The anger management class I took was helpful in many ways. I feel the instructors were well qualified for this class and the class size was not too big. I learned several things about how drugs and alcohol contribute to violence, and how to avoid using drugs and alcohol. I felt like the class was focused more on people who had committed violent crimes and people who use drugs and alcohol, rather than being more broad. Nevertheless I still learned what anger is, how to recognize it, and how to deal with it. Violence is expensive, along with anger. Committing violent crimes brings forth fees, bills, and punishment that have very deep affects on that person, not to mention the emotional turmoil it causes. I learned the four stages of anger; tension building, verbal escalation, physical escalation, and opportunity for change. I believe the most valuable part of this class was thinking up ideas for ways to control anger and for ways to release stress in a non-violent manner. Things such as writing, taking a walk, talking, lifting weights, listening to different music, and exercising are all good ways to vent anger. We also discussed the positive and negative results of anger and violence. Another thing we discussed was "triggers." Triggers are defined as warnings or symptoms that one experiences when getting angry. Things like quick breathing, tunnel vision, muscles tighten, and teeth clench. I feel that all of the suggestions can all be helpful, but the main part of anger management comes from the individual. If the person does not want to control his/her anger, then it can be a problem. The person must want to control his/her anger and actually want to not be violent or angry. It all starts in the person's mind. I have learned that thousands of suggestions are worthless if you still believe in violence. I am happy to say that with the help in this class, and several other diversion-related experiences, I do want to try to control my anger.



## www.dprepsafety.com/feedback



### **Overview of Violence/Risk Threat Concepts**

Brian Van Brunt, Ed.D. Director of Behavior and Threat Management Brian@dprep.com



Chris Taylor, Ph.D. President, InterACIT chris@interactt.org www.christaylorconsulting.net Gravity Falls Families,

I am writing today to discuss the importance of safety and security in the Gravity Falls School District. More importantly...I am also writing today to ask for the help of all parents in the GFSD community!

# Scale Of Bad (SOB)

The district has resources to assist with the social/emotional needs of students, so please do reach out if you know your student needs additional support. Communication from home to school is important. The district can only help families if they know when students are struggling.

...What does this mean? This means that young people are mostly using their phones/devices during times outside of the school day. Together, we must take more leadership and responsibility...

...During the past several years the school district has been under fire repeatedly by critics who do not walk in the shoes of our administration and teaching staff...



What are these "resources" and how do we access them?



"young people" is dismissive. Are we "old people" consider scholar, student, learner



"under fire" is a horrible phrase given the context of school shootings ...Statements such as "they are just kids, they were joking, they were angry, or they do not know what they were saying" have been made in response to a series of inappropriate comments, postings, and actions. In modern times this just won't cut it! All threats are taken very seriously, thoroughly investigated, and dealt with according to policy and the law...

...GFSD families and community members need to know and understand that at any time when one of our schools is dealing with an issue that involves safety and security, the school and students will be secured first! Communication will come as quickly as possible, but likely not until after the issue has passed and is being resolved. It takes time to investigate and understand the facts....



"Modern times" is a date term and makes on thing we did not take things seriously a few years back?

In the criminal justice system, the people are represented by two separate yet equally important groups: the police, who investigate crime; and the district attorneys, who prosecute the offenders.



This is 100% unacceptable and stands against every single principle of crisis communication



Just not the case. In the vacuum of information, chaos reigns.



#### Good morning,

This morning, Manchester Police arrested an individual reportedly brandishing a firearm in the parking lot of Memorial High School. Several students reported the suspicious individual to the school. The SRO and Manchester Police were able to quickly locate and arrest the individual at a business off campus. While this incident was being processed, the school was briefly placed in secure campus mode; that was lifted as soon as the scene was cleared by police.

The safety of our students and staff is always our utmost concern, and there is no tolerance for behaviors on our campuses that put anyone at risk. We will work to support Manchester Police as they investigate and the district team will provide additional support to Memorial, as needed. Out of an abundance of caution, there will be an additional police presence at the school for the remainder of the day.

We want to thank the students who brought this information forward, as well as the staff at Memorial who acted quickly to ensure the safety of all involved.

Sincerely, Superintendent of Schools Greetings,

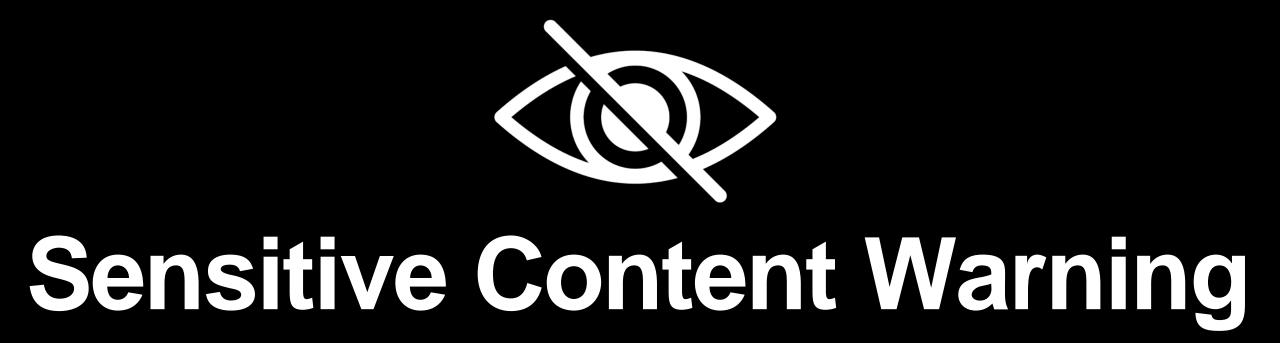
This morning, a student from Southside Middle School reportedly approached one of our Memorial High school buses while brandishing a BB gun. While the bus driver was able to safely drive away and no one was hurt, this is the second incident involving a weapon in two days. These two incidents are extremely troubling and absolutely unacceptable. Student and staff safety is our utmost priority and as such we take incidents that violate our Code of Conduct and/or the law with the highest level of concern.

As was the case when a male brandished a weapon in the parking lot at Memorial on Monday, we have made guidance support available to the students at Memorial. Out of an abundance of caution, there will be an additional police presence in the Memorial and Southside area for the remainder of the day.

We will continue to work closely with Manchester Police to fully investigate and process these cases. In addition to any criminal charges that may be filed, the District will hold its students accountable under the Student Code of Conduct. If you as a parent or guardian have not yet reviewed the code of conduct, I ask you to do so now. You can find it here: <u>https://www.mansd.org/page/code-of-conduct</u>. Your understanding and reinforcement of these expectations at home is critical to support appropriate behavior at school and in the community.

We again wish to express our appreciation to those involved with swift responses to the incidents we have witnessed this week. Our district safety team will continue to work in partnership with our school leadership, students and families to maintain safe learning environments that allow our students to thrive. We thank you for your ongoing support of your students and our schools.

Sincerely, Superintendent of Schools













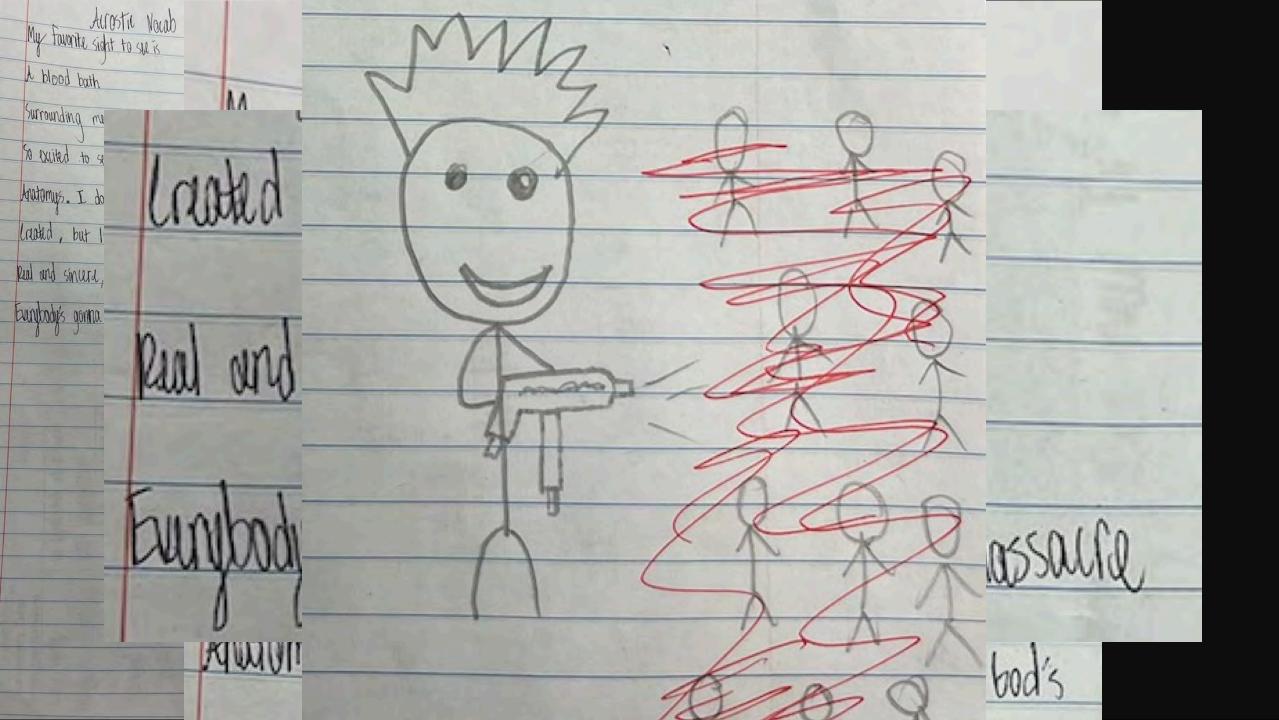
It's simple.

