



Looking Beyond the Call:

Advanced Threat Assessment for Law Enforcement



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TRAINING MADE SIMPLE

Learn More

LOOKING
GLASS
CONSULTING &
DESIGN

D·PREP
SAFETY DIVISION

WVPA
Workplace Violence
Prevention Association

ATD
ALL THINGS DIVERSE



InterACTT
— INTERNATIONAL ALLIANCE —
FOR CARE AND THREAT TEAMS

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Kern County Probation

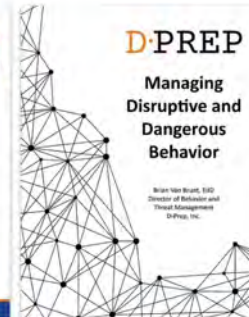
Looking Beyond the Call: Advanced Threat Assessment for Law Enforcement
Managing Mental Illness: Effective Approaches for Probation Officers

Looking Beyond the Call

Managing Mental Illness

Download Morning Slides

Download Afternoon Slides

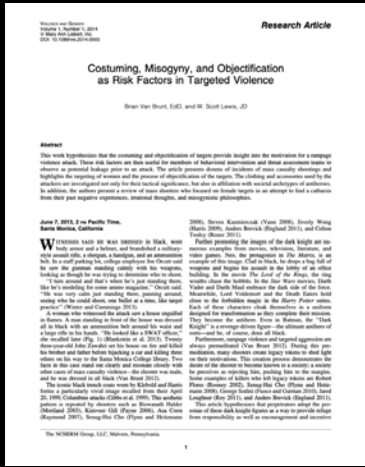
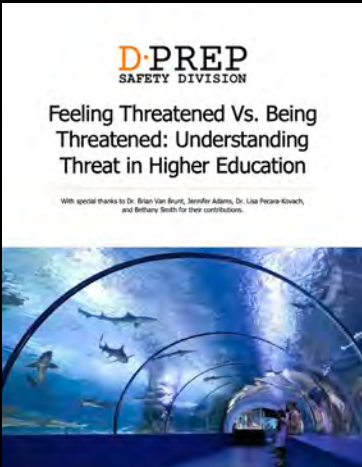
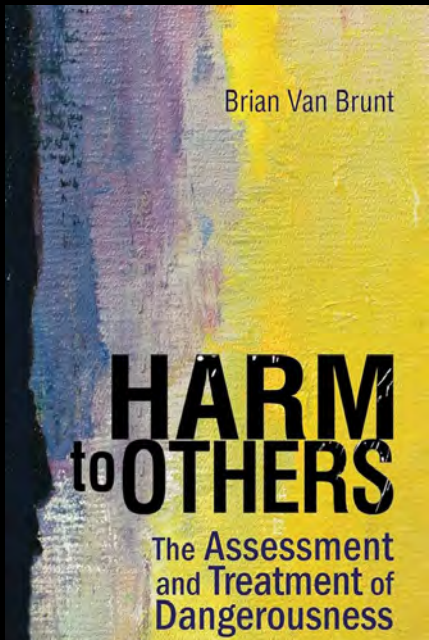
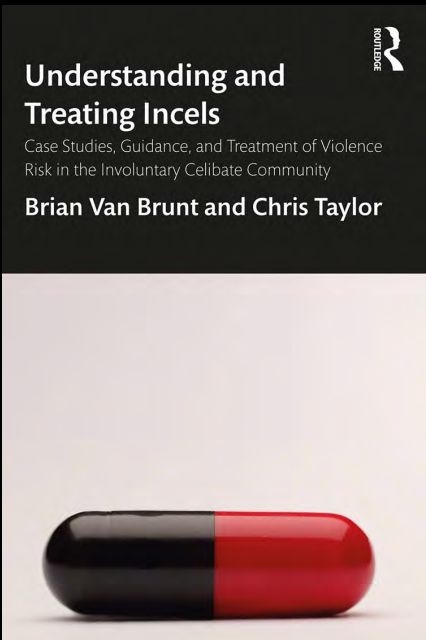
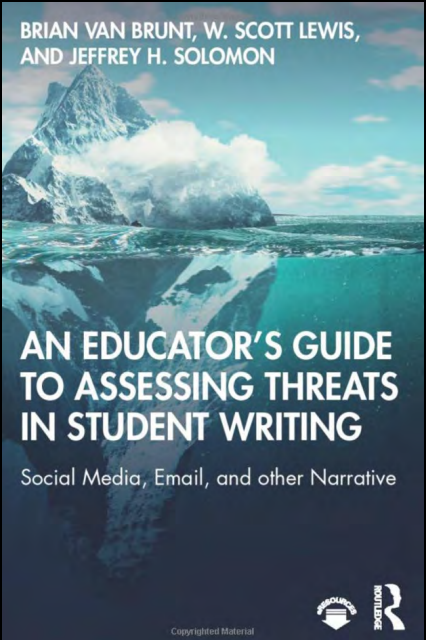
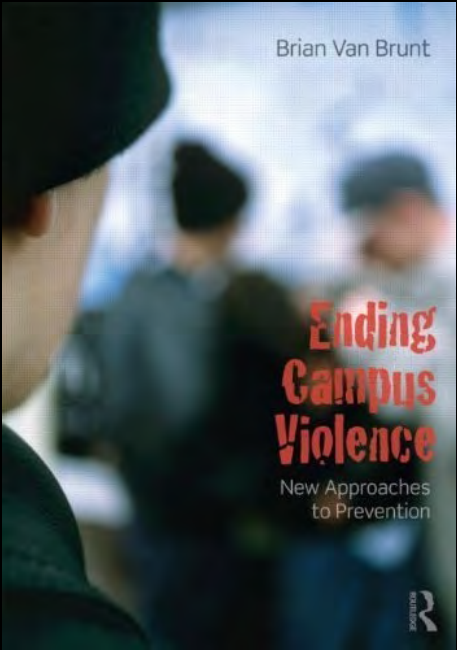


D-PREP SOCIAL MEDIA BASICS

D-PREP

D-PREP TYPES OF THREAT

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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 move on to the next attack.

Acrostic Word Activity

My favorite sight to see is

a blood bath

surrounding me. I ~~am~~ get

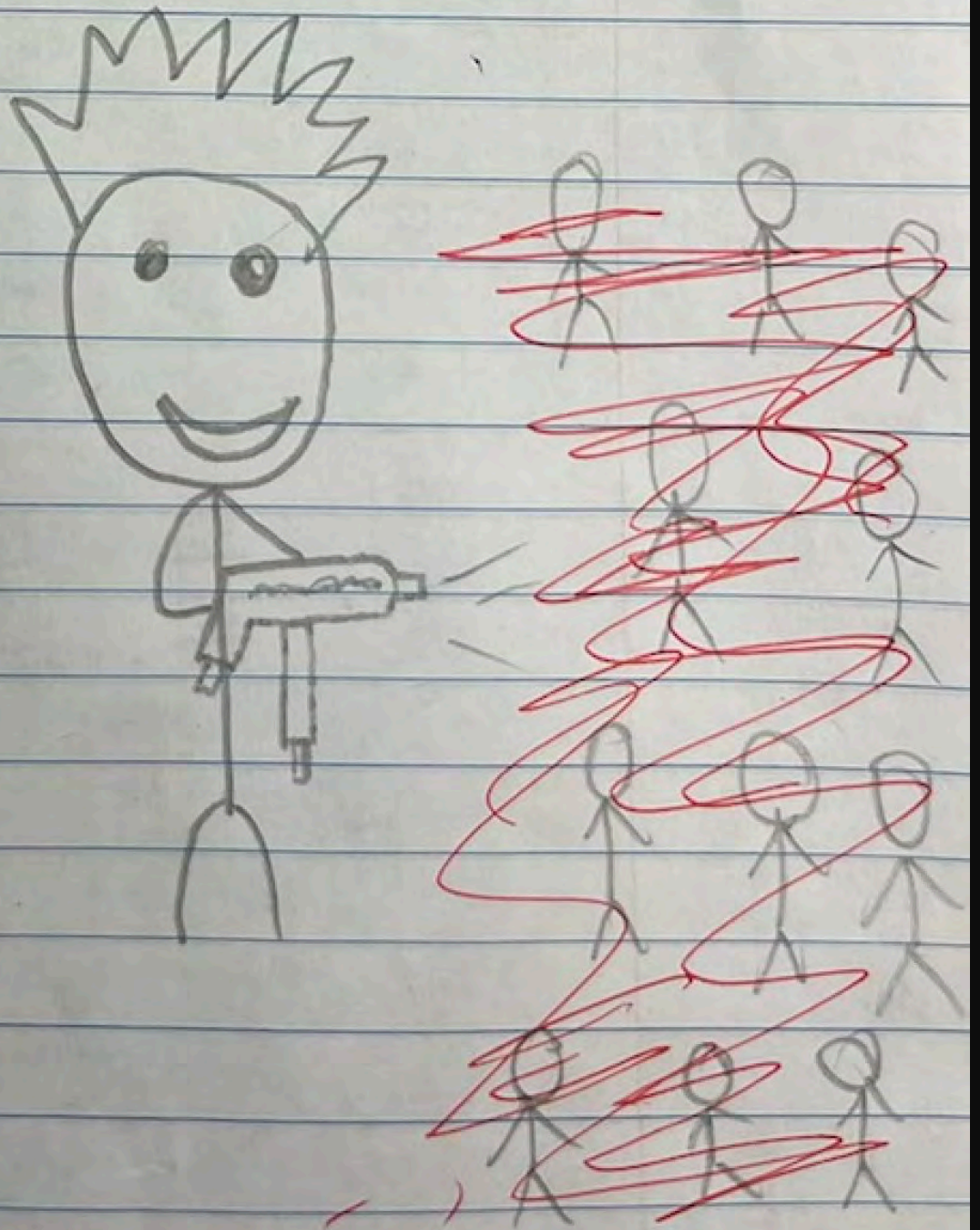
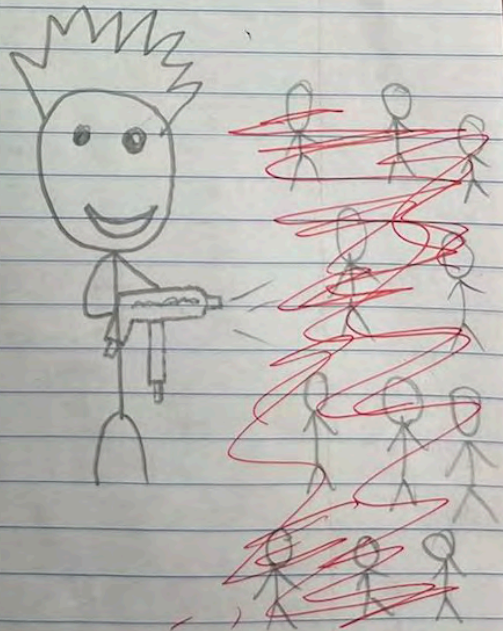
so excited to see the exposed

anatomies. I don't mean to take away what God's

created, but I'm just being

real and sincere,

Everybody's gonna die, It'll be a massacre



Acrostic Word Activity

My favorite sight to see is

A blood bath

Surrounding me. I ~~am~~ get

So excited to see the exposed

Anatomies. I don't mean to take away what God's

created, but I'm just being

Real and sincere,

Everybody's gonna die, It'll be a massacre



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



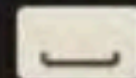
Oh bella ciao, bella ciao, bella ciao ciao ciao



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.

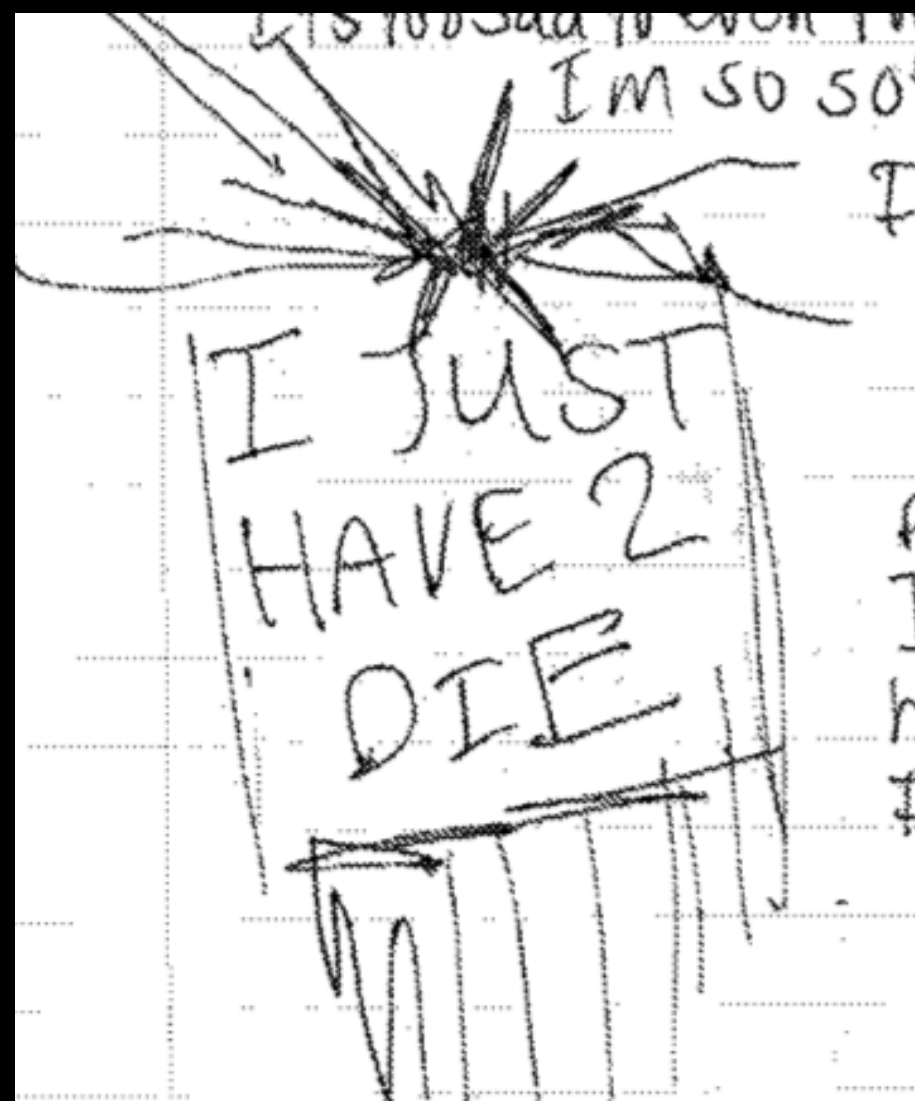
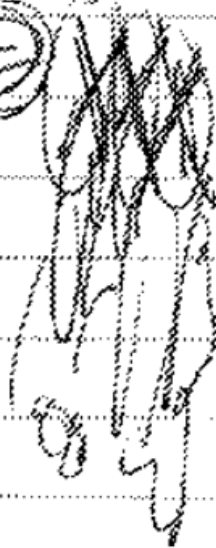
I have to kill,

SO I can be remembered, ..

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

© THE END ©

Archer



Early Morning

- ✓ Role of Law Enforcement
- ✓ Addressing Silos
- ✓ Preventing Mass Attacks
- ✓ A Layered Approach
- ✓ BTAM, BIT, CARE and Threat Teams

New Orleans, Louisiana











What's Changed

Collaboration between



Law Enforcement



School

is essential



Investigation



Charge

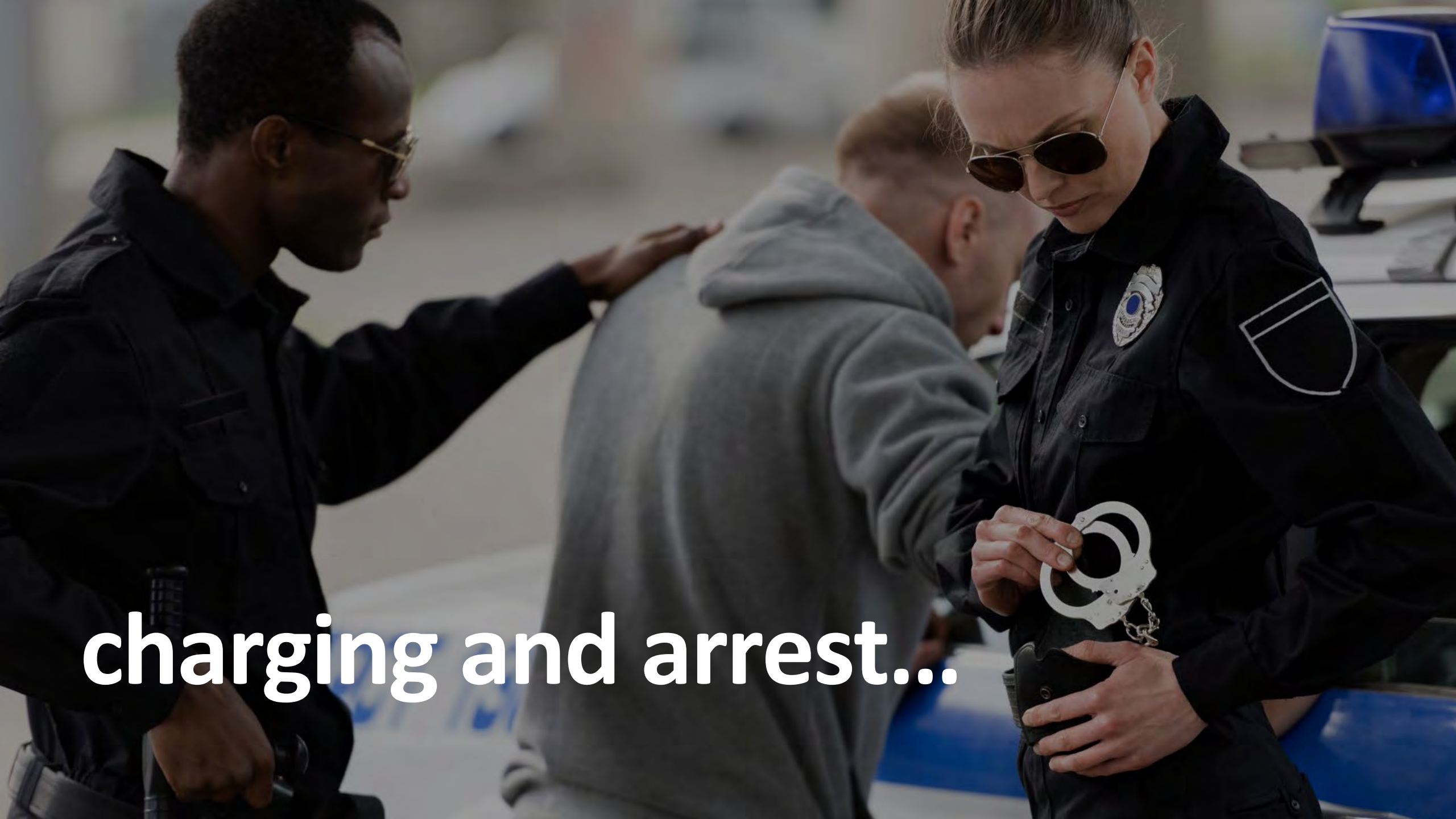


Arrest

Shift to BIT/CARE Model



Shift from investigation...



charging and arrest...



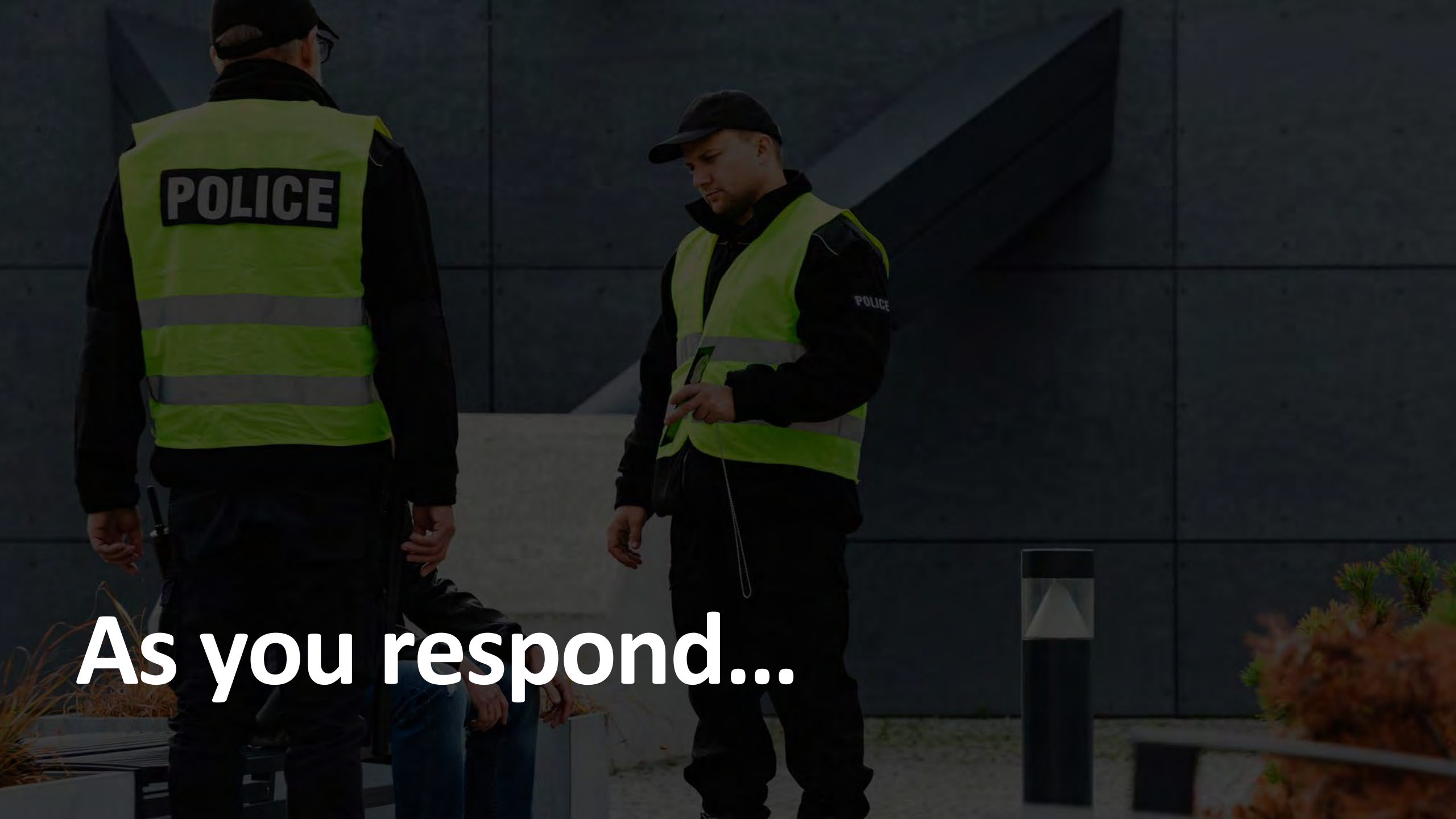
to a BIT/CARE Model



Early Identification



Prevention Focus



As you respond...



use each opportunity...



to observe and gain
valuable information

Early Morning

- ✓ Role of Law Enforcement
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What can you share?

What should you share?

Who do you share it with?



