



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

RESUBMIT FOR REPORT

Skulks

- Your Responses

Birth year: 2004

Gender: Man

Veteran: No

Assessment data sources: open-source intelligence (OSINT)

Difficulties/loss within the last 1-2 months: loss of job, loss of academic program (major or failed course), loss of romantic relationship, financial distress, suspension from work or school, extreme teasing or bullying

Current challenges: pending suspension at work or school, atmosphere of teasing and exclusions, future financial stresses likely worsening, potential loss of home

Violence Risk Assessment:

Alone: 3

Aggrieved: 2

Sadist: 2

Consumed:

Defiant: 1

Catalyst: 3

Vengeance: 3

Research: 3

Irrational:

Impulsive: 1

Free Fall: 3

Incel: 3

Checklist:

Encouragers:

Weapons Interest: 3

Hopeless: 3

Costuming:

Objectification: 2

Teased: 3

Weapons Acquisition: 3

Threat Assessment:

Direct: 2

Location:

Planning: 3

Lethality: 3

Organization: 2

Penetration:

Time: 2

Tone: 2

Approach: 2

Leakage: 3

Rhetoric:

Blaze: 3

Suicide Assessment:

Statement: 3

Eat: 1

Treatment:

Sleep:

Self-injury: 1

Substances:

Self-concept: 3

Attempts:

- Vulnerability

EXTREME

Summary

VULNERABILITY brings together ALONE (extreme), FREE FALL (extreme), HOPELESS (extreme), TEASED (extreme), and SELF-CONCEPT (extreme). It represents an overall potential for isolation and vulnerability to considering suicide or violence to others. Overall vulnerability makes it more likely for the person to act out without regard to social pressures to conform, as they already perceive a high degree of negative emotion and punishment. As there is little hope for a better future, they consider more extreme action as they have little to lose.

Extreme isolation is an everyday experience, leaving little hope of ever fitting in. It has gotten so bad they have considered suicide or revenge. Life circumstances related to money, school, or work have overwhelmed them, leaving little hope that things will improve. There is a pervasive sense of unbearable pain that leads to thoughts of suicide. They are failing to achieve at work, school, finances, and/or dating. Teasing and bullying is a daily occurrence, impacting their school, work, family, and friends. The teasing and bullying have significantly contributed to feelings of suicide or a desire to take extreme action. Their environment includes teasing, bullying, and feeling excluded. This can contribute to isolation, negative self-concept, suicide, and impulsive action. Pervasive feelings of worthlessness leads to thoughts of suicide or impulsively acting out. As an outsider, they don't feel like they have anything more to lose.

Interventions

- An immediate assessment for suicide should be conducted by a licensed clinical staff member, given the extreme isolation, suicidal thoughts, and hopelessness about a positive future outcome.
- Given the overwhelming isolation, pain, and difficulty at work and school, a counseling connection is critical.
- Feeling trapped and desperate, immediate steps should be taken to identify alternative options to acting out violently or engaging in self-harm or suicide. Given they have little hope of improvement, more extreme actions such as killing themselves or other people become more likely.
- If bullying and teasing have escalated to a daily occurrence, addressing these behaviors on the system level through programming and education must occur. Individually, help them identify ways to react to teasing and bullying behavior that reduces the occurrence in the future (e.g., avoiding areas at certain times, staying calm and not escalating the encounter).

- Negative Thoughts

EXTREME

Summary

NEGATIVE THOUGHTS brings together IRRATIONAL (low), AGGRIEVED (high), CONSUMED (low), OBJECTIFIED (high), INCEL (extreme). It represents an overall potential for a pessimistic and negative view of others and who is to blame for their difficulties in life. These obsessional, clouded, and misguided ways of seeing others contribute to the motivation for targeted violence. As they are seen as increasingly distant from others but with successful progression in their grades, work performance and/or relationships, there are few remaining reasons to conform with societal norms.

Actual or perceived injustices frequently occupy their thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. Blame is quickly assigned to others without regard for their feelings or accuracy. Others are increasingly seen with disgust and as unworthy of their time. Conflicts and arguments increase at work, home, and/or school. Anger, isolation, and disconnection become commonplace as they give up on finding a dating or physical relationship with a woman. A 'me vs. them' attitude is pervasive toward women, who are fully to blame for creating a system they are unable to succeed in.

