

# Module Three

# College Case Report

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.

The instructor says she had been giving Ben extra time to complete assignments and had referred him to academic support and accommodations for assistance. She mentions that he seems isolated from other students and has not made any close connections in class.

In the past week, Ben began increasing his demands on the tutoring staff and his loud behavior. This caused some staff to be frustrated and others to fear what he might do. They suggested he has difficulty managing his emotions, and while they have previously helped him, they are concerned things are getting worse. This was followed by a report from two of his other instructors regarding a meeting they had with Ben to address his behavior and performance in class. They tried again to refer him to mental health support and some of those other programs designed to assist non-traditional students. During this exchange, he told them, "he wasn't one of those people," and said firmly three times while pounding the desk, "I am mentally strong." Ben was also physically sick during this time and missed several classes.

Another report came into the BIT/CARE team this week when a student in his class told Ben, "Sorry man, but you gotta let other people talk." Ben complained about the students at the college being privileged and said that he had to leave so he didn't get in trouble with the police. He talked to the professor about a time when he had taken on three police officers. The instructor shared that Ben had told her, "I am a man; I'm tough." Ben then stated, "I know what you think, that I'm going to hurt someone. I'm not going to hurt anyone."

While the instructors have shared with the BIT/CARE team that Ben had also had some good conversations with them about writing and had shared some of his incarceration history, they felt like things have changed

drastically. They say Ben seems like a completely different person by displaying resentment, anger, and frustration. He has an ongoing conflict with another instructor and was initially assigned a female mentor who he described as “fake and a liar” and was now working with a male mentor.

## Reports Shared

### Email from Ben to VPSA

Sir, at this point I am trying to focus on school, and all of this has really been detrimental, and a very unusual treatment that I have been receiving. To make it very clear one more time, I alleged staff misconduct, discrimination, as well as harassment, and since I seem to be the victim of retaliation for what I alleged, I don't have much to say, but that I am documenting everything and other than what I deem as retaliatory behavior and punishment that seems to be increasing, such as those documents and actions against me, for which I do not appreciate nor deserve, if this continues to interfere, while I am here, than I will be seeking legal representation in the future, regarding everything that has been going on since this incident, and let the courts figure it out for all of us, on principle alone.

### Follow up Email to the VPSA

Sir, I can see you next week but I have no representation legally at this time, and all these allegations only occurred after I made a complaint verbally to many departments before my current instructor. I will want to record our conversation, nor will I answer to claims I can not defend against because they are alleged by those upon the same faculty that retaliates towards students when a student complains about discrimination. I will be there when we can make a proper appointment.

### Email from the Tutoring Center

Ben's demeanor has considerably changed for the better – he apologized to a staff member for his past behavior and noted that he needs to work toward better regulating his emotions while he is here. He also acknowledged that this was a place to get help with his writing assignments vs. a place to vent his frustrations.

### BIT/CARE Note

I met with Ben's professors who shared he had opened up and shared that he had been previously incarcerated and had shown emotion when relating to certain topics of the class. Recently, however, he seems to be a completely different person by displaying resentment, anger, and frustration. Ben has spoken often about the difficulty he had with one of his instructors and is not able to control his talking in class. He was assigned a female mentor who is very friendly and enthusiastic and Ben called her fake and a liar. Ben was then assigned a male mentor. Ben has stated that he can look into a person's eyes and see their intentions. Ben has also stated that everyone is looking at him, judging him and that he can't trust people.

### BIT/CARE Note

In one class, Ben was in a group setting and had taken over the conversation. As the group interaction was ending and Ben stopped speaking, a student within the group stated to Ben, “Sorry man, but you gotta let other people talk.” Ben became upset and walked out of class. The instructor walked out of class after Ben and spoke to him at length. Ben stated to the professor that the kids are privileged, that he never had any support, that he lives alone, and that nobody understands or likes him. Ben told the professor that he had to leave so that he wouldn't get in trouble with the police and then went on to tell her a story about how he once took on three police officers. Ben also stated that he could take the student in class because “I am a man; I'm tough.” Ben then stated, “I know what you think, that I'm going to hurt someone. I'm not going to hurt anyone.” The instructor was able to redirect Ben's attention to his writing of stories, and Ben's demeanor changed, and he became engaged. Class ended, and one of the students in the earlier group walked up to Ben and the instructor and tried to intervene by telling Ben, “Love you, man.” Ben got mad and stated to the instructor, “That's not love,” and then left.

Several of Ben's instructors are concerned for his mental well-being. Ben had become sick during the semester and missed some classes. He has fallen behind in his classes and is not doing well academically. They do not want anybody to approach Ben about their conversations with me because they know that he will be upset with them and will not trust them. One professor is also concerned about a class on Fridays because it ends at 3:30 PM, and he often stays on to discuss things with her, and there is no one else around.