Reduce Silos





Early Morning

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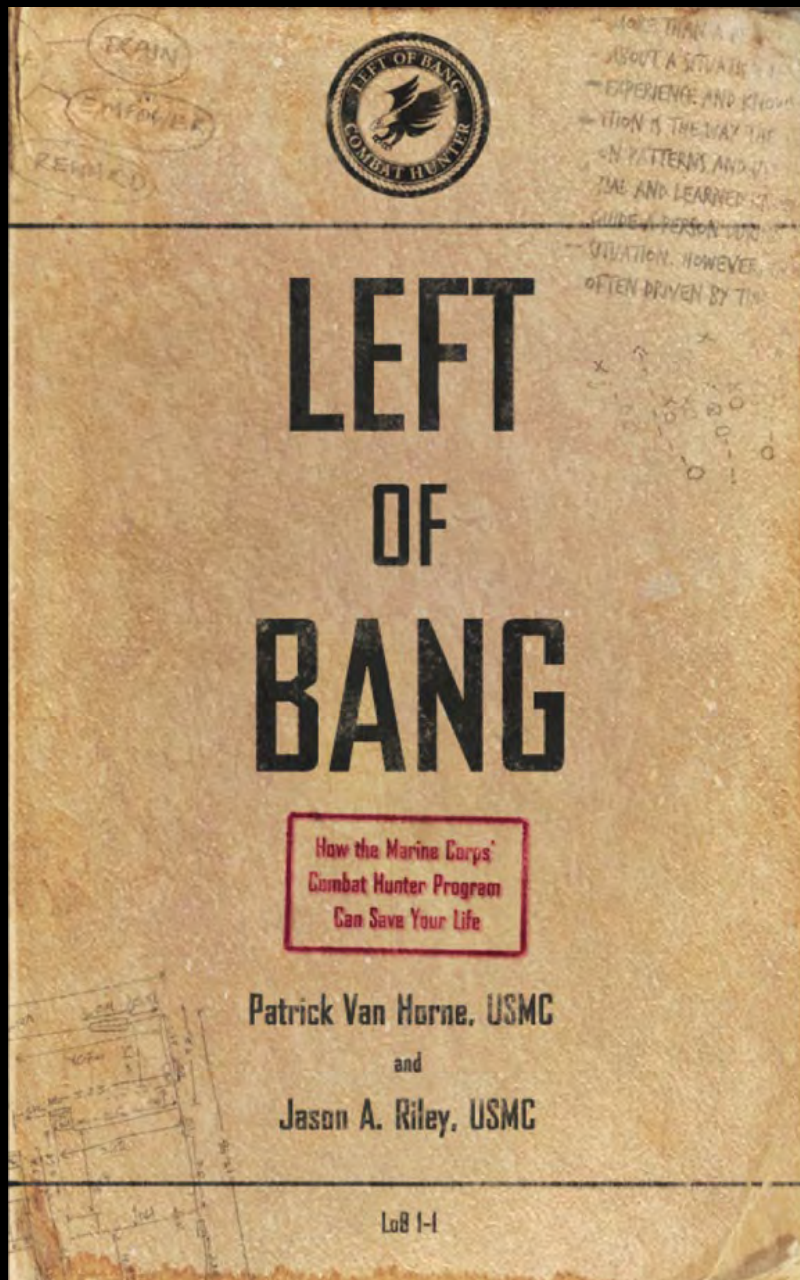
Brian Van Brunt

**Ending
Campus
Violence**

New Approaches
to Prevention





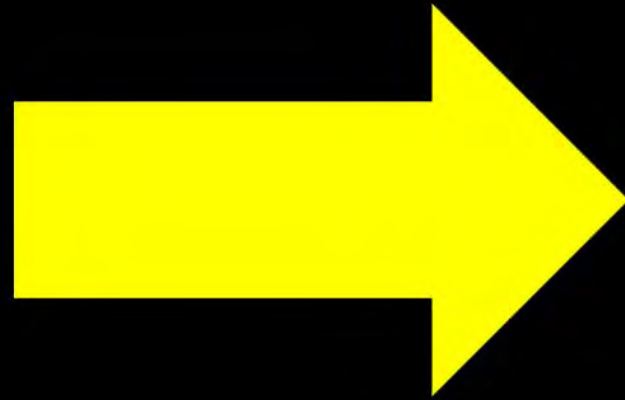




It requires that we not only look to
see how can we improve the way they



THE EVENT



**THE
RESPONSE**



But I also understand that it's not simply enough to look out and say,

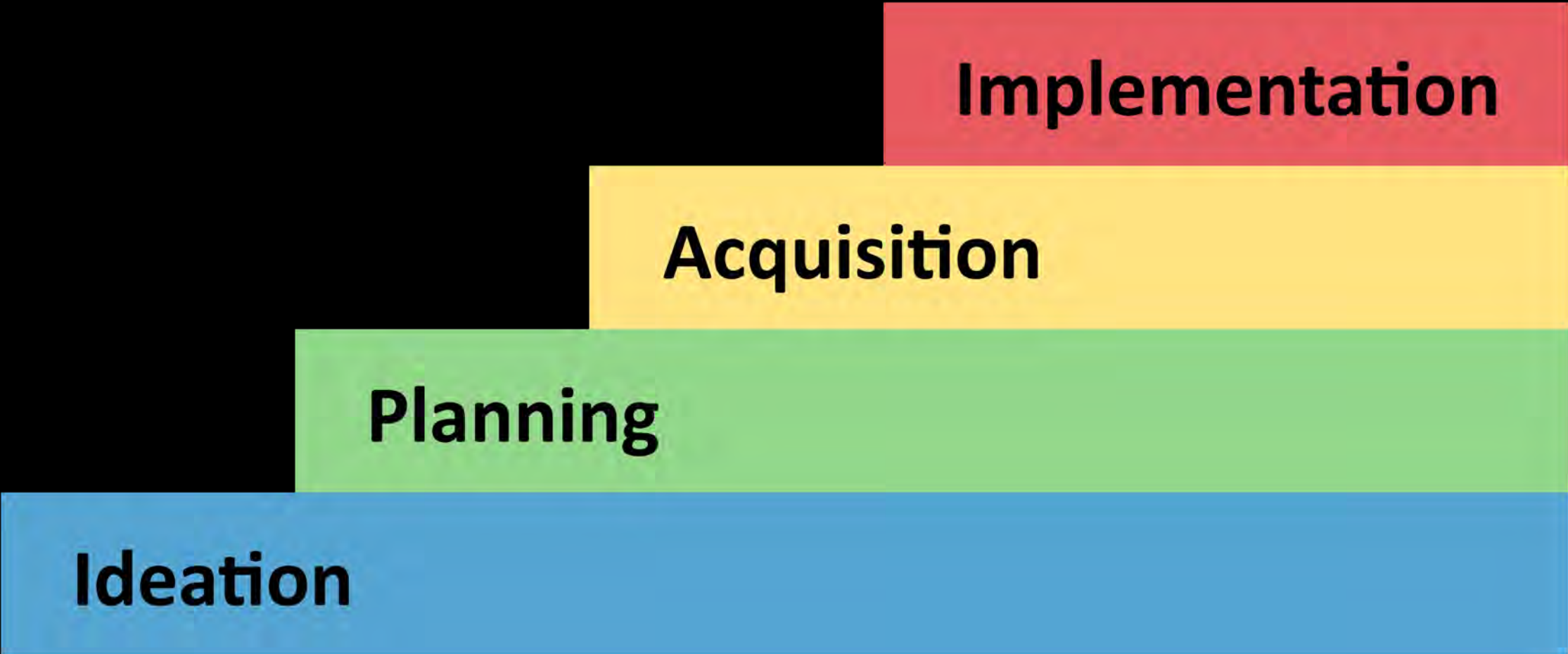
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University of Texas Shooting

September 28, 2010





Implementation

Acquisition

Planning

Ideation

MOTIVATION

Grievance

Violent
Ideation

CAPABILITY

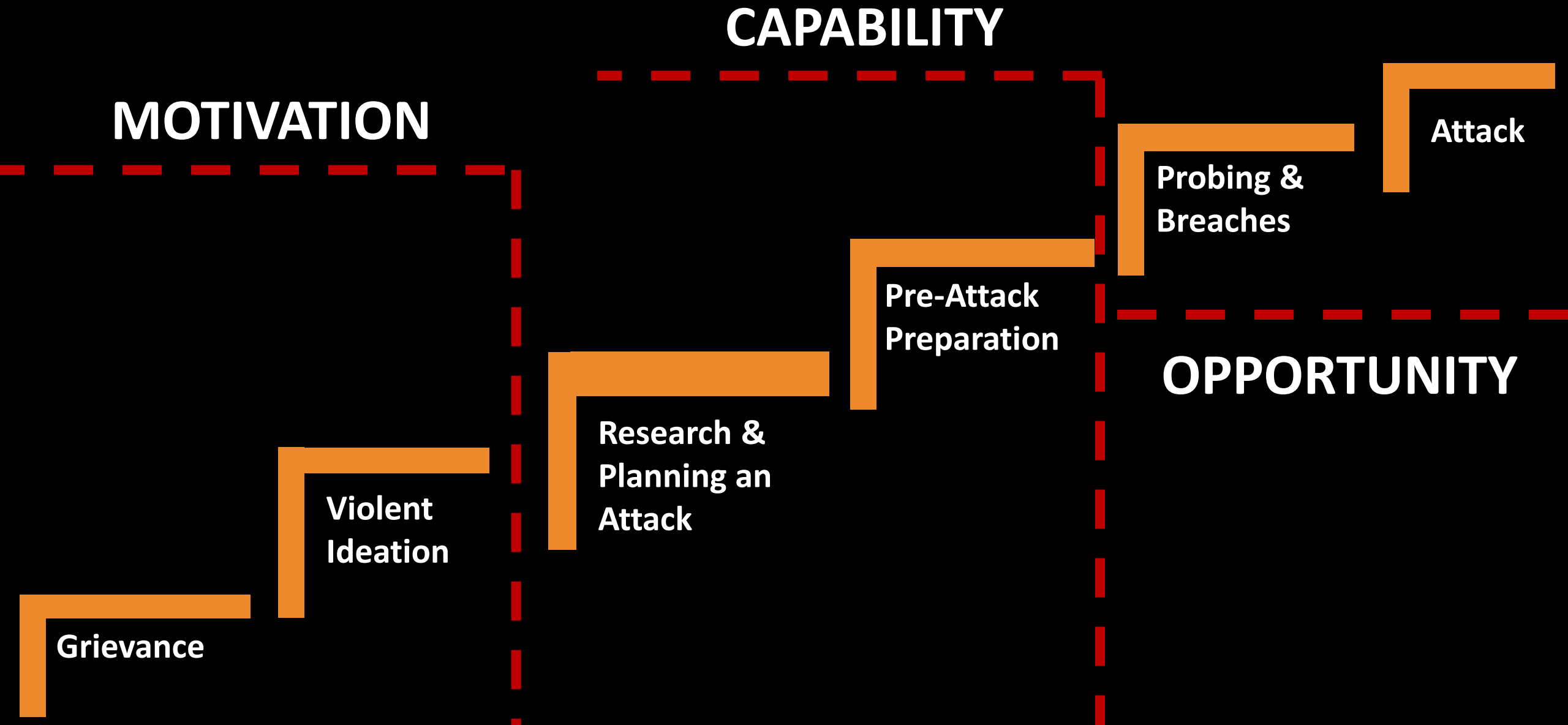
Research &
Planning an
Attack

Pre-Attack
Preparation

OPPORTUNITY

Probing &
Breaches

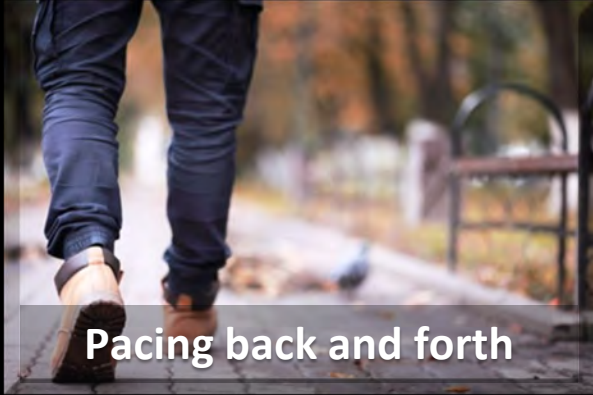
Attack



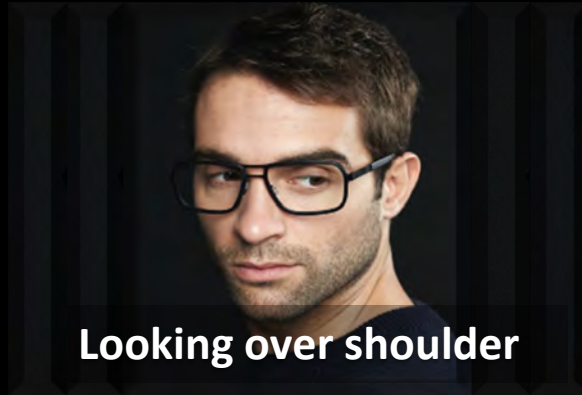
**Pay Attention, but
Avoid Assumptions**



Suspicious Behavior Indicators



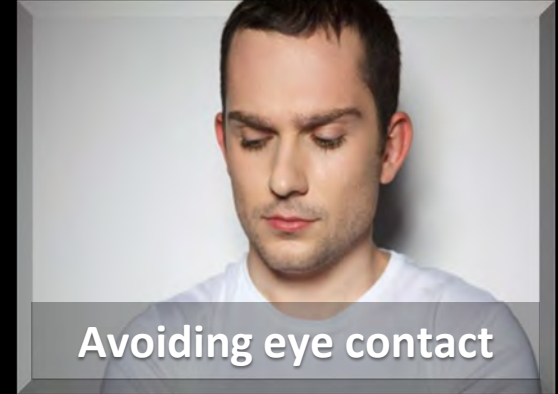
Pacing back and forth



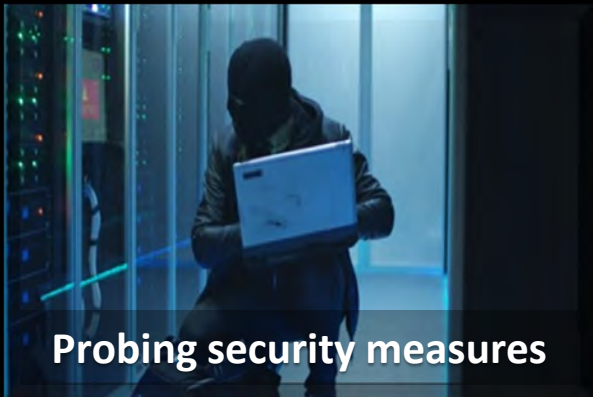
Looking over shoulder



Wringing/rubbing hands



Avoiding eye contact



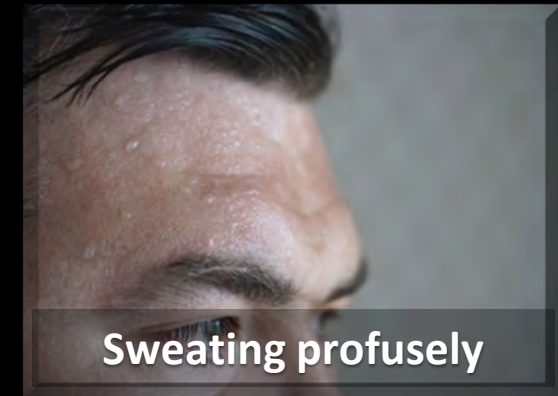
Probing security measures



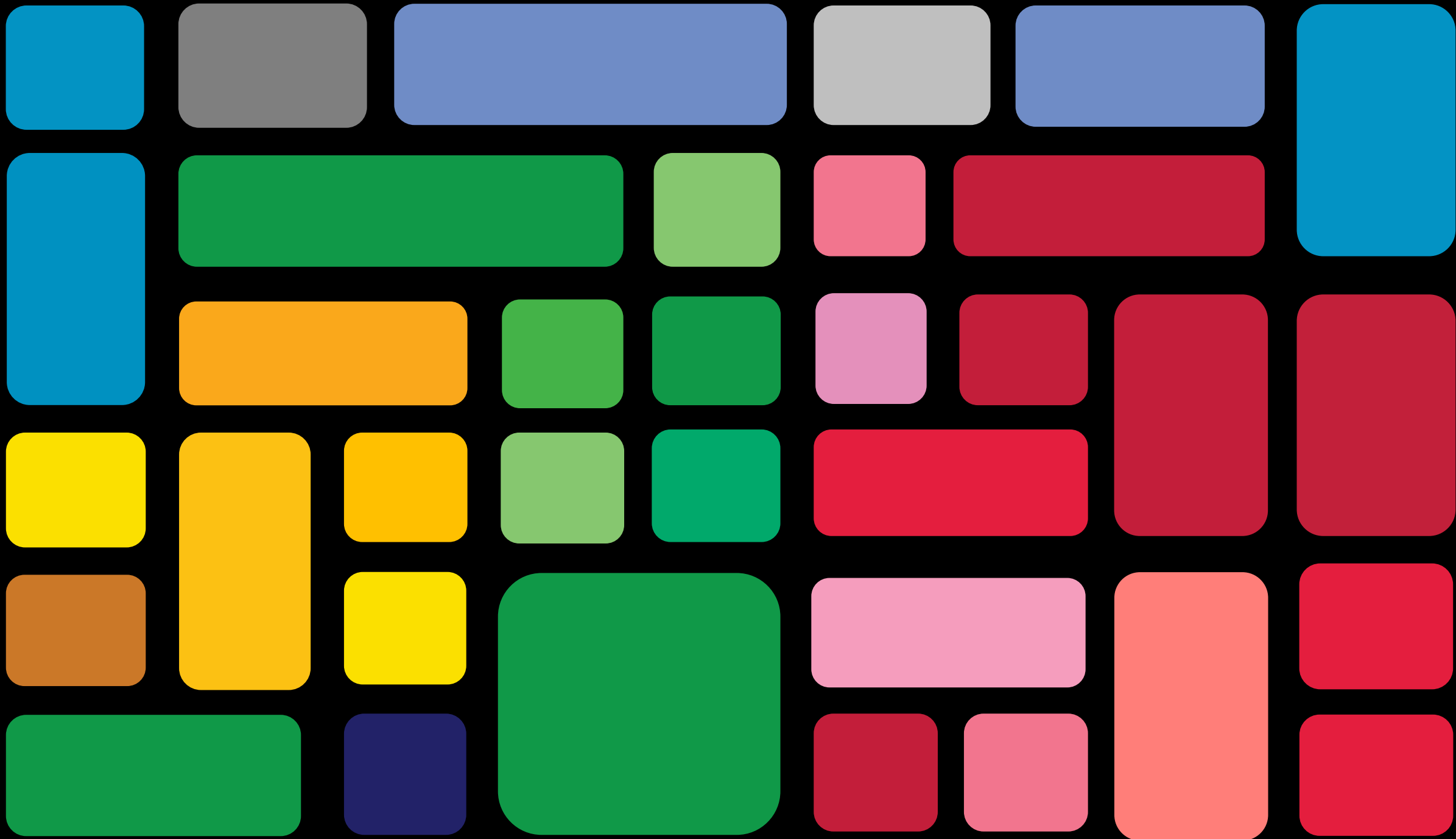
Clothing doesn't fit climate



Delay in answering



Sweating profusely



STANDARDS FOR BIT/CARE AND THREAT TEAMS

DPrep Safety's BIT/CARE team assessment rubric looks at thirty-five key items 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, interventions, 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.

		Receiving Concerns	
		Concern Form	
		Information Standards	
		Information Sharing	
	Frequency of Meetings	Case Discussion	
	Leadership	Level of Risk	
	Budget	Violence Risk Assessments	Supervision and Guidance
Mission	Policy & Procedures	Psychological Assessments	Training and Development
Scope	Cultural Awareness	Interventions	Case Evaluation
Name	Disability Awareness	Bias Mitigation	End-of-Term Reports
Team Process	Website	Case Management	After Action Reports
Membership	Team Presentation	Record Keeping	Needs Assessment
Multiple Teams	Other Marketing	Database Utilization	Stress Management
Team Definition	Team Operations	Case Processing	Continuous Improvement



		Receiving Concerns	
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		Case Discussion	
	Frequency of Meetings	Level of Risk	
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Team Process	Team Presentation	Case Management	Needs Assessment
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Multiple Teams		Database Utilization	
Team Definition	Team Operations	Case Processing	Continuous Improvement

Early Morning

- ✓ Role of Law Enforcement
- ✓ Addressing Silos
- ✓ Preventing Mass Attacks
- ✓ A Layered Approach
- ✓ BTAM, BIT, CARE and Threat Teams





**Behavioral
Assessment**

**Physical
Security**

Behavioral Threat Assessment

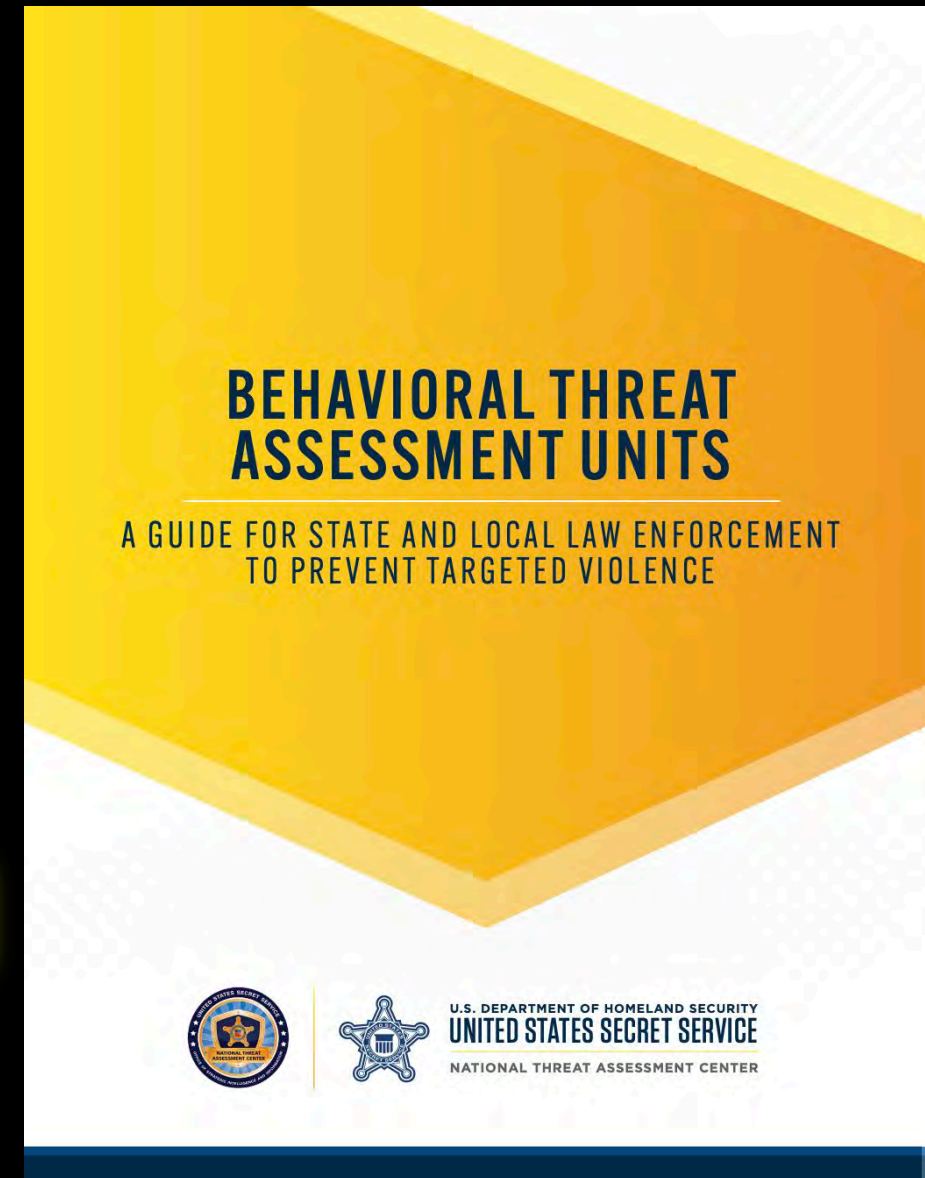


Physical Security



Early Morning

- ✓ Role of Law Enforcement
- ✓ Addressing Silos
- ✓ Preventing Mass Attacks
- ✓ A Layered Approach
- ✓ BTAM, BIT, CARE and Threat Teams



THE PRINCIPLES AND OBJECTIVES OF BEHAVIORAL THREAT ASSESSMENT

The Secret Service recognizes that preventing targeted violence is possible if communities are equipped with the training and resources necessary to identify individuals of concern, assess their risk of violence, and intervene appropriately, namely through **behavioral threat assessment** (also referred to as behavioral threat assessment and management or “BTAM”). Behavioral threat assessment is an approach to proactively prevent incidents of targeted violence. NTAC research and Secret Service operational experience have established that behavioral threat assessment:



Behavioral Threat Assessment:

A behavior-based approach to proactively prevent incidents of targeted violence.



THE FRAMEWORK

- | | |
|----------------|--|
| STEP 1: | Establish a Behavioral Threat Assessment Unit and Policy |
| STEP 2: | Create Operational Protocols and Procedures |
| STEP 3: | Identify and Process Reports of Concerning Behavior |
| STEP 4: | Gather Information to Assess for Risk |
| STEP 5: | Develop Risk Management Strategies |
| STEP 6: | Promote Continuous Improvement and a Culture of Prevention |



THE SECRET SERVICE MODEL

The Secret Service originally developed behavioral threat assessment to prevent assassinations and safeguard the nation's leaders. The process was built upon NTAC's research which found that most individuals who engage in acts of targeted violence elicit concern in those around them prior to the attack. The Secret Service model, therefore, is designed to **identify** individuals displaying threatening or concerning behavior, gather information to **assess** if an individual poses a risk of violence, and then **manage** the risk by implementing appropriate interventions.



The Secret Service model has since been adapted to prevent all forms of targeted violence impacting communities in America, including acts of workplace violence, K-12 school shootings, terrorism, and mass attacks in public spaces.

DEFINITIONS



Gather Data

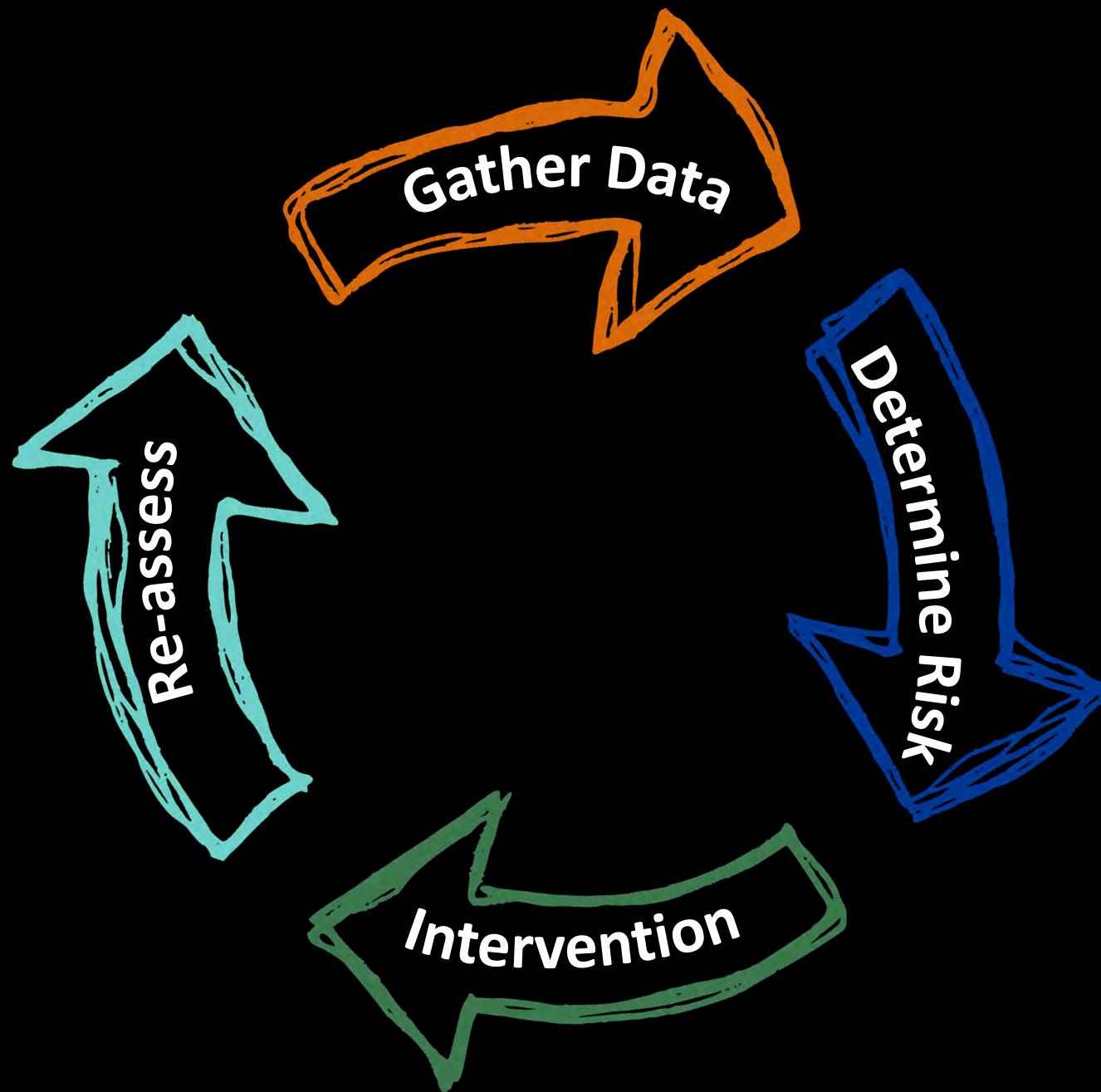


Determine Risk



Intervention

DEFINITIONS



BEHAVIORAL THREAT ASSESSMENT...

is a proactive approach to **violence prevention**.

provides an avenue for **early intervention**.

focuses on assessing and managing **concerning behavior**.

is not a criminal investigation.

is not a physical security measure.

