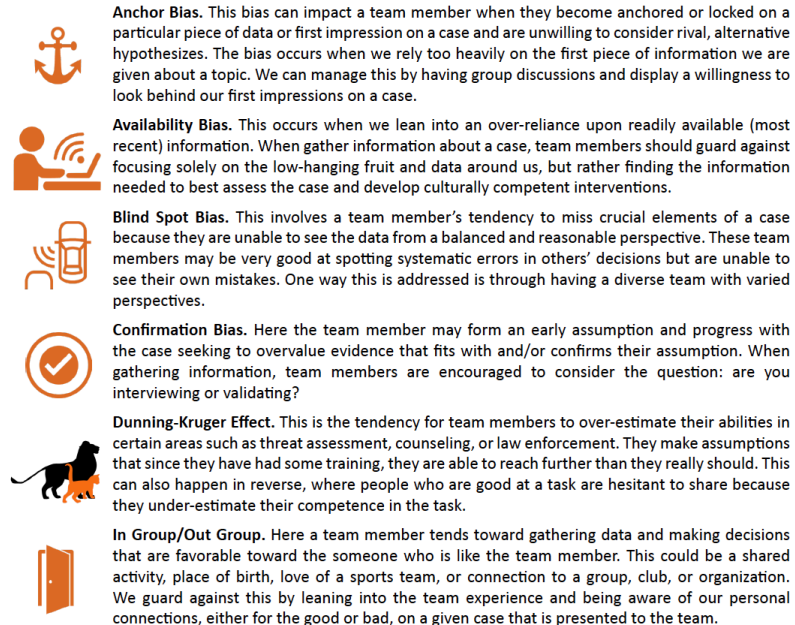
D·PREP BIAS MITIGATION

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





**Adopt a trauma
informed mindset**



Empowerment



**Cultural
humility**

A low-angle, upward-looking perspective of several modern skyscrapers with glass facades. The buildings are arranged in a way that they converge towards the top of the frame, creating a strong sense of height and scale. The sky is a pale blue with some light, wispy clouds. The lighting suggests it might be late afternoon or early morning, as the glass reflects a warm, golden light. A dark circular graphic with a thin white border is positioned in the upper left quadrant, containing the text 'Perspective taking'.

Perspective
taking

Empathy



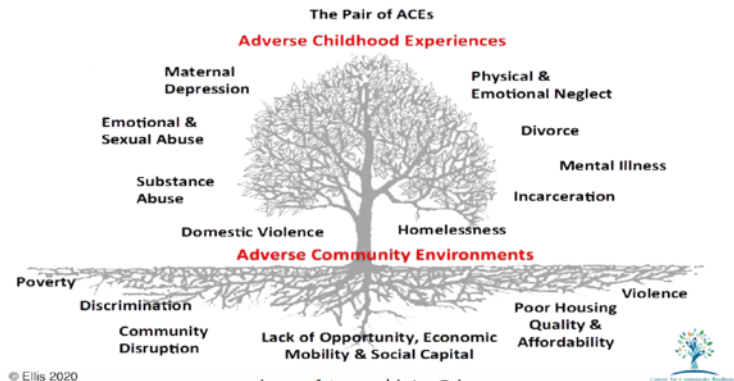
Adverse childhood experiences, or ACEs, are potentially traumatic events that occur in childhood (0-17 years). ACEs are linked to chronic health problems, mental illness, and substance use problems in adolescence and adulthood. ACEs can also negatively impact education, job opportunities, and earning potential.

- Systemic and institutional racism
- Discrimination based on race, ethnicity, gender identity or sexual orientation, religion, learning differences, or disabilities
- Generational and cultural trauma
- Bereavement or survivorship
- Adult responsibilities as a child
- Mental illness in the household
- Divorce
- Emotional or physical neglect
- Violence in the home or community
- Having a family member attempt or die by suicide
- Substance use problems in the household
- Instability due to parental separation or household members being in jail or prison

ACEs are common. About 61% of adults surveyed across 25 states reported they had experienced at least one type of ACE before age 18, and nearly 1 in 6 reported they had experienced four or more types of ACEs.

Some children are at greater risk than others. Women and several racial/ethnic minority groups were at greater risk for experiencing four or more types of ACEs.

ACEs are costly. The economic and social costs to families, communities, and society totals hundreds of billions of dollars each year. A 10% reduction in ACEs in North America could equate to an annual savings of \$56 billion.



Most of us have heard of the 3 standard trauma responses, fight, flight or freeze. There are two additional standard responses to trauma, hide and fawn/appease.



Fight kicks in when we feel that we need to fight to survive. A person fights in an attempt to remove the trauma by matching power for power. Our brains send signals throughout the body to rapidly prepare for the physical demands of fighting. Signs of fight response include the urge to punch someone or something, crying, upset stomach, and/or feeling intense anger.



Flight is the desire to remove ourselves from the trauma by disengaging, escaping or avoiding. Flight typically occurs when we don't feel strong enough to fight back and attempts to remove ourselves from the trauma as quickly as possible. Flight can be physical or mental (daydreaming, going to "another place" to detach from immediate danger).



Freeze happens when we aren't sure what to do and we dissociate from the trauma and shut down. We stop listening to people and may numb ourselves to avoid thinking. In freeze mode, we may experience pale skin, a sense of dread, a loud, pounding heart, feeling stiff, heavy, cold or numb, and a decreasing heart rate.