### **Faculty Report**

Ben met with two of his instructors and shared that he has sacrificed everything for school. One of the instructors suggested that he join a group for those who are working on overcoming various academic challenges at the college. Ben became angry and stated that he was not one of those people. When the instructor suggested personal counseling, Ben reacted by pounding the desk and saying three times, "I'm mentally strong."

Behaviors indicated: Aggressive Behavior, Disturbing Writing or Discussion, Emotional Outbursts, Loner/few or no close friends, Obsessively Suspicious/Paranoid

### **Note from Tutoring Director**

Several of our tutors have worked with Ben over the last year. He often begins each session with a period of venting, wherein he expresses his frustrations at academic challenges, interpersonal conflicts, and other experiences that seem difficult for him to process. As he vocalizes his struggles, Ben tends to raise his voice, and other staff and students have become alarmed or uncomfortable. One student shared that she couldn't hear her own conversation because Ben was speaking so loudly. Another time, a classified employee needed to ask Ben to lower his voice because she was trying to help a student and was struggling to focus.

While working with Ben, our tutors have shown him how to access mental health support services and additional support programs for non-traditional students.

I'm uncertain what kind of support Ben is currently receiving. I have observed, however, that his frustrations and his venting appear to be increasing, and there are times this semester when he has simply stopped in to share a lengthy monologue about his difficulties, at times disrupting staff members engaged in work tasks or taking too much time away from staff who are trying to help other students. We care about Ben, and we want to help him, but we believe that our staff is simply not professionally equipped to support him in the ways he so clearly needs.

\*\*\*Earlier this week, Ben came in to make an appointment but was unable to do so due to emotional distress. Usually, Ben comes in to rant about the emotional turmoil that he has repressed and needs to let out. In this particular incident, he started talking about the unfairness of missing a week of school due to illness. He said he communicated with his professor because he missed two quizzes. His instructor told him that she drops the two lowest graded quizzes. He became upset because the missing quizzes and other assignments dropped his letter grade. From his speech, I came to the impression that he believed that he should have gotten extended time or had the quizzes and assignments waived because of his illness. Due to his dismay regarding the incident, he began to say that his instructor reminded him of another female teacher at the college. He then proceeds to tell me that he thinks that his instructor is a narcissist. When he said that, I sensed misogynist undertones. My colleague next to me asked him, "Have you checked the syllabus?" He said he did and that he realized that his professor was by the book and prioritized policy.

Another colleague came over to the front desk because she seemed alarmed by Ben's behavior. At this point, Ben seemed visibly upset, agitated, and angry. When Ben becomes impassioned, he starts raising his voice. I told him that life is unfair and the world can be unfair and unjust. By that point, he seemed shocked by my

statement. It seemed like I triggered him. He then said, "Fine. I'll handle it myself." He then proceeded to walk angrily out of our office. My colleague then asked if I was okay, and I stated that I was. I told her that it was normal for Ben to come to our office to vent.

Ben has used our staff as an emotional outlet to process his heaviness on several occasions. We have offered support, validation, and a safe place, but at other times, it feels emotionally daunting and depleting to staff and tutors. On occasion, I have felt uncomfortable or unsafe around Ben due to the way he expresses himself when he feels impassioned. I am concerned that his behavior has only worsened.

### **Faculty Report Related to Debate in Class**

The background of his confrontation is this: In our discussion of Galileo and his having been confined to house arrest by the Church for his heliocentric model of the solar system, I ask students to write about a current conspiracy theory of their choice and cite sources with real data that debunk the theory. Ben submitted an essay supporting the conspiracy theory which claims that astronauts never went to the moon and that it was all faked. I gave him a zero because he did just the opposite of the point of the assignment - he supported the conspiracy theory instead of citing sources that debunked it. He cited some recent articles that claim the moon landings were faked but did not refer at all to the huge body of research on the moon, did not cite any space agency (NASA or others), or any reputable source. I stated clearly in my comments that he could resubmit the assignment and restore his credit if he would write about something that is real.

I gave a short break today, and during that break, Ben came up to the front of the room and started arguing with me in front of the class. I tried to tell him that the assignment was intended to have students look at real data and form opinions based on that data. Ben accused me of not respecting his opinion. I said opinions in science need to be based on data. He tried to claim that my generation believes in NASA, but his generation does not (though he is much older than the other students in the class).

I was afraid he would get violent because he started yelling at me, so I asked if I needed to call security, whereupon he decided to leave. He said he would drop the class and report me for not respecting his opinion. Some of the other students started telling him to just leave if he did not like the class, to stop disrupting the class, and finally, he left.

I am reporting this right after my class in case this student decides to report me or get violent. I feel he might be a danger to myself or others.

It might be helpful if another professor or security person came to my class on Wednesday to see if Ben shows up and just be present for a while.

Just to note: I have been giving Ben much more time to submit assignments on Canvas than anyone else. He claims he has accommodations; I don't have a letter for him, though he definitely should. I was going to contact accommodation services to see about getting a tutor to sit with him in class, but I did not because I don't have an accommodation letter for him.

