A Violence/Risk Assessment Process

Over the past several decades, we have written violence risk and threat reports in response to clients looking to assess and mitigate the risk of violence. Throughout this time, there were several trends we identified that are helpful in the organization of the report as it moves from the gathering of case details to risk mitigation steps.

One need was the use of a uniform checklist to reduce potential bias in the information gathering and analysis processes. There is a of becoming familiar with a particular process and then move too quickly while collecting information, analyzing risk, and developing intervention strategies. In particular, we address experience[1] and confirmation bias[2] by using the system laid out here and the Dunning-Kruger[3] effect by approaching each case in a consistent and foundational manner.

A secondary need is the inclusion of a risk narrative and clear plan for intervention. Too often, violence risk and threat reports over-focus on the potential for danger and neglect taking the time, effort, and energy to tell a story of violence (risk narrative) and a threat mitigation plan (intervention). By adopting a checklist approach, we improve the chances of communicating a detailed and thorough assessment along with a natural language description of the contextual next steps the referral source should take. An assessment largely focused on risk level or one that contains overly technical language lacks utility, as does an assessment that does not provide specific interventions or violence risk/threat mitigation steps.

To demonstrate how we approach a behavioral violence risk/threat assessment process, we will apply this process to the Uvalde attack. Given the nature of attack,

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[1] An overreliance on our perception to be the objective truth.
[2] A favoring of information that confirms or strengthens a belief.
[3] A tendency to overestimate one's competence or assuming a difficult task is simple for everyone as they underestimate their own relative abilities.

there is a limit to the information that has been obtained. The main goal here is to demonstrate how a violence risk/threat assessment process works using this six-step approach, rather any commentary on the tragedy.

#	Step	Summary
1	Gather Thematic Case Data	An organized summary of key facts in the case that provides details for an analysis in support the subsequent mitigation and intervention steps. These themes are case dependent. In this write up, they are organized chronologically. Other cases may focus on locations, social media, types of threats, or psychological factors. The purpose of this section is developing an easy to reference collection of case facts that can then be connected to the risk factors.
2	Identify Risk Factors	Risk factors related to the case are listed and described here.
3	Identify Protective Factors	Protective factors related to the case are listed and described here.
4	Apply Specific Assessment Rubric	This includes assessments for online and social media threats, incel, and white supremacist threats.
5	Create Risk Narrative	A story about the nature of the overall risk of the case is included in this step.
6	Develop and Implement Interventions	Specific interventions relevant to the case are included in this step.

[1] Thematic Case Data

Family

- Born in Fargo, North Dakota in 2004 and soon moved to Uvalde, Texas
- Limited contact with his father while growing up
- Was sexually assaulted at young age by one of his mother's boyfriends
- Family history of drug use
- A blowout argument between the individual and his mother was livestreamed on Instagram in 2022, and several members of their family viewed it

School Performance

- Despite a good start in school, he began falling behind and was categorized as "at-risk;" questions of speech problems and potential dyslexia
- Received no special education services
- Developed a speech impediment
- Described as shy and quiet by relatives, perhaps due to a speech impediment
- Had over 100 absences in 2018 with failing grades, the local judicial system reportedly does not consistently enforce truancy rules
- 2018 three-day suspension for fighting ("mutual combat")
- According to a classmate: "He, like, wouldn't go to school…and he just dropped out slowly. He didn't even show up to school"
- Had only completed 9th grade by 2021 at age 17
- Involuntarily withdrawn from school October 2021 due to absences

Isolation/Bullying

- Bullied throughout fourth grade because of the stutter
- Wore same clothes day to day
- Allegedly subjected to homosexual slurs, according to classmates
- Subjected to numerous taunts as a result of his attire
- Lonely, wearing all black and combat boots and long, unkept hair
- Grew even more isolated with Covid

- Labeled as an 'emo' by those who knew him
- His speech issues (lisp and stutter) made him a target of scorn
- Showed up class less and less as a result of bullying concerning his attire and his family's financial status
- Nicknamed "school shooter" by friends, called "pelon" (Spanish for bald) when he had shorter hair