A **hiding** individual attempts to disconnect or become invisible. This can also be physical and mental (daydreaming to avoid reality). Sometimes hiding involves masking our true selves in order to survive long-term trauma. In some cases, we may gradually lose connection to our authentic selves and have no idea who we truly are.



Fawning occurs when we downplay our personal needs and instead focus on people-pleasing behavior. In order to get the situation to go away, an individual will try to determine what the person in power wants and give it to them. The fawn response is typically prominent in people who grew up in abusive families or situations.



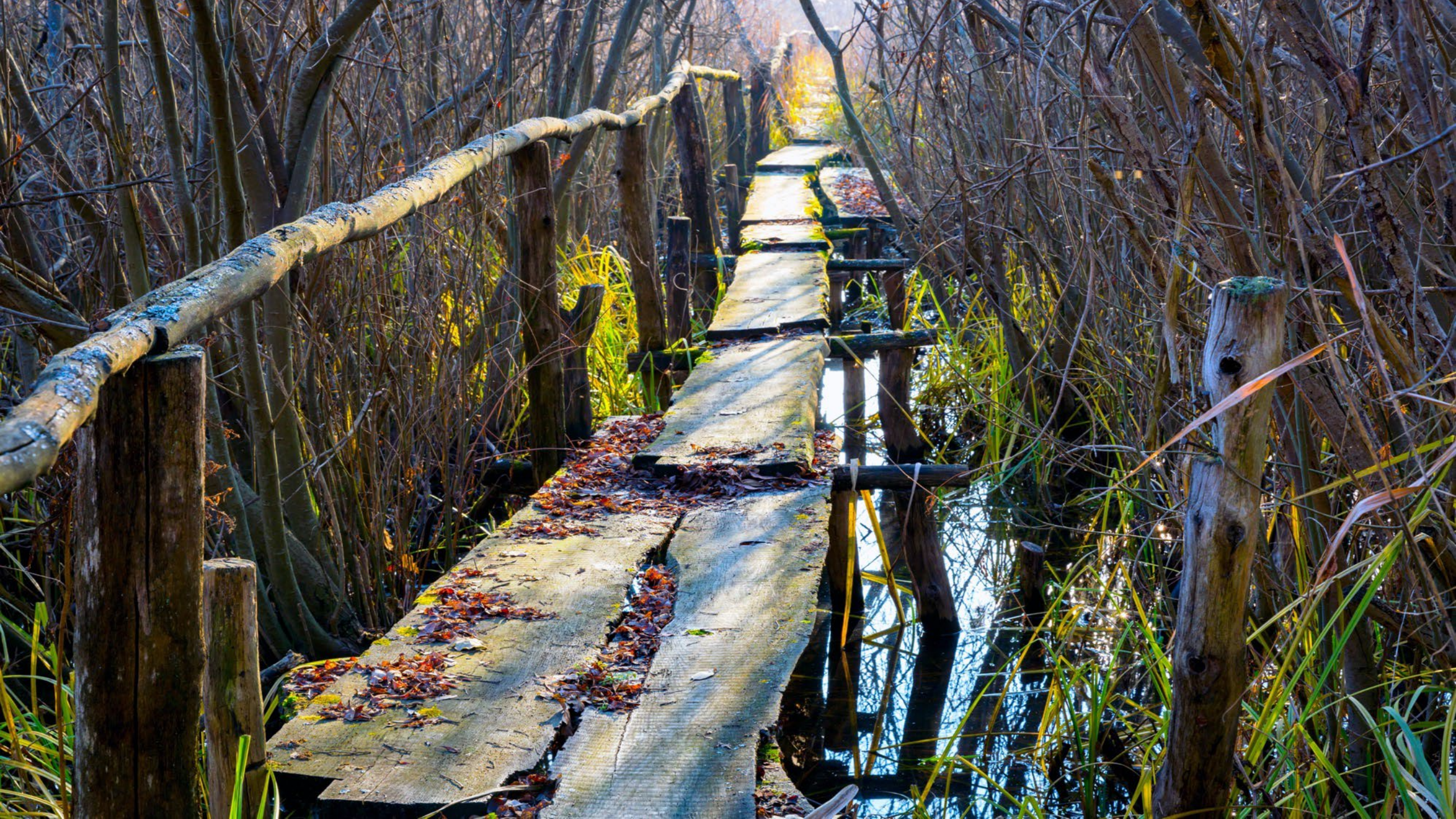
People Skills

“I have people skills.”

-Tom Smykowski









Building Rapport

Understand what motivates

Establish trust

Convey genuineness

Look for commonalities



EMPATHY & LISTENING

A balance scale is shown in the center of the image, hanging from a dark vertical pole. The scale has two pans. The left pan is lower and contains a dark, smooth, oval-shaped object. The right pan is higher and also contains a similar dark, smooth, oval-shaped object. The background is split vertically: the left side is a light, slightly blurred vertical surface, and the right side is a dark, blurred interior space with some indistinct shapes.

Rationality

Emotions



EMOTIONS

SHOW UP

BEHAVIORAL THREAT ASSESSMENT UNITS

A GUIDE FOR STATE AND LOCAL LAW ENFORCEMENT
TO PREVENT TARGETED VIOLENCE



U.S. DEPARTMENT OF HOMELAND SECURITY
UNITED STATES SECRET SERVICE
NATIONAL THREAT ASSESSMENT CENTER





**SOCIAL
MEDIA**

FAMILY

PEERS

DATING

SPORTS

CLUBS

HOBBIES