I cannot say whether Ben has these issues outside of class, but within class, he is reluctant to work with a partner or group on any of the in-class activities, and the other students do not seem comfortable working with him. Certainly, after his outburst in class, I doubt any of the students will feel comfortable working with him in the future if he does not drop the class.

All the students who were present heard him argue with me that the moon landings were a hoax and that his generation does not 'believe in NASA.' By openly supporting a conspiracy theory, going against the assignment, which was to choose a conspiracy theory to debunk and cite reputable sources, and being highly aggressive with me, I think none of the students will feel comfortable working with him going forward.

**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?**

In a threat assessment process, any information is useful and offers context in the analysis of the threat and keys to building a successful violence risk mitigation plan. The danger of assumptions remains a central concern in any case, and clear efforts should be made to keep Ben's prison background in the appropriate context. Many of the problems Ben is experiencing could be related to spending over 25 years in the prison system for a particularly violent and heinous crime. While this should not be ignored in the case, it should also not lead to assumptions about his academic abilities. It is unclear from the case who within the community is aware of Ben's background and how this information may be shared selectively with faculty, staff, and students. Given the nature of the imprisonment, it would be reasonable to assume some kind of student backlash if Ben's history was made more public at the college.

**Describe the threats in the case. Do they seem more transient or substantive in nature? Does Ben display affective or targeted violence?**

Ben displays numerous examples of disruptive behavior and speech directed at academic tutoring staff, other students, and his instructors. These each seem to be transient and would be best described as an affective violence reaction to a stressful situation.

- "I know what you think, I'm going to hurt someone, I'm not going to hurt anyone."
- "That's not love"; "I'm mentally strong."
- Storming off when his needs aren't met, "Fine. I'll handle it myself."
- Loudly speaking, venting toward staff, and then calming down
- Arguing with his professor about the assignment in front of other students.

Overall, these behaviors and comments do not align with mission-oriented or targeted violence. The mention that Ben had taken on three police officers in the past would be an area to explore in more detail, however.

**What additional information would be useful to obtain in this case?**

A useful way to explore additional information is to use the Pathways list of factors and make note of those that are not directly addressed in the existing case.

- Is Ben currently on probation or parole status? If so, are there staff in that office that would be useful to talk with?
- Ben's behavior and speech have been described as becoming worse recently. Is there a potential cause or something that may have happened to escalate his behavior?
- Has there been a referral to disability/accommodation services for Ben?
- Given Ben's numerous disruptive behavior incidents, has he had any student conduct meetings to set expectations for his behavior in the academic tutoring center and with instructors?
- Where does Ben live? Does he live with someone? What are some of his social supports?
- Does Ben have a history of mental illness? If so, what has been his treatment? Is he currently on medications?
- Are there any social media accounts that Ben uses where he may be posting his frustrations?
- What is Ben studying? How are his grades? Does he have a career path?
- Knowing more about how Ben is doing academically would be helpful.

- Ben mentions in the past, “he had taken on three police officers.” Learning more about this event would be useful.
- Are there financial challenges Ben is facing?
- Does Ben have interest or access to weapons?

### Make a list of the involved stakeholders in the case.

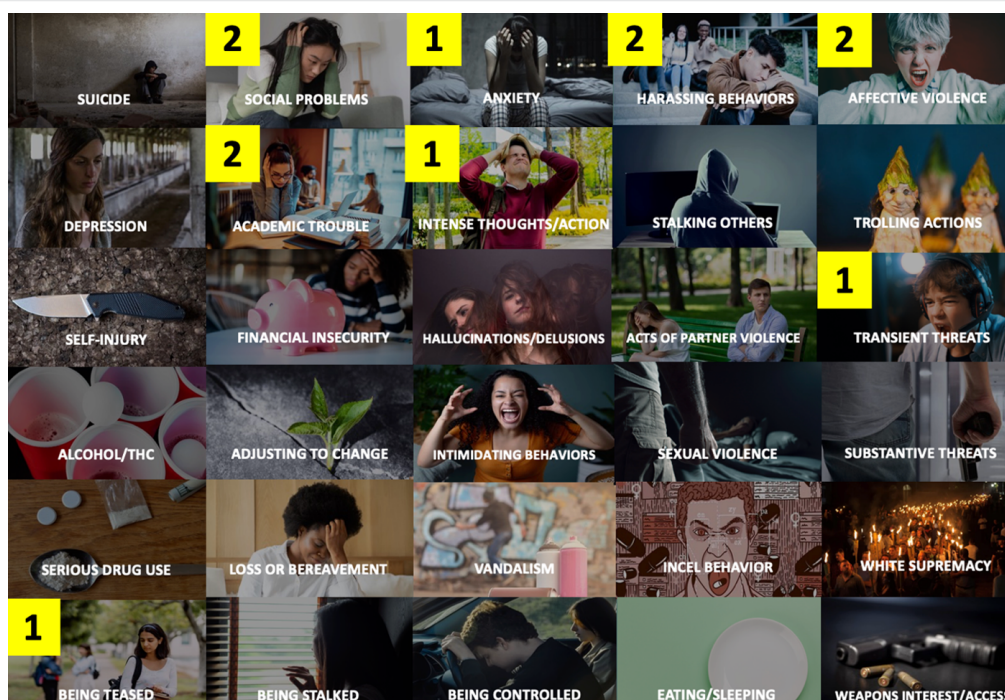
- Ben
- The several professors who were involved in sharing concerns
- The academic support and tutoring staff
- His current mentor/support person through the center
- The female mentor/support person who he insulted and did not want to work with
- The dean/VP SA who is emailing Ben
- The student conduct office and BIT/CARE team
- Generally, all the students in his current classes