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 "If I had eight hours to chop down a tree, I'd spend six sharpening my axe."

Abraham Lincoln





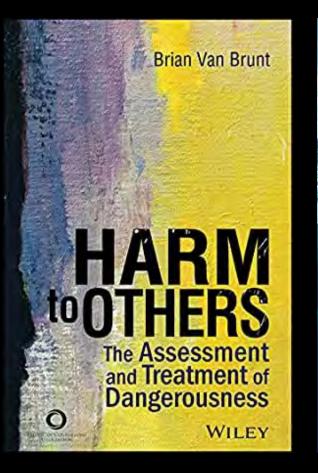












#### BRIAN VAN BRUNT, W. SCOTT LEWIS, AND JEFFREY H. SOLOMON



Social Media, Email, and other Narrative

Route State

#### Understanding and Treating Incels

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

ROUTLEDGE

#### Brian Van Brunt and Chris Taylor

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

#### WHITE SUPREMACIST VIOLENCE

Understanding the Resurgence and Stopping the Spread

ROUTLEDG

## Early AM

- $\checkmark$  Types of Assessments
- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- $\checkmark$  A Balancing Act





#### ✓ Types of Assessments

- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- ✓ A Balancing Act



## **Psychological Assessment Triage Assessment** Violence Risk Assessment **Threat Assessment**

Threat Vulnerability Risk Assessment (TVRA)

Crime Prevention Through Environmental Design (CPTED)

## THE EVENT



## THE RESPONSE





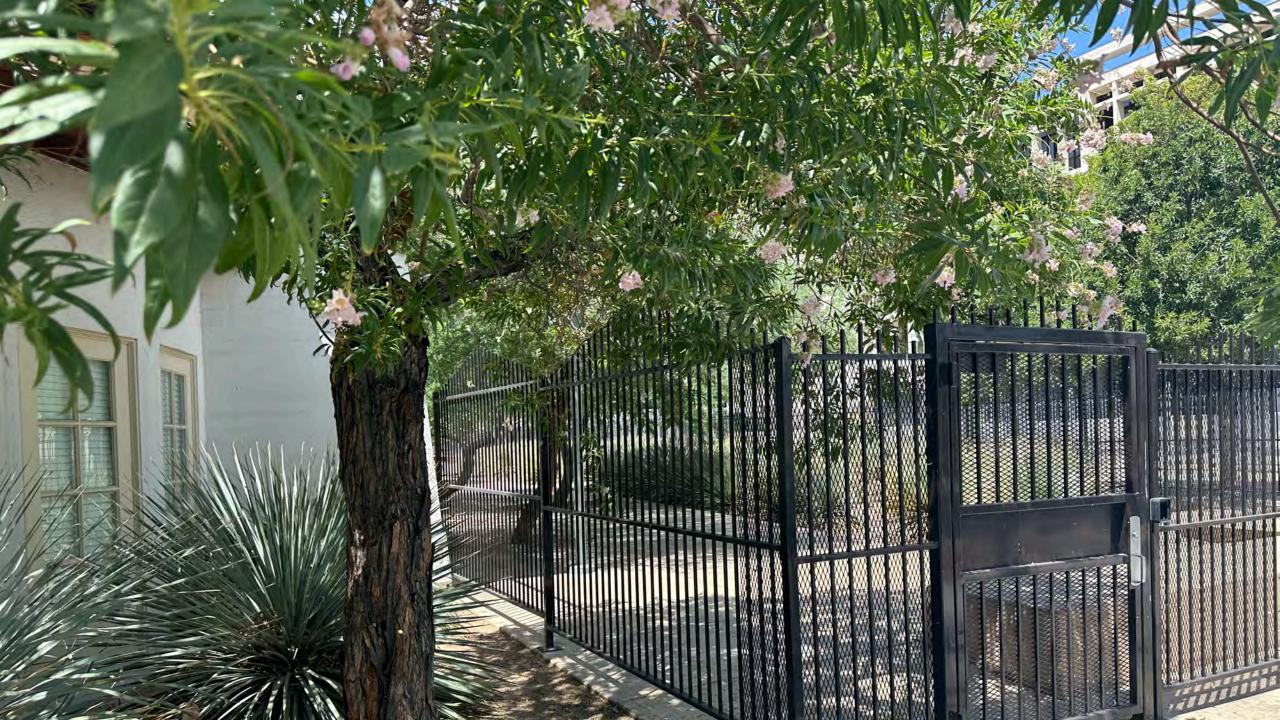


















#### Implementation

#### Acquisition

#### Planning

#### Ideation

**Receiving Concerns Concern Form Information Standards** Information Sharing **Case Discussion** Level of Risk **Violence Risk Assessments Psychological Assessments** Interventions **Bias Mitigation Case Management Record Keeping Database Utilization** 

# Level of Risk

**Receiving Concerns Concern Form Information Standards** Information Sharing **Case Discussion** Level of Risk **Violence Risk Assessments Psychological Assessments** Interventions **Bias Mitigation Case Management Record Keeping Database Utilization** 

# Garbage in Garbage out

## Psychological Assessment

# Assess need for level of care/inpatient

Focus on diagnosis of mental illness

Determine treatment and medication

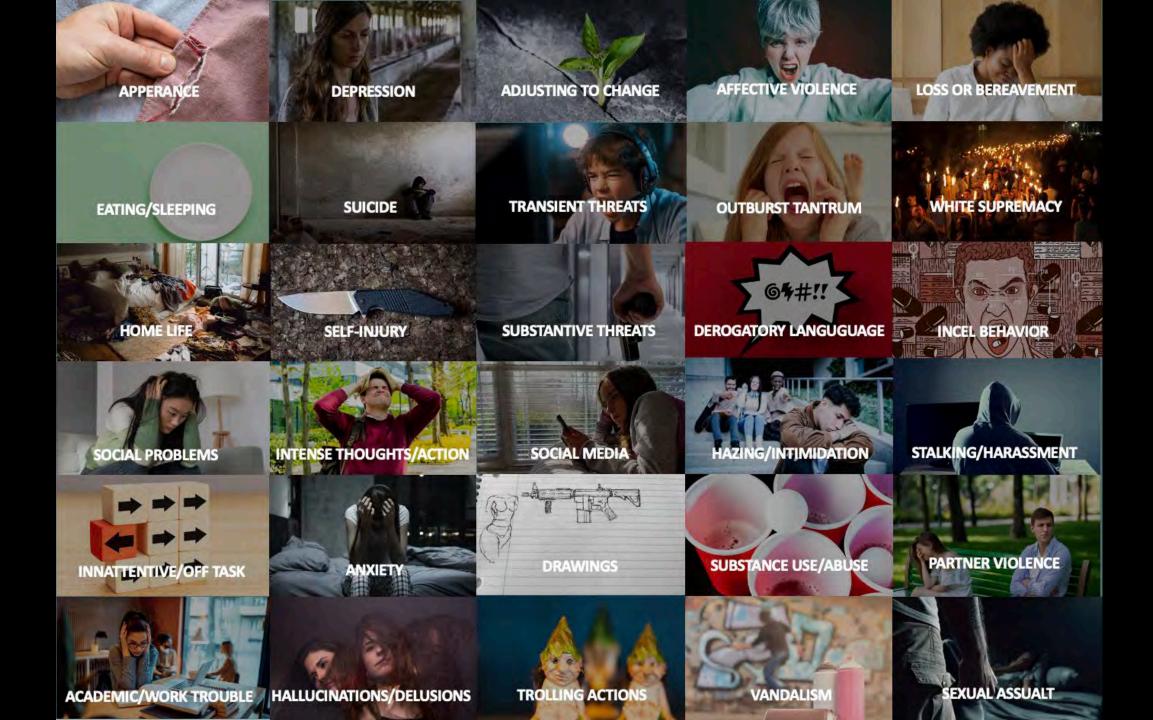
# 5150 = Hospitalization **A Violence Risk Assessment** (VRA) is for targetec violenée.