Interventions

Struggles with daily, intrusive, and punishing thoughts impair their ability to care for themselves. These come in the form of delusions or hallucinations that tell them what they should do. Injustices and grievances drive almost all their thoughts and actions. They are obsessed with the idea of 'making things right' and have begun to rehearse and fantasize about ways to make others pay. A singular way of thinking or belief about the ways things should be exhausts their time and leads to a severe impact on their work, school, and/or dating relationships. Others are trampled and disregarded as mere obstacles to their goals. There are constant racist, misogynistic, and bigoted comments which negate the experience of others who are different from them. Anger, isolation, and disconnection become commonplace as they give up on finding a dating or physical relationship with a woman. A 'me vs. them' attitude is pervasive toward women, who are fully to blame for creating a system they are unable to succeed in. A lack of empathy and consideration for others makes it difficult to maintain lasting friendships as well as work/school relationships.

- They are increasingly obsessed with the need to make things right and make others pay for the problems they have caused. These are strongly held beliefs and will be unlikely to change through conversation and non-clinical, medical support.
- They experience a profound lack of empathy and understanding of other people's perspective and agency. This likely will continue to escalate, creating a 'me vs. the world' philosophy and should be countered with opportunities to share and be understood, as well as listening to others and understanding. They will likely be entrenched in this viewpoint and reluctant to consider change.
- They experience an intense anger and frustration with women, dating, and their inability to have a fair opportunity to develop intimate relationships. A therapeutic referral or conversation about these thoughts would help them to explore how they came to these conclusions and identify ways to develop alternative ideas regarding women in society.
- There is a severe impact on their ability to function at work, school, and with family or friends. Conversations with their supports may help, along with assisting them to advocate for interim measures and accommodation for work and school.

- Environmental Stressors

EXTREME

Summary

ENVIRONMENTAL brings together their experience with difficulties, loss, and current challenges in life. The loss of key supports, changes in employment or school status, financial, or legal difficulties, and chronic experiences of teasing and bullying each contribute to weakened resiliency and an inability to remain positive and hopeful about the future. While rarely causal to suicide or targeted violence, the combination of recent losses with growing stressors creates less resistance in a person's life when they are considering suicide or violence to others.

A recent job loss, school suspension, or termination/expulsion has the likelihood of exacerbating feelings of sadness and isolation as well as negatively impacting their self-worth and value. This kind of loss should be considered as an escalating factor for more extreme action. A recent failure or loss of an academic program creates a hurdle or roadblock to their successful progress. This could create feelings of low self-concept, failure, and hopelessness. This kind of loss should be considered as an escalating factor for more extreme action. They have recently lost an important relationship, which brings with it the risk of increased isolation, failure, low self-esteem, and a lack of support. There has been some recent financial stress that has the potential to impact work and school performance. This could increase stress, lower self-concept, and foster feelings of being trapped and/or

hopeless about the future. Financial difficulties may also exacerbate frustration and anger. A recent experience of extreme bullying or teasing presents the potential to increase stress, isolation, irritability, despair, and/or anger. Upcoming conduct or HR actions, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped. Their environment has teasing, bullying, and feeling excluded. This can contribute to isolation, negative self-concept, suicide and impulsive action. Upcoming financial concerns may contribute to feelings of stress, hopelessness, failure, and low self-concept. There is a potential for loss of housing that will increase stress, destabilize supports, and increase freefall and catalyst factors.

