



Introduction to Threat Assessment Participant Guide



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Terminology

Risk Factors

Many researchers have discussed the various risk factors related to targeted violence. These have included the Federal Bureau of Investigations¹, National Center for Threat Assessment², The U.S. Post Office³, National Behavioral Intervention Team Association⁴, and the Association of Threat Assessment Professionals⁵. Some of these are listed here below:

Direct threat	Indirect threat	Lack mental support	End of a relationship
Access to weapons	Lack of peer support	Explosive reactions	Inability to date
Hardened thoughts	Lack of family support	Intimidates others	Hopelessness
Social isolation	Loss of job	Lacks empathy	Last act behavior
Victim of bullying	Decline in academics	Polarized thoughts	Legacy token
Substance abuse	Acquiring weapons	Glorifies violence	Feeling persecuted
Authority conflict	Suicide attempt	Lacking remorse	Leaking attack plan
Fixation on target	Focus on target	Action plan for attack	Timeframe for attack
Fantasy rehearsal	Rejection	Financial loss	Catalyst event
Feeling trapped	Poor anger outlets	Fame seeking	Objectification/ Depersonalization

A key aspect of understanding risk factors is the importance of seeing these in combination, like puzzle pieces coming together to create a larger meaning. As with a puzzle, one piece alone is not particularly useful. It's when these pieces combine that the factors begin to be more useful in understanding risk.

Protective Factors

When conducting a threat assessment, it is essential to balance risk factors against the protective factors that exist for an individual. These protective factors often “take the temperature down” regarding the concerns⁶. Some of these factors are included below:

Social support	Empathy to others	School engagement	Religious supports
Family support	Perspective taking	Work engagement	Non-violent outlets
Positive future view	Intimate relationship	Positive self-esteem	Problem solving
No weapon access	Sense of identity	Consequence aware	Emotional stability
Social/political safety	Housing stability	Resiliency	Lacks reactivity

Leakage

Leakage is the communication to a third party of intent to do harm⁷. BIT team members have opportunities to detect leakage concerning a potential attack during an initial interview. Team members should be aware that violence is rarely spontaneous. Those who act violently take time to rehearse and fantasize about violent acts. This presents an opportunity for others to overhear or observe potential leakage that could then be used to prevent an attack. The presence of this kind of leakage prior to an attack gives evidence to support the idea that those who plan this kind of mass casualty violence often plan, fantasize, and talk about the event prior to an attack. This offers an opportunity to discover this leakage and thwart the potential assault.⁸

Silo(ing)

Siloing occurs when departments or individuals hold onto information in isolation, without working collaboratively. These isolated communications occur when each department focuses on their own individual mission, policy, and rules without seeing themselves as part of a larger, more complex system. Communications that focus primarily on a single department to the detriment of seeing threat assessment and behavioral intervention as larger, community-based approaches are said to be operating in a “silo.” Much like the tall grain silos that are spotted throughout the Midwest, they are single structures serving their function, separated from the larger overall system. Researchers further define this danger: “there is always the risk of a ‘silo effect’ — different domains of behavior are never linked together or synthesized to develop a comprehensive picture of the subject of concern, conduct further investigation, identify other warning behaviors, and actively risk-manage the case.”⁹

Catalyst Event

A catalyst event is an event in the subject’s life that involves a sense of stark change. Some examples would include the death of a parent, the loss of a job, chronic illness, losing a position in an academic program, not making the cut for a sports team, suspension or expulsion from school, failing a pledge to a fraternity or sorority, police charges, or loss of an intimate relationship. The danger here is the idea that the catalyst event becomes the match to a pool of gasoline, accelerating the movement towards violence.¹⁰

Legacy Token

Legacy tokens are writings or media content prepared by a perpetrator prior to an attack that are typically designed to be found following the attack as a way to share a message. The legacy token is a manifesto, written text, online blog, video project, piece of art, diary, or journal created prior to an attack and left for someone to find after the attack. It clarifies the motives of the attacker or better defines the attacker’s message of infamy. A legacy token merits study by those involved in violence prevention because it can help them be better prepared to engage others who intend to harm.¹¹

Costuming

Costuming is the process of creating a persona or mask that defines or hides the true identity of those planning violence. There are two explanations for the type of clothing and accessories mass shooters choose. First, this is an individual who is dressing tactically to complete a mission. Few retailers sell tactical vests, knee pads, thigh rigs, and harnesses offer colors in red, pink, or yellow. Choices are

more typically black, olive drab, and camouflage. Colors and styles are designed to allow wearers to have easy access to their weapons, as well as to blend into surroundings. Shooters choose these items for similar reasons. The second reason shooters outfit themselves in this style of tactical gear is more psychological in nature. Meloy refers to this as identification warning behavior. “Identification warning behavior is any behavior that indicates a psychological desire to be a ‘pseudo-commando’ have a ‘warrior mentality’¹², closely associate with weapons or other military or law enforcement paraphernalia, identify with previous attackers or assassins, or identify oneself as an agent to advance a particular cause or belief system.”¹³