### Triage Assessment

# Mitigates bias in decision making

#### Increases legal protection

Ensures any intervention is tie to level of risk



## Violence Risk Assessment

More detailed questions and review of context

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

Threat assessment relates to the response to an active threat

### Threat Assessment

# In response to a verbal or written threat

Determines actionability and lethality of threats

Develop risk mitigation plans to reduce risk

#### **VIOLENCE RISK ASSESSMENT**

#### THREAT ASSESSMENT

TIME



EAT

SLEEP



LEAKAGE



Types of Assessments
 Affective & Targeted Violence
 Transient & Substantive Threats
 Hunting & Howling
 The Elephant
 A Balancing Act

### **Affective Violence**

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





#### An Example from the Waffle House





#### Scattered, Covered, Capped, and Peppered (BTW)





WORKPLACE Violence Prevention Association











### **Targeted Violence**

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



























Types of Assessments
 Affective & Targeted Violence
 Transient & Substantive Threats
 Hunting & Howling
 The Elephant
 A Balancing Act



### www.schoolta.com

### Comprehensive School Threat Assessment Guidelines:

Intervention and Support to Prevent Violence

**Dewey Cornell** 

## Transient Threats

David and Craig have a history of animosity toward each other.

After being frustrated with David, Craig says, "Just leave me alone."

David gets angry and tells Craig, "Let me take you to the range and see how tough you are!"



An employee is frustrated with her manager and after a heated argument about travel reimbursement, she posts this on Twitter/X.

"It's that ginger manager who's about to get knocked out Flatlined."



П

-24

"Anonymous" 22hrs

I am tired of staying I would do horrible things only if I'm paid enough. I'd do it for free. I am officially coming out as someone who wants to make world suffer and burn.









## Substantive Threats









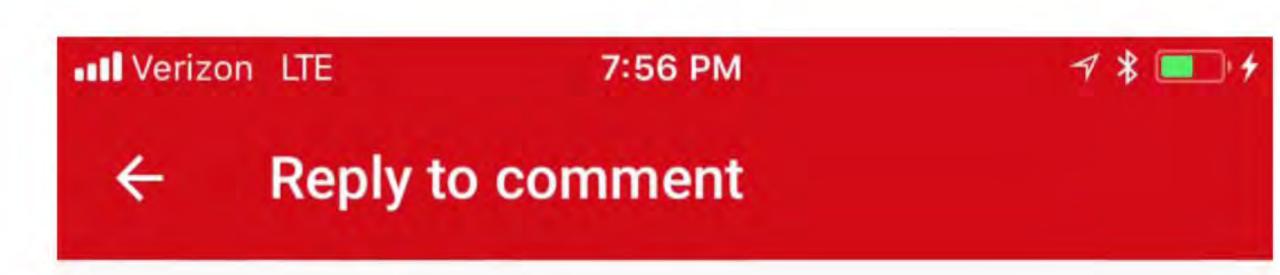
### **Jeremy Christian**

Since you brought up Violence I'm gonna stab some masked up bitchs protesting Black Metal shows as soon as they touch me. All thanks to your ignorance and insolce you wretched wench....

Unlike - \$1 + Reply - More - 37 minutes ago



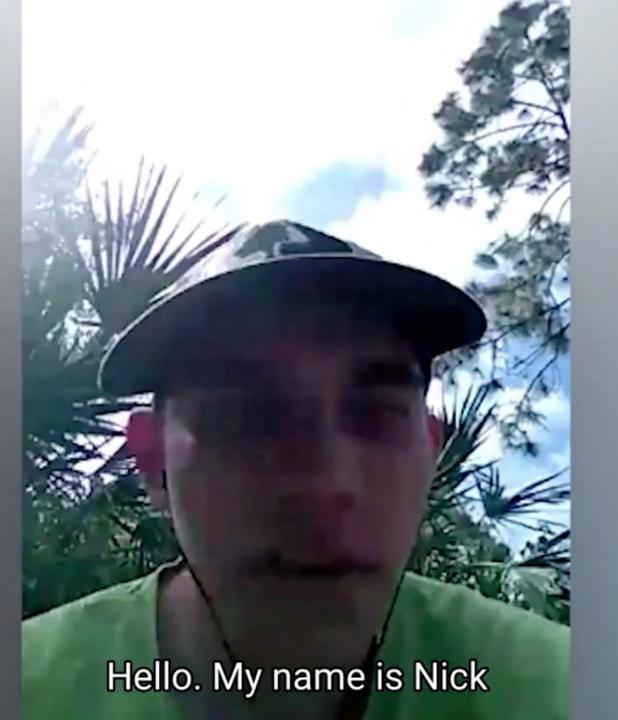






1 hour ago Im going to be a professional school shooter



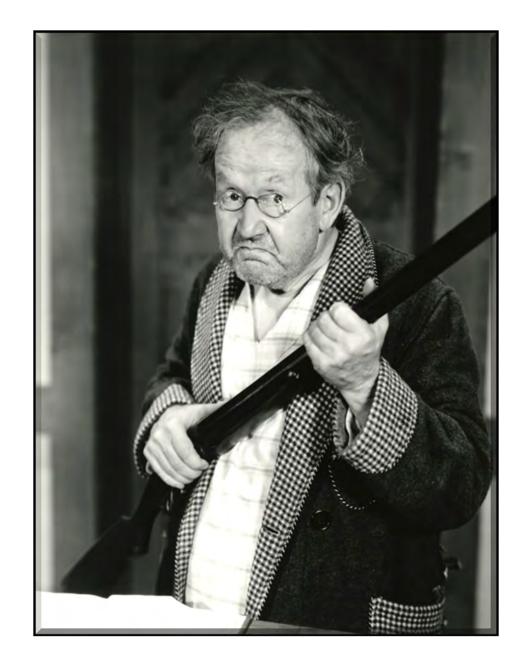


Broward County State Attorney's Office

For those of you retards who don't know

## TRANSIENT OR SUBSTANTIVE THREAT?

## TRANSIENT OR SUBSTANTIVE THREAT?



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."

Adapted from An Educator's Guide to Assessing Threats in Student Writing by Brian Van Brunt, W. Scott Lewis and Jeffrey Solomon



### TABLE 3.3 Common Grievances and Injustices

Being teased at work for having food allergies or not wanting to eat certain foods

Family members making them suffer

Peers who mistreated them

The rich getting away with things and not being held to the same tax standards

Frustration at recent politics and feeling teased and isolated

A supervisor who constantly is trying to get them fired from their job

Being upset about not getting an invite after expressing interest in going to party