Potential Motivations for Attack

- Enraged he wasn't going to graduate from Uvalde High School with the rest of his classmates, according to the eyewitness
- Wrote about his difficulty connecting to other people or feeling empathy
- Frustration at failed attempts to gain attention from women on social media platform Yubo where he would be active every day and join their live streams, repeating girls' names until they paid attention to him; chilling texts which are thought to have been sent by Ramos also show he told one girl: "You're going to regret not doing what I say"
- Sought fame and notoriety online Video shows him dry firing bb guns at people; desire for notoriety that failed in his TikTok and Youtube channels
- Loss of ex-girlfriend and intense anger and misogyny toward women; women described him as eerie and that harassed women online
- The shooting took place in his former fourth grade classroom; he had discussed bad memories of fourth grade with an acquaintance just weeks beforehand
- 86% of the children in the school district may be economically disadvantaged.
- Drove around with a dead cat in a plastic bag, showing a friend he met online; he had followed a murder and animal abuser on Yubo social media channels and may have been trying to gain similar attention

Catalyst Events

- Fired from a job at Whataburger for threatening a female co-worker
- Fired from a job at Wendy's after talking about weapons and asking others to help him purchase them

- Two months prior to the shooting, had an intense argument with his mother that resulted in him moving in with his grandmother
- Began getting in increasing conflicts with his grandmother, and she threatened to remove him from her mobile phone plan
- No drivers license or vehicle
- 2021 "jumped" by former friends, resulting in interest in martial arts and fighting, he used a boxing bag in his room
- Mid 2021, relationship with girlfriend ended; she shares he had violent mood swings that left her terrified; after this, he began harassing her and other girls

Weapons

- Asked two people to buy weapons for him (he was 17); they refused
- Said it was impossible for him to do it that day, because he was waiting for something; the next day an order of 1,740 hollow point bullets arrived
- Asked how many bullet's an AR-15 fire and whether a magazine can be reused after being emptied, and he looked for information on how to buy "juggernaut armor," a fictional armor system depicted in videogames
- Saved money by living at home; ordered he ordered rifle slings, a red dot sight and shin guards, as well as a body armor carrier
- Had rifles on his social media wish list
- Purchased more firearm accessories, including 30 and 60 round magazines
- Bought two AR style rifles (on his 18th birthday) and thousands of rounds
- Had no experience with firearms, and based on investigators' interviews of friends and family, the shooting was likely the first time he fired one; his uncle recalled him attempting to seat a magazine in the rifle and the magazine repeatedly falling out onto the floor; internet search history shows he sought out ranges but was unable to get to one that allowed long guns before the shooting; he also searched the internet for basic information such as what kind of ammunition an AR-15
- He ordered rifle slings, a red dot sight, and shin guards, as well as the body armor carrier worn in both the video he shared and on the day of the Robb Elementary massacre

Rehearsal/Fantasy Behaviors

- Played Call of Duty and Grand Theft Auto video games
- Watched videos of suicides and beheadings
- Became fascinated with school shootings and was nicknamed "Yubo's school shooter" on that platform
- Five days before his attack, the Buffalo, New York, attack occurred; he studied this and saved news clippings
- Played video game Roblox with his cousin's son, who attended Robb Elementary, and gained details about the school schedule and how lunch periods worked
- Comments to classmates about joining the military so he could kill people

Threats

- Claimed he was "doing something" soon
- On April 2, he sent someone a direct message on Instagram, "Are you still gonna remember me in 50 something days?"
- Made threats to women about rape and graphic depictions of violence
- Hinted to people that he was going to do something, saying "I got a lil secret"
- He was "saving for something big" and that they would all see him in the news one day
- He shared pictures of himself wearing the plate carrier he'd bought and posing with a BB gun he tried to convince them was real

Mental Illness/Irrational Behavior

- Became enraged and threatened others in online games when he lost
- Searched for sociopath definitions and wrote about feeling "not human"
- Said he was "not human," and called others "humans," apparently intending it as an insult
- Fixation on weight, potential eating disorder

- Ex-girlfriend comments on rage filled mood swings and would go from super sweet to screaming; he was described as violent, pushy and aggressive and wanted to fight women
- Cuts on his own face appeared to be self-inflicted (noticed by his father and other witnesses). Initially told friends a cat had scratched him followed with telling them he did it himself with a knife "for fun"

Suicidal Thoughts

- Told his girlfriend he wouldn't live past 18
- Withdrew and isolated himself after leaving school
- Told an older cousin also staying with their grandmother that "he didn't want to live anymore"

[2] Risk Factors[4,5,6]

Present Factors:

- **Hardened point of view.** There is strong evidence he views himself negatively and sought revenge against those who teased and bullied him. He also expresses misogynistic and negative thoughts towards women, including threats of rape.
- **Marginalization.** He was frequently teased and bullied by others and lived in poverty. He has no car or license, limited friendships, and sees himself as alone and isolated.
- **Grievance/injustice collection.** He began making threats towards women after his breakup in 2021 and has a long history of being teased and bullied by others.
- **Objectification and depersonalization.** There is reasonable evidence to suggest that he sees others as different from himself. He described himself as

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[4] www.secretservice.gov/sites/default/files/reports/2021-03/USSS%20Averting%20Targeted%20School%20Violence.2021.03.pdf
[5] www.dhs.gov/school-and-workplace-violence
[6] www.fbi.gov/file-repository/stats-services-publications-school-shooter-school-shooter/view

not human and others as less than human, intending this as an insult. He talked about how all women should be raped.

- **Catalyst events.** There were numerous events that occurred in the months prior to the attack, including losing two jobs, an intense argument with his mother, a breakup with his girlfriend, and a growing failure at finding fame or notoriety on his social media channels. A more pressing catalyst was the pending loss of his cell phone contract by having it turned off by his grandmother.

- **Threats.** There were numerous threats made about becoming a school shooter, hinting at what was to come, showing other students pictures of weapons, and implying "something big was coming." He made threats related to raping women.

- **Fantasy rehearsals.** He actively played many first-person shooter video games and shares with others his BB gun, tactical vest, and other weapon pictures. There is clear evidence of him fantasizing and hinting at "a little secret" and something that would make him famous. His fascination with previous shootings provides another insight into his fantasy life.

- **Negative work or academic progress.** Whether due to teasing, his stutter, a learning disability, or attendance issues, he had failed to the point of not being permitted to graduate.

- **Lack of empathy and remorse for actions.** There is a lack of empathy for other's perspectives (particularly women) throughout the case information. Of note, with the intensity of the teasing and bullying, this is not surprising. The lack of empathy and remorse is also evident in his threats to women and reports of blowing up and acting impulsively toward women and others.

- **Feelings of isolation and hopelessness.** He displays little hope in a positive future after being rejected by his girlfriend, teased, losing two jobs, and failing so badly he was unable to graduate. Tensions with the grandmother and a pending cutting off of his phone added to his bleak future.

- **Experience of teasing and bullying.** This is a key element in the case and occurs throughout his childhood and teenage years. This is focused on his stutter/lisp, dress, gender expression, repeated clothing, and intense up and down moods.

- **Free fall.** The loneliness, isolation, and hopelessness around a better future combine to create a sense of free fall. He has few work prospects, little hope for a relationship, and a lack of success at jobs in the fast-food industry.
- **Social isolation.** This is a key component of this case with him being extremely withdrawn and teased by others. This is further complicated by his inability to makes friends at work, the tension with his mother, and loss of his dating relationship. His ex-girlfriend talked about rage filled mood swings that left her terrified for her life.
- **Fascination with violence.** There are several reports of his fascination with previous shootings and his studying previous attacks. He acquired several weapons and bragged about them on social media. He had a video with him driving around town with a dead cat for attention.
- **Desire for fame.** There are consistent reports of his desire to become famous through TikTok and YouTube. He would post on Yubo and had plans to do something that would "put him all over the news" and made veiled comments asking "are you still going to remember me in 50 something days?"
- **Actionability.** He had acquired weapons, learned details about the school lunch period from cousin's son over video game, asked how many bullet's an AR-15 fire and whether a magazine can be reused after being emptied, and looked for information on how to buy "juggernaut armor," a fictional armor system depicted in videogames. He acquired rifle slings, a red dot sight, and shin guards, as well as the body armor, carrier, ammunition, 30 and 60 round magazines, and two AR-15 style long guns.
- **Suicidal.** Family members shared that he had expressed a desire to die. He told girlfriend he wouldn't live past 18.
- **Drivenness and a justification for violent action.** There was a clear escalation in his behavior, acquisition of lethal means, and leakage about a pending attack.

In Need of Further Exploration:

- **Use of substance.** There is limited information related to the use of substances such as alcohol, cannabis, or any kind of methamphetamines.

- **Self-Injury:** An incident where the attacker cut himself on the face with knives. It is unclear if the motivation was shock and trolling others or if this self-injury was suicidal in nature.