Zero-Tolerance Policies

These zero-tolerance policies refer to a straightforward separation based on a single incident of weapons possession or violent threat/rhetoric. Simply separating a subject from school or work under the authority of a zero-tolerance policy creates the potential to take an upset, frustrated individual and escalate them into a rage-filled and potentially vengeful attacker. Careful assessment, intervention, and monitoring are the tools that are most effective in mitigating threats of violence in the community. While separating a subject from campus or work may give an illusion of safety, there are numerous examples where angry, disgruntled, and disempowered individuals came back to campus or the workplace to seek their revenge. O’Toole writes, “In a knee-jerk reaction, communities may resort to inflexible, one-size-fits-all policies on preventing or reacting to violence.”¹⁴ The FBI writes, “Do not rely on expulsion, except as a last resort and unless absolutely necessary to ensure campus safety; authorities should avoid the temptation to simply expel students of concern to quickly resolve a risk. Isolated from other contingency and safety planning, this strategy sometimes can worsen matters. The final humiliation of expulsion may serve as a precipitating, or triggering, stressor in the subject’s life and propel the marginalized and hostile individual toward violence.”¹⁵

Hardening the Target

Target hardening is the process of making a target more difficult to attack. This occurs when buildings create a single point of entrance, use closed circuit television cameras (CCTV), build reinforced doors, install automatic locks, create sign in/sign out policies, or have armed School Resources Officers (SROs). Many attackers have shown in their journals that they are specifically considering these factors when carrying out an attack. This was evidenced in James Holmes’ journal at the Colorado movie theatre attack and then more recently in the El Paso shooters manifesto, which stated: “Attack low security targets. Even though you might out gun a security guard or police man, they likely beat you in armor, training, and numbers. Do not throw away your life on an unnecessarily dangerous target. If a target seems too hot, live to fight another day.”

Objectification and Depersonalization

Distancing oneself from a target is a common technique used to avoid any lasting emotional connection that might distract from completing the mission at hand. Objectification and depersonalization are risk factors, as they allow the aggressor to dehumanize the intended victims. The seeing of another as separate from oneself is one of the building blocks necessary prior to carrying out a rampage shooting or other extreme violent event.

Affective & Predatory Violence

There are two different primary types of violence that BIT team members will encounter: affective and predatory violence. Meloy writes, “It is generally agreed that violence is either affective or predatory. Affective violence, sometimes referred to as reactive, impulsive, or emotional violence, is preceded by autonomic arousal, caused by a reaction to a perceived threat, and accompanied by intense feelings of anger and/or fear. It is a defensive violence, and its evolutionary basis is self-protection to live another day... Predatory violence, sometimes referred to as instrumental or premeditated violence, is characterized by the absence of autonomic arousal and emotion, the absence of an imminent threat, and planning and preparation beforehand. It is offensive violence, and its evolutionary basis is hunting for food to live another day.”¹⁶ The difference is described below.

Affective Violence

Affective violence is the result of a progressive, biologically driven path towards physical violence. It is poorly planned and a reaction to environmental stressors. Affective violence is based upon the primal instinct of fight or flight, fueled by adrenaline and characterized by someone losing control and ultimately attacking a victim. Howard describes it this way: “A potential aggressor channels his appraisal into some form of coping. The strength of the reaction is a direct function of the validation of the threat and the degree of certainty that the threat will thwart an objective or a goal. It is the emotion of being threatened and the inability to cope with that threat that initiates aggression. The common thread throughout this process is the release of adrenaline.”¹⁷

Grossman and Siddle have conducted landmark studies looking into how aggression can induce adrenaline’s (or epinephrine’s) influence on the heart rate, body language, behavior, and communication.¹⁸ The adrenaline rushing through a subject’s system has also been well studied by Hart¹⁹. He illustrates that when an individual cannot cope with their anxiety, their mind perceives this anxiety as a threat. As the individual starts to produce adrenaline, this triggers the affective violence response.²⁰

Predatory Violence

Predatory violence, in its extreme form, is described as an intent-driven, planned attack. This aggression occurs when a subject becomes isolated, disconnected, lacks trust, and often feels threatened and frustrated by a perceived attack. They plot and plan their revenge and execute their plans with a militaristic, tactical precision.²¹ This violence is a result of a planned, intent-driven action that is more commonly exhibited by a subject engaging in mission-oriented, instrumental violence such as a mass shooting.²² Predatory violence involves a more strategic, focused attack and a desire to complete a mission.

The Meloy Model of Predatory Violence

Meloy defines these stages through these approach behaviors. These are: pathway, fixation, identification, novel aggression, energy burst, leakage, last resort, and directly communicated threat.²³

1. **Pathway warning behavior** – any behavior that is part of research, planning, preparation, or implementation of an attack.
2. **Fixation Warning Behavior** – any behavior that indicates an increasingly pathological preoccupation with a person or a cause. It is measured by:
 - increasing perseveration on the person or cause;
 - increasingly strident opinion;
 - increasingly negative characterization of the object of fixation;
 - impact on the family or other associates of the object of fixation, if present and aware; and/or
 - angry emotional undertone.

It is typically accompanied by social or occupational deterioration.

3. **Identification Warning Behavior** – any behavior that indicates a psychological desire to be a “pseudo-commando,” have a “warrior mentality,” closely associate with weapons or other military or law enforcement paraphernalia, identify with previous attackers or assassins, or identify oneself as an agent to advance a particular cause or belief system.
4. **Novel Aggression Warning Behavior** – an act of violence that appears unrelated to any targeted violence pathway warning behavior committed for the first time. Such behaviors may be used to test the ability of the subject to actually do a violent act, and may be a measure of response tendency, the motivation to act on the environment, or a behavioral tryout.
5. **Energy Burst Warning Behavior** – an increase in the frequency or variety of any noted activities related to the target, even if the activities themselves are relatively innocuous, usually in the days or weeks before the attack.
6. **Leakage Warning Behavior** – the communication to a third party of an intent to do harm to a target through an attack.
7. **Last Resort Warning Behavior** – evidence of a violent “action imperative,” increasing desperation or distress through declaration in word or deed, forcing the individual into a position of last resort. There is no alternative other than violence, and the consequences are justified.
8. **Directly Communicated Threat Warning Behavior** – the communication of a direct threat to the target or law enforcement beforehand. A threat is a written or oral communication that implicitly or explicitly states a wish or intent to damage, injure, or kill the target, or individuals symbolically or actually associated with the target.