Obsession with health or fear of poisoning

Anger at marginalized groups like GLBTQ and African Americans

Rejection by a romantic interest

Failure to get a promotion or grade

Being fired from a job for an unjust cause or being singled out

Rejection from an academic program despite working hard

Frustration when others fail to respect their religious beliefs about being gay

Upset over parking ticket, feeling singled out and targeted

Not being treated fairly by others

### D.PREP TYPES OF THREAT

### TRANSIENT THREATS/HOWLERS

These types of threats to 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."
	dprepsafety.com   brian@dprep.com

aller If all BI



✓ Types of Assessments

- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- ✓ A Balancing Act

### hreat 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



## Substantive or Transient

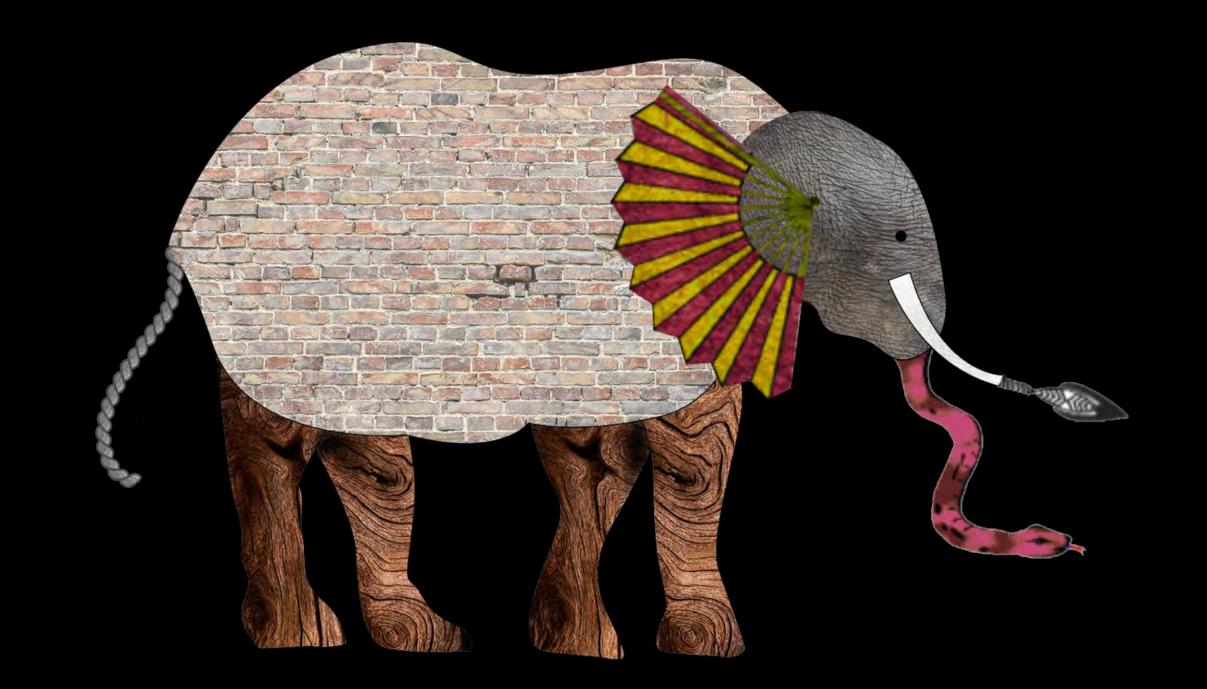


### Affective or Predatory





- ✓ Types of Assessments
- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- ✓ A Balancing Act













## "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.













Virginia Tech

#### **NIU Shooting**

#### **Tucson Shooting**



- ✓ Types of Assessments
- ✓ Affective & Targeted Violence
- ✓ Transient & Substantive Threats
- ✓ Hunting & Howling
- ✓ The Elephant
- ✓ A Balancing Act







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

**Dr. Stephen Hart** Simon Fraser University www.protect-international.com

### Afternoon

- $\checkmark HR Meeting$
- ✓ Ben Case
- ✓ Shooting Prevention
- $\checkmark Social Media Threat$
- ✓ Pathway to Violence
- ✓ Protective Factors
- ✓ Record Keeping 101



when the whole gang gets together !!





















# Freeman High School9/13/2017Spokane, Washington



#### Was there anything good here?

# What parts of the video troubled you?

# How would you have handled this differently?

#### Module Three College Case Study

#### D:PREP SAFETY DIVISION TRAINING OUTPOST

#### **Case Details**

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

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

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

#### Questions to Consider

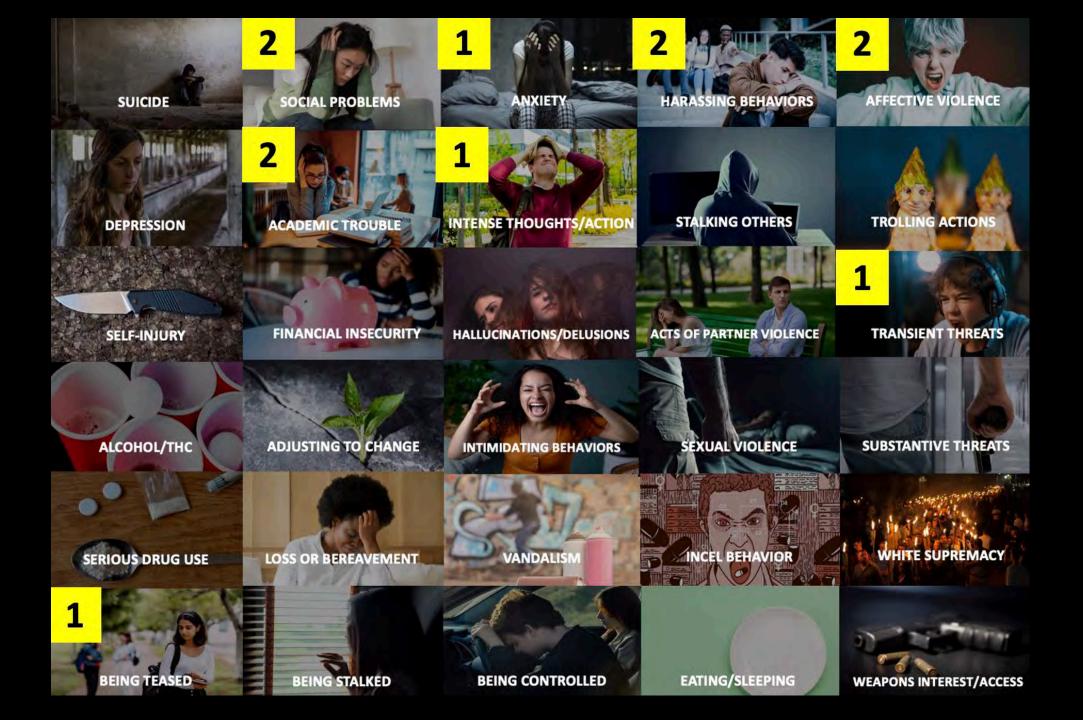
- The case begins with a disclosure of the student's length of time spent in prison for a very serious crime. How do you see this factoring into the case? What would be your concerns related to either over-focusing on this background or ignoring it?
- Describe the threats in the case. Do they seem more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

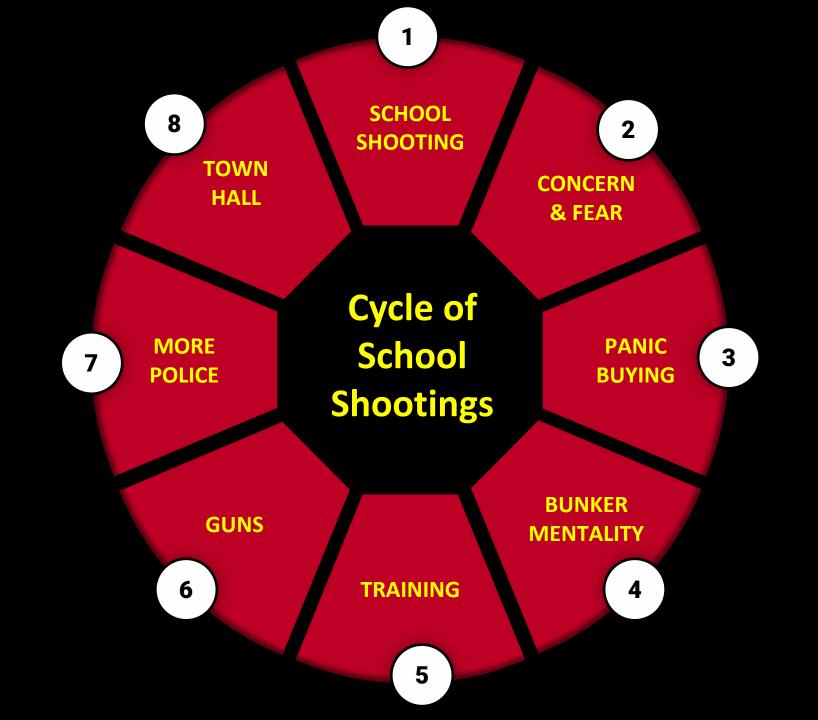
www.trainingoutpost.com

brian@dprep.com

#### **Case Details**

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







# PREVENT MASS VIOLENCE

Active shooters do not snap - they consider, plan, and prepare for their attacks. Because of this, many active shooters display concerning behaviors prior to their attacks that others may be able to observe and identify in that person's life.