Not Present:

- None

[3] Protective Factors[7,8,9]

- **Environmental and emotional stability.** Both the individual's mother and grandmother had criminal backgrounds. Finances were limited in the family. He became estranged from his mother and moved in with his grandmother months before the attack. Reports of his desire to die, him being unlikely to live past 18, and violent mood swings and threats to women are all troubling factors related to emotional stability.
- **Social health and connection.** Social health and connection were extremely limited, with a long history of being teased, bullied, and increasingly becoming isolated and withdrawn.
- **Access and satisfaction with non-violent outlets.** There are little indications of a positive or hopeful future given his failures in the academic space, lack of family resources and multiple catalyst events related to lost jobs, relationships with his girlfriend and failure to obtain notoriety on his social medial platforms.
- **Empathy.** The individual has had little empathy toward others, likely due to his experiences with teasing, bullying and rejection. He was particularly angry at women and those who would not give him what he felt was desire and expected to have from them.

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[7] Van Brunt, B., Murphy, A., and Zedginidze, A. (2017). An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations. The Journal of Violence and Gender, 4(3), pp. 81–101.

[8] Centers for Disease Control and Prevention. (2021, January 28). Violence Prevention. www.cdc.gov/violenceprevention/about/social-ecologicalmodel.html.

[9] Powell, K., Rahm-Knigg, R., and Conner, B. (2020). Resilience protective factors checklist (RPFC): Buffering childhood adversity and promoting positive outcomes, Psychological Reports, 124(4), 1437–1461.

- **Cognitive clarity and pluralistic awareness.** The individual lacked clarity on a number of issues related to women, future planning, and a desire to achieve healthy goals related to a positive outcome. In regard to his threats to women, he has very little understanding or empathy for their behavior and was prone to violent escalations.

[4] Supplemental Assessments

Two assessments of written content were applied to this case. These were the Looking Glass written threat assessment tool[10] and the previous version of this tool, called the Violence Risk Assessment of the Written Word (VRAW²).[11] DarkFox was also used in the scoring of this case. More information on each is provide below.

Looking Glass scores in a range from -20 to 20. Overall, a score of -20 would indicate an ideal where there are no escalating elements and all the mitigating elements factors. A score of +20 would indicate a perfect negative score, with all the escalating elements and none of the mitigating elements.

- The individual in this case scored an 8, which puts them in the elevated range. This indicates there many elements of concern present in the written material. It would be recommended to consider a further threat assessment (DarkFox) and information gathering to better assess the risk. Immediate action related to a threat assessment and potential suspension, or separation would occur at this stage.

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[10] Van Brunt, B., Lewis, W., and Solomon, J. (2020). Educator's Guide to Assessing Threats in Student Writing. New York, NY: Routledge.

[11] Van Brunt, B. (2016). Assessing Threat in Written Communications, Social Media, and Creative Writing. The Journal of Violence and Gender, 3(2), pp. 78–88.

Van Brunt, B. (2015). Violence risk assessment of the written word (VRAW2). Journal of Behavioral Intervention Teams (JBIT), 3, 12–25

Interventions based on the Looking Glass score would include:

- Evaluate the need to assess immediate safety through a welfare/safety check with counseling staff or police and/or consider hospitalization. Hold an individualized meeting with the employee and their supports (spouse, supports) to identify a safety plan.
- Coordinate a mandated assessment with staff or third party trained in violence and/or threat assessment. Address harassment and teasing that may be occurring in the setting.
- Refer for a corrective action plan; address emerging behaviors under the employee code of conduct and discipline policy.
- Referral to support services such as counseling, EAP, or third parties.
- Coordinate transitions related to employment/enrollment status change and offer support and referrals for services.
- Coordinate with local law enforcement, etc., to discuss plan for safety, community, response, etc.

VRAW² has five areas it uses to assess written content. These are fixation and focus, hierarchical thematic content, action and time imperative, pre-attack planning, and injustice collecting. The four factors that were present in the social media and conversations with others were fixation and focus, hierarchical thematic content, pre-attack planning, action and time and action imperative.

The social media posts focused on a specific event that was coming up with both fixation and focus. There is also a strong sense of him asserting dominance over women and using threats and disempowering language. Of the highest concern is the acquisition of weapons and accessories for a potential attack. There is a time and location for his attack and active research related to his planning.