Hunters and Howlers

Calhoun and Weston (2009) wrote a seminal book on threat assessment called *Threat Assessment and Management Strategies: Identifying the Howlers and Hunters*.²⁴ Their central premise is that those who plan to attack don't always communicate this in advance. They write: "Threat management involves managing two very different types of individuals. One group consists of hunters. They truly intend to use lethal violence to aggrieve some perceived injustice. Hunters develop a reason for committing violence, come up with the idea to do so, research and plan their attack, prepare for it, then breach their target's security and actually attack. Whatever their reason, those who intend to act violently go through the process of intended violence."

Most direct communicated threats do not lead to violence. Calhoun and Weston make this point: "Writing letters is easy; shooting someone or setting him on fire presents a considerably more difficult challenge." While this is accurate, it remains important to explore the contextual risk factors related to the specific case at hand. The challenge is to determine whether a violent or threatening behavior is simply a bad decision on the part of the subject, or if the threat of violence is the proverbial "tip of the iceberg," exposing deeper plans that may lead to a more dangerous event occurring in the future.

Although direct threats often do not lead to violence, there must be a diligence in the assessment process. The FBI explains it this way: "Unlike disruptive and other forms of aggressive behavior, violent or directly communicated threat always requires immediate investigation and evaluation... While most communicated direct threats do not end in violence, this can only be determined after directly questioning and assessing the student in question."²⁵

Selected Predatory Violence Cases

Parkland Shooting. On the afternoon of February 14, 2018, a former student, Nikolas Cruz, walked into a building at Marjory Stoneman Douglas High School in Parkland, Florida. He situated and armed himself with an AR-15 rifle, pulled the fire alarm, and began shooting at students and teachers exiting classrooms. Approximately six minutes later, after navigating three floors of classrooms while killing 17 people and wounding 17 more, he put his weapon down and exited the building among the chaos he had started. There were numerous opportunities to detect the escalation to the attack. On February 5, 2016, a neighbor's son told the sheriff's office that Cruz, pictured with guns on Instagram, "planned to shoot up the school." A deputy responded, discovered that Cruz owned knives and a BB gun, and informed the high school's resource officer, Scot Peterson. On September 28, another student informed Peterson that Cruz may have ingested gasoline a week earlier and was cutting himself. In September 2017, A blogger in Mississippi warned the FBI that someone named "Nikolas Cruz" wrote on his YouTube page: "I'm going to be a professional school shooter." On November 1, 2017, Katherine Blaine told the sheriff's department that her cousin, Nikolas' mother, recently died. She said Cruz had rifles and requested that the agency recover them. A close family friend agreed to take possession of the weapons. On November 30, 2017, a caller told the sheriff's department that Cruz was collecting guns and knives and "could be a school shooter in the making." On January 5, 2018, a person close to Cruz contacted the FBI's tipline to report concerns about him, including his possession of guns.²⁶

Freeman High Shooting. On September 13, 2017, Caleb Sharpe flipped a coin that came up heads and he entered his school with an AR-15 and a handgun in a duffel-bag. The AR-15 jammed, and he used the handgun to shoot a fellow student, who was trying to stop the shooting. Caleb continued to shoot down the hall and then surrendered to a custodian. He told detectives that he wanted to "teach everyone a lesson about what happens when you bully others." Around the time classes started at the high school, Caleb gave notes to several friends indicating plans to do "something stupid" that might leave him dead or in jail. One of those notes was reportedly passed on to a school counselor. He also bragged to several friends when he figured out the combination to his father's gun safe, and again when he learned to make bombs out of household materials. He acted out violent scenarios on his YouTube channel and spoke openly about his fascination with school shootings and notorious killers like Ted Bundy. He messaged a friend over Facebook, asking if the friend could get him gasoline, tinfoil, and fuses. The friend reported "I said, 'No,' and asked him why. He said, 'For a science experiment.' I said, 'Why are you doing a science experiment?' and he said, 'Nevermind.'"

Columbine Shooting. On April 20, 1999, Eric Harris and Dylan Klebold shot and killed 12 students and a teacher, and injured 21 other students and a teacher at Columbine High School. Both had several pipe bombs, napalm, knives, and other homemade explosives. Two bombs were set in the school cafeteria. They recorded hours of video, calling others to follow in their footsteps. The video begins with a reference to another shooting: "Do not think we're trying to copy anyone," it tells some future, unseen audience. "We had the idea before the first one ever happened. Our plan is better, not like those fucks in Kentucky with camouflage and .22s. Those kids were only trying to be accepted by others." There was a shooting, the Johnson and Golden shooting in Arkansas in 1988, that seems to match the description, or perhaps the Michael Carneal shooting in Kentucky, which involved a .22.