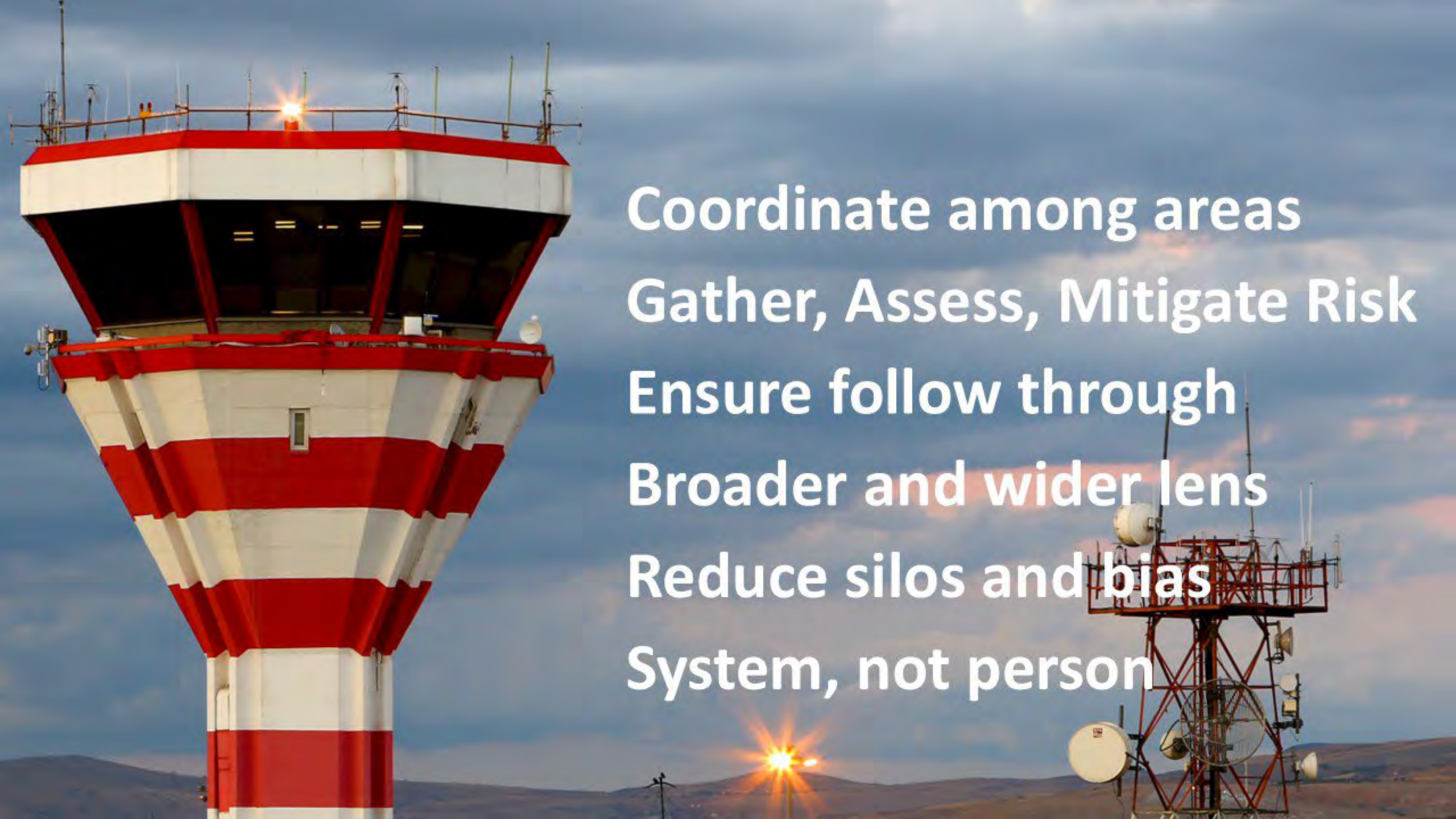
is not profiling.

STEP 3: IDENTIFY AND PROCESS REPORTS OF CONCERNING BEHAVIOR

BTAUs must establish avenues to receive reports of concerning behavior in the community, including internal and external agency referrals and bystander reporting from the public. Without clear channels for reporting, BTAUs may miss opportunities to identify and intervene with individuals of concern. Units must further have the capability to triage all reports for imminent threats to life or safety and respond accordingly. BTAUs may then triage reports for relevancy to the units' objectives and share information with parties external to the units as necessary.

RECEIVE REPORTS AT A CENTRALIZED POINT

The Secret Service receives information relevant to the agency's protective mission from a variety of sources, including concerned bystanders, law enforcement agencies, and other organizations. Regardless of the source, all information with a Protective Intelligence nexus is collected and processed through a centralized operations center within the Secret Service. BTAUs will similarly receive reports of concerning behavior from within their own agency, members of the community, and outside law enforcement agencies and partner organizations, which should be routed to a



Coordinate among areas
Gather, Assess, Mitigate Risk
Ensure follow through
Broader and wider lens
Reduce silos and bias
System, not person

PRELIMINARY INQUIRY

- Gather as much information as necessary to establish context for reported concerns
- Determine whether the case should be closed or if the case warrants a full assessment

FULL ASSESSMENT

- Gather all relevant information from all relevant sources
- Comprehensively assess the risk posed by an individual
- Identify strategies to mitigate risk

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





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

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.





**SOCIAL
MEDIA**

FAMILY

PEERS

DATING

SPORTS

CLUBS

HOBBIES

Late Morning

- ✓ Case Study
- ✓ Risk Factors
- ✓ Social Media/Written Threat
- ✓ Approach Behaviors
- ✓ Mental Illness and Violence

Botanical Gardens, Edenborough



Fourteen-year-old Win is a student in 9th grade. His parents have a long history of domestic violence toward each other. Win is the oldest of three siblings and the family has moved around several times after financial troubles (his father had numerous back surgeries) and social service reports of abuse and neglect. His father often yells and screams at Win, upset at him playing video games all the time. Both parents have had previous legal conflicts, and his mother has had several drug arrests. His father has tried to get him outside more though, and involved with hunting.

Win is teased by other students at school and is having a difficult time. He is often teased and called “gay.”

During the spring of his 8th grade year, his parents separated, with his mother posting on social media, “I’ve finally taken that step to leave my abusive husband of 14 years. It wasn’t easy, but we will make it.”

Later that month, school officials reported that Win had made a threat concerning a school shooting. The threat was made on his Discord account and said “im committing a mass shooting and im waiting a good 2-3 years, I cant kill myself yet, cause I’m not contributing anything to culture I need to go out knowing I did.” Win posted references to Adam Lanza and frustration that transgender people were being accepted into society.

Win was interviewed by local police and no charges were filed. His father explained to police that there were hunting rifles in the house, but they were secured. Win’s father purchased him an AR-15 style rifle this past Christmas and has taken him shooting several times in the spring and summer. The father said he hoped hunting would “toughen him up.”

Yesterday, Win posted this picture on his social media.
You’ve been asked to complete a violence risk assessment.



Late Morning

- ✓ Case Study
- ✓ Risk Factors
- ✓ Social Media/Written Threat
- ✓ Approach Behaviors
- ✓ Mental Illness and Violence

Lukla, Nepal





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

-Mary Ellen O'Toole



DarkFox Scoring Sheet

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

Threat

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

Suicide

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

Previous Experiences

Death: ☐ Pet ☐ Parent/caregiver ☐ Someone close

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

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

Other: ☐ None ☐ Unsure

Current Experiences

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

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

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



Social Support



Restrict Firearms



Empathy



Activities



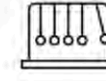
Purpose



Access to Care



Positive Climate



Consequence



Resiliency

Alone

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



Aggrieved

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





Sadist

Here, the individual takes pleasure in inflicting harm on people and/or animals. At the early stages, this may manifest as a lack of empathy or non-physical negative attacks on others. In later stages, there is a growing need to harm others physically along with making plans and narrowing down the 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 the workplace, school, or police, they move quickly past these, feeling justified in their actions because of their locked perspective.





Defiant

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



Catalyst

Negative events occur and act as the catalyst in a chemical reaction, speeding up the escalation. These include a loss of status, opportunity (playing on a sports team or going on a field trip), relationship, or finances. The events can trigger an attack plan 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.



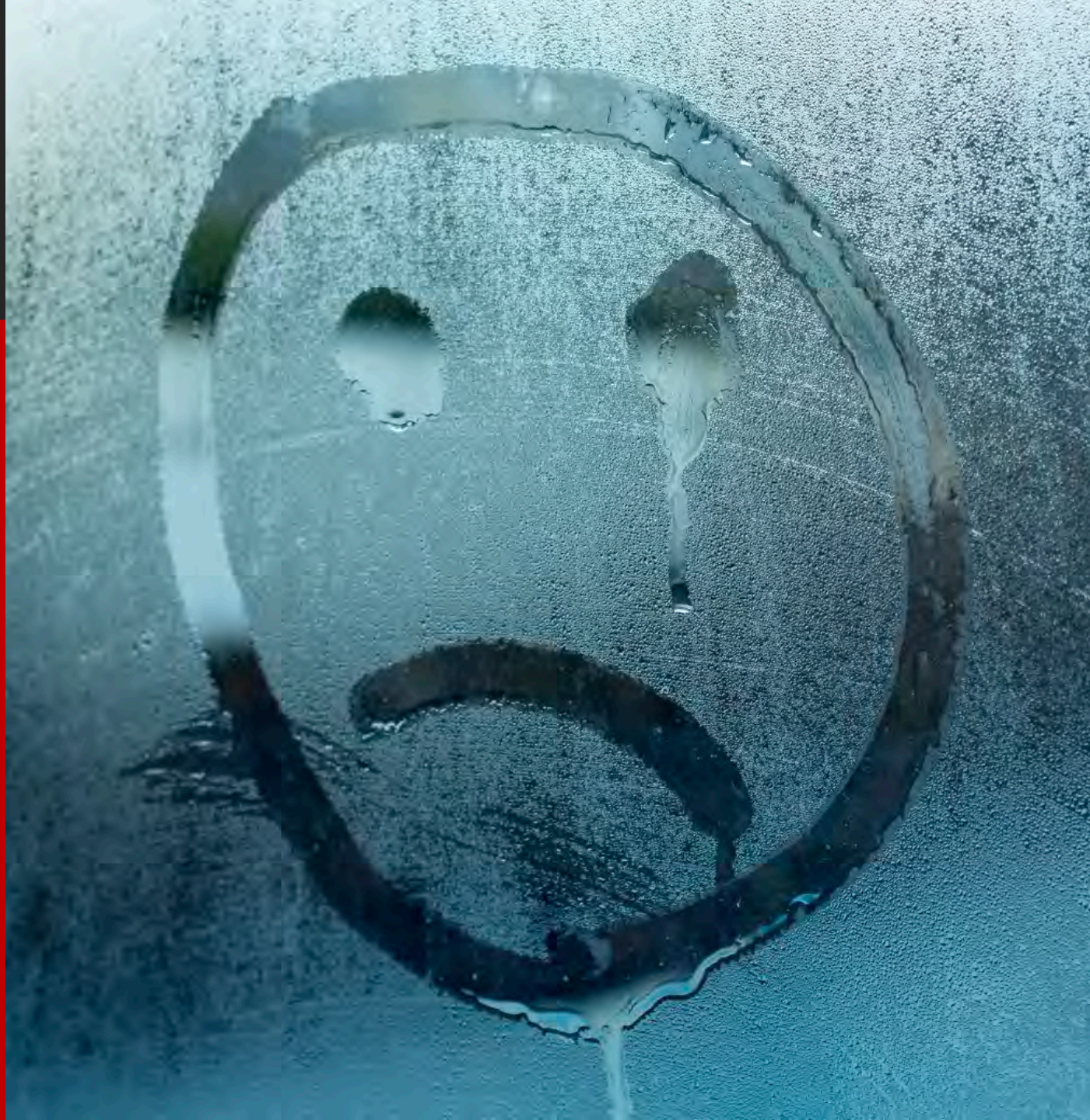
Freefall

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



A checklist becomes the physical manifestation of fantasy rehearsal and brainstorming what would be needed to punish or harm a person, place, or system. Checklists become increasingly informed by research and by specificity regarding the timing and location of an attack, as well as the materials needed. There may also be a 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 bulletproof vests. As their interest progresses, they become increasingly obsessed with the topic and talk about it 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.





DarkFox Scoring Sheet

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

Threat

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

Suicide

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

Previous Experiences

Death: ☐ Pet ☐ Parent/caregiver ☐ Someone close

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

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

Other: ☐ None ☐ Unsure

Current Experiences

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

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

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



Social Support



Restrict Firearms



Empathy



Activities



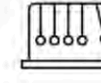
Purpose



Access to Care



Positive Climate



Consequence



Resiliency

Direct

A direct threat is one made verbally or in 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, artistic photograph of a camera lens, showing the intricate details of the lens elements and the surrounding metal housing. The lens is dark, with some light reflecting off the glass surfaces, creating a sense of depth and focus. The background is a solid dark gray.

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.



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Suicide

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☐ Coming out (sexual orientation)



Social Support



Restrict Firearms



Empathy



Activities



Purpose



Access to Care



Positive Climate



Consequence



Resiliency

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, glossy 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, palm up, 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.

Late Morning

- ✓ Case Study
- ✓ Risk Factors
- ✓ Social Media/Written Threat
- ✓ Approach Behaviors
- ✓ Mental Illness and Violence

Swayambhunath, Nepal



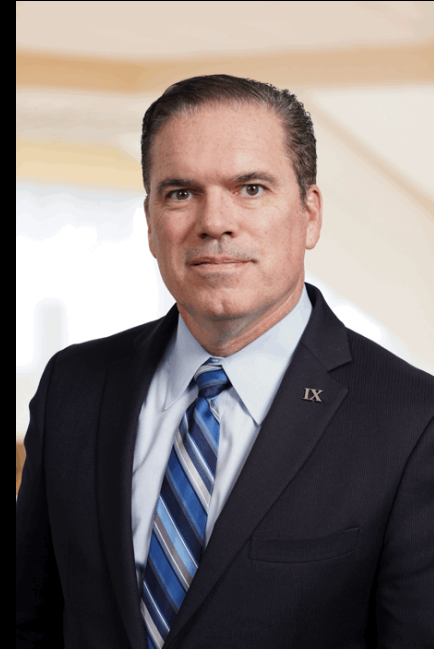
BRIAN VAN BRUNT, W. SCOTT LEWIS,
AND JEFFREY H. SOLOMON

AN EDUCATOR'S GUIDE TO ASSESSING THREATS IN STUDENT WRITING

Social Media, Email, and other Narrative



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Trolling vs. Leakage



TROLLING

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

1

Suicide/Hopelessness





University of Arizona Nursing School

October 24, 2002

Ms. Amari,

Greetings from the dead.

You have received this letter after a rather horrendous event. To be perfectly honest with you, I do not know what forces are compelling me to write this. I do not know how it will be taken. Will you read it in it's entirety or will you toss it in the circular file? Will you view me as lunatic or merely a person who just became too weary of life? I have thought about this letter for several weeks. Several weeks have passed and I haven't decided whether to write it and revise or do I subscribe to the Jack Kerouac method and write as the thoughts arrive for a more honest work?



Virginia Tech Shooting

August 3, 2019

p. 6 Congratulations. **You have succeeded in extinguishing my life.** Vandalizing my heart wasn't enough for you. Raping my soul wasn't enough for you. Committing emotional sodomy on me wasn't enough for you. Every single second wasted on your wanton hedonism and menacing sadism could have been used to prevent today. Ask yourselves, What was I doing all this time? All these months, hours, seconds. Only if you could have been the victim of your crimes. Only if you could have been the victim ...

p. 7 To you sadistic snobs, I may be nothing but a piece of dog shit. You have vandalized my heart, raped my soul, and torched my conscious again and again. You thought it was one pathetic, void life that you were extinguishing. **Thanks to you, I die, like Jesus Christ,** to inspire generations of the Weak and Defenseless people – my Brothers, Sisters, and Children – that you fuck.

p. 23 **Are you happy now that you have destroyed my life?** Now that you have stolen everything you could from me? Now that you have gone on a 9/11 on my life like fucking Osama. Now that you have fucked your own people like fucking Kim Jong-Il. Now that you have gone on a hummer safari on my life like fucking Bush? Are you happy now?

2

Focus on Target





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.

3

Previous Attacks





Umpqua College Shooting

October 1, 2015

My Story

I have always been the most hated person in the world. Ever since I arrived in this world, I have been under siege from it. Under attack from morons and idiots. I write this manifesto so that others will know of my story and perhaps find some solace in it, some kind of inspiration for their own lives. It will contain various sections dealing with my life. It will be divided into sections based on different things. My whole life has been one lonely enterprise. One loss after another. And here I am, 26, with no friends, no job, no girlfriend, a virgin. I long ago realized that society likes to deny people like me these things. People who are elite, people who stand with the gods.

People like Elliot Rodger, Vester Flanagan, The Columbine kids, Adam Lanza and Seung Cho.

For the Vestor Flanagans, Elliot Rodgers, Seung Cho, Adam Lanzas of the world, I do this. For all those who never took me seriously this is for you. For all those who haven't made their stand I do this. I am the martyr for all those like me.

To quote Seung Cho, "Today I die like Jesus Christ".

Late Morning

- ✓ Case Study
- ✓ Risk Factors
- ✓ Social Media/Written Threat
- ✓ Approach Behaviors
- ✓ Mental Illness and Violence

Black Rock City, Nevada



The Role of Warning Behaviors in Threat Assessment: An Exploration and Suggested Typology

J. Reid Meloy, Ph.D.^{*}, Jens Hoffmann, Ph.D.[†],
Angela Guldemann, M.A.[‡] and David James, M.B., B.S., M.A.[§]

The concept of warning behaviors offers an additional perspective in threat assessment. Warning behaviors are acts which constitute evidence of increasing or accelerating risk. They are acute, dynamic, and particularly toxic changes in patterns of behavior which may aid in structuring a professional's judgment that an individual of concern now poses a threat – whether the actual target has been identified or not. They require an operational response. A typology of eight warning behaviors for assessing the threat of intended violence is proposed: pathway, fixation, identification, novel aggression, energy burst, leakage, directly communicated threat, and last resort warning behaviors. Previous research on risk factors associated with such warning behaviors is reviewed, and examples of each warning behavior from various intended violence cases are presented, including public figure assassination, adolescent and adult mass murder, corporate celebrity stalking, and both domestic and foreign acts of terrorism. Practical applications and future research into warning behaviors are suggested. Copyright © 2011 John Wiley & Sons, Ltd.

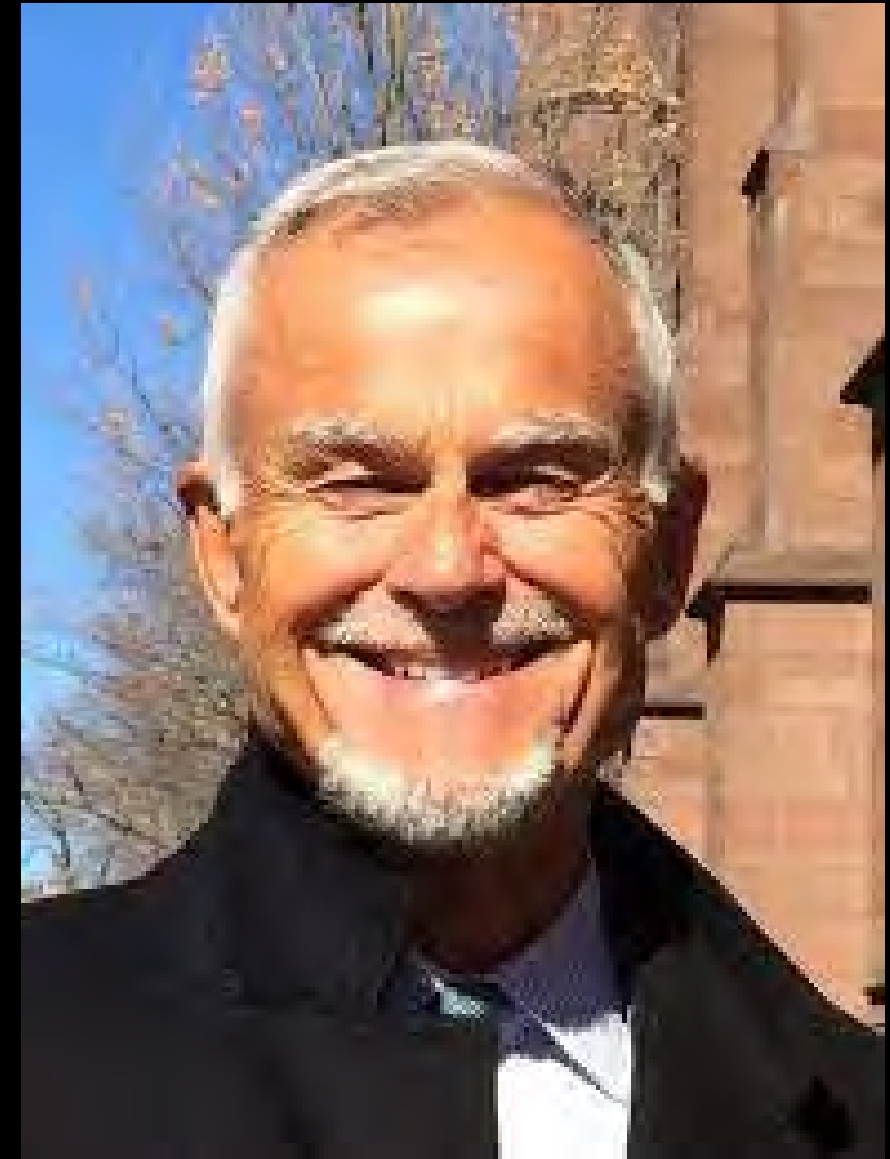
Discussions of threat assessment and targeted violence have their origins in the 19th century work of Laschi and Lombroso (Laschi & Lombroso, 1886; Lombroso & Laschi, 1892) in Italy and Régis (1890) in France. Since the contemporary research of Dietz and Martell (1989), Fein, Vossekuil and Holden (1995), Fein and Vossekuil (1998, 1999), and Calhoun (1998), threat assessment has advanced in a variety of areas, with studies in different domains of intended and targeted violence such as workplace violence, campus and university violence, school shootings, public figure assassination, adolescent and adult mass murder, terrorism, and the development of both threat assessment protocols and threat assessment organizations. As the nascent discipline of threat assessment matures, it is pertinent to revisit and refine terminology to standardize both practice and further research. One such concept is that of “warning behaviors” (James et al., 2007, 2008, 2011), variously termed by others as “signaling the attack” (Vossekuil, Reddy, Fein, Borum, & Modzeleski 2000), “tell-tale behaviors” or “high risk indicators” (Calhoun & Weston, 2003), “stalking-type

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[†]Institut für Psychologie & Bedrohungsmanagement (Institute for Psychology and Threat Management), Darmstadt, Germany

[‡]Forensic Psychiatric Service, University of Berne, Falkenplatz 16, 3012 Berne, Switzerland

[§]Fixated Threat Assessment Centre, 4-5 Buckingham Gate, London SW1 6JP, United Kingdom



www.drreidmeloy.com

Meloy Approach Behaviors

- Pathway
Fixation
Identification
Novel Aggression
- Energy Burst
Leakage
Last Resort
Direct Threat



Direct Threat

Late Morning

- ✓ Case Study
- ✓ Risk Factors
- ✓ Social Media/Written Threat
- ✓ Approach Behaviors
- ✓ Mental Illness and Violence

Oude Kerk, Amsterdam



Debunking the Myths: Mental Illness and Mass Shootings

Brian Van Brunt, EdD and Lisa Pescara-Kovach, PhD

Abstract

There is a pervasive assumption that mental illness equates to dangerousness and violence as it relates to mass shootings. The researchers examine the assumption and present a comprehensive literature review of how issues of mental illness impact violence and dangerousness. Many risk factors for violence are associated with mental health conditions, but they also occur in the absence of a diagnosis. A range of issues will be explored, including the unpredictability of bipolar disorder and schizophrenia, stress from mental health problems inhibiting emotional stability, and past inpatient hospitalizations for suicide attempts as they impact likelihood of committing targeted violence. Risk mitigation strategies will be presented following a review of the literature.