Beyond a narrowing on women and the location of a potential attack on the school site, there lacks a specificity toward a certain person.[12]

For the VRAW², the individual here is at a high range of concern, consistent with the Looking Glass assessment.

[5] Risk Narrative

There are an overwhelming amount of risk factors and a total lack of protective or stabilizing factors in the information provided for this case.[13] The individual has a long history experiencing teasing and bullying related to his appearance, educational challenges, socio-economic status, gender expression, and stutter/lisp. It is likely these experiences led to both a pulling away from connection with others, feelings of depression/hopelessness, and a growing frustration and anger at those he felt had wronged him or failed to provide him what he perceived he was owed.

There was little the individual had in his life that provided hope for a more positive future outcome or a place to express his frustrations and challenges in a healthy and productive way. It could be argued that his desire for notoriety and fame in the social media realm could have been appropriate and led to a healthy success, but this turned into him seeking viral fame through sharing horrific animal abuse and threats of violence against others. This is similar to his mentioning of a brief desire to join the military, a potential positive way to rectify his difficult early developmental years, but here this is marred with his comment about joining the military to be able to kill others in combat.

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[12] It was apparent after the attack that the fourth-grade classroom held some special significance in terms of previous trauma and teasing for the individual

[13] As a simulated case report, efforts have been made to limit the report and interventions to a few weeks prior to the shooting.

It is likely these frustrations and lack of progress, despite his efforts to pull himself up beyond his limitations, produced feelings of anger at those who failed him, both currently (ex-girlfriend and female peers) and in the past (mother and grandmother). The fame and notoriety he so desperately sought to give meaning to his life beyond his challenging development years became a dream for him that only could be achieved through his violent action and ultimate death.

The volume of shared concerns and leakage regarding a potential attack is notable. This likely reflects a desire to be noticed and engaged with by others. This negative attention behavior included hints at "something big is going to happen," "I have a little secret," and "I'm going to do something that will put me all over the news." The sharing of videos of BB gun shooting, threats made online toward women, and his violent and aggressive mood swings all provided opportunities for his classmates, teachers, and family to notice these behaviors. Many students, peers and online acquaintances not only noticed, but responded by labeling him as a potential school shooter.

The volume at which he shared his viewpoints with others and engaged in verbal and physical altercations at school, home, work, and in the community raise the question of why he was sharing so freely his plan to carry out a shooting. The most plausible hypothesis for this sharing is a desire to escape and/or end the pain he was currently experiencing. By sharing this information freely on social media and talking with peers and with his family, he would likely have considered someone sharing his plan with the authorities or school officials.

Given the multiple risk factors and lack of any protective factors, it is clear this individual was on the pathway to violence. Intervention efforts will be outlined in the

following section to better describe the steps to off-ramp this person from escalating further and further down the pathway toward violence.[14]

[6] Interventions

- Given the multiple threats and leakage made about weapons, and potential suicide, a law enforcement intervention would be recommended. This referral would ensure follow up with the CARE or BIT team, as well as providing documentation support to the school around their efforts to move forward.

- In terms of reducing risk factors, the three to be addressed first are his hardened point of view, marginalization, and grievance/injustice collecting. Addressing the hardened point of view is a difficult task given the teasing, bullying and lack of positive future outcomes. Similarly, the marginalization related to poverty, gender expression, and appearance presents some challenges related to the lack of resources and supports in the individual's life. Addressing the growing feelings of hatred toward women is another area in need of focused attention.

- Strengthening protective and stabilizing factors for the individual involves looking for ways to support his emotional and environmental stability. Helping him find a job, build social skills needed to keep the job, and reduce the triggers for engaging in negative attention seeking would all be areas of focus. Exploring role-plays in a therapeutic space regarding future work would be helpful in avoiding future terminations/suspensions. One specific area of focus would be the relationship with the grandfather, where he has found some success working to install air conditioning systems.

- Encourage him to complete high school through a GED or equivalency program to increase career options in future. This may include accessing any district or local supports for testing and working with a speech pathologist and/or

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[14] https://www.torchstoneglobal.com/where-the-attack-cycle-intersects-the-pathway-to-violence/

obtaining testing and accommodations for his learning disability. This may provide an opportunity to receive some more services from the high school prior to a full separation, based on his age.

- Secure and limit his access to firearms and lethal weapons. Discuss with him alternative options for the money he has instead of spending this on weapons and support materials (high-capacity magazines, tactical vests, and weapons).