### What systems issues do you see to addressed in this case?

Staff have been helpful with Ben in the past and flexible with him when he was venting or having a difficult time. As his behaviors have increased to cause disruption, intimidation, and concern with staff and professors, there has been an increase in setting boundaries and sharing concerns. While likely occurring from a caring and supportive place, the “working with” Mark’s yelling, venting, and emotional outbursts has likely added to Mark’s confusion related to his behavioral expectations.

In a review of the reports, there have been no direct threats made to staff. While his behavior is concerning and against the college community standards, it should be addressed through the student conduct process in a progressive manner to set clear expectations with Ben. In addition, if there are disability support services accommodations, they should be discussed directly to clearly outline for Ben what is reasonable to accommodate and what are the community expectations.

### Score the case on Pathways.



## Pathways Interventions

### Counseling/Case Management Anxiety

- Normalize their feelings and offer support and care
- Identify triggers and any comforts or reducers
- Discuss a voluntary referral to counseling services

### Intense Thought/Action

- Discuss symptoms, triggers, and behaviors
- Identify areas of difficulty (social, academic, workload, etc.)
- Introduce the idea of counseling

### Academic Trouble

- Encourage counseling referral and offer to walk them to the clinic
- Identify and manage concerning conduct
- Develop goals to reduce triggers and increase support

### Residential Life/Conduct Social Problems

- Encourage counseling referral and offer to walk them to the clinic
- Discuss any interruption of academics, relationships, and life skills
- Encourage social connection, clubs, sports, activities

### Title IX/Conduct

#### Harassing Behaviors

- Use the Title IX/EEO and conduct processes to address behavior
- Monitor the behavior
- Encourage counseling referral and offer to walk them to the clinic
- Consider parental/emergency contact or emergency contact notification

### Police/Conduct Affective Violence

- Set clear conduct limits and monitor for compliance
- Assess the need for conduct involvement, stay-away orders, and limits
- Consider parental/emergency contact or emergency contact notification

### Transient Threats

- Explore stressors and identify escalation triggers
- Connect the individual to supports and resources
- Consider the conduct process to address their behaviors

### Being Teased

- Consider a referral to counseling
- Support their self-work and reassure them it will not always be this way
- Identify positive friend groups, social supports and/or parents/emergency contact
- Discuss ways they can avoid some situations and know how to report future behaviors

## Pathways Summary

Ben scored high on Pathways (he would have scored moderate, but the affective violence scoring two instead of one moved him up in range). Support should be offered for his academic problems and to help him identify future goals. Efforts should be made to increase positive social connections and connection with family, work, peer, and organization supports. Clear conduct limits should be set on his affective violence, harassing, and trolling behaviors. This includes encouraging conduct reports from staff and monitoring behavior compliance. There do not appear to be behaviors that are focused on a particular protective class (e.g., women) at this point; however, the BIT should monitor this and make a referral to Title IX as needed.



**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?**

Ideally, the answer to this question is almost always the person who has the highest likelihood of lowering the student's anxiety and defensiveness to be able to better gather information during the assessment. Given Ben's recent difficulty with female staff, selecting a male team member may be the best option. Someone who also has an awareness of the prison system and/or a history of working with students coming out of that system may also be helpful.

**What are some of the techniques they should be aware of when asking questions needed to score the VRA?**

- It would be useful to go into the interview with an awareness of his history of being argumentative and defensive in various contexts. Focusing on listening and attempting to give him an opportunity to share his thoughts would be a useful start. Issues of authority are also likely to be at play here, so addressing this potential conflict early in the conversation would likely help build rapport and ensure a more accurate set of responses from Ben. The use of circular rather than direct questions may also help him open up and feel more willing to share information.



# Violence Risk Assessment

Given the case review nature of this assessment, information and analysis is limited to the review of reports and records shared.

Ben spent over twenty-five years incarcerated for sex-related crimes.

During his time at the college, Ben has connected well with staff, albeit with some venting and raising his voice at times. He generally seems to be following expectations. Staff have accommodated his behavior and set some limits, though recent behaviors show a change in the frequency and intensity of his emotions and frustrations.