Keywords: mental health, dangerousness, mental illness violence, predatory violence

The Nature of the Problem

THE MEDIA AND public opinion often portray mental illness as a main cause of targeted or mass shooting violence. However, the presence of a mental health diagnosis should not be overemphasized in a violence risk or threat assessment. It is one of many risk factors related to targeted violence (Engel 1977; Langman 2017). A more accurate model sees these risk factors as a combinatorial effect of mental health-associated factors and other biopsychosocial risk factors. Overly simplistic portrayals of those struggling with mental health issues as directly causing targeted violence are unfounded and insulting to those with mental illness. These individuals are not more dangerous than the general population. Perhaps the larger concern is the overreliance from the media, public, community, and threat assessment professionals who stress the presence of a mental health diagnosis as explanatory for targeted violence and mass shootings. While the idea that those with mental health problems would seem more likely to commit such heinous acts seem to logically fit, this is a short-sighted analysis of a shooter's motives.

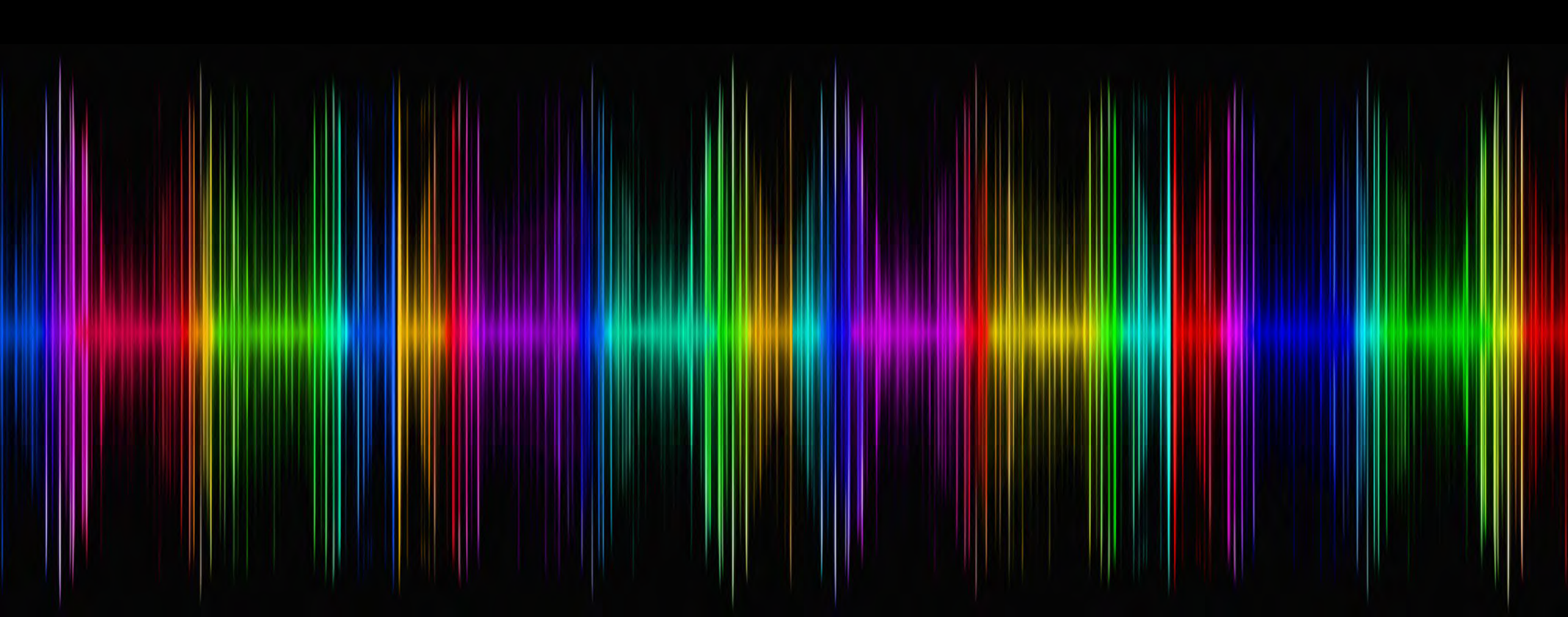
When assessing the risk for violence, professionals in law enforcement, psychology, criminology, and behavioral intervention/threat assessment should lean on the detailed research related to risk, protective, and mobilization factors. While these include some mental health conditions such as depression and substance use disorder in addition to hopelessness, paranoia, delusions, and suicidality, they make up a small percentage of the overall risk factors related to violence. While it is an important subset, one must not overstate the role

of mental illness in assessing the likelihood of an individual perpetrating an act of targeted violence or a mass shooting.

This tendency to overstate mental illness as a causal factor is exacerbated when the media and the court of public opinion present sensationalized and unrelenting depictions of the attack where the attacker's mental illness is often given as a central reason. This is particularly concerning, given attackers often have a desire for attention or fame as a motivation for an attack (Bushman 2017; Lankford 2018). When experiencing these black swan events (Taleb 2007), it is common for the public to search for a simple explanation and solution to a complex problem. A better approach debunks these myths related to mental illness, focuses on responsible media reporting to avoid incomplete or erroneous conclusions, and seeks to educate the general population, media, community, law enforcement officers, psychological services, and violence risk/threat assessment professionals about targeted, predatory, and instrumental violence that fuel mass shootings.

It is worth noting that this creation and consumption of these portrayals is a symbiotic process and bringing about change requires adjustments to the production of the material as well as the desire to consume on the part of the public. When the public is presented with vivid imagery and concrete pictures of a disaster, this can crowd out other thoughts (Sunstein 2003) and "These acts can create fear that greatly outruns the discounted probability of harm" (p. 128). Approaching this problem from an educational standpoint to better increase public awareness of this phenomena is an important piece of addressing this dilemma.





Wide Spectrum

Probability Neglect



Multiple Risk Factors



Affective Violence

Afternoon

- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ Bark & Bite
- ✓ The Elephant
- ✓ Bias & Context
- ✓ Interviewing

Westminster Abbey, London



THE BINARY

Affective



Targeted



Transient



Substantive



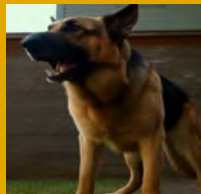
Howling



Hunting



Bark



Bite



Affective Violence

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



An Example from the Waffle House







Los Angeles Wokcano Restaurant

May 22, 2024

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



I bet you a
hundred dollars...





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

Thursday, September 21, 2023 11:12:38 AM



NO AUDIO



Atlanta Massage Parlor Shooting

March 16, 2021



D·PREP



Christchurch Mosque Shootings

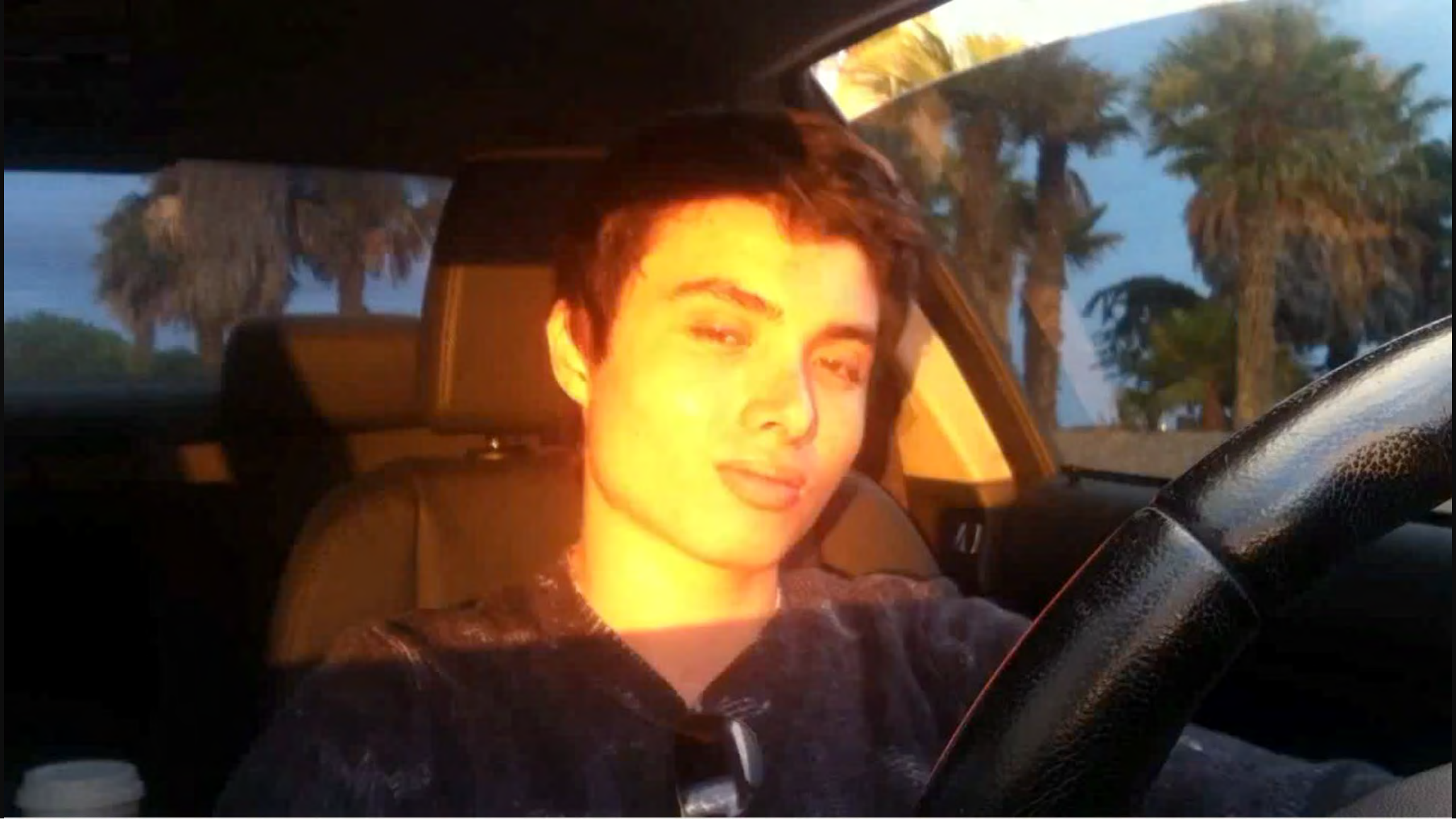
March 21, 2005





Isla Vista Killings

May 23, 2014



Afternoon

- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ Bark & Bite
- ✓ The Elephant
- ✓ Bias & Context
- ✓ Interviewing

Prague, Czech Republic





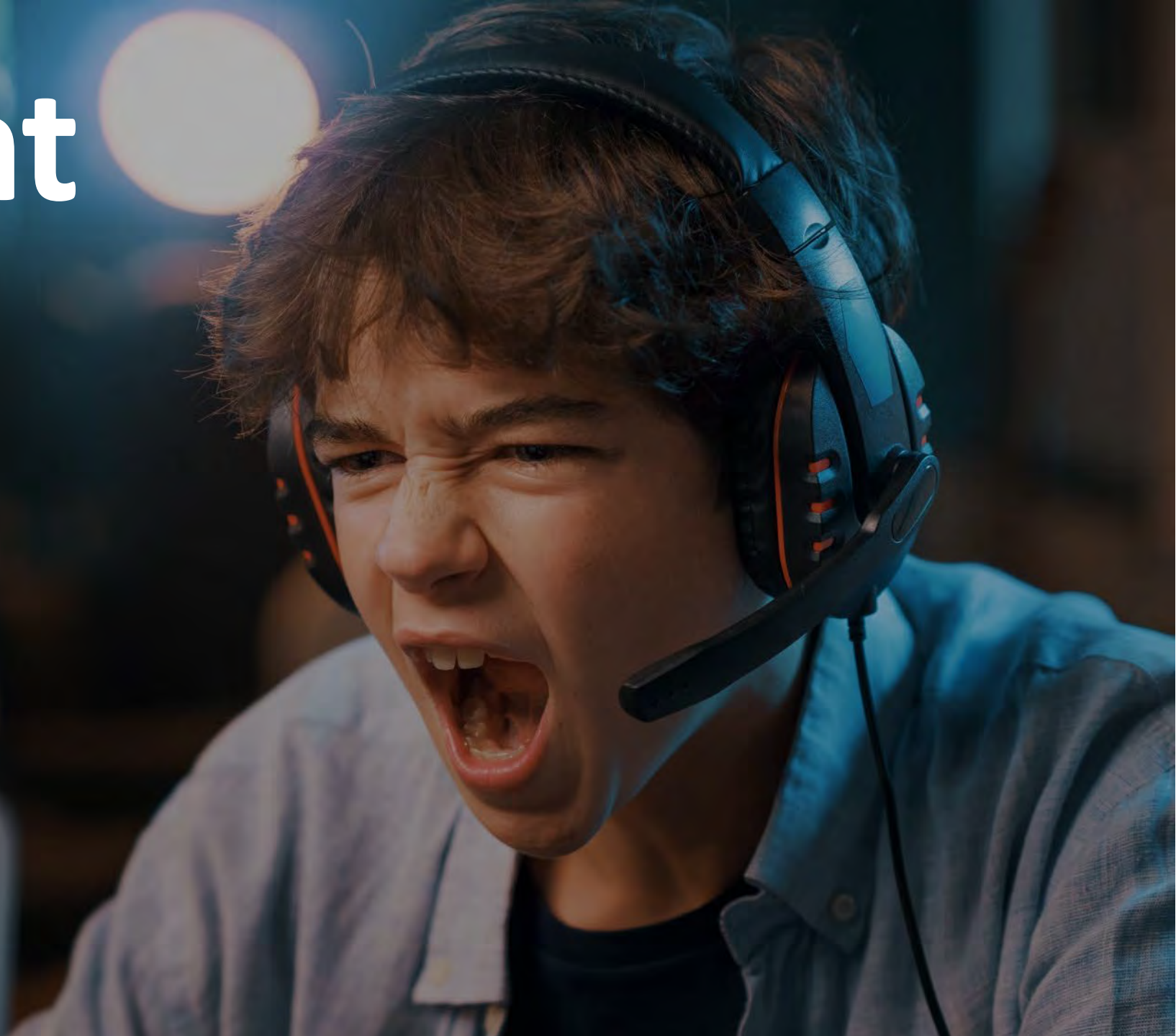
www.schoolta.com

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

Dewey Cornell



Transient Threats

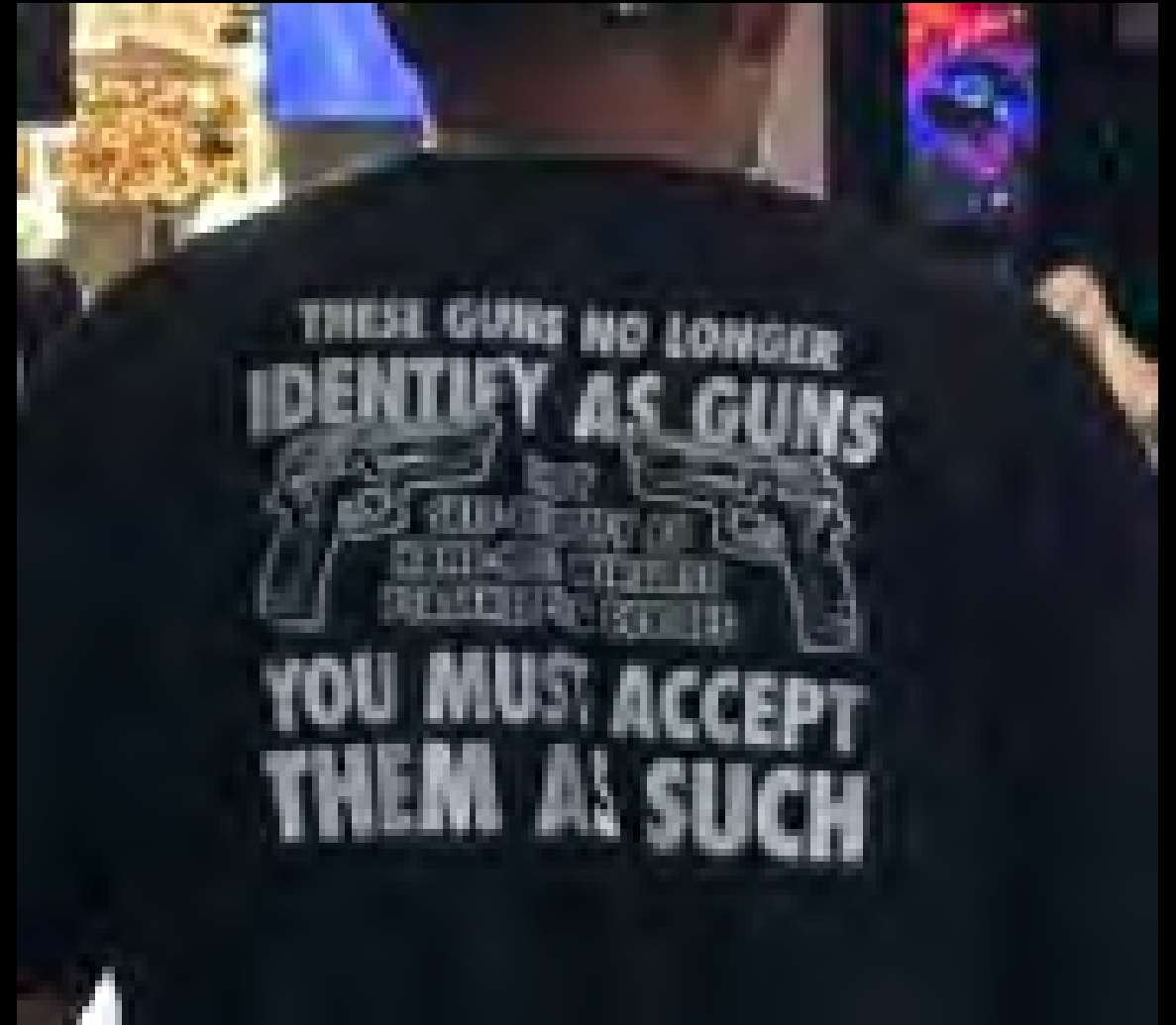


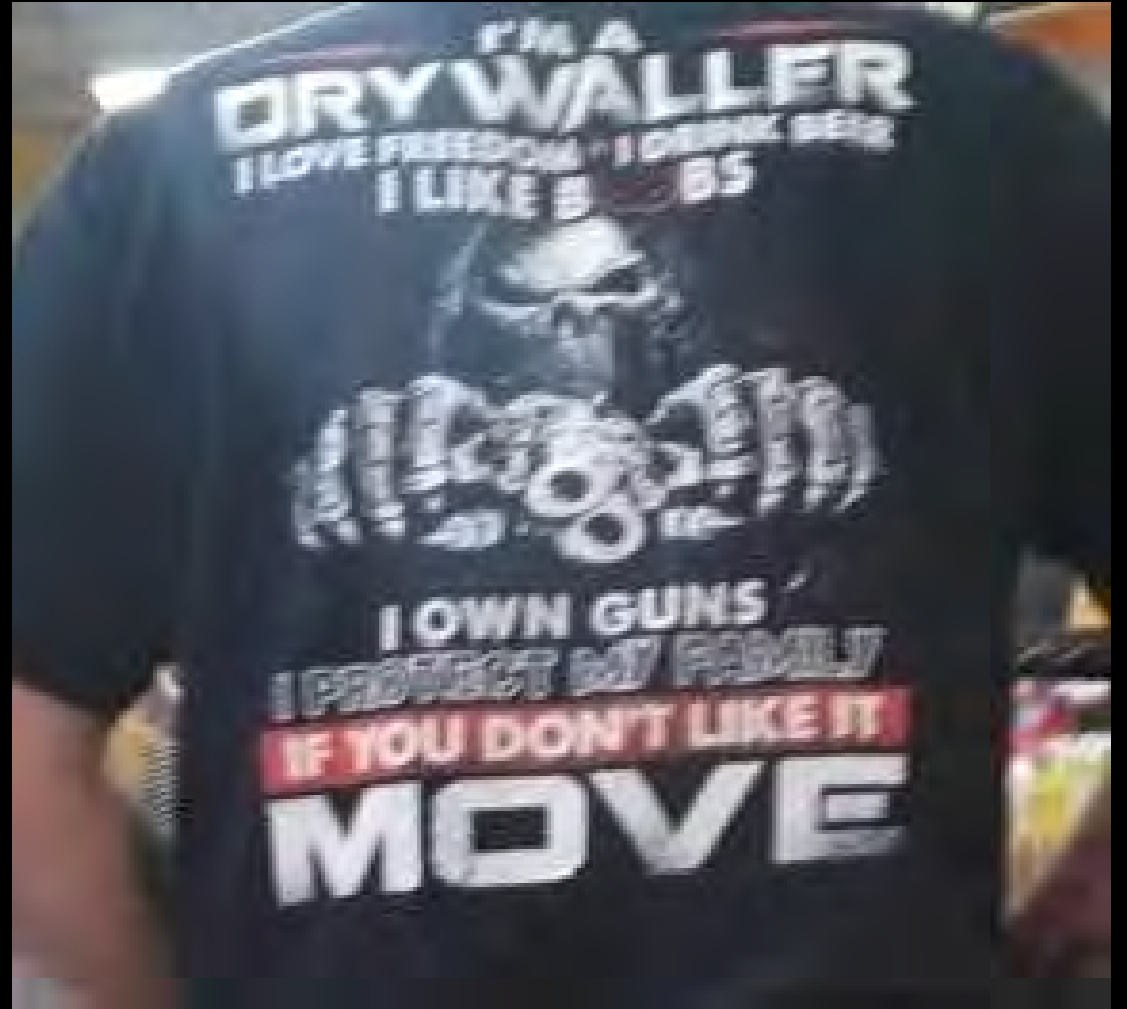
Transient threats are not serious and often made in the heat of the moment, as a joke, or out of frustration, without intent to cause harm.

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



A man wearing a black hard hat and a bright green safety vest is speaking outdoors. He is positioned in the center of the frame, with his head and shoulders visible. The background consists of green foliage and a blue sky with some clouds. The lighting is bright, suggesting it is daytime.

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.”

Afternoon

- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ Bark & Bite
- ✓ The Elephant
- ✓ Bias & Context
- ✓ Interviewing



Threat Assessment and Management Strategies

**Identifying
the
Howlers
and
Hunters**



HUNTERS

Conceal themselves
and avoid making
threats





HOWLERS

Have no real
intent to carry out
their threats





Afternoon

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- ✓ Interviewing

New Orleans, LA



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.

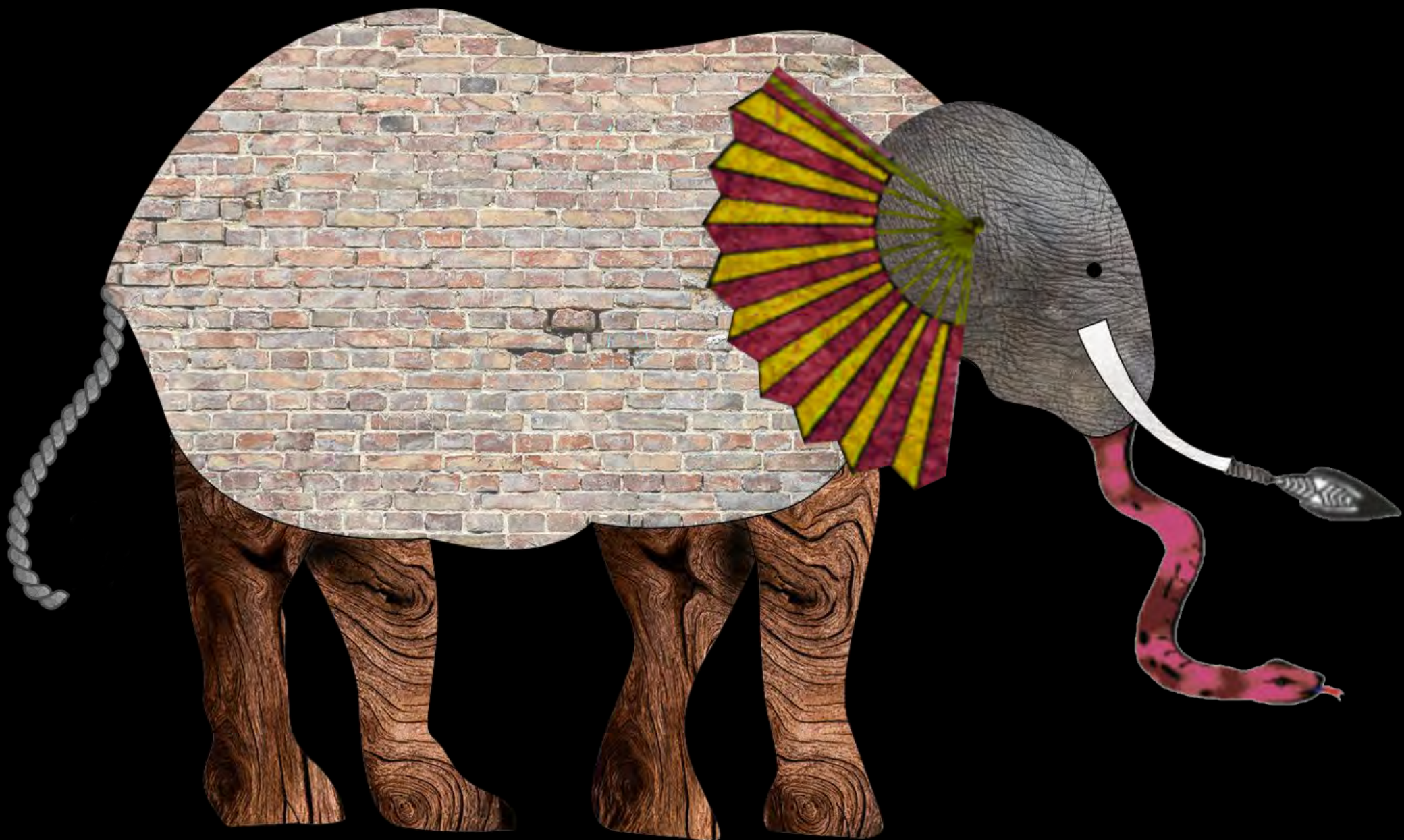
The key to safety is not treating every loud bark as a deadly bite, but also not ignoring the quiet dogs who are preparing to attack.