Selected Articles & Resources

Government Articles

DOJ/FBI. (2017). Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks. Behavioral Analysis Unit: National Center for the Analysis of Violent Crime.

www.fbi.gov/file-repository/making-prevention-a-reality.pdf

Jarvis, John & Scherer, J. Amber. (2015) Mass Victimization: Promising Avenues for Prevention. Washington D.C: Federal Bureau of Investigation.

www.fbi.gov/file-repository/stats-services-publications-mass-victimization-promising-avenues-for-prevention/view

National Threat Assessment Center. (2019). United States Secret Services: Mass Attacks in Public Spaces. U.S. Secret Service, Department of Homeland Security.

www.secretservice.gov/data/press/reports/USSS_FY2019_MAPS.pdf

National Council Medical Directors Institute. (2019). Mass Violence in America: Causes, Impacts and Solutions.

www.thenationalcouncil.org/wp-content/uploads/2019/08/Mass-Violence-in-America_8-6-19.pdf

National Threat Assessment Center. (2018). Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence. U.S. Secret Service, Department of Homeland Security.

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Silver, J., Simons, A., & Craun, S. (2018). A Study of the Pre-Attack Behaviors of Active Shooters in the United States Between 2000–2013. Federal Bureau of Investigation, U.S. Department of Justice, Washington, D.C. 20535.

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U.S. Department of Education (2019). Indicators of School Crime and Safety.

<https://nces.ed.gov/programs/crimeindicators/>

Research Articles

Meloy & O'Toole. (2011). The Concept of Leakage.

http://forensiseuropa.files.wordpress.com/2011/11/2011_theconceptofleakage.pdf

Meloy et. al. (2011). The Role of Warning Behaviors.

http://forensiseuropa.files.wordpress.com/2011/11/2011_theroleofwarningbehaviorsinthreat.pdf

Pescara-Kovach & Raleigh. (2017). The Contagion Effect as it Relates to Public Mass Shootings and Suicides

https://docs.wixstatic.com/ugd/b64c59_ff3081963db049ab81cf8e5034f1374b.pdf

Vossekuil et. Al. (2004). The Safe School Initiative.

www2.ed.gov/admins/lead/safety/preventingattacksreport.pdf

Van Brunt & Murphy. (2017). An Exploration of the Risk, Protective, and Mobilization Factors Related to Violent Extremism in College Populations.

https://docs.wixstatic.com/ugd/b64c59_0295c7722d614ce09730415e7f638213.pdf

Van Brunt & Lewis. (2015). Assessing Threat in Written Communications, Social Media, and Creative Writing.

https://docs.wixstatic.com/ugd/b64c59_dda112c3e35d4ca0aee9c66e425cb100.pdf

Van Brunt & Pescara-Kovach. (2018). Debunking the Myths: Mental Illness and Mass Shootings.

https://docs.wixstatic.com/ugd/b64c59_77f17edf6f3744f4ae82c7033891ce1f.pdf

Threat Assessment Books

Deisinger et. Al. (2008). Campus Threat Assessment.

<http://www.amazon.com/Handbook-Campus-Threat-Assessment-Management/dp/0615234933/>

Jed Foundations. (2012). A Guide for Campus Teams.

www.jedfoundation.org/wp-content/uploads/2016/07/campus-teams-balancing-safety-support-campus-jed-guide.pdf

Langman. (2010). Why Kids Kill.

www.amazon.com/Why-Kids-Kill-Inside-Shooters/dp/0230101488/

Langman. (2009). Rampage School Shooters: A Typology.

<https://schoolshooters.info/rampage-school-shooters-typology>

O'Toole et. al. (2012). Dangerous Instincts: Use an FBI Profiler's Tactics to Avoid Unsafe Situations.

<http://www.amazon.com/Dangerous-Instincts-Profilers-Tactics-Situations/dp/0452298520/>

Schafer. (2015). The Like Switch: An Ex-FBI Agent's Guide to Influencing, Attracting, and Winning People Over

www.amazon.com/Like-Switch-Influencing-Attracting-Winning/dp/1476754489

Turner & Gelles. (2003). Threat Assessment.

www.amazon.com/Threat-Assessment-Risk-Management-Approach/dp/0789016273/

Van Brunt. (2012). Ending Campus Violence.

www.amazon.com/Ending-Campus-Violence-Approaches-Prevention/dp/0415807441

Van Brunt. (2015). Harm to Others: The Assessment and Treatment of Dangerousness.

www.amazon.com/Harm-Others-Assessment-Treatment-Dangerousness/dp/155620342X

Threat and Violence Risk Assessment Measures

RAGE-V (ATAP): <http://atapworldwide.org/associations/8976/files/documents/RAGE-V.pdf>

MOSAIC (Gavin de Becker): <https://www.mosaicmethod.com>

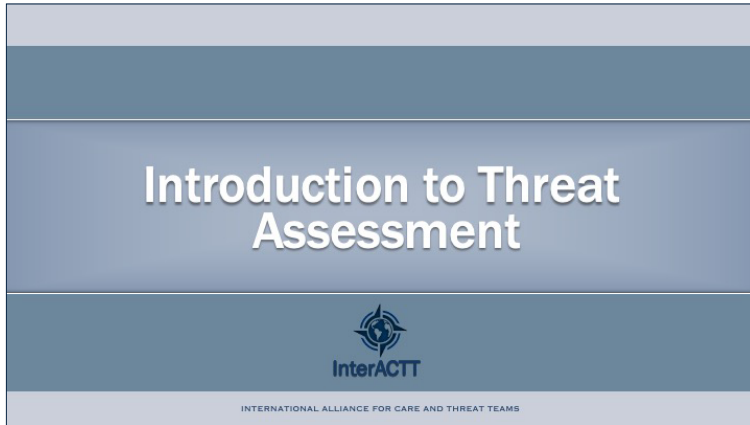
WAVR-21 (White & Meloy): <http://wavr21.com>