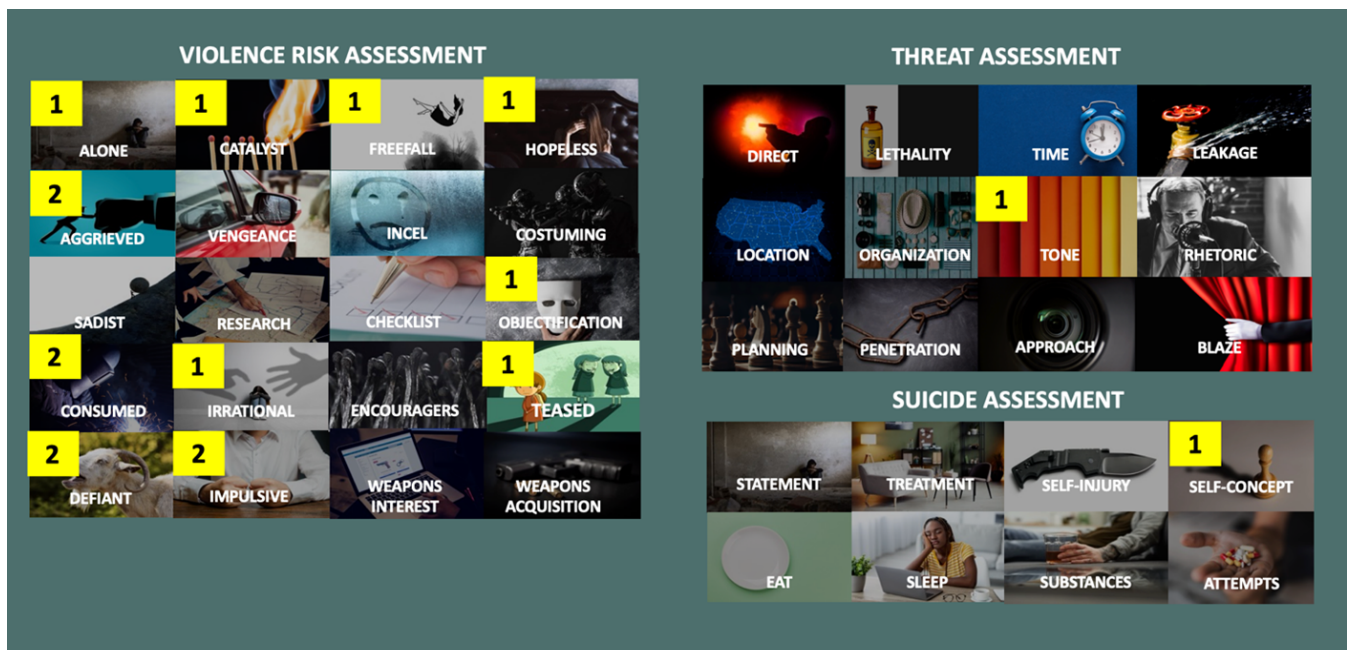
Staff have been helpful with Ben in the past and flexible with him when he was venting or having a difficult time. The staff was trying to be caring and supportive in working with Ben around his outbursts previously, but this may have added to Ben's confusion now. As his behaviors have increased to cause disruption, intimidation, and concern with staff and professors, there has been an increase in setting boundaries and sharing concerns. Without conduct reports leading up to the current BIT reports, we have lost the ability to address the issues before they reach a crisis point.

None of the reports provided contain a direct threat made against the staff. However, his behavior is concerning and against college community standards. It should be addressed through the student conduct process in a progressive manner to set clear expectations with Ben. In addition, if there are disability support services accommodations, staff should clearly outline for Ben what is reasonable to accommodate and what are the community expectations.

In the initial review, there is no mention of firearm access, suicidal behavior, hopelessness, or desperation. Given the rapid change in his behavior, it would be useful to determine if there have been other upsetting or difficult catalyst events. These might include job loss, legal problems, financial difficulties, loss of a relationship, potential loss of academic status, poor grades, substance use, psychiatric medication change, chronic illness, or other major life changes.

## DarkFox

Environmental stressors related to Ben's current conflicts and past incarceration are areas for concern. It is likely he has an overly negative view of himself in relationship to the campus and further exploration of suicidal thoughts should be explored.