Afternoon

- ✓ Affective & Targeted Violence
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- ✓ Interviewing

Black Rock City, Nevada









Afternoon

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- ✓ Bias & Context
- ✓ Interviewing

Lukla, Nepal

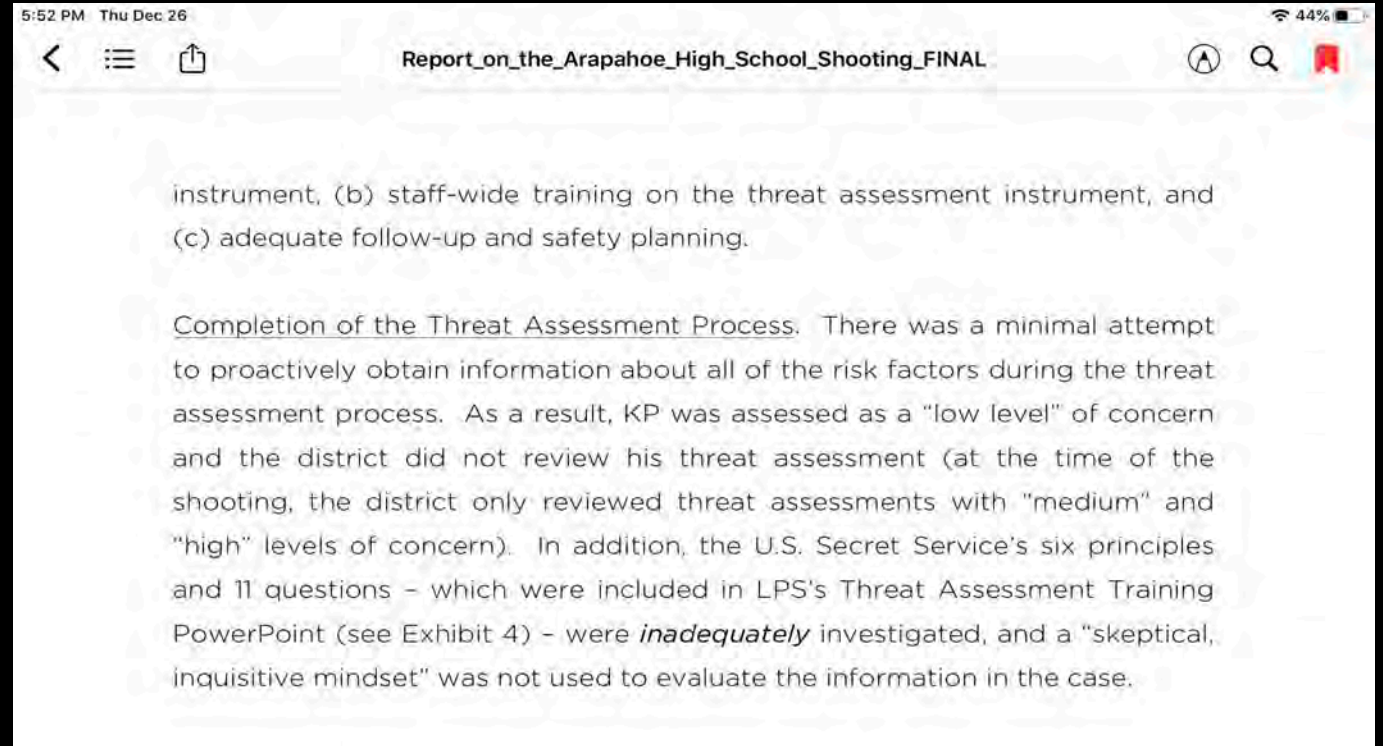


RED TEAMING/SKEPTICAL MINDSET



“Skeptical Inquisitive Mindset”

To evaluate the information in the case



Failure of imagination



STX
f i l m s

MILE 22

"Failure of Imagination"
TRT- :40

An aerial photograph of a city skyline, featuring several prominent skyscrapers. The entire image is overlaid with a semi-transparent red filter. Centered across the middle of the image is the text "PENETRATION TESTING" in a large, bold, white, sans-serif font.

PENETRATION TESTING





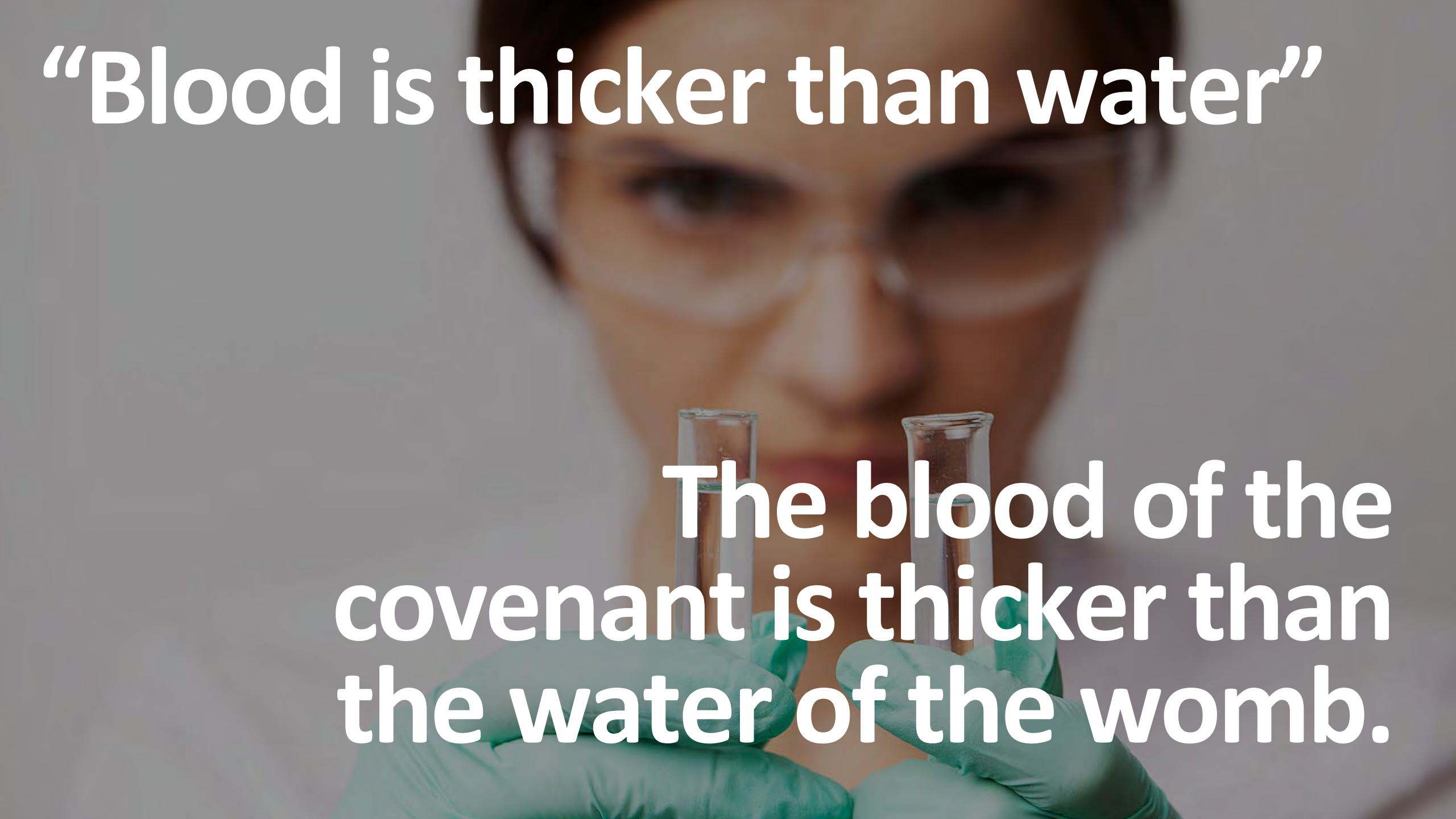




a person
are six contestants

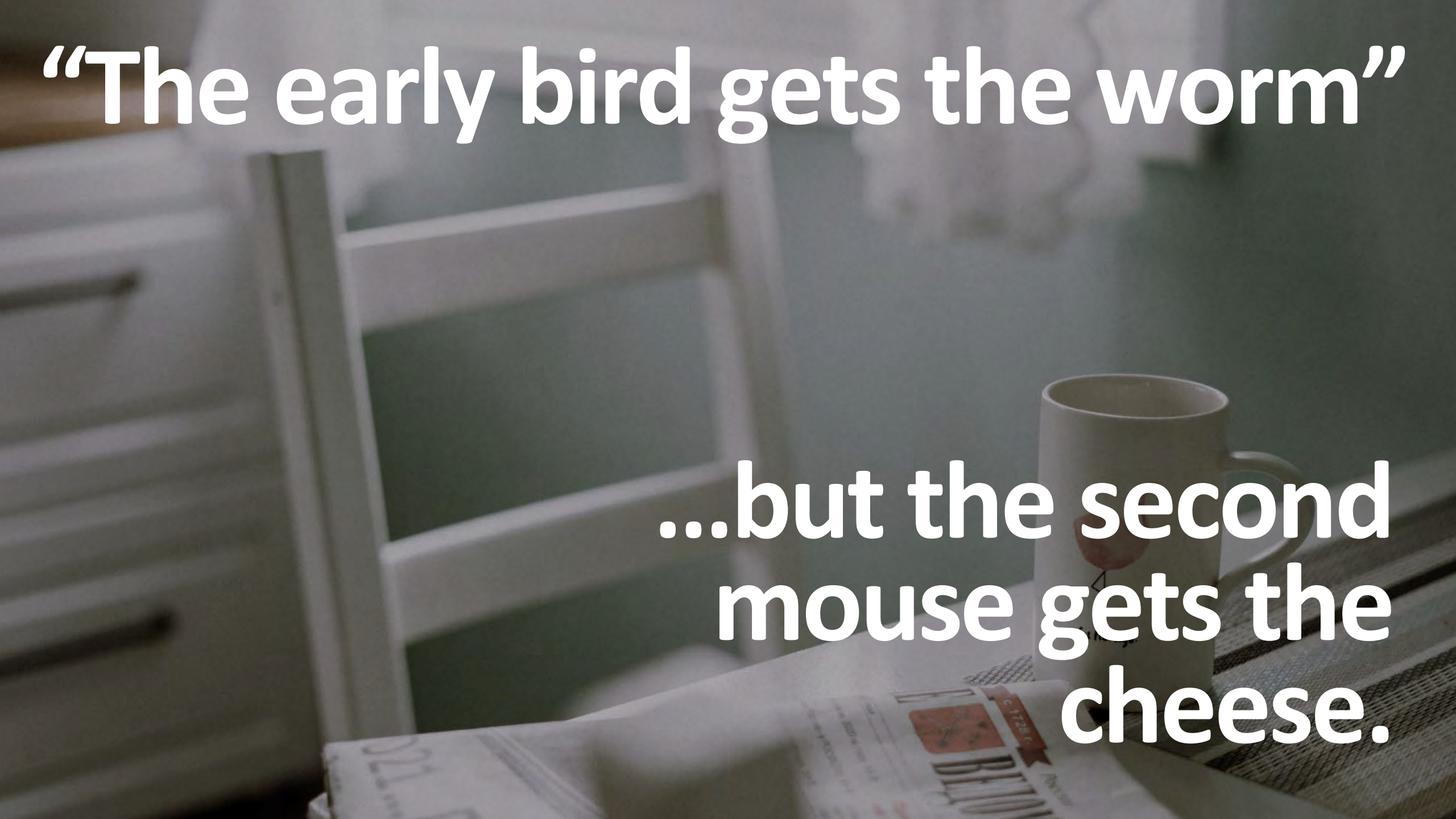
context /'kɒnteks/

the words that
another word or a
understand the
looking at its co

A close-up photograph of a person wearing safety goggles and a lab coat, holding two test tubes filled with a red liquid. The person's face is partially visible through the goggles. The background is a soft, out-of-focus grey.

“Blood is thicker than water”

**The blood of the
covenant is thicker than
the water of the womb.**



“The early bird gets the worm”

**...but the second
mouse gets the
cheese.**

“Curiosity killed the cat”

**...but satisfaction
brought it back.**





“Great minds
think alike”

...though fools
seldom differ.

**The customer is
always right**

...in matters of taste.



NIU Shooting

Tucson Shooting

Virginia Tech

Common
Gardb
Saw
Saw
e man
ian
outch
dew in
Thor
Khemy



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 “blinders,” 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

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



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)



1

2

3

4

5

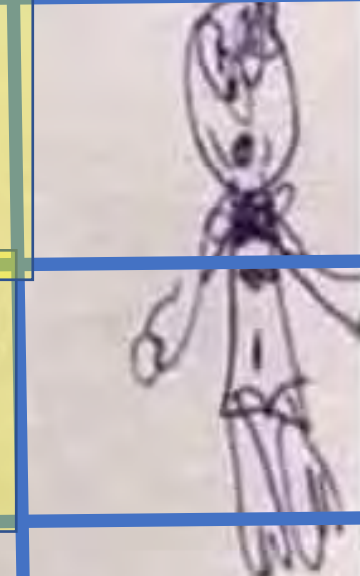
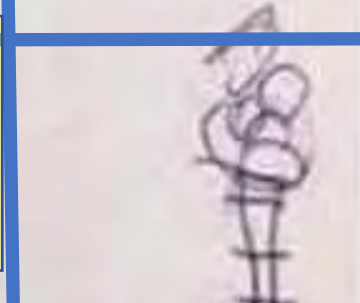
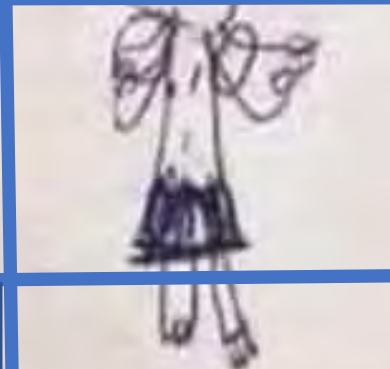
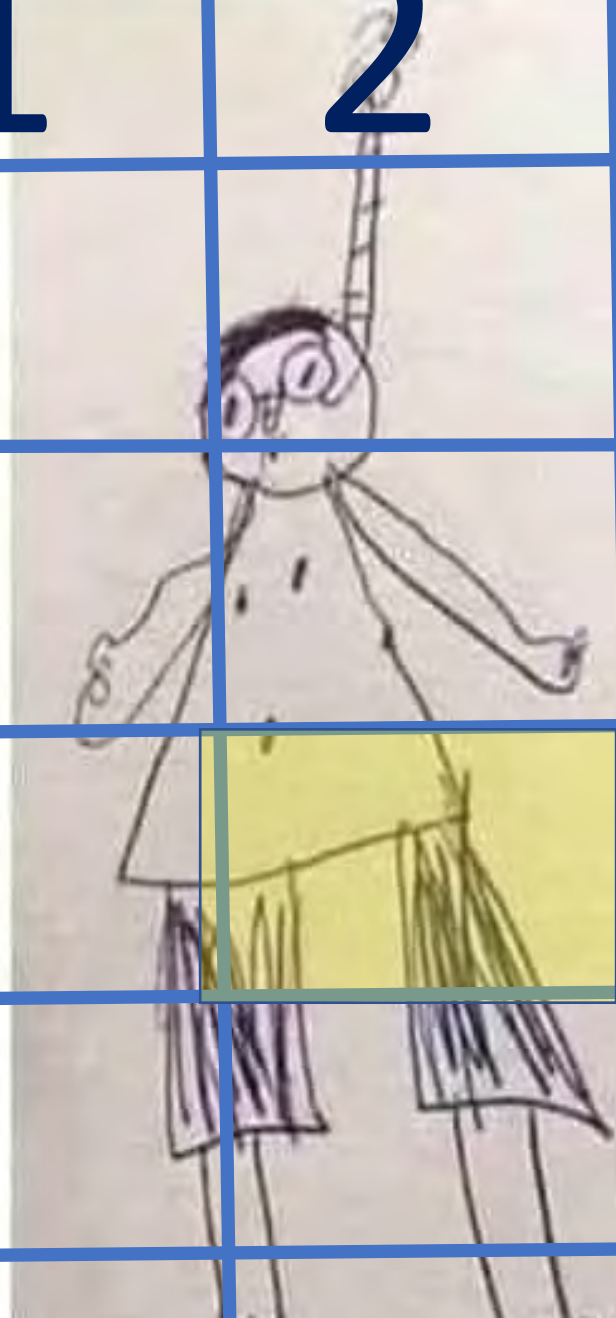
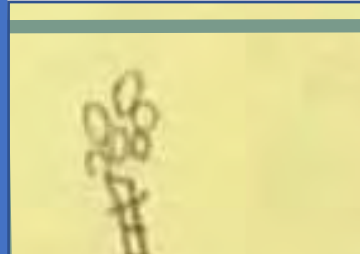
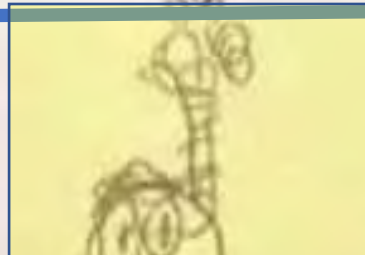
6

A

B

C

D



Afternoon

- ✓ Types of Assessments
- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- ✓ Bias & Context
- ✓ Interviewing

Lukla, Nepal





Open ended vs. closed

Time restrictions

Recording

Writing during interview

Avoiding machine gun

Language



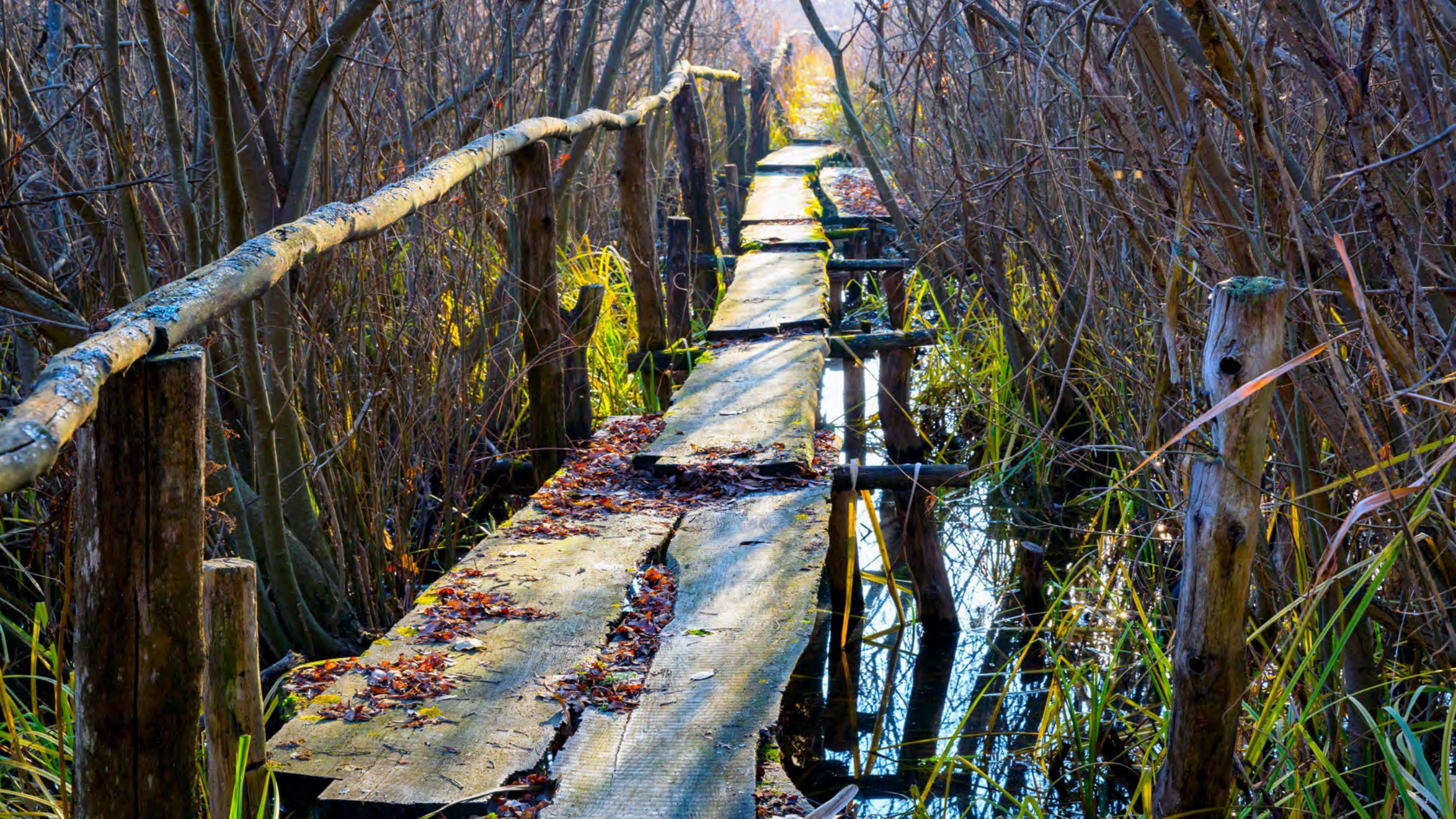
People Skills

“I have people skills.”

-Tom Smykowski









Building Rapport

Understand what motivates

Establish trust

Convey genuineness

Look for commonalities







Minimum Encouragers

Paraphrasing

Open ended questions

I-messages

Reflecting/Mirroring

Effective pauses

Emotion Labeling

Summarizing











Thinking Cap Time!





EMPATHY & LISTENING



Rationality

Emotions

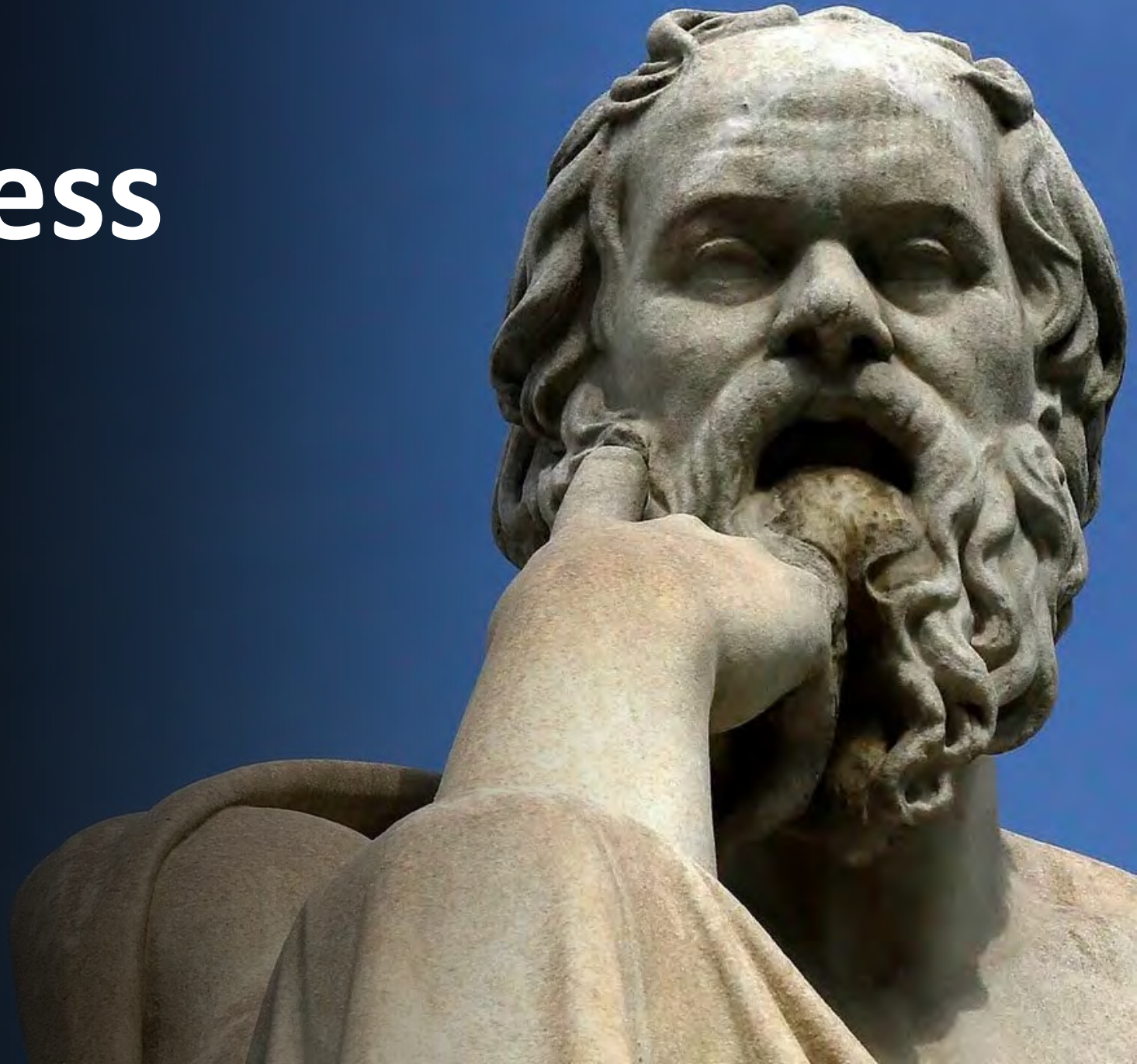


I've told him what I want.