No single behavior means a person is on a path to committing targeted violence, but multiple concerning behaviors may indicate cause for concern. Common concerning behaviors are: Significantly reduced ability to cope with stress or setbacks



Expressions of hopelessness, helplessness

#### Persistent fantasies about violence



Lack of non-violent options for solving problems Creation of a manifesto, video, or suicide note to claim credit for an upcoming act of violence



Disclosure of violent plans or upcoming alarming events

Angry outbursts or physical aggression



Increasingly troublesome or concerning interactions with others

Behavior that makes others worried they may become violent

Reduced interest in hobbies or activities

Worsening performance at school or work



Testing boundaries or security at a possible target

Obsessive or troubling interest in obtaining weapons, tactical gear, and/or military paraphernalia



Obsessive or troubling interest in prior attackers or attacks If you are concerned, talk about your concerns with someone you respect. Share what you know and discuss your options. If you choose to report your concerns, contact your local police department or the FBI by visiting www.tips.fbi.gov or calling 1-800-CALL-FBI.



Learn more about the FBI's efforts to prevent mass violence, including research on active shooters, at www.fbi.gov/prevent

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





**Copyrighted Material** 

# Suicide/Hopelessness





#### 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?





- 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?





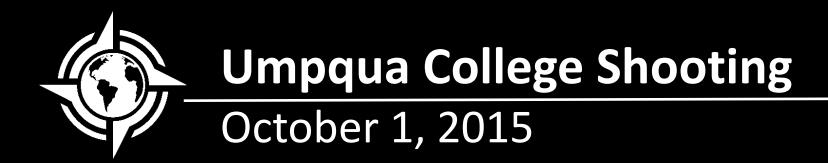


In general, I support the Christchurch shooter and his manifesto Hispanic invasion of Texas. They are the instigators, not me. I am simply defending my country from cultural and ethnic replacement brought on by an invasion. Some people will think this statement is hypocritical because of the nearly complete 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 putting 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.

## Previous Attacks





#### 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. 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".

Behavioral Sciences and the Law Behav. Sci. Law (2011) Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/bsl.999

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

J. Reid Meloy, Ph.D.\*, Jens Hoffmann, Ph.D.,<sup>†</sup> Angela Guldimann, M.A.,<sup>‡</sup> and David James, M.B., B.S., M.A.<sup>§</sup>

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 (C 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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<sup>&</sup>lt;sup>1</sup>Forensic Psychiatric Service, University of Berne, Falkenplatz 16, 3012 Berne, Switzerland <sup>a</sup>Fixated Threat Assessment Centre, 4-5 Buckingham Gate, London SW1 6JP, United Kingdom

#### Meloy Approach Behaviors

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

#### **Direct Threat**



## Protective Factors

VIOLENCE AND GENDER Volume 4, Number 3, 2017 @ Mary Ann Liebert, Inc. DOI: 10.1089/vio.2017.0039

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

> > Brian Van Brunt, EdD,<sup>1</sup> Amy Murphy, PhD,<sup>2</sup> and Ann Zedginidze, MA, EdM<sup>3</sup>

#### Abstract

In the wake of recent escalations and attacks involving members of college and university communities, the authors explore a specific and detailed investigation of how a student, faculty, or staff's radical ideologies can move from strongly held beliefs to extremist violence. Using a case study methodology in addition to a literature review, the authors identify and summarize 30 cases of violence or terrorism motivated by an ideological belief to identify the factors related to violent extremism. This article examines risk factors for violent extremism, mobilization factors contributing to violent actions, and protective factors that reduce the potential for violence to provide a risk assessment model for college and university behavioral intervention teams or threat assessment teams.

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

#### Introduction

CAMPUS BEHAVIORAL INTERVENTION and threat assessment teams (BITs/TATs) have become increasingly concerned with how to identify the potential for radicalization of students, faculty, and staff toward extremist violence. There have been several recent attacks, including Alexandre Bissonnett at a mosque in Quebec (Austen and Smith 2017), Abdul Razak Ali Artan at Ohio State (Grinberg et al. 2016), and Dzhokhar Anzorovich "Jahar" Tsarnaev and Tamerlan Tsarnaev at the Boston Marathon (Candiotti 2013), where a radicalized individual carried out a terrorist attack on a college campus or was connected to a college community.

In the wake of the 2016 presidential election, campuses are also seeing an increase in incidents of hardened and fixated political ideologies (Fox News 2017; Hauser 2016; McCarthy 2016), leading to harmful debate, aggressive exchanges, and potential violence requiring a greater understanding of the processes wherein an individual moves from radical thoughts to violent extremism.

When a radicalized individual or group embraces violence as a justified pathway to achieve their political, religious, or social goals, this can transform to extremism and terrorism (Pressman 2016). All sources show a progressive to better define the tipping point toward violence.

connection from radicalism to extremism to terrorism. Extremism is the vocal and active opposition to the essential values that potentially escalate to terrorism wherein violence is used to achieve the desired goals and ends (Scarcella et al. 2016). Terrorism is then defined as the unauthorized or unofficial use of violence and intimidation in pursuit of political, religious, or ideological goals (Scarcella et al. 2016). Here, the individual is interested in the attack itself as well as the impact of the attack on others and the larger community. This can occur as a lone terrorist without command and control from a group, or with support or inspiration from other individuals.

Although many individuals in the campus community feel marginalized, treated unfairly, discriminated against, and unengaged in society, only a small number move toward violence to express these frustrations or to bring about change. Radical thoughts and ideas are not, in and of themselves, dangerous or problematic. There are many examples throughout history of positive contributions from radical individuals and groups. Unfortunately, there are other examples wherein an individual's radical thoughts and ideas transform to embrace violence and intimidation as reasonable actions to reach his or her political, religious, or ideological goals. One of the central goals of this research is to better define the tipping point toward violence.

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<sup>3</sup>Teachers College, Columbia University, New York, New York.

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**Social Connection** 

**Pluralistic Inclusivity** 

**Non-Violent Outlets** 

**Social Safety** 

Professional/Academic Engagement

**Emotional Stabilit Global Competence Perspective Taking** Resilience Consequence of Actions

## Social Connection

# Pluralistic Inclusivity

# Non-Violent Outlets

## **Social Safety**

## Professional / Academic Engagement

# **Emotional Stability**

# Global Competence

## Perspective Taking

# Resilience

## **Consequences of Actions**

#### **Record Keeping**

3011111111111111111111



### **Record Keeping**

Notes create a history of our analysis and efforts to help the student.

By keeping timely, well-written, non-technical case notes free of emotion, you offer an accurate history of your efforts.



Others can pick up your work where you left off and there is a legal defensibility in well-kept notes to demonstrate your good practice.

#### **Common Errors in Documentation**



















### Afternoon

- ✓ Pathways
- ✓ Suicide WayFinder
- ✓ DarkFox VRA
- ✓ Fallen Angel Write-up
- ✓ Involuntary Celibate
- ✓ White Supremist Violence



Black Rock City, NV

	IIII Verizon LTE 11:47 AM	90% 💻
III Verizon LTE 11:47 AM	Messages 672-83	Edit
Messages 672-83	WKU Alert: Emergency!	
WKU Alert: Emergency! There has been an earthquake on campus. Exit buildings and stay at a	earthquake on campus. Exit buildings and stay at a safe distance. Follow instruction from authorities.	
safe distance. Follow instruction from authorities.	WKU Alert: Emergency! There has been an earthquake on campus. Exit buildings and stay at a safe distance. Follow	
WKU Alert: Emergency!	instruction from authorities.	
There has been an earthquake on campus. Exit buildings and stay at a safe distance. Follow instruction from authorities.	WKU Alert: This is only a test. This is national earthquake month and this is a drill only. This is only a test.	
h	Text Message	Send

t: This is only a is national ce month and this nly. ly a test.

Send

Message



21

Does anyone know what the actual threat was/is at BGJHS? Apparently it was serious enough to warrant an announcement to the kiddos, but there has been zero communication with parents. My son saw his name on what looked like a "hit list," along with the names of several of his friends. How do we find out what's going on?

I don't usually post things like this here, but my kid and all of his friends are worried about going to school tomorrow, and there has been nothing from BGISD or BGJHS administration.



Send

#### Most relevant ~



Bowling Green City Schools & Bowling Green Junior High need to do better at communicating to the parents. Especially if they are making announcements and kids can misinterpret the message. If

Comment as Beth ....



#### Orange County Sheriff's Office, Florida

ALERT: There is NO active shooter at **Walt Disney World's** Magic Kingdom. A fight occurred, and a "popping" sound was heard that we believe was a balloon. Guests began running and that's how the active shooter rumor started. There is no active shooter.

#### **PUBLIC SAFETY ALERT**

If NO, run the Threat Assessment.