- Exploring a positive future in a potential career of interest would help him gain buy-in with a more hopeful and socially connected future. As with many of these interventions, success here would involve stakeholder buy-in, understanding available opportunities in the area, and identifying potential opportunities and mitigating obstacles to a future career. Finding shared interests in career opportunities may also have a secondary positive impact of increasing friends and his social support in the community.

- Finding support for the environmental stressors and mental illness while developing increased resiliency and coping mechanisms in the face of obstacles would all be important areas of investment.

- Targeted work on the growing misogyny that followed the breakup with his girlfriend is a critical part of any intervention strategy. Focus here is in the development of empathy, building of a frustration tolerance, increasing critical thinking skills, and roleplaying various scenarios to provide practical skills in connecting with others. This should include limiting access to those on social media who may be escalating his anger and hatred of women.

- Continued monitoring of his social media would be recommended. The posting of threats, weapons, animal cruelty, and the like should be avoided and a discussion about alternative ways to seek attention, express frustration, and understand how he is seen on social media platforms would be an additional focus for this work.

- A connection with law enforcement in the Texas community to acquire further information related to firearm access and prior acts of aggression would be warranted. This could occur through either FBI or FUSION center contacts.

- Consider assessing outstanding wants/warrants, domestic violence, IPV or stalking charges, criminal history, and concealed carry status.

Sincerely,

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Supplemental Assessments

In addition to Looking Glass and VRAW^2, we applied DarkFox to inform the assessment and interventions.

Looking Glass Assessment

Escalating Elements (15)

- Author Qualities:
    1. Suicidal Content (2)
    2. Isolation and Hopelessness (2)
    3. Fame/Meaning Seeking (2)
    4. Injustice/Grievance Collecting (1)
- Tone Qualities:
    5. Hardened, Black/White Thinking (2)
    6. Graphic and Violent Descriptions (1)
- Content Qualities:
    7. Target Detail (1)
    8. Weapon Detail (2)
    9. Threat Plan Detail (0)
    10. Previous Attack Detail (2)

Mitigating Elements (4)

- Author Qualities:
    11. Trolling (2)
    12. Developmental Delay (0)
    13. Tangential, Rambling, or Incoherent (0)
    14. International, Non-Native Language (0)
    15. Creative Author (0)
- Content Qualities:
    16. Writing for Class (0)

17. Therapeutic Journal (0)
18. Political or Opinion (0)
19. Retaliatory Expression (2)
20. Affective/Reactive (0)

Violence Risk Assessment of the Written Word

Scoring Key: 0=Not Present, 1=Unsure or moving toward a full 2, 2=Present. Scores of 5 or more in each sub-section indicate full endorsement for the factor.

Factor A: Fixation and Focus

Sub-Factor	Score	Notes	
A.1: Naming of Target	2	Women have been targeted by threats, as has the school he attended	
A.2: Repetition of the Target	2	Repeated often to friends and on social media	
A.3: Objectification of Target	1	Negative names to describe women implied often, though not many examples visible at this time	
A.4: Emphasis of Target	1	No overt emphasis on a particular person, beyond women	
A.5: Graphic Language	0	Limited graphic language	
Overall Score:	6	Factor Endorsed:	Yes

Factor B: Hierarchical Thematic Content

Sub-Factor	Score	Notes	
B.1: Disempowering Language	2	Hate language toward women	
B.2: Glorified Avenger	0	No clear discussion of righting wrongs	
B.3: Reality Crossover	2	Frequent mentions of gathering weapons and hinting at "something big"	
B.4: Militaristic Language	2	Discussion weapon types and accessories	
B.5: Paranoid Content	0	Not present	
Overall Score:	6	Factor Endorsed:	Yes

Factor C: Action and Time Imperative

Sub-Factor	Score	Notes	
C.1: Location of the Attack	2	His school	
C.2: Time of the Attack	2	Discussion with cousin's son about timing of lunch at the school	
C.3: Weapons and Materials	2	Detailed and frequent discussion of weapons and gear	
C.4: Overcoming Obstacles	1	Some evidence given learning about lunch schedule	
C.5: Conditional Ultimatum	0	No ultimatum	
Overall Score:	7	Factor Endorsed:	Yes