Self-Awareness

“Know thyself.”

-Socrates







EMOTIONS

SHOW UP

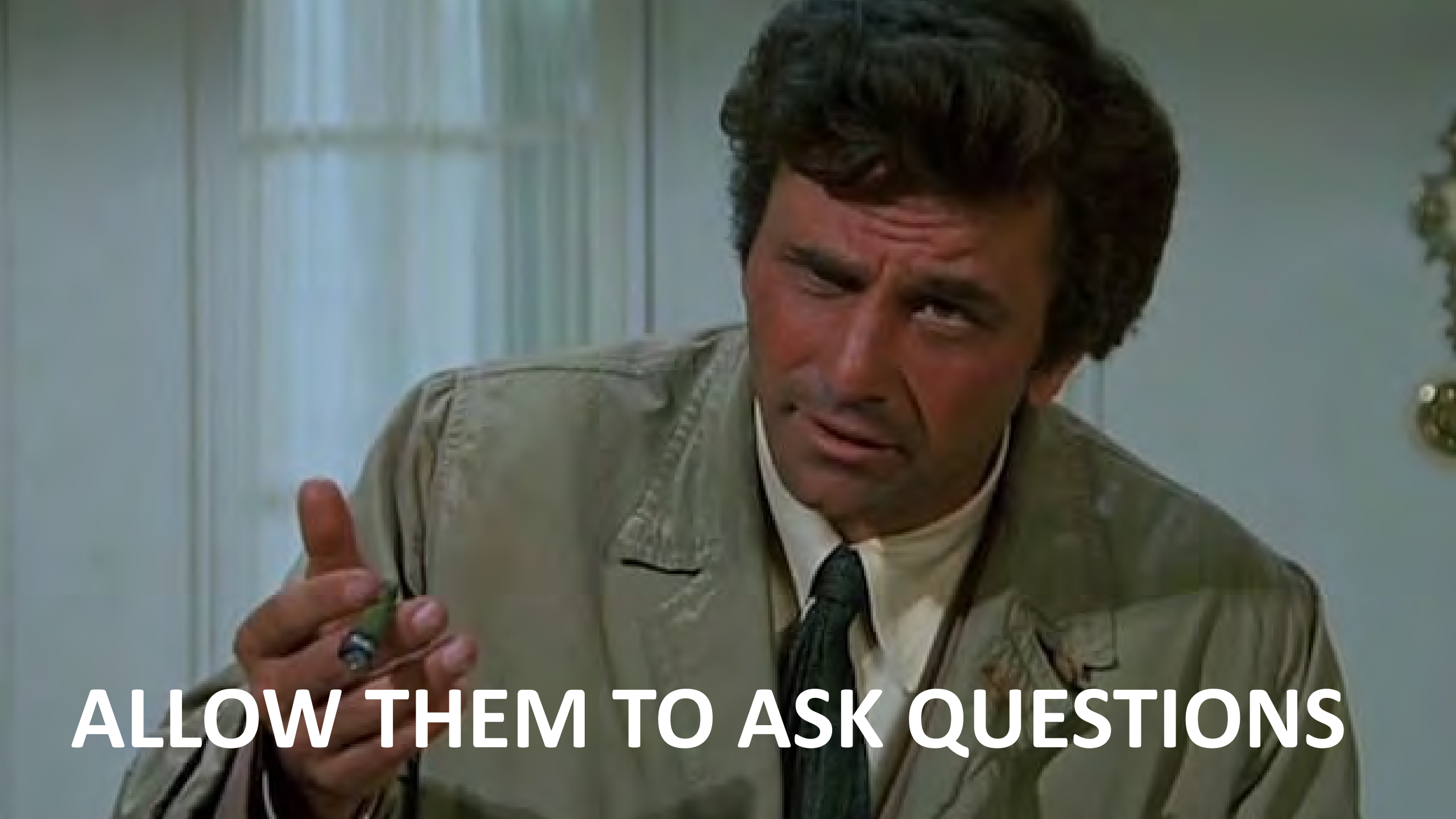
Tone of Voice

Facial Expressions

Body Language







ALLOW THEM TO ASK QUESTIONS

"Based on behavioral analysis and hard-won experience at the FBI, this book is filled with dozens of useful tips and techniques that can be applied immediately."
—WILLIAM URY, coauthor of *Getting to Yes* and author of *The Power of a Positive No*

An Ex-FBI Agent's Guide to
Influencing, Attracting, and
Winning People Over

THE LIKE SWITCH

JACK SCHAFER, Ph.D.,
WITH MARVIN KARLINS, Ph.D.



Look for Friend Signals

**Look for Foe
Signals**







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

We trust those who:

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

Look to accept differences and work towards a common understanding.





STORY SLUG:

US GA School Shooting Suspect Interview

STORY NO:

4517135

DURATION:

04:09

DATELINE:

21 May 2023 -
Jefferson, GA

LANGUAGE:

NATSOUND/ENGLISH

SUMMARY:

Body camera video shows deputy interviewing
school shooting suspect and father in 2023

SOURCE:

JACKSON COUNTY SHERIFFS OFFICE

RESTRICTIONS:

MUST CREDIT JACKSON COUNTY SHERIFFS OFFICE

Deception Detection





WE LIE TO PROTECT....



Ourselves



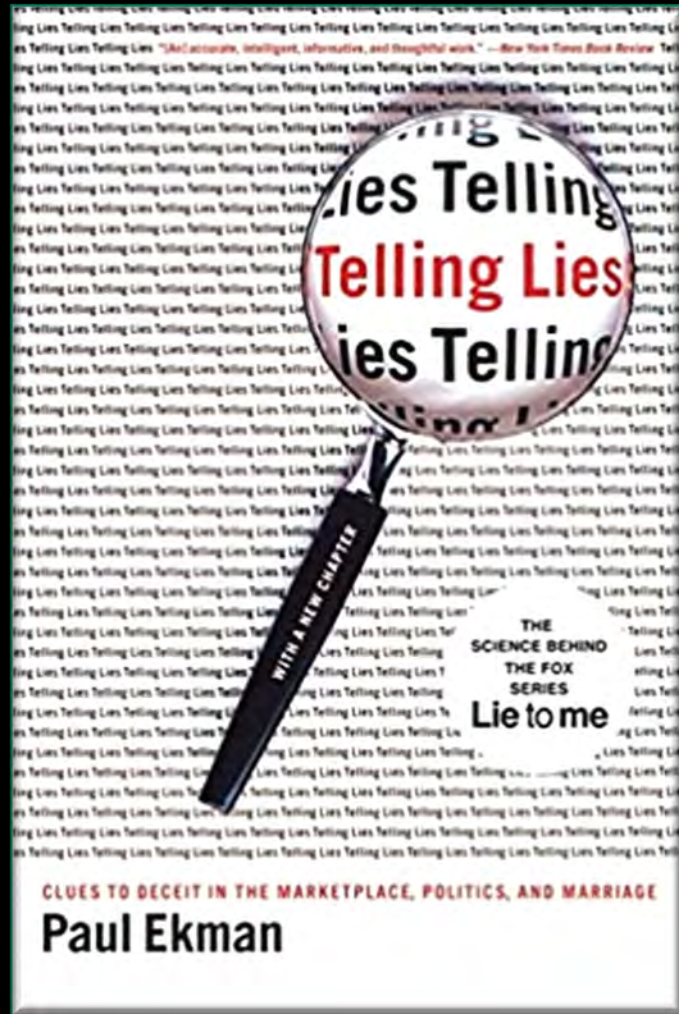
Our Family



Our Image



Our Resources



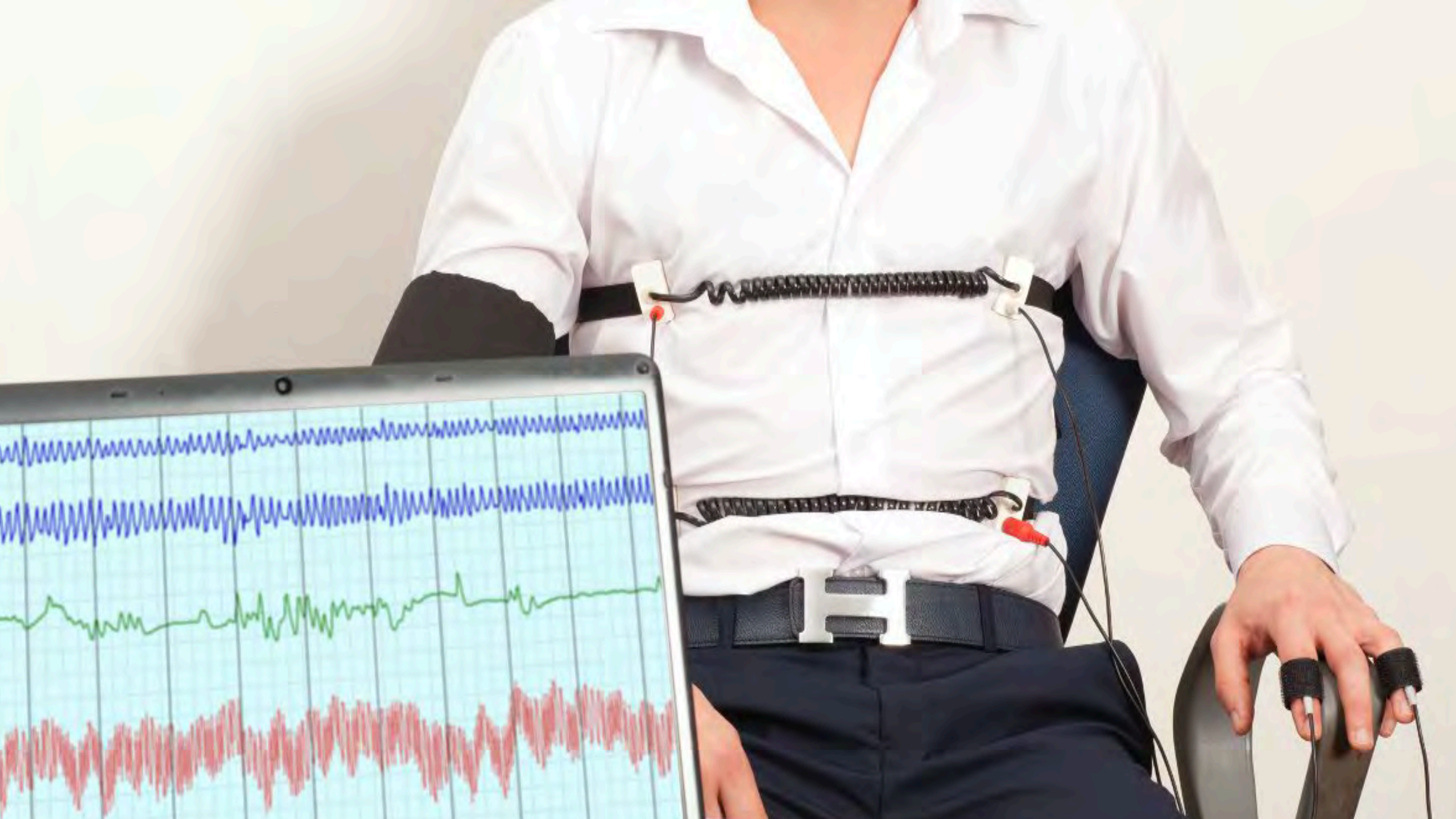
www.paulekman.com/resources/micro-expressions/

<https://medium.com/@vvanedwards/how-to-decode-the-7-basic-emotions-140561f2ccdf>

TV
14
DL



THE
MINDY
PROJECT





A thermal imaging camera is mounted on a stand in the foreground, pointing towards a group of people in a room. The camera's lens and mounting are visible in the lower-left corner. The background shows a room with several people. One person on the left is holding a laptop. In the center, two people are standing close together, one with their back to the camera. To the right, two more people are standing. The thermal image uses a color scale where blue represents cooler temperatures and yellow/green represents warmer temperatures. The people's heads and bodies show higher temperatures (yellow/green) against the cooler background (blue).

HOT SPOTS

COGNITIVE LOAD



HALO EFFECT



Bridge Back



Props

The background of the slide is a dark, low-key photograph. On the right side, there is a thick stack of papers or documents, their edges creating a series of parallel lines that recede into the distance. On the left side, the background is heavily blurred, showing what appears to be a person sitting at a desk in a dimly lit room, possibly a library or study. The overall mood is quiet and focused.



Favors



D·PREP ESTABLISHING RAPPORT

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

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

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

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

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

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



dprepsafety.com | brian@dprep.com

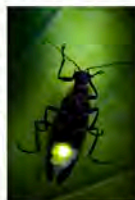
D·PREP

ADVANCED INTERVIEW SKILLS

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

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

- It is important to assess and strengthen the bridge of connection between you and the person you are interviewing. Image there is a bridge between you and the person you are talking with. Is this bridge weak, falling apart and full of loose boards and gaps? Or is the bridge strong and built on a firm foundation with sturdy handrails. The bridge is a metaphor for the commonalities you share with the person you are interviewing. People will share information more openly when they see a similarity between you and them. Look for ways to strengthen these connections through building rapport, active listening, sharing, and looking for common connections.
- Genuineness and authenticity go a long way in making the person you are interviewing or assessing feel more comfortable sharing information with you. When the person you are talking with sees you as distant, having a hidden agenda or avoiding the “elephant in the room,” they are less likely to feel comfortable sharing with you.
- The famous comedian Andy Kaufman used to do this bit on his TV show where he would host a talk show. Like many talk show hosts of the time, he raised his desk higher than the person he was talking with to create a sense of authority and respect. Unlike many talk show hosts at the time, Andy’s desk was a good 10 feet higher than the people he talked with. Think about the perspective and worldview of the person who you are interviewing. How do they see your position and how does this differential impact their willingness to share openly and freely with you during the conversation?
- In the world of hostage negotiation, they teach about the dual concepts of hooks and barbs. Hooks draw us closer to the other person while barbs are things that create distance and reduce connection. We want to find commonalities and potential hooks and avoid topics that cause an intense emotional response and reduce rapport. If we must ask difficult emotional questions during an interview, such as exploring the nature of sexual contact or personal questions about suicidal thoughts, we should do so only after establishing hooks and connections with the person and have a sufficient hold so they will remain in connection with us during the difficult questioning.
- Jack Schafer’s book *The Like Switch*, talks about his experience interviewing and working in law enforcement. In the book, he introduces the concept of friend and foe signals, using the example of a firefly’s glow to make his point. Friend signals include concepts such as smiling, head tilting, head nodding and eyebrow flash. Foe signals include concepts such as scowling/furrowed brow, not listening, rubbing temples and eye rolling.





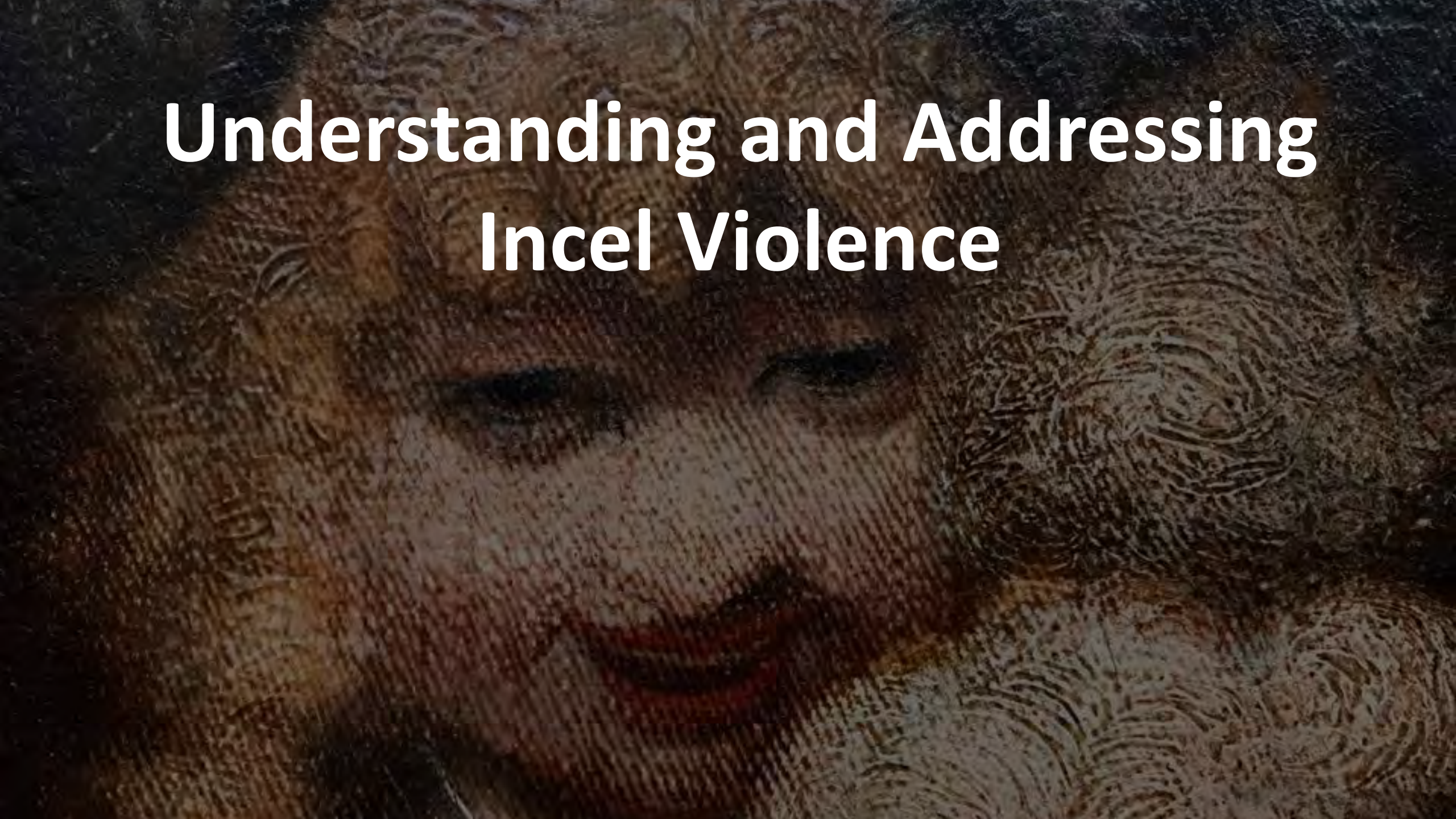
***The story that you
tell about the
violence helps you
prevent it***

Dr. Stephen Hart

Simon Fraser University

www.protect-international.com

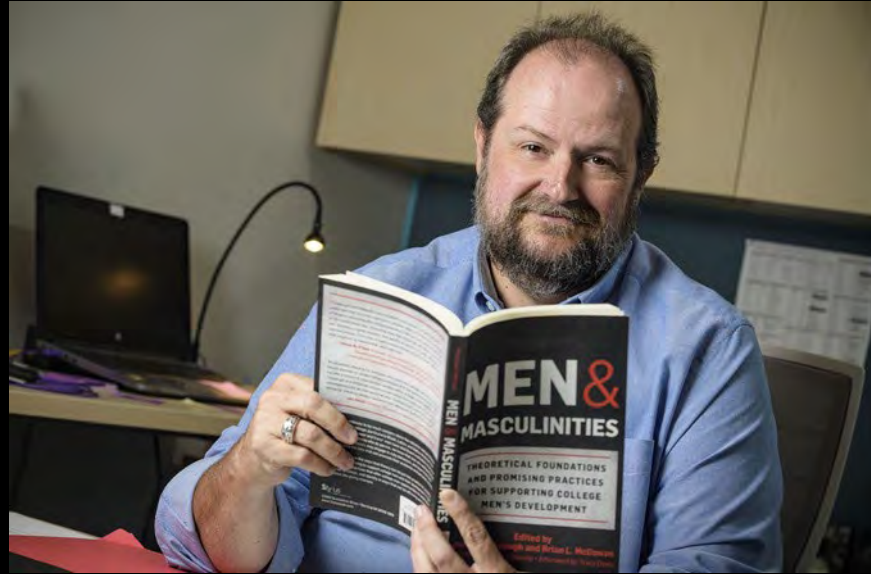
Understanding and Addressing Incel Violence



Understanding and Treating Incels

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

Brian Van Brunt and Chris Taylor



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.

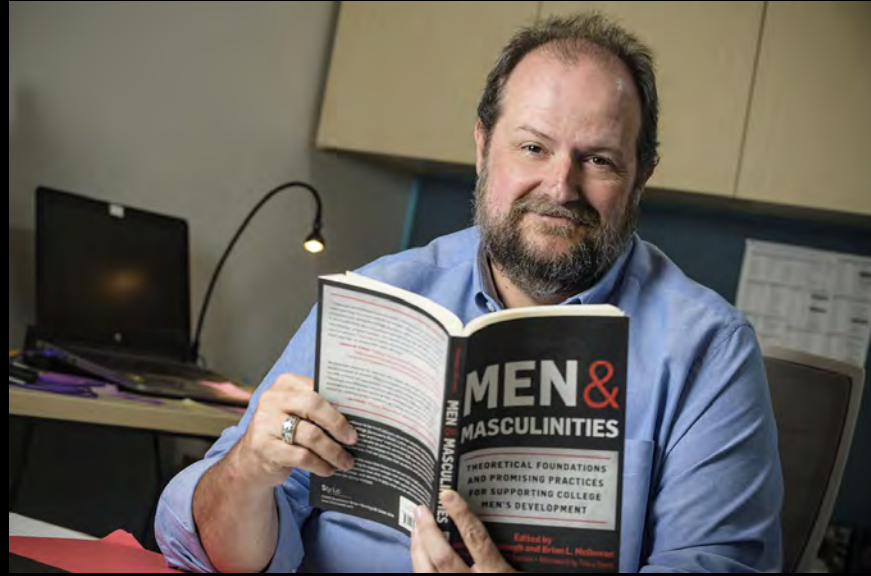


Involuntarily Celibate (INCEL)