HCR-20 (Hart): http://proactive-resolutions.com/old-site/bookletsmanuals/hcr-20-ver2_eu.html

FAVT (Firestone): www4.parinc.com/Products/Product.aspx?ProductID=FAVT

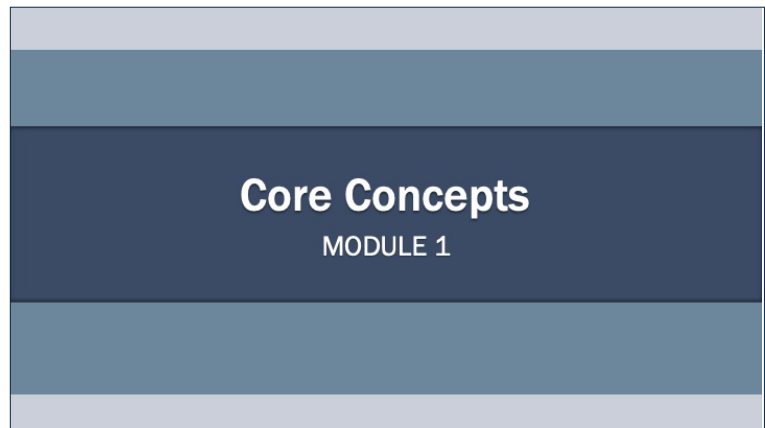
SIVRA-35 (Van Brunt): www.nabita.org/resources/assessment-tools/sivra-35/

HARE Psychopathy Checklist (Hare): www.hare.org/scales/pclr.html



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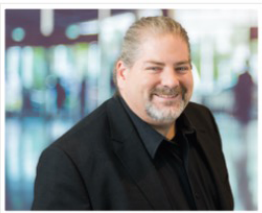
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INTERACTT MODULE 1 FACILITATOR INTRODUCTION



Brian Van Brunt, Ed.D.
www.brianvanbrunt.com

As an internationally recognized expert in behavior intervention, threat assessment, mental illness, and instructional design, Dr. Van Brunt will bring you the information you need to better protect your school environment from harm.

Author of over a dozen books, Brian has spent time as child and family therapist, university professor and a partner at a violence and sexual assault prevention law firm. He currently services as the assistant deputy director of training at Secure Community Network, which represents the safety and security needs of the Jewish Federation.

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INTERACT
MODULE

1

MODULE OVERVIEW

1

Module

Mod 1 answers the question:
"How big is the problem, and what role do I play in protecting my workplace/community from violence?"

Objective: Provide you with the framework for developing a team, and how to define intelligence, gather info, and evaluate that information to make a report or intervene if necessary.

2

Module

Mod 2 answers the question:
"How do I tell the difference between a person that is capable of violence?"

Objective: Provide you with a clear understanding of how people verbalize threats and the types of words and behaviors that can precede violence.

3

Module

Mod 3 answers the question:
"How do people get to the point they go into a school and commit violence?"

Objective: Provide you with a detailed explanation of the pathway to violence, and how we all share the risk.

4

Module

Mod 4 answers the question:
What process do I use to evaluate behavior and identify threats?

Objective: Provide you with a specific threat assessment model called the "see-saw" and help you understand how you can use it to recognize threats.

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INTERACT

MODULE

1

MODULE TOPICS



Module 1	Module 2	Module 3	Module 4
<ul style="list-style-type: none">• We need your help: this is a community problem• Understanding team-based models• Gathering Information, Analysis, Intervention• Cultural competency and implicit bias• Defining Affective Violence• Defining Targeted Violence	<ul style="list-style-type: none">• Feeling threatened vs. being threatened• Types and context of threats• Transient and Substantive threats• Hunting or Howling threats• Social media and threat assessment	<ul style="list-style-type: none">• Understanding the pathway to violence• The collaborative nature of risk• The myth of guns, mental illness and violent video games• Common risk factors for targeted violence	<ul style="list-style-type: none">• The see-saw model of threat assessment• A parallel we can all understand: AA• Support and protective factors• The importance of sharing concerns to create a safer community

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INTERACT
MODULE

1

WE NEED YOUR HELP



Preventing violence cannot be left to law enforcement, administrators and counselors to solve.



This is a problem that will be solved when the community works together to identify those who are struggling, and ensure they have access to assistance.


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TEAM BASED MODELS






There is no accurate or useful profile of “the school shooter.”

The personality and social characteristics of the shooters varied substantially.

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INTERACT
MODULE

1

TEAM BASED MODELS





Schools should establish comprehensive targeted violence prevention programs supported by multidisciplinary teams."


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INTERACTIVE
MODULE

1

TEAM BASED MODELS




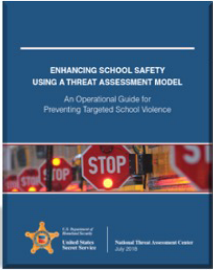


All school personnel should receive training on behavioral indicators that should be referred to the team and this reporting should be mandatory.