- It is difficult for Ben to connect to others and make friends, and he finds little success in his efforts to change. Life is not progressing how he would like. He often experiences sadness and isolation, and his supports are beginning to fail (family, friends, work).
- Loneliness and sadness are common experiences. This leads to uncertainty about the future and difficulty focusing on daily tasks. Occasional teasing and bullying impact his feelings of self-worth. Negative feelings about his looks and age make it hard to fit in and develop friendships, and he can sometimes feel like an outsider.
- Odd or intrusive thoughts occur that make him worry and be noticed by others. Actual or perceived injustices frequently occupy his thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. A singular thought becomes all-encompassing, leading to an inability to be redirected or focused. This impacts his grades, work, and/or relationships as he rants about his ideas. A lack of empathy and consideration for others makes it difficult to maintain lasting friendships as well as work/school relationships.
- A recent legal difficulty has the potential to contribute to feelings of failure, hopelessness, and feeling trapped or cornered. Arrest by police and his lengthy prison history bring with them a potential for embarrassment, shame, anger, and financial distress. It could lead to feelings of worry about future criminal charges and a larger impact on academic progress. Upcoming conduct or discipline, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped. Upcoming deadlines that will be difficult to achieve and have the potential to contribute to feelings of failure, being overwhelmed, and trapped. Upcoming financial concerns may contribute to feelings of stress, hopelessness, failure, and low self-concept.
- There is a negative view of self related to looks, an outsider status, and/or a lack of friends. This may lead Ben to talk and post online more about sadness. Negative self-concept increases the overall risk of suicide. While loneliness and sadness are common experiences, they do increase the risk of suicidal thoughts. They may also impact his ability to make friends and increase supports and protective factors. Impulsive acting out continues to escalate and worsen, with difficulty focusing at school or work and numerous conflicts occurring. The combination of impulsivity, increased isolation, and a negative view of the future increases the risk of suicide.
- Upsetting changes and loss, such as HR actions, breakups, financial stress, and academic failures, have the potential to escalate plans of violence.
- The threat is vague but includes an angry and frustrated quality. The threat is designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threat. Given the presence of significant suicidal thoughts, any threats should be seen at a heightened level of concern given his chronic pain, hopelessness, and despair. He likely feels he has little to lose and if he is willing to take his own life, taking others with him to send a message or give meaning to his death should be considered.
- A lack of empathy and consideration for others makes it difficult to maintain lasting friendships as well as work relationships. Given his experiences with frequent rejection from others, there is a worry that he will never fit in. This leads to irritability or anger when upset. Negative feelings about his looks, age, or academic performance make it hard to fit in and develop friendships, and lead to feeling like an outsider at times. The combination of impulsivity, increased isolation, and a negative view of the future increases the risk of suicide.
- Actual or perceived injustices frequently occupy his thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. As a singular issue or behavior becomes the focus of his thoughts, it is increasingly difficult to look at issues in a balanced manner. Frequent

discussions occur about actual/perceived injustices and how others are to blame for the problems he is currently experiencing. These are carried as intense resentments and slights.

## Questions from the BIT

### Question #1: When would it be appropriate to share with an instructor his sex offender status?

I'd approach this question from two directions: can we and should we? The first one is relatively straightforward. Under FERPA, this is legitimate educational interest and part of the emergency exception policy.

In terms of the second question, it depends. I'd suggest the following questions to consider a course of action.

1. Why would we share this?
  - Is there a specific way having this information would help the faculty or staff feel safer or more at risk? As the current issues are not related to sexual violence, how would having this information help the faculty?
2. Who are we looking at sharing this with?
  - How will the professor handle the information?
  - Would it just be to one professor or all of them?
  - If you tell one professor, will you tell all his professors?
  - If you tell a professor or multiple professors, do you also have to notify staff?
3. Does the college routinely notify instructors or staff about criminal backgrounds? How has the college handled sex offender status on campus with the potential of children being on campus (daycare, staff/faculty children, hosted events)?

After considering these questions, I'm not sure why we would share this with faculty or staff. I don't see that it would help the case or reduce the liability of the college, as the current behaviors are unrelated to sexual predation or sexual violence. There is also the real possibility of the information spreading, leading to unforeseen reactions.

### Question 2: How to have a disciplinary meeting when the reporting parties are too frightened?

It's a challenge. Here's how I process the options:

- Option 1: Hold the conduct meeting based on an anonymous report or unnamed person. I know some campuses require a complainant, but there have been some exceptions. For example, if a student takes out a knife and stabs me in the arm while I'm teaching class, I don't have to file a report for the college to have a duty to move forward with a conduct case. It's an extreme example, but these kinds of cases get into the difference between what a college would like to see (a named complainant) versus what is required. You move forward with what you have.
- Option 2: Tell them it's part of their employment contract to report these kinds of behaviors. While uncomfortable, faculty and staff cannot avoid a job duty because of a concern of retaliation.
- Option 3: Listen to their concerns and support them, but hold that they need to bring the concerns forward and the school will take steps (as it does with every case) to ensure campus safety is present as needed.

I think option 3 is the best choice. The school has a risk if it does nothing here, so there isn't really an option to not have a conduct meeting. I suppose option 1 could work if you collected all the reports from the past few months and brought them forward anonymously in total, but I think you can see how that is potentially going to push against his due process. Additionally, I think if you found him guilty of everything that has occurred, the likely outcome is probation and a few days suspension, maybe an argument for him to comply with a threat assessment. I don't see a suspension here, even if he admitted to everyone in the reports.

His incarceration is the elephant in the room; people fear people who have been in prison for 25 years for a violent sex offense. However, there isn't anything I see in the case where he made a direct threat or acted violently to the staff. He has yelled, intimidated, and made them feel uncomfortable, but given the back and forth of the faculty and learning center accommodating this behavior (early on and to some extent), it will be difficult to make the case that he is an immediate danger based on what has been reported.