Factor D: Pre-Attack Planning

Sub-Factor	Score	Notes	
D.1: Discussion and Acquisition of Weapons	2	Multiple weapons and accessories mentioned	
D.2: Evidence of Researching or Stalking the Target	0	No stalking or researching	
D.3: Details Concerning Target:	2	Solid knowledge about target (school)	
D.4: Fantasy Rehearsal for Attack	1	Frequent discussion of weapons and a desire to "do something soon"	
D.5: Costuming Description	0	No evidence of this	
Overall Score:	6	Factor Endorsed:	Yes

Factor E: Injustice Collecting

Sub-Factor	Score	Notes
E.1: Perseverating on Past Wrongs	1	No direct conversation related to it, but some assumption related to the frequent teasing
E.2: Unrequited Romantic Entanglements	0	Non present

E.3: Desperation, Hopelessness, and Suicide Ideation/Attempt	2	Strong and defined	
E.4: Amplification/Narrowing	1	Narrowed to school, but not to specific people	
E.5: Threats to Create Justice	0	No evidence of this	
Overall Score:	4	Factor Endorsed:	No

Overall Analysis

Endorsed:

- Factor A: Fixation and Focus (6)
- Factor B: Hierarchical Thematic Content (6)
- Factor D: Pre-Attack Planning (6)
- Factor C: Action and Time Imperative (7)

Not Endorsed:

- Factor E: Injustice Collecting (4)

DarkFox Findings

Violence Risk Assessment

Alone	Catalyst	Free Fall	Hopeless
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3
Aggrieved	**Vengeance**	**Incel**	**Costuming**
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1　◉ 2　○ 3	○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3	○ 1　◉ 2　○ 3
Sadist	**Research**	**Checklist**	**Objectification**
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1　◉ 2　○ 3	○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3	○ 1　◉ 2　○ 3
Consumed	**Irrational**	**Encouragers**	**Teased**
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1　○ 2　○ 3	○ 1　○ 2　○ 3	○ 1　○ 2　○ 3	○ 1　○ 2　◉ 3
Defiant	**Impulsive**	**Weapons Interest**	**Weapons Acquisition**
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
◉ 1　○ 2　○ 3	◉ 1　○ 2　○ 3	○ 1　○ 2　◉ 3	○ 1　○ 2　◉ 3

Threat Assessment

Direct	Lethality	Time	Leakage
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1 ● 2 ○ 3	○ 1 ○ 2 ● 3	○ 1 ● 2 ○ 3	○ 1 ○ 2 ● 3
Location	Organization	Tone	Rhetoric
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1 ○ 2 ○ 3	○ 1 ● 2 ○ 3	○ 1 ● 2 ○ 3	○ 1 ○ 2 ○ 3
Planning	Penetration	Approach	Blaze
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1 ○ 2 ● 3	● 1 ○ 2 ○ 3	○ 1 ● 2 ○ 3	○ 1 ○ 2 ● 3

Suicide Assessment

Statement	Treatment	Self-injury	Self-concept
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
○ 1 ○ 2 ● 3	○ 1 ○ 2 ○ 3	● 1 ○ 2 ○ 3	○ 1 ○ 2 ● 3
Eat	Sleep	Substances	Attempts
☑ ? 👥	☑ ? 👥	☑ ? 👥	☑ ? 👥
● 1 ○ 2 ○ 3	○ 1 ○ 2 ○ 3	○ 1 ○ 2 ○ 3	○ 1 ○ 2 ○ 3

Vulnerability (Extreme)

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 lead to thoughts of suicide or impulsively acting out. As an outsider, they don't feel like they have anything more to lose.

Negative Thoughts (Extreme)

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.

Environmental Stressors (Extreme)

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. 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. An extreme work or school action, such as expulsion or termination, is pending. This should be seen a potential escalation of catalyst events creating an action imperative for violence. 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.

Suicidality (Extreme)

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 at 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.

Attack Preparation (Extreme)

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. They have acquired tactical gear such as knee and elbow pads, goggles, and a helmet, or have taken on a persona such as the Dark Knight or Punisher. They share pictures of items with friends and online.

Attack Approach (Extreme)

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 created a suicide note, manifesto, legacy token, and/or video. They have closed bank accounts, repeated billing services, and/or social media accounts and began warning those around them that 'something is coming.' There is casual study of security at different locations and past shootings. They have a general interest in countermeasures and security. 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.

Threat (Extreme)

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 pushe 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.