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TEAM BASED MODELS



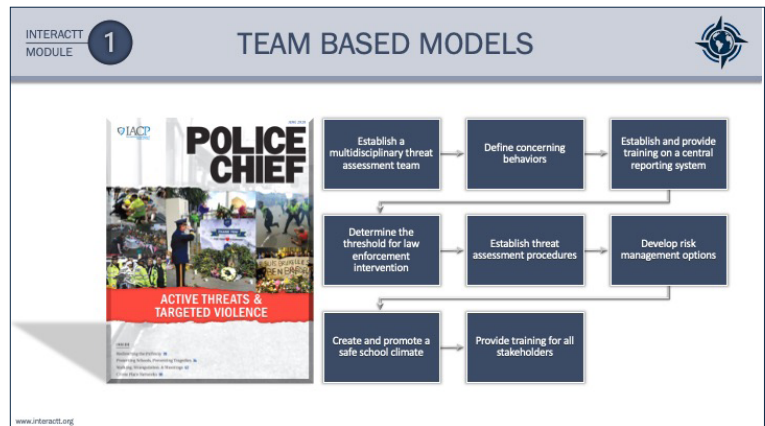


Set a low threshold for intervention. Remember, removing a student from school does not eliminate risk to the school or the community.

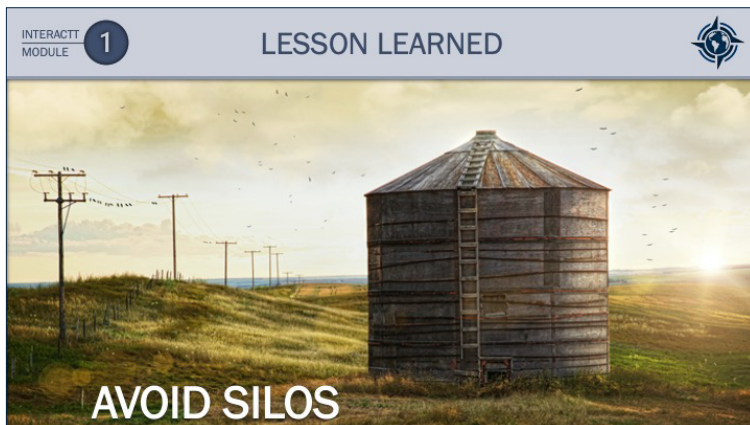
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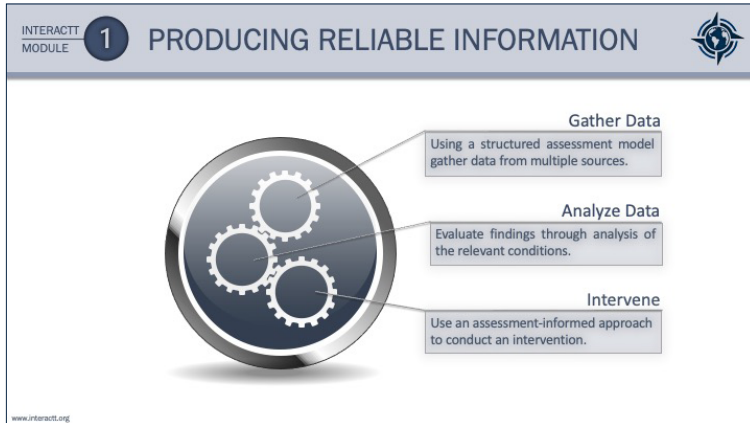
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MODULE 1

LONG TERM STRATEGY



Teams offer something different from a “one and done” approach to threat and violence risk management by instead focusing on longer term, collaborative interventions that remain in place until the risk has been reduced.





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INTERACTT
MODULE


1

TARGETED VIOLENCE

✦

Non-emotional reaction

- Deliberate planning (weeks-months-years)
- Based in perceived/actual grievance
- Willing to sacrifice life for cause



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INTERACTT
MODULE

1

MODULE SUMMARY

✦

- ✓ We defined the scope of the problem, and the importance of our role in protecting the community.
- ✓ We learned the types of violence:
 - Affective – Emotional, unplanned
 - Targeted – Non-emotional, planned
- ✓ We observed the importance of gathering data, analyzing this data and building interventions that are culturally competent and developmentally appropriate

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Understanding Threats

MODULE 2



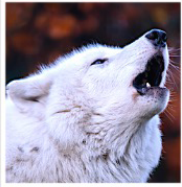
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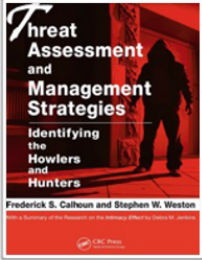
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MODULE

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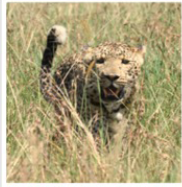
HUNTERS & HOWLERS



Do not engage in approach behaviors and lack the intent to carry out their threats. When howlers threaten, their threats are **TRANSIENT**.

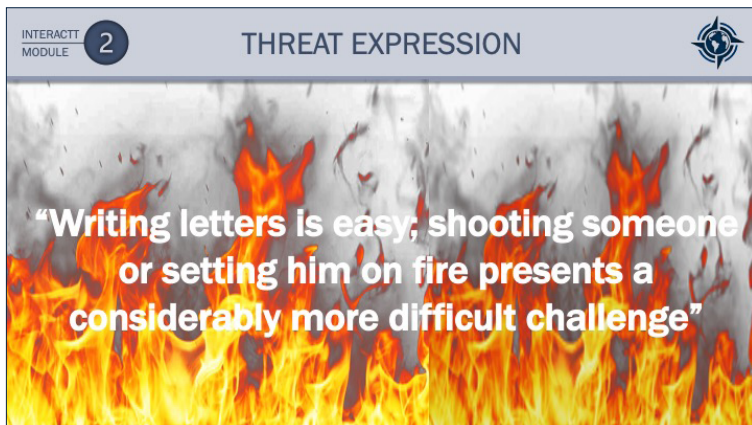


Frederick S. Calhoun and Stephen W. Weston



Engage in serious targeted violence, and their intent is to complete the attack. They do not draw attention to themselves by making threats, so when hunters threaten, the threats are considered **SUBSTANTIVE**.