Interventions

- Any major change, such as a loss or termination from job or suspension/expulsion from an academic program, will likely result in a lower self-concept, increased hopelessness, anger, frustration, financial disruption, and a potential catalyst to more extreme action.
- The recent failure or loss of an academic program requires an adjustment and problem solving to realign existing goals and brainstorm alternative options. Allowing an opportunity for appropriate sadness and grief is essential and this can be facilitated by a trusted adult or school guidance counselor/advisor. Encouragement should be offered that hurdles and challenges are to be expected during an academic program and this loss should be normalized in that regard.
- The end of an important dating relationship should be discussed to ensure there are proper supports (friends, family, therapy referral). Creating a space for them to discuss the loss could be facilitated by a trusted adult and/or school advisor/counselor or work supervisor/EAP counselor. If the grief becomes overwhelming, consider a more formal referral to clinical mental health services.
- As they struggle to adjust to current financial distress, a trusted adult and/or school counselor or work EAP professional may be helpful in developing a budget plan and/or financial strategies to address the current problems and set expectations for future financial success. Advice could also be provided on alternatives to allowing stress, anger, and frustrations to translate into negative actions.
- Extreme bullying and teasing carry with them the risk of low self-concept, isolation, hopelessness, and even suicide. This also can impact school and work performance, friendships, and family relationships. Identify system level approaches to address the behavior from a programming and educational perspective. Discussing strategies to better manage how to respond to teasing when it occurs would also be warranted.
- The upcoming conduct and/or HR actions have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.
- An environment of teasing and exclusion will likely add stress, reduce self-concept, and has the potential to exacerbate feelings of suicide and/or harm to others. Identify system level approaches to address the behavior from a programming and educational perspective. Discussing strategies to better manage how to respond to teasing when it occurs would also be warranted.
- Given the nature of upcoming financial challenges, helping them plan ways to better manage their finances and develop a plan to save for unseen events could improve their stress and feelings of despair and hopelessness. This could be accomplished through a referral to a financial planner and/or accessing some services that may be available at a school, college or through an employee assistance program.
- Losing a place to live has a domino effect that destabilizes work, school, finances, and potentially increases desperation and hopelessness. Discussing alternative living options and financial possibilities to retain housing would be warranted with school staff or work EAP staff.

- Suicidality

EXTREME

Summary

SUICIDALITY brings together STATEMENT (extreme), EAT (moderate), SLEEP (low), TREATMENT (low), SELF-INJURY (moderate), SUBSTANCES (low), SELF-CONCEPT (extreme), ATTEMPTS (low), HOPELESS (extreme), IMPULSIVE (moderate), WEAPONS ACQUISITION (extreme) and VETERAN STATUS (no). Suicide is best understood as an idea to action process, where thoughts and ideas such as disappearing, feeling trapped, and wanting to die lead to suicide attempts, self-injury, skipping medication, and inpatient hospitalization. Additional changes to eating and sleep can further increase the risk of suicide as can previous attempts and self-injury. Substance use can dull emotions or escalate suicide risk due to an increase in impulsivity, particularly if they have access to weapons. Suicidality and hopelessness are some of the highest risk factors for targeted violence as the person has lost all social regulation for their behavior and any hope of a positive outcome for their future.

An overwhelming feeling of being trapped occurs along with access to lethal means and a detailed suicide plan. This is shared with many others around them. There is either a loss of appetite or rapid increase in appetite due to sadness. Excessive eating offers comfort while a stark reduction in eating offers a sense of punishment or control. Eating disturbances cause an increase in overall suicide risk. Self-injury occurs in a non-lethal way, motivated by frustration or boredom. Even though the occurrence is as low as a few times a year, they remain at a higher risk for suicide. Feeling worthless and suicidal, they engage in dangerous, impulsive outbursts without care or awareness of the consequences. In effect, things have gotten so bad they have given up. There is a pervasive sense of unbearable pain that leads to thoughts of suicide. They are failing to achieve at work, school, finances, and/or dating. Impulsive behavior occurs regularly with them engaging in poorly planned, reactive, and emotional outbursts. There is a chronic nature to the behavior, and they are unsuccessful at attempts to change. Impulsive action and poorly thought-out behavior are risk factors for a completed suicide. Suicide risk is increased with access to firearms. They have access to multiple weapons in their home.

Interventions

- The creation of a detailed suicide plan along with access to lethal means requires an immediate evaluation for inpatient care. Feeling trapped and sharing these ideas with others necessitates an immediate response from school or work staff, medical professionals, and potentially police and law enforcement.
- Difficulty with appetite or eating too much can increase social difficulties, raise the potential of teasing and bullying, and impact overall wellness and self-concept. A referral to school-based guidance counseling or workplace Employee Assistance Programs (EAP) may be helpful to address these eating concerns. Talking with a trusted adult could be another way to address this concern if they are reluctant to engage in therapeutic support.
- While they engage in infrequent self-injury without an intent to kill themselves, there remains an increased risk of suicide. Helping them identify alternative behaviors to replace the non-suicidal self-harm would be advised. This could occur through the school guidance office, outpatient therapy, or talking with a trusted adult if they are reluctant to engage in therapeutic support.
- The intense feelings of worthlessness and suicidal thoughts would likely necessitate an admission screening for inpatient hospitalization. If they have access to a trusted and licensed mental health provider, they may be able to talk with them to develop a safety plan. Their self-concept is so low they have likely given up trying and remain exposed to impulsive suicidal actions that must be mitigated.
- When hopelessness becomes an unbearable pain, the risk of extreme action such as suicide or harming others increases greatly. Connect them to supports, identify ways to accommodate or assist them in staying connected to school, work, family and peer, and refer them to a licensed mental health clinician.