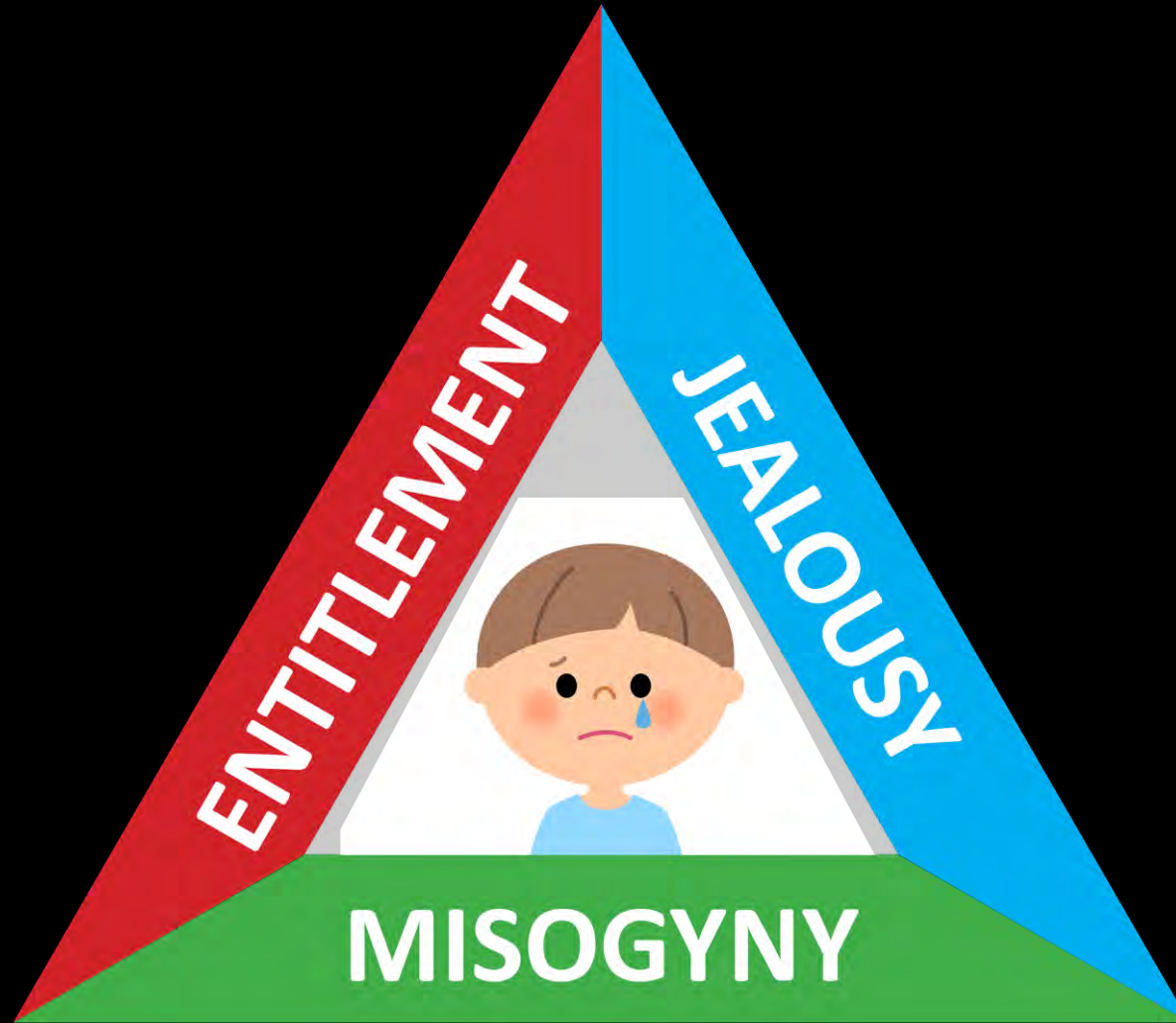
Understanding and Treating Incels

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

Brian Van Brunt and Chris Taylor



Incel



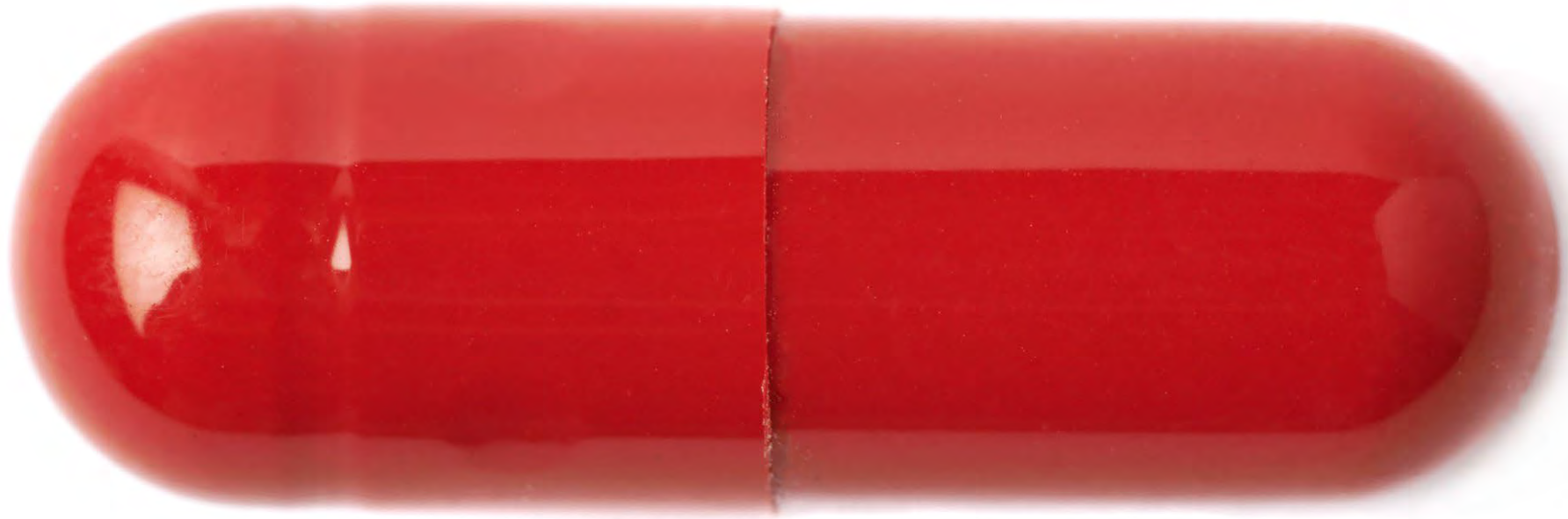
Chad





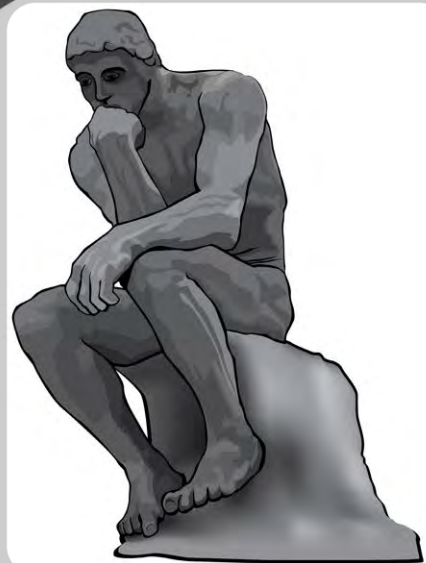
Stacy

Red Pill



Black Pill





Thinking

1. Misogyny
2. Racism
3. Blackpill
4. Inaccurate Self-concept
5. Fame seeking



Feeling

6. Rage
7. Hopelessness
8. Catastrophe
9. Disability
10. Abandoned



Behavior

11. Approach behaviors
12. Howling
13. Suicide
14. Past Attacks
15. Redpill



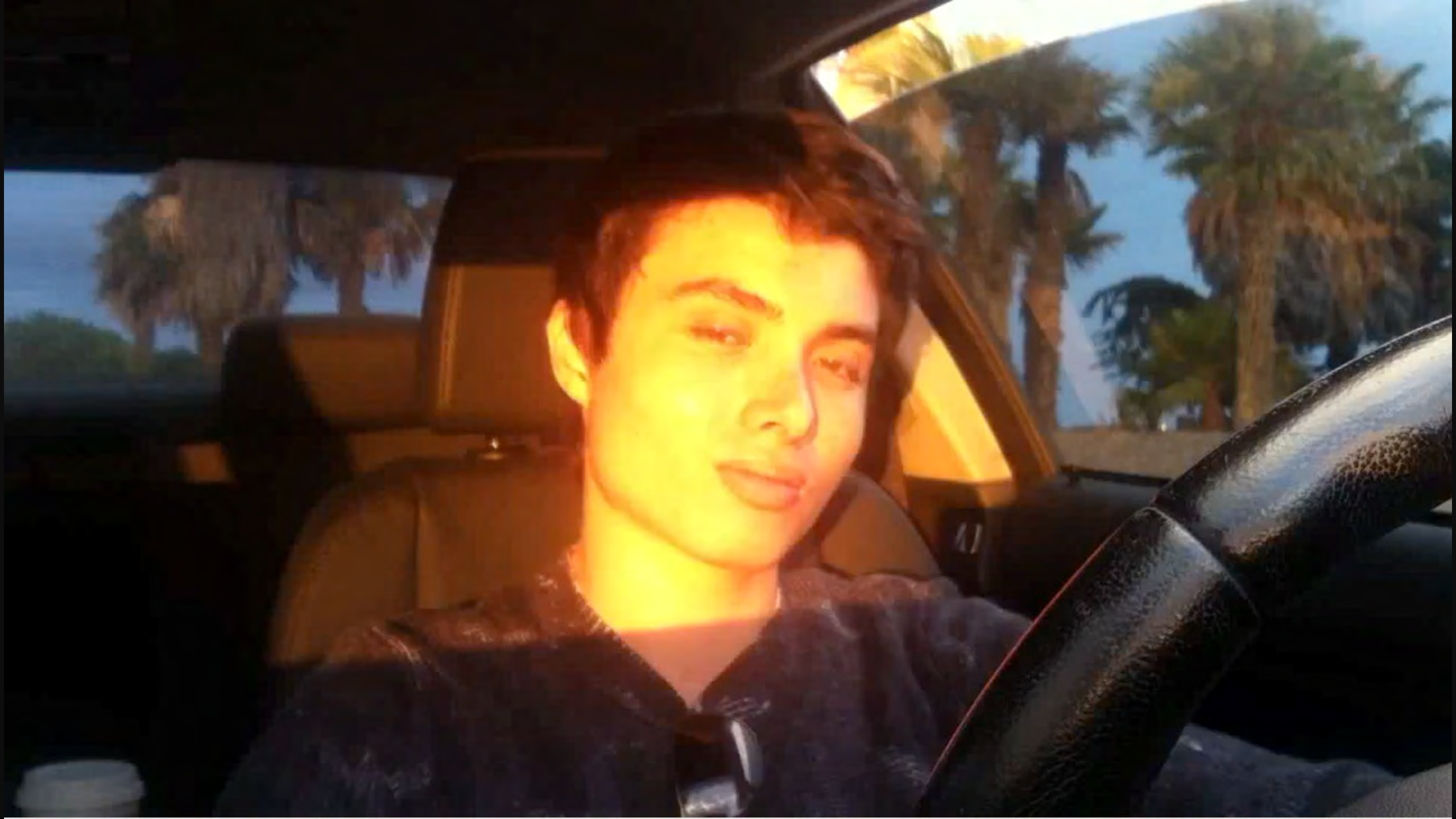
Environment

16. Incel Materials
17. Rejection
18. Bullied
19. Failure to change
20. Freefall





2013 Isla Vista Killings California



Incel Indoctrination Rubric (IIR): Summary and Research

THINKING		
1. Misogyny	He has an over-arching, negative and limited view of women. He describes women in an objective, one-dimensional manner and sees the heart of their worth as that of a sexual possession. He rates their worth on a 1-10 scale. This item encompasses homophobic and transphobic beliefs.	1, 2, 3, 5, 7-14, 16, 18-25, 27, 29, 31-33, 35-43, 45-48, 50
2. Racism	There is a lack of appreciation for diversity or any divergence from the straight, white, cisgender ideal and a sense of superiority of the white race over all others. This would also include antisemitic beliefs.	6, 7, 11, 18, 20, 21, 24, 27, 29, 37, 38, 41, 45, 49
3. Blackpill	He believes that genetics predetermine his status and desirability and cannot be overcome. He has a sense of inferiority, hopelessness, and growing rage at the lack of sexual prospects available to him.	1, 3-5, 9, 10, 13, 18, 19, 21, 24, 25, 29, 39, 41, 43, 45-47
4. Inaccurate Self-Concept	This bi-furcated construct exists on two extremes on a spectrum – either an overly negative self-worth that leads to low self-esteem and value or an overly inflated sense of value and entitlement.	2, 4, 10, 11, 14, 15, 18-22, 24, 25, 27-33, 35, 37-39, 41, 43, 45, 47
5. Fame Seeking	There is a strong desire to achieve fame and make a statement. He thinks that he is the chosen one, with a sense of purpose that has alluded him throughout his life. He often finds worth in the idea of communicating a message to society to set things right and unmask the injustices he has endured.	2, 5, 7, 8, 11, 13, 14, 18-21, 23-25, 27-33, 35, 37-41, 43, 46, 48
FEELING		
6. Rage	There is an intense anger and rage directed toward women, alpha males, other non-white males (seen as "less than"), and/or the society at large for contributing to his marginalized status without a chance for redemption. He feels justified because of the unfairness of his situation and the need for revenge.	1, 3, 5, 9-11, 13, 14, 16-21, 24, 25, 27-31, 33, 36-38, 43, 39, 40, 41, 43-45, 47, 48, 50
7. Hopelessness	He experiences a pervasive sense of sadness and desperation at the prospective of considering the future. There is a sense of futility and desperation regarding any positive change in the future.	1, 3, 6, 9, 10, 13-22, 24, 25, 28, 29, 32, 33, 36-39, 41, 43, 47
8. Catastrophe	Unfortunate negative events, such as a breakup or difficulty obtaining a first date, are given a larger, catastrophic emphasis that provides a frame for the individual seeing himself as a worthless failure.	1, 5, 8-11, 13-16, 18-22, 24, 25, 27-30, 32-35, 37-39, 41-43, 47
9. Disability	There is a mental or physical illness or disability that creates an increased difficulty in social connection with both interaction and reading social cues. Because of this, he struggles to form relationships.	1, 2, 3, 10, 15, 18, 20, 22, 24, 26, 29, 37-39, 42, 44
10. Abandoned	He experiences pervasive feelings of being misunderstood, neglected, abandoned or deserted. He feels alone in the world and that no one cares about his troubles or descent into increasing pain.	1-4, 7-10, 13-15, 18-22, 24, 25, 28, 29, 32, 33, 37-39, 41-43, 47
BEHAVIOR		
11. Approach Behaviors	A term first coined by Meloy (2014), this describes behaviors that threaten others. These behaviors are often impulsive, affective, adrenaline filled actions moving toward harming attractive women, alpha males who date them, and a society that unjustly supports the biological deck stacked against the incel.	3, 12-14, 16-18, 20-22, 24, 27, 31-33, 35-41, 44, 50
12. Howling	A term coined by Calhoun and Westin (2009), howling refers to conditional, transient threats that are made against others primarily to intimidate and to force a fight, flight, or flee reaction. He frequently expresses frustration toward women, alpha males, and/or society at large, often on social media.	1, 5, 10, 12, 14, 15, 18, 20, 22, 24, 27-30, 36-43, 47, 48, 50
13. Suicide	He makes a suicide attempt or statement (often as a threat of murder/suicide). This is often done out of frustration and may be an attempt to control and influence a woman or others. These suicide attempts can occur frequently and are often related to the incel's frustration in dating relationships.	1, 3-6, 10, 11, 13, 14, 16-18, 20-22, 24, 26, 28, 29, 32, 35-39, 41, 43, 46, 47, 49
14. Past Attacks	He references past attacks, shootings or negative actions toward women to praise other violent actors. This may include an infatuation with prior killers/actors and/or collecting information about them.	2, 13, 22, 24, 28, 29, 32, 37-39, 41, 45, 50
15. Redpill	He seeks to change his appearance, behavior, status or worth through physical exercise, cosmetic surgery, or obtaining wealth in order to overcome his genetic deficiencies and attract women.	8, 10, 13, 14, 21, 23, 24, 28, 37, 39, 40
ENVIRONMENT		
16. Incel Materials	He is frequently exposed to and engages in incel, white supremacist/nationalist, homophobic, transphobic, ableist, ageist, and/or antisemitic ideas through peers, media, family messaging and/or online.	3, 21, 22, 24, 27, 29, 30, 34, 37-39, 41, 46
17. Rejection	Women reject sexual or romantic advances from him with the assumed reason being related to his genetics, lack of women's interest, or their preference for men who are superior. These continued rejections feed into his feelings of futility at attempts at change or continued efforts to attract women.	1, 3, 7-11, 13, 15, 17-22, 24, 25, 27, 29, 32-34, 37-39, 41, 43-45, 47
18. Bullied	He is often teased about his appearance, sexual unattractiveness or inability to find a sexual partner. Bullying often occurs in front of others, causing feelings of negative self-worth or lack of acceptance.	1, 2, 9, 11, 15, 18, 19, 21, 22, 24, 28, 29, 32, 38, 39, 47
19. Failure to Change	Previous attempts at changing thoughts or behaviors in the pursuit of romantic or sexual relationships have been met with frustration and exacerbation, leading to an unwillingness to continue these efforts.	5, 8-10, 13, 14, 16, 18-22, 24, 28, 29, 32, 36-39, 42, 43
20. Free Fall	There may have been abuse, traumatic loss, or family change/discord, all feeding into feelings of worthlessness. Often a triggering event leads to an increase in anger or tendencies toward violence.	1, 2, 5, 6, 9, 13, 14, 16, 18-22, 24, 26, 28, 29, 32, 33, 37-39, 42, 43, 47

D·PREP Incel Indoctrination Rubric (IIR): Scoring Guide

	NOT PRESENT (0 Points)	MINOR TRAITS (.25 Points)	MODERATE TRAITS (.50 Points)	MAJOR TRAITS (.75 Points)	FULLY PRESENT (1 Point)
THINKING					
1. Misogyny	- Believe women have a fluid, diverse value - Respect for agency and personal choice - Value diversity	- A preference to see women in certain roles - Not vocalized unless asked - Preference for certain physical traits in women	- Outspoken and opinionated belief about women's roles - Lack of appreciation for a woman's individual choice - Notion of ideal beauty	- See women only as partners or sexual conquests for men - Debate and insult those who disagree - Vague threats toward women	- Believe women should be controlled by men - Seek out like-minded people - Make threats, attend or organize protests, insult others
2. Racism	- Appreciate diversity - Respect for all races - Recognize systematic oppression and unconscious biases work to change them	- Express racist, anti-Semitic thoughts, though often subtle and defended on other grounds - Deny racism, but words or posts display otherwise	- Outspoken racism and/or antisemitism - Deny systematic oppression and white privilege	- Expouse the superiority of white, straight, cisgender people - Engage in harmful debate and insult those who disagree - Vague racist or Antisemitic threats	- Believe that white men are the truly oppressed class in today's society - Expouse to the BBC Theory - Display anger at interracial relationships
3. Blackpill	Unaware of this term or philosophy or reject its basic premise	Aware of blackpill philosophy and vague about their feeling towards it or unaware but argue there is a biological and genetic element to beauty that is a leading component of attraction	- Believe the genetics play a primary role in beauty and it is deterministic - Reaffirmed in their genetic make up or angry or sad about their deficiencies	- Subscribe to Chad/Stacy ideal - Explain relationship success or failures based on this concept - Share the ideas freely, attempting to introduce the concept and build connections	- See genetics as the only factor in sexual attraction - Experience either extreme depression and hopelessness or empowerment based on their personal genetic attractiveness
4. Inaccurate Self-Concept	- Have a healthy self-concept - See themselves accurately with a mixture strengths and deficiencies	- A slight sense of low-self-esteem, or a slightly over-inflated sense of self-worth and confidence - May be willing to change based on input from others	- Pronounced negative self-esteem or an overly confident sense of their value and attributes - Committed to seeing themselves this way and resist alternative opinions to shift their viewpoint	- Strongly held belief about their worth based on appearance, social skills or intelligence - Seek others who support their self-view - Believe these traits are unchangeable	- Blind-spot to their self-concept that radically over- or under-estimates their appearance, dating abilities or intelligence - Either despondent about their self-worth or have an all-powerful sense of entitlement
5. Fame Seeking	- Express a normal desire for success and attention that is in balance with others having equal attention and success - May experience disappointment when ignored or denied attention, take steps to moderate those feelings	- A heightened desire for attention and fame - Seek opportunities to draw attention to their efforts and find a larger purpose - Able to moderate disappointment by trying harder	- Driven to be the center of attention and acknowledged for their unique place in the world - Frustrated at others when they are not able to achieve their goals or when others fail to acknowledge their special traits	- Angered when others do not see the world from their viewpoint - Self-worth is tied to having others acknowledge them - Seek out others who support their views and share videos or writings to spread their views	- Desire to be the chosen one with a sense of purpose that has alluded them - Need to set wrongs right, unmasking injustices they have endured - See violence as the best way to spread their message
FEELING					
6. Rage	- Express a normal range of frustration around dating and romantic involvements - Return to normal when the disappointment abates, or they find supportive ways to work through their anger	- Fair ups related to perceived slights, injustices experienced, and difficult situations - Often related towards women who are unwilling to date them or men who are seen as "less than worthy" to have the attention from attractive women	- Upset when they see attractive women with men who are "less than" they see themselves - Voice their frustration to others, complain and vent about their difficulty and are increasingly upset at the unfairness of the situation	- Increasingly hateful at women, men and society who they see as continually blocking them from dating - Increasingly angry and vent and share their indignation and wrath online and in groups that share their beliefs	- Fly into a rage and act impulsively - Feel justified in their actions because of the unfairness of their situation and the need for revenge - Engage in threats and ultimatums towards others
7. Hopelessness	- May have fleeting thoughts of the future not being better than their current situation - Reasonable about their expectations	- Sad about not having a better tomorrow - Frustrated at the amount of effort they are putting into dating with little gain	- Feel increasingly desperate and hopeless that things will ever be different - Less willing try different approaches	- Little to no success at pursuing women - Reject alternative ideas and ways to try to approach women - May adopt a blackpill philosophy	- Experience a total futility and desperation at the idea they will ever be able to find a partner - May begin to have suicidal or violent/vengeful thoughts
8. Catastrophe	Negative life events and difficulties with dating are seen as unfortunate and upsetting, but temporary setbacks that are able to be overcome with a positive attitude and support of friends	- Negative dating experiences are difficult to overcome and begin to be seen as deterministic for a more negative future - Find a sense of hope again, but often over-emphasize negative experiences	Rejections are given a larger emphasis and directly lead to a spike in depression (lack of eating, sleeping, sadness, isolation) or anger (venting online, yelling, storming off)	- Lack of success in dating has led to a reduction in a willingness approach women - Prone to extreme emotions when faced with rejection - Willy those they desire through objectified language	- Any new attempt socializing, are met with extreme behaviors - Isolate and find others online who support their beliefs - Frame attractive woman) or the obstacles in front of them (men) as worthless and evil
9. Disability	Able to overcome mental health issues with assistance from therapy, medication or other resiliency efforts	- Mental or physical illness issues that make dating and social interactions more difficult - Increased effort and support from others allows for limited success overcoming these limitations	- Consistent challenges in meeting women and overcoming the social or physical limitations that prevent them from success - May seek help or assistance from therapy, friends or family, but still have little success in achieving their desires	- Difficulties related to their illness, even with support, make it almost impossible to reach their dating goals - Increasingly isolated and depressed or angry with their situation and an uncaring society that has left them behind	- There is no opportunity for success in dating the women they desire, even with intense effort and support from friends, counseling and family - Despondent, hopeless and potentially suicidal or experience intense rage and anger
10. Abandoned	- May experience sporadic feelings of being alone or misunderstood - Connect with others to overcome these feelings and return to a sense of balance	- An awareness they are often left behind, forgotten or neglected - Return to a sense of balance through their own resiliency and/or with support from others such as friends, family, or a therapist	- Increasingly anxious and worried things will not get better - A relationship may have ended or a friend or family member moved away - Worry they are not good enough to have people care about them	- Feel alone and uncared for in their life - Few friends and are resistant to the idea that people truly care for them - Increasingly depressed and isolated	- Pervasive sense of hopelessness and despair and believe no one cares about them - Efforts to support them are met with suspicion - May struggle with suicidal thoughts or violent fantasies



Collier County LA Fitness Attack

Aug 4, 2009





SUZANNE MALONEY

GYM KILLER'S
MANIFESTO

LIVE
CNN

UPDATE Israeli soldier dies when tank flips

8:11 PM ET







Toronto Van Attack

April 23, 2018

**Alek Minassian**1 hr · 

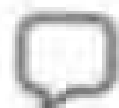
Private (Recruit) Minassian Infantry 00010, wishing to speak to Sgt 4chan please. C23249161. The Incel Rebellion has already begun! We will overthrow all the Chads and Stacys! All hail the Supreme Gentleman Elliot Rodger!



1



Like

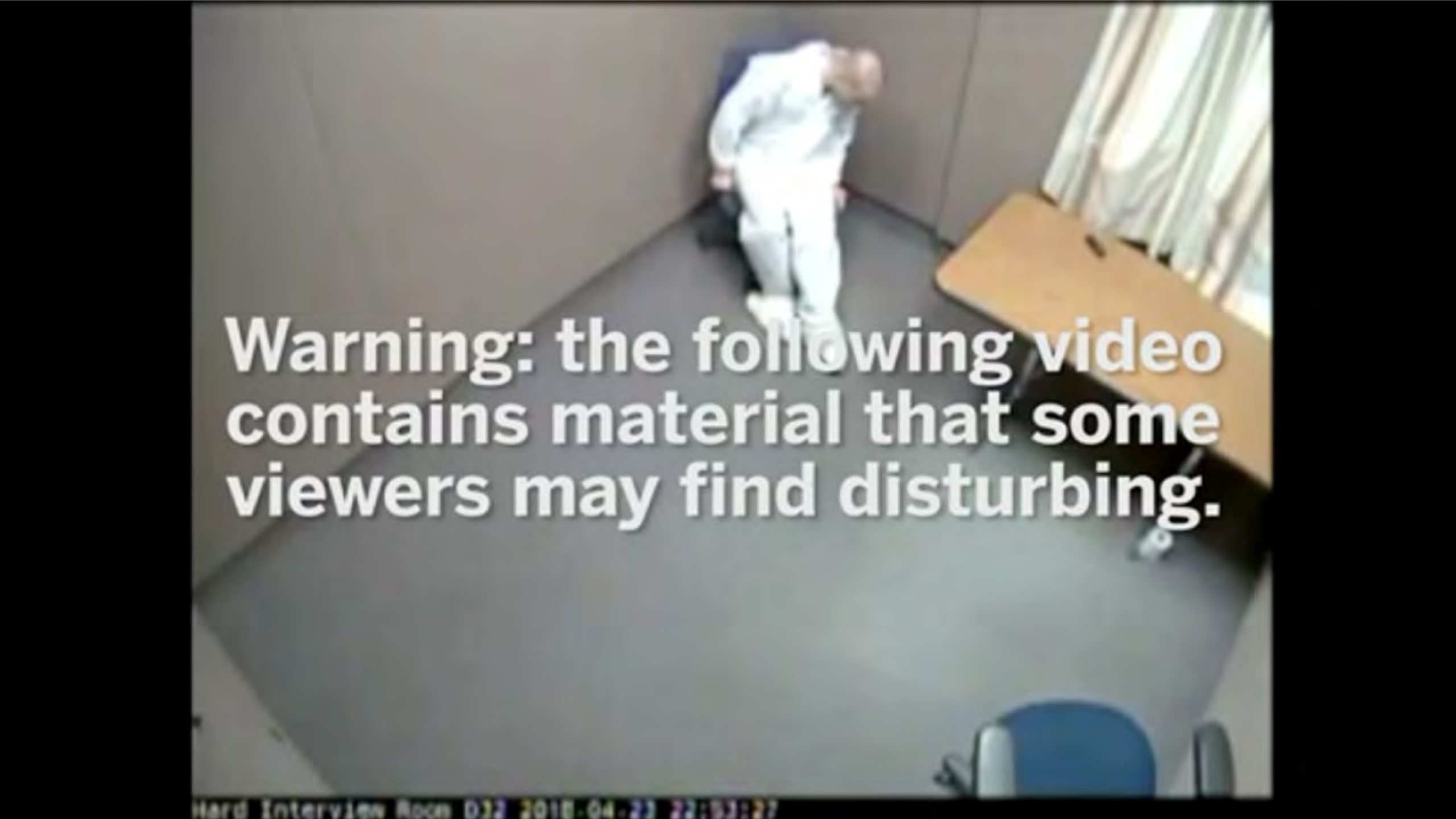


Comment



Share



A high-angle, wide shot of a room. A person wearing a white jumpsuit is standing in the upper center of the frame, facing away from the camera. To the right, there is a long, light-colored wooden table. In the bottom right corner, the top of a blue office chair is visible. The floor is a dark, solid color. The walls are a neutral, light gray. The overall lighting is even and somewhat dim.