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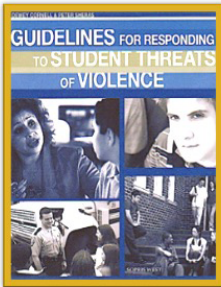
INTERACTT
MODULE


2

TRANSIENT vs. SUBSTANTIVE



TRANSIENT THREATS
 These types of threats do not express lasting intent to harm.






SUBSTANTIVE THREATS
 Beyond the initial incident, these threats represent a continued attempt to harm someone.

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MODULE 2

QUESTION 1



A student is bullied and teased by other students. After a challenging day, he posts this on Facebook.

Joker's Quotes
August 17, 2021

Some People Just Need A Tight Hug Around Their Neck With A Rope 🤡🔪

👍❤️🔥 23 3 Shares

Like Comment Share

Write a comment...

What type of threat does this represent?

1) TRANSIENT 2) SUBSTANTIVE 3) NO THREAT


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INTERACTT
MODULE 2

QUESTION 2



A student recently experienced a bad break up with a girl he had been dating for 3 months. During lunch in the cafeteria, he comes to her table and says:


"If you think you are going to leave me and there won't be a consequence, you have another thing coming. I will make you hurt like I hurt."

1) TRANSIENT **2) SUBSTANTIVE** 3) NO THREAT

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INTERACTT
MODULE 2

QUESTION 3



Talking about a recent school shooting, a student in the hallway is overheard telling his friends:

"I get why people do things like this. I'd never do anything like it, but I understand what drives people to do things like that. You can only push people so far before they snap."

1) TRANSIENT 2) SUBSTANTIVE **3) NO THREAT**


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INTERACTT
MODULE 2

MODULE SUMMARY



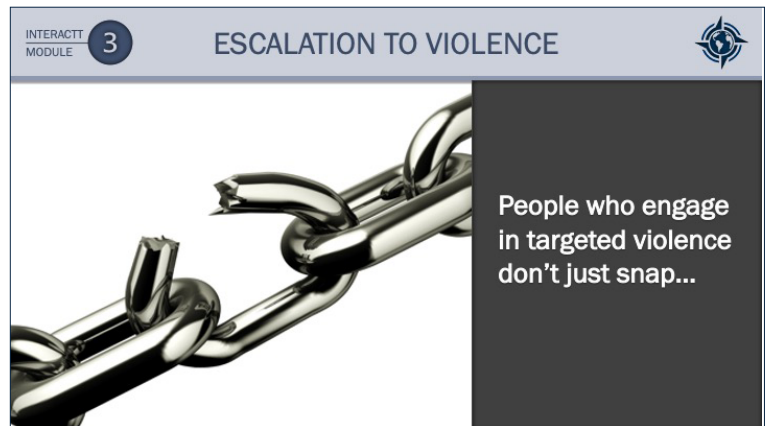
- ✓ We talked about how to determine if we FEEL threatened or are ACTUALLY being threatened.
- ✓ We learned about the types of threats:
 - Transient
 - Substantive
 - Hunting
 - Howling
- ✓ We discussed the role of social media in threats and our threat assessment process.

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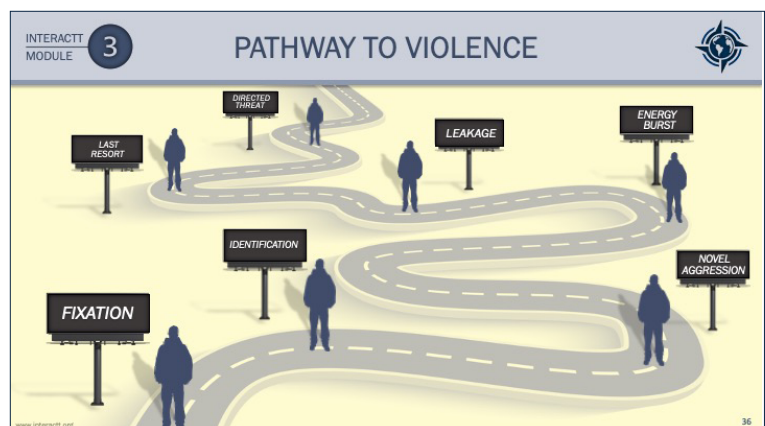
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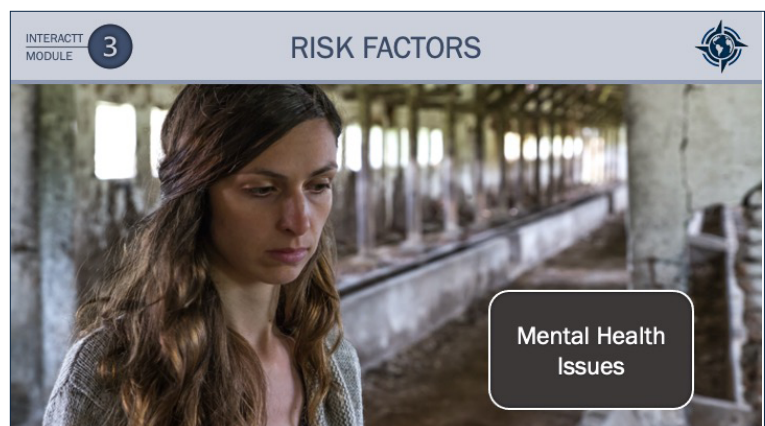
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INTERACTT MODULE **3** **RISK FACTORS FOR TARGETE VIOLENCE**



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INTERACTT MODULE **3** **MODULE SUMMARY**

- ✓ We described the pathway to violence and how it will help you detect vulnerable people.
- ✓ We provided a brief background on how guns, mental health and violent video games can be wrongly attributed to school violence.
- ✓ We looked at how risk factors play a role in targeted violence.