- Impulsive behaviors often occur when they are triggered by an outside event or when they experience frustration or anger they cannot control. Talk with them about alternative strategies when they encounter something they cannot change or that annoys them. Reducing impulsive action is best achieved through identifying the triggering event, adjusting their belief about what they are experiencing, and selecting an alternative behavior. This can be accomplished through talking with a trusted adult, school counselor, work supervisor, colleague, human resources, or the EAP.
- Given the direct access to firearms in the home, efforts should be immediately taken through means restriction. When weapons access is paired with other suicidal risk factors, such as previous attempts, impulsivity, hopelessness, and self-injury, the risk of suicide or other extreme action rises considerably. If other suicide risk factors are present, take immediate steps to limit or remove weapons from the home, encourage parents to change the safe combination, or set up additional challenges to access.

- Attack Preparation

EXTREME

Summary

ATTACK PREPARATION brings together WEAPONS INTEREST (extreme), RESEARCH (extreme), PLANNING (extreme), AGGRIEVED (high), ENCOURAGERS (low), COSTUMING (low) and VETERAN STATUS (no). A target is being considered and they have begun researching, planning, and considering different weapons to be used in the attack. The injustices and grievances they have endured drive them forward with the plan and they are encouraged by others (often in online groups) to escalate the attack plan. The preparation often offers some emotional release and feeling of calm as they struggle with isolation, frustration, and hopelessness about life.

Their weapons interest can best be described as an obsession engulfing almost every aspect of their life. Firm plans exist around acquiring a gun or rifle and they play tactical games like paintball, airsoft, and online games to improve their strategy. A mission-oriented rationale is emerging for their weapons acquisition. Research into past attacks takes on an obsessional quality with praise and criticism for various weapons and tactics used. There is an application of their research to create a more effective (higher kill count) plan for an attack. Planning has escalated to increase damage and neutralize obstacles using counter-measures. Contingency plans have been explored as secondary and tertiary means. Frequent discussions occur about actual/perceived injustices and how others are to blame for the problems they are currently experienced. These are carried as intense resentments and slights.

Interventions

- Given the intensity of weapons and past attack research combined with firm plans to acquire a gun or firearm and participation in tactical simulations, a deeper questioning of the motivation for these activities would be warranted. The need for this exploration increases as other preparation behaviors, such as research, planning, aggrieved, encouragers, or costuming occur. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- There should be extreme concern given the intensity of their research concerning past attacks and the application of this research to a potential attack of their own. While this may be an emotional release or fantasy to counteract current frustrations, grievances, or other pains, the level of research indicates a significant risk factor for targeted violence. Conversations should occur with law enforcement, school authorities, parents, work supervisors and/or human resources. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- This is a late-stage attack behavior and immediate involvement of law enforcement, school, and work officials is advised. While there may be a fantasy element to this planning, the seriousness of the preparation necessitates a conservative approach to intervention. This becomes even more concerning as other preparation behaviors such as research, weapons interest, aggrieved, encouragers, or costuming occur. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- Given the increased blame on others, further exploration on the presence of other preparation behaviors such as research, weapons interest, planning, encouragers, or costuming should be considered. The presence of injustice or grievance collecting is a concern the same way a flame is a concern. When paired with fuel, such as the other preparation behaviors, the risk escalates quickly. Conversations should occur with school authorities, parents, work supervisors, and/or human resources. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.

- Attack Approach

EXTREME

Summary

ATTACK APPROACH brings together WEAPONS ACQUISITION (extreme), CATALYST (extreme), CHECKLIST (low), PENETRATION (low), APPROACH (high), SADIST (high), VENGEANCE (extreme) and VETERAN STATUS (no). Approach behaviors are those that occur prior to an attack and can be seen as the physical acting out of preparations. Weapons are selected and acquired for the attack, countermeasures for security of the target are devised and a checklist for preparation is created. Events have occurred in their life that have increased stress, feelings of hopelessness.