While I don't think coming at the faculty and staff in this case hard is a good approach, they really hurt this process by tolerating the behavior and skipping a conduct process related to community disruption early on. By skipping these meetings (not just BIT reports) and by not setting clear boundaries on behavior early (accommodating venting at some points and then not when it became busy or too much for some staff), we are at conduct square one when it comes to setting behavioral expectations.

### **Initial Recommendations**

- If Ben is on parole or probation, it would be useful to contact his PO or case manager to coordinate and discuss his escalating behavior at the college. They may be helpful in providing some of the additional information needed for this report.
- Staff and instructors should focus on setting clear boundaries and expectations about behavior in the classroom and in the learning center. This means not raising his voice or disrupting the class and listening to staff and professors when they redirect him to end disruptive or upsetting behavior.
- In addition to the BIT/CARE reporting, staff and faculty should be encouraged to make reports to student conduct when a student is misusing university services, disrupting the classroom, failing to comply with college staff/faculty direction, or yelling or arguing with students in class. These reports should provide Ben the opportunity for due process and set clear expectations for his behavior while on campus.
- Ben should receive a referral to counseling services for support.
- Talk with the previous college he attended to gather some past records of his behavior in the classroom and around campus. This should occur with a request to their BIT/CARE team and/or campus conduct department.
- Hold a conduct meeting based on these reports and set clear expectations for the student's behavior moving forward.

### **Case Management/Counseling Recommendations**

- Given his difficulty connecting with others and making friends, efforts should be made to help Ben connect to groups such as a community center, library book club, athletic pick-up games, running or biking club, gym, martial arts, a club around a hobby interest, trivia night, religious study, or social justice group.
- As change creates a sense of uncertainty and fear about the future, it is important to support and praise early steps in the right direction and help overcome obstacles.

- Identifying ways to strengthen existing resources and looking for additional support for his change would help address the sadness and isolation he is experiencing.
- Offer encouragement to help Ben appreciate that it will not always be like this in his life and that the future has opportunities for him to change his behaviors to be successful.
- Given his tendency to assign blame quickly to others and become overwhelmed with intense feelings related to real or perceived injustices and mistreatment, encouraging Ben to talk calmly and without judgement or defensiveness about his thoughts may help him feel less combative and challenged. This could occur in community counseling or supportive activities like sports, trivia night, book club, martial arts, religious or social justice organizations, hobbies, or clubs.
- A growing lack of empathy toward others and the escalation to a 'me vs. the world' philosophy should be countered with opportunities to both share and be understood and listen to others. Ben will likely be entrenched in this viewpoint and reluctant to consider change.
- Social isolation will likely escalate if he continues to rant and blame others for their problems. This may occur with women due to a lack of dating opportunities as well as with work colleagues, supervisors, family, and friends. Help Ben explore how his current behavior is leading to unwanted outcomes in his life. This development of discrepancy between his behavior and its outcome is also taught through motivational interviewing, a therapeutic approach to working with stuck or difficult people.
- Work performance and attendance, family and friendships are suffering because of how Ben interacts with others. While difficult, a referral to counseling or conversations with a mentor, coach, religious leader, sponsor, or trusted person may help return him to a balanced perspective.

Thank you,

A handwritten signature in black ink that reads "Brian Van Brunt". The signature is written in a cursive, flowing style.

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### RESUBMIT FOR REPORT

Skulks

#### - Your Responses

Birth year: 1972  
TBI: Not entered

Gender: Man  
IEP: Not entered

Veteran: Not entered

Assessment data sources: teachers, classmates, staff, school records, PBIS/CARE team records, police report, a search of wants/warrants, direct observations

Difficulties/loss within the last 1-2 months: legal trouble (lawsuit), arrested by police

Current challenges: pending or likely discipline action at school, difficult upcoming deadlines, increasing risk of financial stress/loss

#### Violence Risk Assessment:

Alone: 1	Catalyst: 1	Free Fall: 1	Hopeless: 1
Aggrieved: 2	Vengeance:	Incel:	Costuming:
Sadist:	Research:	Checklist:	Objectification: 1
Consumed: 2	Irrational: 1	Encouragers:	Teased: 1
Defiant: 2	Impulsive: 2	Weapons Interest:	Weapons Acquisition:

#### Threat Assessment:

Direct:	Lethality:	Time:	Leakage:
Location:	Organization:	Tone: 1	Rhetoric:
Planning:	Penetration:	Approach:	Blaze:

#### Suicide Assessment:

Statement:	Treatment:	Self-injury:	Self-concept: 1
Eat:	Sleep:	Substances:	Attempts:

#### - Summary

It is difficult for them to connect to others, make friends, and they find little progress in their efforts to change. Life is not progressing how they would like. They often experience sadness and isolation, and their supports are beginning to fail (family, friends, work). Loneliness and sadness are common experiences. This leads to an uncertainty about the future and difficulty focusing on daily tasks. Occasional teasing and bullying impact their feelings of self-worth. Negative feelings about their looks make it hard to fit in, develop friendships, and leads to feeling like an outsider at times.