If YES, consult appropriate SPED/504 staff and answer the questions below:

a. Is the student's behavior indicative of a disability manifestation (as determined by SPED/504 trained staff)

YESONO

If NO, run the Threat Assessment If YES, answer the additional question below:

b. Can the behavior be successfully managed via the SPED/504 staff or should a threat assessment be completed because the threat remains a possibility even though it is a disability manifestation?

If **BEHAVIOR CAN BE MANAGED via the SPED/504 staff**, then notify SPED/504 staff and close the case. <u>No threat assessment is needed.</u>

If the **THREAT REMAINS a POSSIBILITY** and/or SPED/504 staff is unsure if they can manage the situation, then run the Threat Assessment.

14. What kept you from acting on your plan thus far/this time? What or who are the resources or support system in your life?

Lituated Safety/ Support Syptem

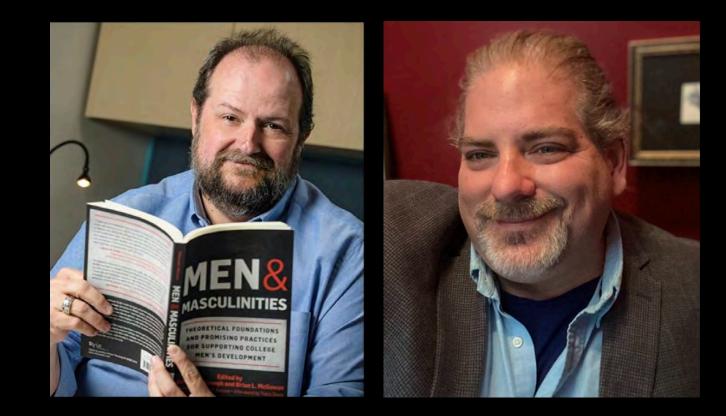
#### Understanding and Treating Incels

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

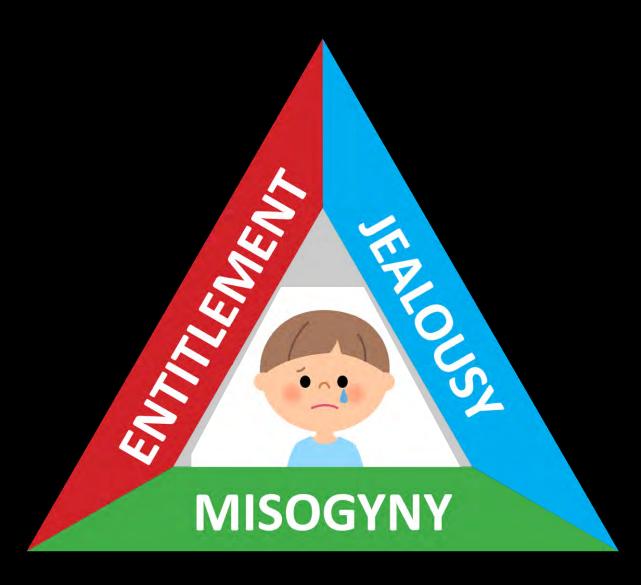
ROUTLEDGE

#### Brian Van Brunt and Chris Taylor





## Incel



## The heart of the movement parallels the sad marionette





## Who yearns, more than anything else, to become a real boy

# Prove yourself, brave, truthful and unselfish...





# And someday you'll be a real boy

## It is this illusive desire to be like everyone around them,





## to be loved and seen as a real person that drives the incel

## Chad



# Stacy

## **Red Pill**



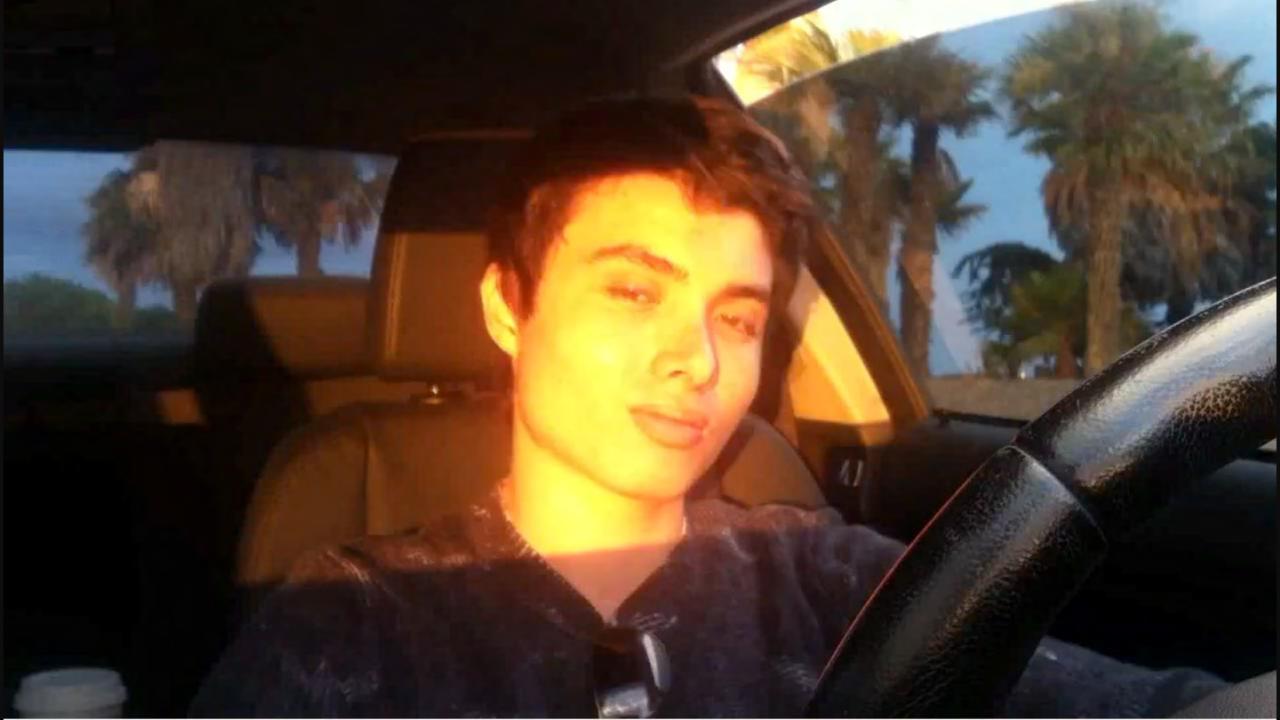
## Black Pill





#### 2021 Massage Parlor Killing Atlanta





#### 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-bifurcated 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
(1 = -)	FEELING	C. Constant and C.
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 desperateness 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	12 States and
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 unjusty supports the biological dext 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
5.5.7	ENVIRONMENT	
16. Incel Materials	He is frequently exposed to and engages in incel, white supremacist/nationalist, homophobic, trans- phobic, ablest, 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 fullity 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

Dr. Brian Van Brunt | Dr. Chris Taylor | www.dprepsafety.com

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## 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.





#### 2013 Isla Vista Killings California

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

#### WHITE SUPREMACIST VIOLENCE

Understanding the Resurgence and Stopping the Spread







#### **El Paso Walmart** August 3, 2019

The Inconvenient Truth

#### About Me

e Christchurch shooter and his manifesto. This attack is a xas. They are the instigators, not me. I am simply defend lacement brought on by an invasion. Some people will the the nearly complete ethnic and cultural destruction bro Buffalo Attack May 14, 2022



#### **Categories of Hate Symbols**

Category	Description	
Numbers	Numbers are used to communicate coded alphabetic references (A=1, B=2, C=3), references to phonetic pronunciations (hate and eight), and the number of words in certain key phrases central to the movement.	
Gestures	Hand and arm gestures range from finger gestures symbolizing letters (like W and P for white power) and the Nazi salute.	
Phrases and Acronyms	There are several phrases used in the white supremacist movement (e.g., Blut und Ehre, which is German for blood and honor) and acronyms used to represent these phrases (e.g., FGRN representing the Klan's chant For God, Race and Nation)	
Symbols	Symbols like the Swastika, dual lightning bolts, and the KKK robes are iconic representations of the white supremacist movement. The Nazis also appropriated ancient runes and use them as code.	
Concepts	Concepts include references to writings in the movement (e.g., the day of the rope from The Turner Diaries) and the use of fire and torches as a course of action to rally around.	

# **WARNING GRAPHIC CONTENT**



-At home I will pick up all my gear and put it in an industrial trash bag, then I will put this bag in a laundry basket and place it on the floor in front of the passenger seat. I will put the three guns (two of them have carriers) behind my seat with a blanket over them to cover it from outsiders. I will also have discord at my house running a live recording of my twitch account.