Weapons are readied and organized in line with an attack plan. They have stockpiled ammunition and magazines and engage in practice to ensure proficiency. Guns, rifles, explosives, and edged weapons have a purpose and are being readied for an attack. Overwhelming losses from multiple events such as suspensions, loss of job, expulsion, or the death of a parent cause an inability to perform at work, school, or function with friends. Hopelessness and despair increase the risk of violence. They have overcome any hesitancy about their attack plan and talk openly with others. They increasingly engage in risk taking and push other people's buttons. Comfort is taken in thoughts of harming others and causing pain. They have begun to acquire instruments to cause pain and have a history of harming and/or killing animals. Extreme thoughts and fantasies for justice fill their mind. They have narrowed onto a target and considered a specific time and place. The desire to punish others and obtain revenge is primary, regardless of personal or financial cost.

Interventions

- The acquisition of weapons and tactical gear for a specific purpose and attack plan is a late-stage approach behavior that should immediately involve conversations with law enforcement, school authorities, parents, work supervisors, and/or human resources. The concern is further heightened when there are other approach behaviors such as catalyst, sadist, checklist, penetration, approach, or vengeance. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a

local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.

- Overwhelming losses from multiple events have caused an inability to function at work and school. An immediate referral to a licensed mental health counselor would be suggested. Efforts should be made to offer additional supports and accommodations given the recent losses and challenges faced in school, work, home, and with friends. Talking with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor is another way to help. The risk for violence would be further heightened when they are other approach behaviors such as catalyst, sadist, checklist, penetration, approach, or vengeance. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- The fantasy of attacking a person or location along with talking openly about their plans presents an increased risk of violence. The concern is further heightened when there are other approach behaviors such as catalyst, sadist, checklist, or vengeance. Talking with them about the motivation for their plans and discussing alternatives to the behavior with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor will help further assess the risk and develop alternative strategies. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- The presence of fantasies involving those in power inflicting pain on others could be the start of a more concerning escalation. The acquisition of items to cause pain could increase the risk of more extreme violence, as can a history of harming and/or killing animals. Be cautious, however, as this could be a private fantasy that is practiced consensually without force or damage. Explore the motivation and practice of their thoughts related to power and pain and keep in mind the increased risk if other approach behaviors such as catalyst, penetration, checklist, approach, or vengeance are present. Encourage them to talk with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor. Exercise caution in jumping to a conclusion about power and pain dynamics as always being precursors to more dangerous behaviors. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- The intensity and narrowing of their desire for payback for being treated unfairly has settled on a target with a specific time and place. These are critical, late-stage behaviors that should immediately involve conversations with law enforcement, school authorities, parents, work supervisors, and human resources. There may be an additional, specific duty to warn obligations or best practices related to sharing the risk to the potential target. All these concerns are further heightened when other approach behaviors such as catalyst, penetration, checklist, approach, or vengeance. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE, and/or threat team would be advised.

- Threat

EXTREME

Summary

THREAT brings together DIRECT (high), ORGANIZATION (high), LETHALITY (extreme), TIME (high), LEAKAGE (extreme), LOCATION (low), TONE (high), RHETORIC (low), PLANNING (extreme), APPROACH (high), BLAZE (extreme), VETERAN STATUS (no), and SUICIDE. Threat indicates the overall severity of a threat that has been made. Someone has the potential to be violent even without making a threat, however threats that are made provide insight into the planning prior to a potential attack. Threat gathers information together about the time and location of an attack, the lethality or dangerousness of the threat, and if planning or approach has begun. Information about the transient or substantive nature of the threat is gathered through the tone and rhetoric of the threat.

There has been a more specific threat to a person or place that includes a vague reference to a location, method, and/or time. Threats are made to obtain a reaction and occur to many people across an organization or group. A common theme in these threats is around raging against authority or perceived injustices. Threats here remain more likely transient than substantive. There is access to multiple firearms and the knowledge of tactics and logistics that increases the overall lethality of a potential attack. The threatener has practiced to increase lethality. The time of the attack given is in the coming weeks with escalating threats. An attack is likely without the target changing their behavior. The timeline is driven by grievance and injustices and accompanies an increased need for payback. There has been a specific threat that mentions a location, time, and target. This is a substantive threat that is likely, actionable, and lethal. Threat(s) use emotionally laden adverbs and adjectives designed to harass and intimidate the target. Threats clearly assign blame to the target and express a desire for punishment. Planning has escalated to increase damage and neutralize obstacles using countermeasures. Contingency plans have been explored as secondary and tertiary means. They have overcome any hesitancy about their attack plan and talk openly with others. They increasingly engage in risk taking and push other people's buttons. There is an intense pain, hopelessness, and certainty they are trapped and need to have their final action send a message. A time, location, and target have been crystalized in their mind and they see suicide and/or martyrdom as their path out of pain. They are actively considering suicide and likely have a plan, location, means, and time. Their willingness to die significantly elevates the dangerousness of any threat made.