**Warning: the following video
contains material that some
viewers may find disturbing.**

	Score	Thinking
1. Misogyny	1.00	This is commonly mentioned throughout the manifesto. Women are seen as one-dimensional objects of desire, often objectified based on their attractiveness and body shape or hair color. They are an object to be acquired to give him a sense of meaning and value.
2. Racism	1.00	There are numerous references to Asians, Mexicans, and blacks in a derogatory manner. He expresses frustration that these "lesser" males are able to achieve what has been denied to him, a more superior male.
3. Blackpill	1.00	In his manifesto and corresponding attack, it is clear that Rodger rejects the prospect that things could ever be different for him. He sees the system as fixed and his only path as revenge.
4. Inaccurate Self-Conception	1.00	In his writing, Rodger interestingly oscillates between extreme self-loathing regarding issues such as his height and heritage and over-inflated sense of self and entitlement.
5. Fame Seeking	1.00	Rodger desires to create change and make himself known through his attack and writing. He wishes others to understand why he ultimately killed others and himself.

	Score	Feeling
6. Rage	1.00	He often references his intense anger about how he has been treated, why others disregard him and what is owed and expected to be given to him. This is recounted in fights at parties and several incidents where he engages in affective violence, throwing beverages at those he hates.
7. Hopelessness	1.00	There is a continual thread related to the void of hopelessness that he finds himself in throughout his writing. The ending attack occurs partially due to the idea that he will always be denied the future he feels he deserves.
8. Catastrophe	1.00	Many examples throughout the writing highlight the exaggerated emotions he attaches to perceived failures in obtaining a relationship or being rejected socially.
9. Disability	1.00	He writes about his experiences in therapy related to his difficulties with mental illness. Whether tied to depression, Autism Spectrum Disorder (ASD) or a personality disorder, Rodger is continually struggling with social interactions with others, in part due to these problems.
10. Abandoned	1.00	Throughout his writing, Rodger talks about the emotional impact of being alone, isolated, neglected, and worthless.

	Score	Behaviors
11. Approach Behaviors	1.00	Rodger mentions a dozen incidents where he throws things at individuals and couples based on an impulsive rage at not being given what he wants.
12. Howling	1.00	Near the end of his life, he makes numerous threats and gestures at parties indicating transient threats to beat up or kill others in a fight.
13. Suicide	1.00	He writes extensively about his hopeless thoughts and a desire to die by suicide.
14. Past Attacks	0.50	While not explicitly mentioned, Rodger talks about practicing at a shooting range, countermeasures related to taking down videos, outwitting police during a questioning prior to the attack. This offers significant evidence that he studied past attacks to improve on them.
15. Redpill	1.00	Throughout his writing and YouTube videos, Rodger references attempts to make himself more desirable to women through increasing his status and wealth. He writes about working out at the gym to boost his self-confidence and become stronger.

	Score	Environment
16. Incel Materials	0.50	Primarily, he talked on discussion boards and computers related to chat, games and sharing of naked pictures of women. It was likely he was reading about these ideas and talking to others about incel-related concepts. Some of this may be because the case is slightly older and the propagation of these issues and sites was not as prominent.
17. Rejection	1.00	Throughout his writing, he shares stories of women ignoring him and not being receptive to his advances.
18. Bullied	1.00	He mentions frequent bullying and teasing throughout his writing and YouTube Videos.
19. Failure to Change	1.00	Rodger talks at length about attempts to change through improving his status, working out, and attending therapy.
20. Free Fall	1.00	Rodger mentions struggling often with grades at his different colleges, low self-esteem and feels a lack of acceptance from others.

Thinking				Feeling				Behaviors				Environment							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.50	1.00	0.50	1.00	1.00	1.00	1.00
																		19.00	



WORKPLACE VIOLENCE

ISSUES IN RESPONSE

Critical Incident Response Group
National Center for the Analysis of Violent Crime
FBI Academy, Quantico, Virginia

The Zero Tolerance Question

When it began appearing in the language three decades ago, the phrase “zero tolerance” customarily referred to a standard, rather than a penalty. Zero tolerance on drugs meant that the standard of conduct would be no drug use. Zero tolerance on harmful substances in food or water supplies meant that no amount of a particular toxic chemical or infectious agent would be considered safe.

Over the last decade, zero tolerance has taken on a different meaning: the application of an automatic penalty for a designated offense. In that sense the policy has at times been criticized for overriding judgment and common sense, as when school administrators acting under a zero tolerance drug or weapons policy expel a student for bringing a nail file to school or having a cold pill or a couple of aspirin tablets in a lunch box.

With regard to workplace violence, employers should make clear that zero tolerance in the original sense of the phrase applies—that is, no threatening or violent behavior is acceptable and no violent incident will be ignored. Company violence prevention policies should require action on all reports of violence, without exception. That does not mean, however, that a rigid, one-size-fits-all policy of automatic penalties is appropriate, effective or desirable. It may even be counterproductive, since employees may be more reluctant to report a fellow worker if he is subject to automatic termination regardless of the circumstances or seriousness of his offense.

Assumption vs. Hypothesis

Assumptions

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

Based on objective data and facts

Have evidence and support

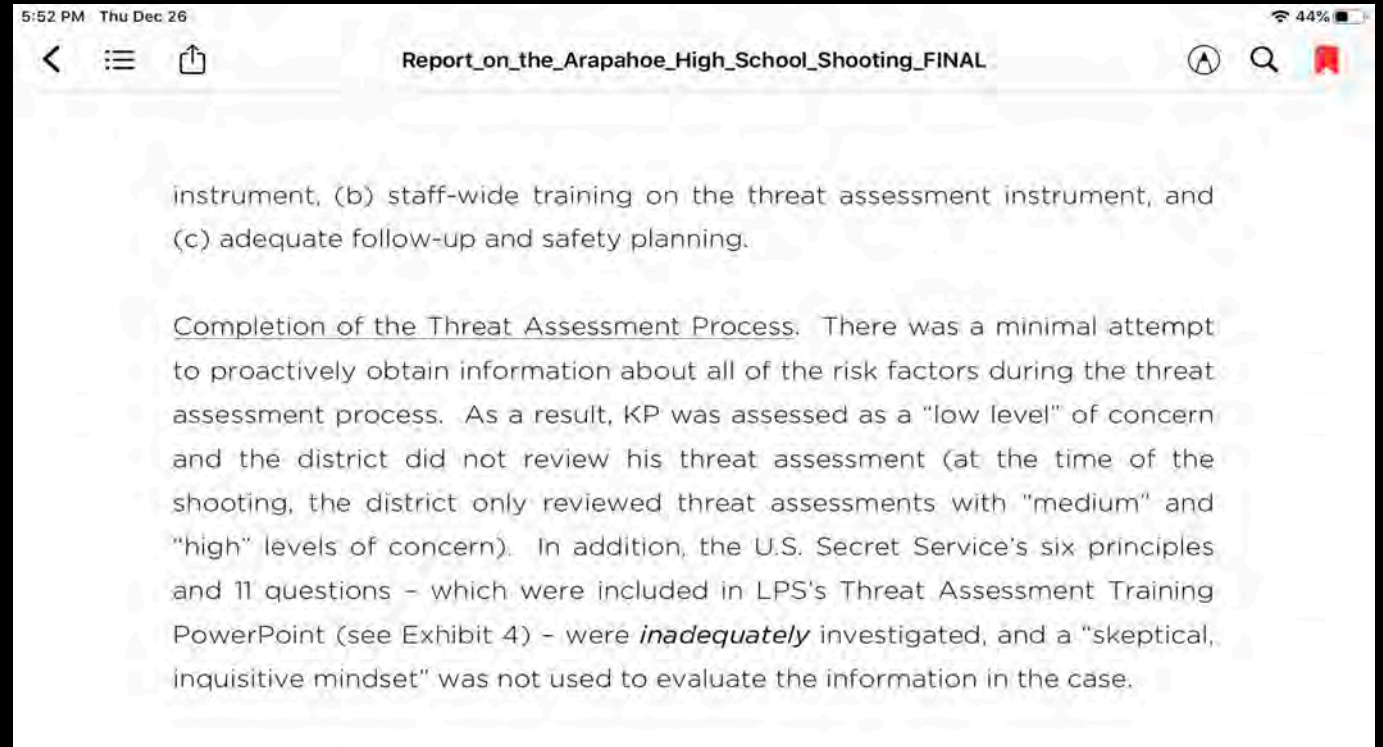
Arrived at more carefully and thoughtfully

May include multiples; ruled out with data

Considers rival plausible hypothesis

“Skeptical Inquisitive Mindset”

To evaluate the information in the case



RED TEAMING/SKEPTICAL MINDSET



Failure of imagination



STX
f i l m s

MILE 22

"Failure of Imagination"
TRT- :40



Tyranny of the Expert

Do they have the context?

Are they an expert in this content?

Are they moving quickly or making assumptions?

Have they considered other perspectives?

LAW ENFORCEMENT CHECKLIST

This checklist is a quick guide for providing an initial analysis of threats. Law enforcement should use it when responding to suicidal ideation, domestic violence, and targeted threats to others. Law enforcement should check the following that apply:

LAW ENFORCEMENT HISTORY [CHECK ALL THAT APPLY.]

- ☐ Wants/warrants/probation status
- ☐ Probation or consent search of:
 - ☐ Residence ☐ Residence hall ☐ Office ☐ School locker ☐ Vehicle
- ☐ Criminal history
- ☐ Orders of protection:
 - ☐ Temporary restraining order (TRO) ☐ Emergency order (EPO) ☐ Restraining order (RO) ☐ Trespass
- ☐ Previous Clery warnings issued at school or college about the individual

WEAPONS AND FIREARMS [CHECK ALL THAT APPLY.]

- ☐ Conduct search of person
- ☐ Registered firearms
- ☐ Access to firearms (Are there firearms stored in home or in other locations?)
- ☐ Access to weapons of any kind? Explain: _____
- ☐ "Red Flag Laws" — Gun Violence Protection Order GVRO (if applicable)
- ☐ GVRO-Gun violence search warrant (if applicable)

TRANSPORTATION ACCESS [CHECK ALL THAT APPLY.]

- ☐ Registered vehicles
- ☐ Access to vehicles; List: _____
- ☐ Ability to rent a car (i.e., old enough in your geographic area)
- ☐ Frequently uses rideshare or public transportation

PHYSICAL ENVIRONMENT [CHECK ALL THAT APPLY.]

- ☐ Canvas neighborhood (i.e., interview neighbors)
- ☐ Premises history
- ☐ Employment history
- ☐ Student status/education
- ☐ Interview family
- ☐ Interview friends
- ☐ Interview supervisors and co-workers

Dangerousness and violence from an individual is difficult, if not impossible, to accurately predict. Information in this assessment should not be seen as legal or psychological advice or as a guarantee, or offer any assurance that violence will be prevented. It should be seen as a structured way to organize a risk assessment that is used in conjunction with interviews, intelligence gathering, and consultation to develop a mitigation plan.

LAW ENFORCEMENT CHECKLIST (CONT.)

ONLINE ENVIRONMENT [CHECK ALL THAT APPLY.]

- ☐ Obtain list of online social media platforms (usernames)
- ☐ Assess technology (e.g., phone and browser history, thumb drives, favorites folder, etc.)
- ☐ Open source social media check
- ☐ Gaming community

HISTORICAL/SOCIETAL CONTEXT [CHECK ALL THAT APPLY.]

- ☐ Anniversary dates (impending dates)
- ☐ Divorce
- ☐ Termination from job
- ☐ Death of close relative
- ☐ Columbine 4/20 or another major targeted violence event
- ☐ Contagion events
- ☐ Recent suicide or shooting in local community

MEDICAL INFORMATION [CHECK ALL THAT APPLY.]

- ☐ Is the subject under a doctor's care?
- ☐ Prescribed medications
- ☐ Non-prescribed medications
- ☐ Assess substance use (type, last use, and overdose history)
- ☐ Chronic illness
- ☐ Did you request a voluntary medical release? Yes ☐ No ☐ Attached ☐

SUICIDE [CHECK ONE LEVEL 1–4.]

- ☐ Level 1: No thoughts of suicide or treatment history
 - ☐ Level 2: Vague thoughts of suicide with no plan and/or past treatment history of therapy or inpatient admissions
 - ☐ *Level 3: Currently suicidal with plan and access; limited past treatment history and/or single inpatient admissions
 - ☐ *Level 4: Currently suicidal, with plan and access; extensive past treatment history for chronic suicide attempts
- *Screen for inpatient psychiatric admission

OTHER SOURCES OF DATA [CHECK ALL THAT APPLY.]

- ☐ Contact neighboring law enforcement jurisdictions
- ☐ Does the subject keep a journal (online or notebook)?
- ☐ Contact local threat assessment/Fusion Center
- ☐ School IT department and/or request to third-party app
- ☐ Contact school threat assessment team

LAW ENFORCEMENT CHECKLIST (CONT.)

BEHAVIORS OF CONCERN [CHECK ALL THAT APPLY.]

- ☐ Has the subject become increasingly isolated from supportive others?
- ☐ Has the subject recently attempted to purchase weapons or research the purchase of weapons or para-attack materials (e.g., load-bearing tactical clothes, bullet proof vests, kneepads, gloves, face coverings, etc.)?
- ☐ Is the subject stockpiling ammunition?
- ☐ Has the subject drastically changed appearance?
- ☐ If the subject reaches out to an extremist group, have they been rejected by that group as "too extreme"?
- ☐ Has the subject been surveilling a potential target? Rehearsing or practicing violent activities?
- ☐ Does the subject mention a desire for fame and attention to gain meaning for their mistreatment and frustrations with the world?

INTERVIEW OF THE PERSON OF CONCERN [CHECK ALL THAT APPLY.]

CRITICAL ITEMS:

- ☐ Has the subject recently lost an important dating or intimate relationship?
- ☐ Does the subject feel enraged or frustrated by the lack of willingness of women to date them or find them attractive?
- ☐ Does the subject show an unusual and increasingly intense interest in violence, mass shootings, school shootings, terrorism, or the end of the world?
- ☐ Is the subject feeling overwhelmed by hopelessness or desperation? Do they feel as if nothing will ever change?
- ☐ Has there been a direct threat on a specific person with a time or location mentioned or implied?
- ☐ Is there a theme of seeing things in an "us vs. them" manner, with the subject lacking empathy and perspective taking? This may go hand in hand with a sense of moral outrage.

SECONDARY ITEMS:

- ☐ Does the story they tell lack consistency (i.e., everything does not line up)?
- ☐ Do the subject's emotions fail to match their words (i.e., incongruent)?
- ☐ Is there a detachment from reality or a sense of paranoia or delusions?
- ☐ Is the subject overly guarded or casual, beyond what would be expected, during the interview?
- ☐ Does the subject have extremely limited social support, lacking even one person who they can trust?
- ☐ Does the subject continually express grievances, or feel marginalized, mistreated, or discriminated against?
- ☐ Is there an overwhelming sense from the subject that they are owed things and deserve to be treated or handled in a particular way?
- ☐ Do they lack an ability to problem-solve or see negative events within a larger perspective?
- ☐ Does the subject feel like "a train on the tracks," headed to an ultimate conclusion they cannot stop?
- ☐ Is there a desire to seek fame or leave a message to the larger society about their pain and frustration?

ASSESSMENT OF RISK

- ☐ Determine risk level using a consistent and research-based rubric, such as Pathways (www.pathwaystriage.com)
- ☐ If warranted by the risk level, complete a violence risk assessment, such as DarkFox (www.darkfoxthreat.com)

LAW ENFORCEMENT HISTORY [CHECK ALL THAT APPLY.]

- ☐ Wants/warrants/probation status
- ☐ Probation or consent search of:
 - ☐ Residence
 - ☐ Residence hall
 - ☐ Office
 - ☐ School locker
 - ☐ Vehicle
- ☐ Criminal history
- ☐ Orders of protection:
 - ☐ Temporary restraining order (TRO)
 - ☐ Emergency order (EPO)
 - ☐ Restraining order (RO)
 - ☐ Trespass
- ☐ Previous Clery warnings issued at school or college about the individual

WEAPONS AND FIREARMS [CHECK ALL THAT APPLY.]

- ☐ Conduct search of person
- ☐ Registered firearms
- ☐ Access to firearms (Are there firearms stored in home or in other locations?)
- ☐ Access to weapons of any kind? Explain: _____
- ☐ "Red Flag Laws" — Gun Violence Protection Order GVRO (if applicable)
- ☐ GVRO-Gun violence search warrant (if applicable)

TRANSPORTATION ACCESS [CHECK ALL THAT APPLY.]

- ☐ Registered vehicles
- ☐ Access to vehicles; List:
- ☐ Ability to rent a car (i.e., old enough in your geographic area)
- ☐ Frequently uses rideshare or public transportation

PHYSICAL ENVIRONMENT [CHECK ALL THAT APPLY.]

- ☐ Canvas neighborhood (i.e., interview neighbors)
- ☐ Premises history
- ☐ Employment history
- ☐ Student status/education
- ☐ Interview family
- ☐ Interview friends
- ☐ Interview supervisors and co-workers

ONLINE ENVIRONMENT [CHECK ALL THAT APPLY.]

- ☐ Obtain list of online social media platforms (usernames)
- ☐ Assess technology (e.g., phone and browser history, thumb drives, favorites folder, etc.)
- ☐ Open source social media check
- ☐ Gaming community

HISTORICAL/SOCIETAL CONTEXT [CHECK ALL THAT APPLY.]

- ☐ Anniversary dates (impending dates)
- ☐ Divorce
- ☐ Termination from job
- ☐ Death of close relative
- ☐ Columbine 4/20 or another major targeted violence event
- ☐ Contagion events
- ☐ Recent suicide or shooting in local community

MEDICAL INFORMATION [CHECK ALL THAT APPLY.]

- ☐ Is the subject under a doctor's care?
- ☐ Prescribed medications
- ☐ Non-prescribed medications
- ☐ Assess substance use (type, last use, and overdose history)
- ☐ Chronic illness
- ☐ Did you request a voluntary medical release? Yes ☐ No ☐ Attached ☐

SUICIDE [CHECK ONE LEVEL 1-4.]

- ☐ Level 1: No thoughts of suicide or treatment history
- ☐ Level 2: Vague thoughts of suicide with no plan and/or past treatment history of therapy or inpatient admissions
- ☐ *Level 3: Currently suicidal with plan and access; limited past treatment history and/or single inpatient admissions
- ☐ *Level 4: Currently suicidal, with plan and access; extensive past treatment history for chronic suicide attempts

*Screen for inpatient psychiatric admission

OTHER SOURCES OF DATA [CHECK ALL THAT APPLY.]

- ☐ Contact neighboring law enforcement jurisdictions
- ☐ Does the subject keep a journal (online or notebook)?
- ☐ Contact local threat assessment/Fusion Center
- ☐ School IT department and/or request to third-party app
- ☐ Contact school threat assessment team

BEHAVIORS OF CONCERN [CHECK ALL THAT APPLY.]

- ☐ Has the subject become increasingly isolated from supportive others?
- ☐ Has the subject recently attempted to purchase weapons or research the purchase of weapons or para-attack materials (e.g., load-bearing tactical clothes, bullet proof vests, kneepads, gloves, face coverings, etc.)?
- ☐ Is the subject stockpiling ammunition?
- ☐ Has the subject drastically changed appearance?
- ☐ If the subject reaches out to an extremist group, have they been rejected by that group as "too extreme?"
- ☐ Has the subject been surveilling a potential target? Rehearsing or practicing violent activities?
- ☐ Does the subject mention a desire for fame and attention to gain meaning for their mistreatment and frustrations with the world?

INTERVIEW OF THE PERSON OF CONCERN [CHECK ALL THAT APPLY.]

CRITICAL ITEMS:

- ☐ Has the subject recently lost an important dating or intimate relationship?
- ☐ Does the subject feel enraged or frustrated by the lack of willingness of women to date them or find them attractive?
- ☐ Does the subject show an unusual and increasingly intense interest in violence, mass shootings, school shootings, terrorism, or the end of the world?
- ☐ Is the subject feeling overwhelmed by hopelessness or desperation? Do they feel as if nothing will ever change?
- ☐ Has there been a direct threat on a specific person with a time or location mentioned or implied?
- ☐ Is there a theme of seeing things in an "us vs. them" manner, with the subject lacking empathy and perspective taking? This may go hand in hand with a sense of moral outrage.

SECONDARY ITEMS:

- ☐ Does the story they tell lack consistency (i.e., everything does not line up)?
- ☐ Do the subject's emotions fail to match their words (i.e., incongruent)?
- ☐ Is there a detachment from reality or a sense of paranoia or delusions?
- ☐ Is the subject overly guarded or casual, beyond what would be expected, during the interview?
- ☐ Does the subject have extremely limited social support, lacking even one person who they can trust?
- ☐ Does the subject continually express grievances, or feel marginalized, mistreated, or discriminated against?
- ☐ Is there an overwhelming sense from the subject that they are owed things and deserve to be treated or handled in a particular way?
- ☐ Do they lack an ability to problem-solve or see negative events within a larger perspective?
- ☐ Does the subject feel like "a train on the tracks," headed to an ultimate conclusion they cannot stop?
- ☐ Is there a desire to seek fame or leave a message to the larger society about their pain and frustration?

ASSESSMENT OF RISK

- ☐ Determine risk level using a consistent and research-based rubric, such as Pathways (www.pathwaystriage.com)
- ☐ If warranted by the risk level, complete a violence risk assessment, such as DarkFox (www.darkfoxthreat.com)

LAW ENFORCEMENT INTERVENTION GUIDE

This intervention checklist is intended to help support law enforcement in exploring their options when mitigating risks to the individual and the community. They are divided into Low/Moderate and Elevated/Critical to assist in matching the type of intervention with the perceived level of risk. The Low/Moderate interventions would also be useful for those in an elevated or critical level of risk as they stabilize from the initial crisis.

Low/Moderate Interventions

Mental Health/At-Risk Supports

- ☐ K-12/College: Referral to school BIT or threat assessment team
- ☐ K-12/College: Referral to school-based mental health outpatient services
- ☐ K-12: Referral to school-based special education IEP services
- ☐ Referral to outpatient mental health and job-based employee assistance program
- ☐ Referral to online or distance-based therapy services
- ☐ Court mandated outpatient services

Social Supports

- ☐ Identify and strengthen supports from family (significant others, spouses, and children)
- ☐ Peer Support:
 - ☐ Groups at local middle school, high school, or college
 - ☐ Clubs and organizations
 - ☐ Online gaming friends
 - ☐ Internet support groups
 - ☐ Dance or band team
 - ☐ Game nights, Dungeons & Dragons, and video game nights
- ☐ Houses of Worship:
 - ☐ Youth groups
 - ☐ Choir programs
 - ☐ Art or music lessons
 - ☐ Study programs on religious issues and social justice
- ☐ Athletics and Working Out:
 - ☐ Local or school recreational departments
 - ☐ Sports teams
 - ☐ Martial arts programs (many offer reduced cost and scholarships)
- ☐ Community Services:
 - ☐ Big Brother/Big Sister program
 - ☐ Animal shelter
 - ☐ Homeless shelter
 - ☐ Nursing home, hospice, or assisted living
 - ☐ Food bank
 - ☐ Political or social justice organizations, non-violent outlets

Dangerousness and violence from an individual is difficult, if not impossible, to accurately predict. Information in this assessment should not be seen as legal or psychological advice or as a guarantee, or offer any assurance that violence will be prevented. It should be seen as a structured way to organize a risk assessment that is used in conjunction with interviews, intelligence gathering, and consultation to develop a mitigation plan.

LAW ENFORCEMENT INTERVENTION GUIDE (CONT.)

Elevated/Critical Interventions

- ☐ Assessment at local emergency room or community mental health center
- ☐ Social services referral through department of mental health, protective services, or department of youth services
- ☐ Ongoing monitoring by law enforcement and/or additional agencies
- ☐ Keep the subject informed and aware, as much as possible, to reduce fear of the unknown. For example:
 - ☐ If headed to jail/holding, what are the policies about dress, food, smoking, strip searches, and the kind of people who will be in lockup?
 - ☐ If headed to hospital, what are the policies on smoking, food access, and clothing? Perhaps have a discussion about being with a chronic, older population if the subject is younger and this is their first admission
 - ☐ If headed to an emergency department, what are the policies about medical clearance and blood draw, and what is the relative busyness of the department?
- ☐ Consult with local fusion center, ATAP (www.atapworldwide.org), or D-Prep Safety (www.dprepsafety.com) for outside, expert insight on threat assessment and management
 - ☐ In threat to other scenario, consider issuing a warning to target or making contact with threat assessment team at school/college
 - ☐ In threat to other scenario:
 - ☐ Offer support to potential target (cell phone, direct call number, and handout material)
 - ☐ Offer support to family in distress
 - ☐ Consider larger Cery Act (educational SROs) or community notification
 - ☐ Basic support needs:
 - ☐ Facilitate access to clothing, opportunity for shower, hygiene items or sanitary materials for women
 - ☐ Help organize transportation to and from hospital
 - ☐ Allow for a phone call or offer to call the subject's friend/family to inform them what is happening
 - ☐ Take steps to notify the appropriate parking services for the subject's vehicle if it is going to be left behind
 - ☐ Offer a chance for food and drink; consider taking a moment to let them smoke/vape, as many locked units ban this

Assess Obstacles to Interventions

- ☐ Cost (or wait list) for mental health services:
 - ☐ Referral to sliding scale agency
 - ☐ Local agency and business support through donations
 - ☐ Discuss possibility of groups if there is a long wait list
- ☐ Transportation challenges:
 - ☐ Ride share credits or bus/transportation credit
 - ☐ Trade services with friend for a ride
- ☐ Stigma to care:
 - ☐ Help the person understand getting help is normal and not something of which to be ashamed
 - ☐ Share a personal story (reasonable and with focus on appropriate boundaries) about someone who accessed care and it went well
 - ☐ Make a parallel to working out at the gym; therapy can be seen as working out for your mind
- ☐ Family/peer support:
 - ☐ Address family concerns with seeking care and the potential stigma
 - ☐ Encourage a "take a village" approach that provides multiple supports to improve the net of intervention



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