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Evaluating Threat Behaviors
MODULE 4

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INTERACTT MODULE **4** **FINDING A BALANCE**


Assessment is a balance of risk and support



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INTERACTT MODULE 4 FINDING A BALANCE

We all possess some risk factors. Don't look for perfection.



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INTERACTT MODULE 4 ALCOHOLICS ANONYMOUS



INTERACTT MODULE 4 ALCOHOLICS ANONYMOUS


ADDRESSES RISK	OFFERS SUPPORT
<ul style="list-style-type: none"> • Always drinking when angry, sad, anxious • One drink becomes ten; poor impulse control • Negative choices when drinking (DUI, fights) • All friend's drink; all social activities involve drinking 	<ul style="list-style-type: none"> • Group meeting to talk and feel supported • Filling hole left by drinking with higher power • Development of new social group and outlets • Developing new ways of managing emotions

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INTERACTT MODULE 4 PROTECTIVE FACTORS



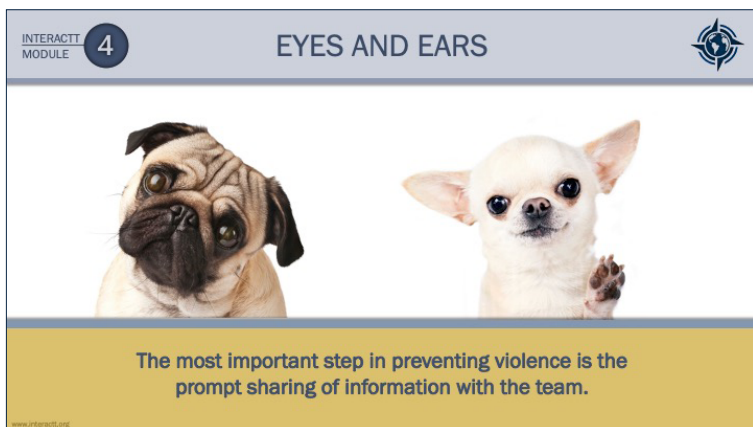
Successful defense of vulnerable students occurs when a committed community is aware and engaged.

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INTERACTT
MODULE

4

SHARE CONCERNS





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INTERACTT
MODULE


4

MODULE SUMMARY






We discussed the use of the 'see-saw' method as a balanced approach to behavior assessment.



We defined and provided examples of support and connection factors.



We talked about the importance of awareness and prompt reporting.

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NOTES:

End Notes

- 1 www.fbi.gov/file-repository/stats-services-publications-school-shooter-school-shooter/view
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- 23 Sokolow, B, Van Brunt, B., Lewis, W., Schiemann, M., Murphy, A. and Molnar, J. (2019). *The NaBITA Risk Rubric*. Published by NaBITA.
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- 25 Calhoun, F., & Weston, S. (2009). *Threat assessment and management strategies: Identifying the howlers and hunters*. Boca Raton, FL: CRC Press. p. 7, p. 29
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InterACTT is a collaborative group of like-minded professionals working to make your everyday work easier and more efficient. Our goal is to support your day-to-day work in counseling, disability services, student conduct, law enforcement, CARE and threat teams, and diversity, equity and inclusion.

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Listserv

InterACTT maintains an active listserv to discuss issues related to counseling, disability services, student conduct, law enforcement, CARE and threat teams, and diversity/equity and inclusion in K-12/secondary schools, colleges/universities and workplaces.

Navigator

This expert system provides assessments and intervention recommendations for cases faced by counselors, HR and CARE and threat teams.

InterACTTives

These interactive case studies use audio/visual and video components to build a case for you to score on the Navigator.

Race

A peer-reviewed journal focused on issues of racial equality and the systematic and personal racism experienced by people of color. Edited by Dr. Tammy Hodo.

Intersections

A peer-reviewed journal focused on issues related to targeted violence, mental health, BIT/CARE operations, and threat assessment. Edited by Dr. Amy Murphy.

InterACTTions

Executive director Dr. Chris Taylor and his guests discuss important topics in the field.

Resources

A collection of documents and training resources, each includes the source document, a summary sheet and slides you can use in your trainings.

TODDs

Thematic One-sheet Document & Directions (TODDs) are short training videos with accompanying materials, perfect when you have limited training time for your team.

SitRep

Dr. Brian Van Brunt will provide reports and information on current cases through a video blog, information sheets and source documents.

Carolyn's Corner

Advisory team member Carolyn Reinach Wolf, Esq. answers legal questions related to CARE and threat team work.

Counseling Across the Pond

David Denino (US) and Dave Wilson (UK) discuss counseling issues faced by teams on both sides of the Atlantic.

Actually Autistic Educator

AAE is a podcast hosted by advisory team member Jeanne Clifton on topics related to accessibility access and issues affecting the autistic, ASD and Asperger's community.

Tea with Tammy

Dr. Tammy Hodo, advisory team member and founder of All Things Diverse, shares her thoughts on race, diversity, equity and inclusion.