Interventions

- The threat is vague in nature. It is unlikely the threat will be carried out but asking some clarifying or follow up questions to determine if the threat is transient or substantive would be recommended. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to offer them support and discuss alternatives to making threats. These concerns are further heightened when other threatening behaviors such as organization, lethal, time, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present.
- Any threats made are loosely organized and transient in nature. Given that the target of the threats are generally authority figures or those who have caused some injustice, conversations that encourage an open dialogue and explore alternative ways of viewing grievances and injustices would be helpful. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to help better understand the nature of the threat. These concerns are further heightened when other threatening behaviors such as direct, lethal, time, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present.
- They have access to multiple firearms and the tactical and logistical ability to carry out an attack. They have practiced their attack plan to increase potential lethality, which is a critical, late-stage behavior that should immediately involve conversations with law enforcement, school authorities, parents, work supervisors, and human resources. The risk of an attack is further heightened when other threatening behaviors such as direct, time, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE, and/or threat team would be advised.
- The time of the attack given is in the coming weeks with escalating threats. An attack is likely without the target changing their behavior. The timeline is driven by grievance and injustices and accompanies an increased need for payback. Conversations that encourage an open dialogue and explore alternative ways of viewing grievances and injustices would be a useful intervention. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to help better understand the nature of the threat. These concerns are further heightened when other threatening behaviors such as direct, lethal, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide

are present. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised. This consult with the BIT/CARE and/or threat team will help determine if more intensive involvement with law enforcement is warranted.

- Threats include a specific time, location, and target. Given that the threat is likely, actionable, and lethal this is a late-stage behavior that should immediately involve conversations with law enforcement, school authorities, parents, work supervisors, and human resources. The risk of an attack is further heightened when other threatening behaviors such as direct, lethal, time, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE, and/or threat team would be advised.
- The threats include upsetting and cruel descriptions and lay blame on the target to punish them or make their life more difficult. These concerns are further heightened when other threatening behaviors such as direct, lethal, time, location, rhetoric, leakage, planning, approach, blaze, veteran, or suicide are present. Conversations that encourage an open dialogue and explore alternative ways of viewing grievances and injustices would be useful. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to help better understand the nature of the threat. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised. This consult with the BIT/CARE and/or threat team will help determine if more intensive involvement with law enforcement is warranted.
- Their planning has escalated to increase damage and counteract security measures. This is a late-stage attack behavior and immediate involvement of law enforcement, school and work officials is advised. While there may be a fantasy element to this planning, the seriousness of the preparation necessitates a conservative approach to intervention. This becomes increasingly important to explore as other threatening behaviors such as research, weapons interest, aggrieved, rhetoric, encouragers, or costuming are present. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.
- The fantasy of attacking a person or location and talking openly about their plans present an increased risk of violence. The concern is further heightened when there are other threatening behaviors such as direct, lethal, time location, tone, rhetoric, planning, blaze, veteran, or suicide. Talking with them about the motivation for their plans and discussing alternatives to the behavior with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor will help further assess the risk and develop alternative strategies. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised. This consult with the BIT/CARE and/or threat team will help determine if more intensive involvement with law enforcement is warranted.
- The suicide or attack plan has become fully solidified, and they have chosen a time, location, and target. These are critical, late-stage behaviors that should immediately involve conversations with law enforcement, school authorities, parents, work supervisors, and/or human resources. The concern is further heightened when there are other threatening behaviors present, such as direct, lethal, time location, tone, rhetoric, planning, approach, veteran, or suicide. An open-source intelligence review should be conducted to determine if there are concerning social media posts. In addition, law enforcement should conduct a local systems check (computer automated dispatch/CAD), criminal history, and wants/warrants search. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.

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DarkFox is an expert system that takes observations and user input and creates a risk report based on this data. The system creates a risk mitigation plan based on user input and research from psychology, criminology, threat, and law enforcement fields. DarkFox provides support to threat teams and law enforcement in the summary and development of a risk mitigation plan. Information provided by DarkFox should be used in conjunction within the context of the experience, research and expert judgement of law enforcement, counseling, and threat assessment professionals. None of the information provided is stored or recorded in any way.

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