- -I eat a large portion of corn beef hash for breakfast
- -I will leave my house at 7:30 and travel to Buffalo in regular clothing, should arrive just before 12:00

-At 12:00 I will go inside the store for the second to last time and make sure everything is as expected

-I will follow my planned course of action and make sure I know exactly where to go between 12:00 and 2:45. I will also get some food at McDonalds.

-At 3:30 I will park in the designated gear up spot off of Sherman St and fully gear up. I will take my 3 guns out of their carriers and put them in the passenger seat of my car. I chamber the shotgun and add another in the magazine tube, and do the same to the savage axis. Both of these guns will have the safety engaged. (I may change the location I gear up if I determine it is too risky.)

-At 3:50 I will publish my 8chan post on 8chan.moe, 4chan post on 4chan linked to 8chan post, send links to the discord servers I'm in, and send links to all people on my discord friend list. After I'm done posting I will take the XM-15 and properly wear the sling and place the gun to the left of my legs. I insert the coupled magazines, chamber a round with the M855 mag and make sure the gun is on safe.

-At 3:55 I start the livestream, and make it out onto Sherman St, I will take a right on to High St, take a right onto Johnson St, make it across Best St onto Wohlers Ave, and park on the side of the road just before Riley St.

-At 3:57 I will turn the check my discord and check the camera to make sure the livestream is working

-At 3:58 I take a left on Riley St, I then turn into the parking lot at Top's and disengage the safety on my XM-15.

-At about ~4:00 I park in front of the store right before the support beam, kick open the door and jump out of my car. In training this full action took between 2-3 seconds.



-I first shoot the security guard and kill him by shooting through the front doors of the glass. His most common areas are located in orange. There is an overhand based on the camera position I should be in the camera's blindspot. He should be just at the entrance of the store, if not at the cash registers. They may still have the glocks attached to them or they may have dropped it. If possible I kick the glocks away to a wall so it can not be used against me.

-I shoot all black people twice in the chest if possible, I turn left to the cash registers and open fire on the expected crowd of people at the cash registers. According to user reviews the store is notorious for being slow. Some will run away along the aisles. I make sure I never stop firing.

-I make it on the other side of the aisles and continue firing on all blacks, I go into the customers only area to check for runners and hiders, and make it to the deli and then back to the entrance. -I shoot all downed blacks twice in the head, making my way to the register and aisles again, and back to the deli and back to the entrance.

-I shoot all downed blacks twice in the head, making my way to the register and aisles again, and back to the deli and back to the entrance.

-It should be leaving at about 4:04.

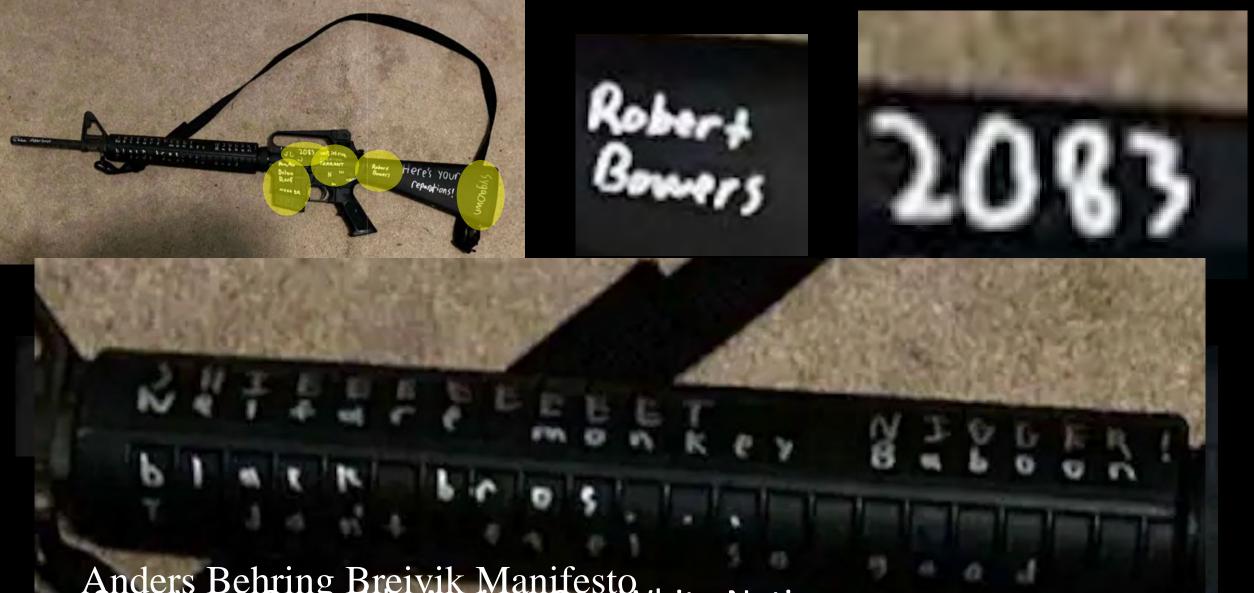
-Then I will go into my car and make it south on Jefferson Ave. Where I will take my Mossberg 500 and Savage Axis out from the seat and shoot at blacks on the streets.

-If all is expected I should pass some responding patrol officers at this time on Jefferson.

-I pass the House of China and start making my way across the Emslie neighborhoods, using all weapons I have available to me to shoot at nearby blacks.

-I should be stopped by police officers eventually in Emslie and then surrender to them. Or if I find another decent location the day of the attack (example being Walmart) I'll head there.





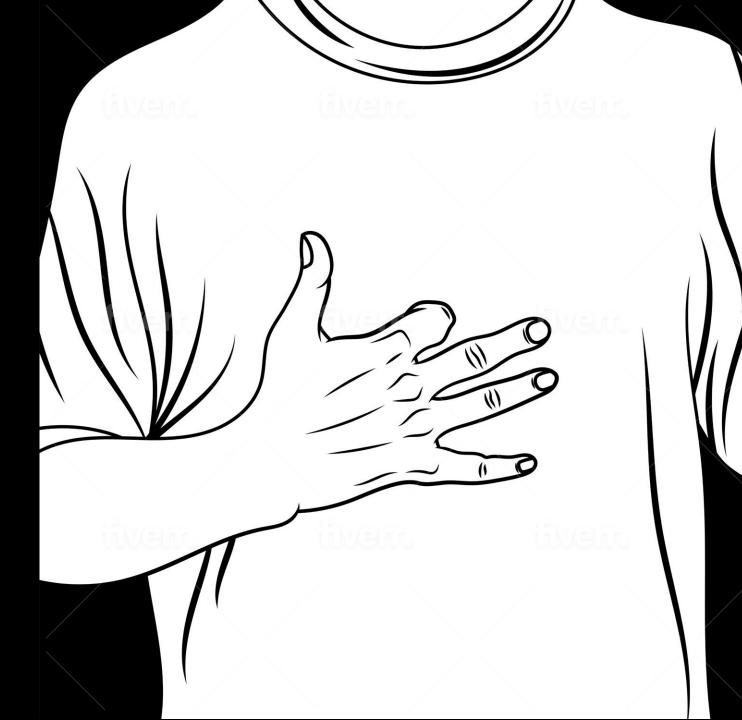
Anders Behring Breivik Manifesto Base Bebreiter Bereivik Manifesto 2083: A European Declaration of Independence

OFOF FGRN 4/20RAHOWA **18 or 88** Blut und Ehre 28

# Fourteen Words

"We must secure the existence of our people and a future for white children"

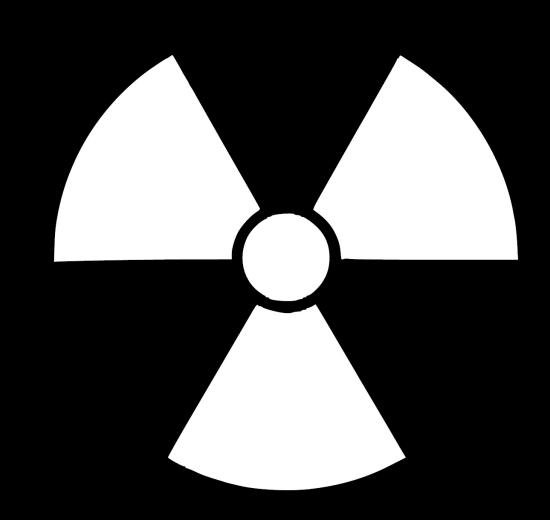
## Aryan Circle

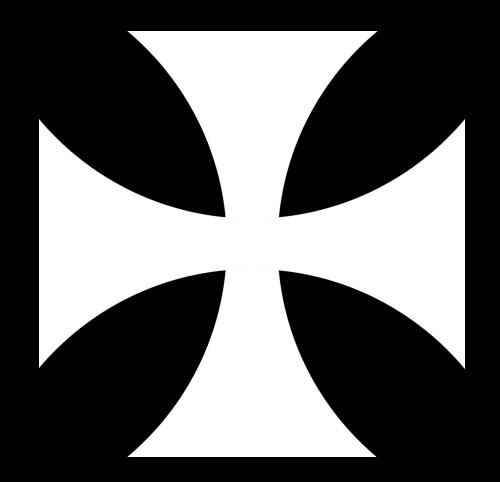


# Okay Symbol



## Atomwaffen Division



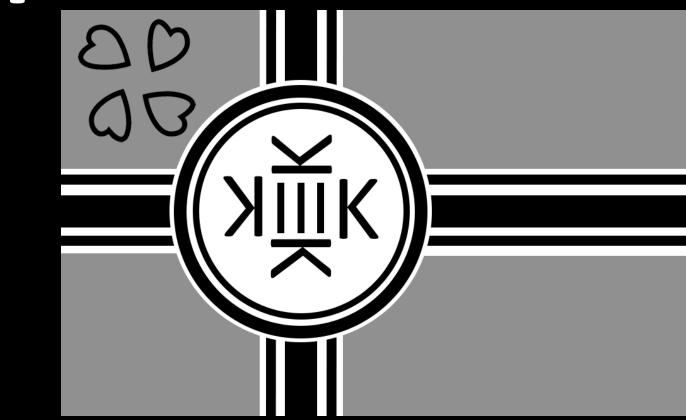


## Iron Cross



## White Power

# Kekistani flag



# Ku Klux Klan Robes



# Sieg and Double Sieg



# Pepethe Frog

# Valknot



# Pitbull





# Day of the Rope

## **Bowl Cut**



## WHAT WILL YOU DO WHEN THEY COME TO TAKE YOUR GUNS?

THE

**AS READ BY THE AUTHOR** 

WILLIAM PIERCE

Earl Turner and his fellow patriots are forced underground when the U.S. government bans the private possession of firearms and stages the mass Gun Raids to round up suspected gun owners.

The hated Equality Police begin hunting them down, but the patriots fight back with a campaign of sabotage and assassination. An all-out race war occurs as the struggle escalates. Turner and his comrades suffer terribly, but their ingenuity and boldness in devising and executing new methods of guerrilla warfare lead to a victory of cataclysmic intensity and worldwide scope.

The FBI has labeled *The Turner Diaries* "the bible of the racist right." If the government had the power to ban books, this one would be at the top of the list. It is the most controversial book in America. Enjoy it now in this audio book read by the author, Dr. William Pierce, who wrote originally under the pen name Andrew Macdonald.

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## Top » Catalog » Flags (3'x5') »

## Categories

Micetrap

## Swastika Flag

S foot x 3 foot Flag

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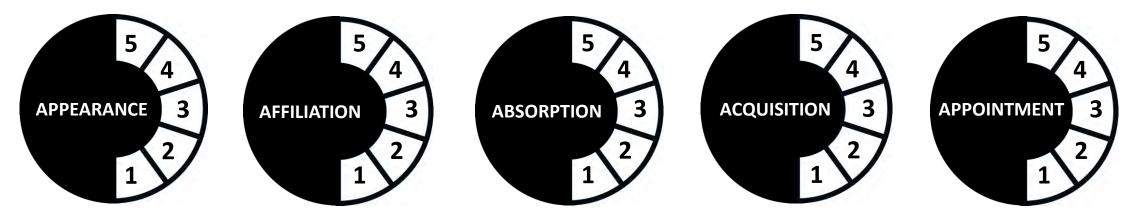


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\$15.00

Click to enlarge

**Ouick Find** 



## **APPOINTMENT TO MISSION**

LEVEL	LABEL	DESCRIPTION		
1	None	There is no mission considered and no commitment to any type of action against any group.		
2	Passing Interest	They have a partial understanding and perhaps even agree with some of the white supremacist group's ideology, but have not joined a group, attended a protest or are considering action.		
3	Casual Exploration	They have researched various groups, protests, and rallies and have expressed interest in attending. They either have attended event(s) or have plans to attend one soon. They feel aligned with the group's goals and mission yet are hesitant to become fully immersed or committed to action.		
4	Active Directive	They are connected to a group and looking for ways to assist the group's mission forward. They align with the group's ideology, and they may have engaged in protests, rallies, harassing behavior or pseudo- militaristic tactics and training. They target other groups or protests to counter their messaging and look for ways to harm and disenfranchise those who they stand against.		
5	Pathway to Violence			

#### The White Supremacist Indoctrination Rubric (WSIR)

The WSIR was developed by Drs. Brian Van Brunt and Lisa Pescara-Kovach as a research-based, reliable and easy to use approach to assessing the subject's level of white supremacist indoctrination. This is useful in violence risk assessment and developing treatments and interventions.

The WSIR rates five areas of indoctrination on a scale of 1 to 5: appearance, affiliation, absorption of knowledge, acquisition of weapons, and appointment to mission.

APPEARANCE				
LEVEL	LABEL	DESCRIPTION		
1 None		Here there are no indications of tattoos, clothing, hair styles or symbolism related to the white supremacist movement.		
2	Passing Interest	They show interest in tattoos, symbols, clothing or imagery associated with the movement. They may reference or wear tentatively some small affectation.		
3	Casual Collection	They have some items of clothes that include symbols from the white supremacist movement. They wea these occasionally. They may have tattoos related to the movement, but they are small and in easily concealable locations.		
4	Conscious Display	They have many items of clothing with white supremacist symbols, logos, or phrases. They may also have multiple tattoos that are visible and difficult to conceal. They may shift clothing or conceal tattoos to fit into a work setting or social setting, but often they can be found communicating a clear message through their clothes (e.g., identity Evropa triangle, blood drop cross symbol).		
5	Consistent Style	They are regularly found in clothing with white supremacist logos, phrasing or images and/or have visible tattoos, often on the neck or forearm, that are not easily concealed and convey their connection to the movement. They have adopted a hair style and other mannerisms connected to the white supremacist movement. They encourage others to wear and display white supremacist symbols.		

#### AFFILIATION

LEVEL	LABEL	DESCRIPTION They have no affiliation (online or in -person) with any group that expresses extremist, white supremacist, or hate-based ideologies.	
1	None		
2	Passing Interest	They have looked at some groups online but have not requested more information or joined any newsletter or membership. Their online exploration exists on mainstream sites. They maybe have considered attending a local meeting, protest, or convention, but have not done so in person.	
3	Casual Exploration	They have downloaded some online materials and are actively learning about the movement. They may have a local connection, group, or organization they have begun talking to and have attended a meeting, protest, or convention to learn more about the movement.	
4	Active Membership	They have connections to several online resources with white supremacist content, many on "dark web" sites and forums, and have attended meetings, protests, or other group activities. They may have multiple accounts to hide their identity and follow those who hold white supremacist beliefs and/or active hate content directed to targeted groups (e.g., Blacks, Jews, LGBTQ)+).	
5 Leadership/ Recruitment in-person where they have administrator, moderator, or other leadership written materials, pamphlets or flyers and share these with others. They presence that expresses white supremacist beliefs and/or active hate co		They maintain active membership to groups both online, especially on "dark web" sites and forums, and in-person where they have administrator, moderator, or other leadership status. They have acquired written materials, pamphlets or flyers and share these with others. They have an active social media presence that expresses white supremacist beliefs and/or active hate content to targeted groups (e.g., blacks, lews, IGBTQI+). Their profile photo is a hate symbol or personal photo with their hate group.	

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### The White Supremacist Indoctrination Rubric (WSIR)

The WSIR was developed by Drs. Brian Van Brunt and Lisa Pescara-Kovach as a research-based, reliable and easy to use approach to assessing the subject's level D·PREP of white supremacist indoctrination. This is useful in violence risk assessment and developing treatments and interventions.

The WSIR rates five areas of indoctrination on a scale of 1 to 5: appearance, affiliation, absorption of knowledge, acquisition of weapons, and appointment to mission.



	Score	Justification	
APPEARINCE 3			
Affiliation 3 5			
1 ASORPTION 3 5 4			-
1 2 AQUISTION 3 4			
APPOINTMENT 3			
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