Odd or intrusive thoughts occur that make them worry and are noticed by others. Actual or perceived injustices frequently occupy their thoughts and conversations. Others are blamed and these resentments will not be easily overcome or forgiven. A singular thought becomes all encompassing, leading to an inability to be redirected or focused. This impacts their grades, work, and/or relationships as they rant about their ideas. A lack of empathy and consideration for others makes it difficult to maintain lasting friendships as well as work/school relationships.

A recent legal difficulty has the potential to contribute to feelings of failure, hopelessness, and feeling trapped or cornered. Arrest by police brings with it a potential for embarrassment, shame, anger and financial distress. It could lead to feelings of worry about future criminal charges and a larger impact to academic progress. Upcoming conduct or discipline, such as suspension, presents future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped. Upcoming deadlines that will be difficult to achieve and have the potential to contribute to feelings of failure, being overwhelmed and trapped. Upcoming financial concerns may contribute to feelings of stress, hopelessness, failure, and low self-concept.

There is a negative view of self-related to looks, an outsider status, and/or a lack of friends. This leads them to talk and post online more about sadness. Negative self-concept increases the overall risk of suicide. While loneliness and sadness are common experiences, they do increase the risk of suicidal thoughts. They may also impact their ability to make friends and increase supports and protective factors. Impulsive acting out continues to escalate and worsen, with difficulty focusing at school or work and numerous conflicts occurring. The combination of impulsivity, an increased isolation, and a negative view of the future increases the risk of suicide.

Upsetting changes and loss, such as HR actions, breakups, financial stress, and academic failures, have the potential to escalate plans of violence.

The threat is vague but includes an angry and frustrated quality. The threat is designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threat. Given the presence of significant suicidal thoughts, any threats should be seen at a heightened level of concern given their chronic pain, hopelessness, and despair. They likely feel they have little to lose and if they are willing to take their own life, taking others with them to send a message or give meaning to their death should be considered.

### - Vulnerability

### MODERATE

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

#### Interventions

- As change creates a sense of uncertainty and fear about the future, it is important to support and praise early steps in the right direction and discuss ways to help them overcome obstacles.
- Identifying ways to strengthen existing resources and looking for additional supports to their change would help address the sadness and isolation they are experiencing.
- Offer encouragement to help them appreciate that it will not always be like this in their life and the future is full of opportunities to change and adjust their behaviors to be more successful.
- Given their difficulty connecting with others and making friends, efforts should be made to help them connect to groups such as an athletic team, running club, book club, gym, martial arts, a club around a hobby interest, trivia night, religious study, or social justice group.
- On the systems level, identify sources of teasing and bullying and look for ways to reduce these behaviors through programming and education.

### - Negative Thoughts

### HIGH

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

#### Interventions

- Given their tendency to assign blame quickly to others and become overwhelmed with intense feelings related to real or perceived injustices and mistreatment, encouraging them to talk calmly and without judgement or defensiveness about their thoughts may help them feel less combative and challenged. This could occur in counseling, group therapy, or supportive activities like sports, trivia night, book club, martial arts, religious or social justice organizations, hobbies, or clubs.
- They experience a profound lack of empathy and understanding of other people's perspective and agency. This likely will continue to escalate, creating a 'me vs. the world' philosophy and should be countered with opportunities to share and be understood, as well as listening to others and understanding. They will likely be entrenched in this viewpoint and reluctant to consider change.
- Social isolation will likely escalate if they continue to rant and blame others for their problems. This may occur with women due to a lack of dating opportunities as well as with classmates, work colleagues, family, and friends. Help them explore how their current behavior is leading to unwanted outcomes in their life. This development of discrepancy between their behavior and its outcome is also taught through motivational interviewing, a therapeutic approach to working with stuck or difficult people.
- Grades, work, family, and friendships are suffering because of the way they are interacting with others. While difficult, a referral to therapy or conversations with a mentor, coach, religious leader, sponsor, or trusted person may help return them to a balanced perspective.

### - Environmental Stressors

### EXTREME

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

#### Interventions



- As they struggle to adjust to legal troubles, a trusted adult and/or school counselor may be helpful in developing a plan for how to best navigate legal problems. Advice could also be provided on alternatives to allowing stress, anger, and frustrations to translate into negative actions.
- The upcoming discipline actions or suspension from school have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.
- Future deadlines that will be hard to accomplish will likely have a 'pile up' effect that will add to feelings of stress and being overwhelmed. Identify ways to look for accommodations or alternative plans to accomplish deadline goals.
- Given the nature of upcoming financial challenges, helping them plan ways to better manage their finances and develop a plan to save for unseen events could improve their stress and feelings of despair and hopelessness. This could be accomplished through a referral to a financial planner and/or accessing some services that may be available at the school.

#### - Suicidality

**HIGH**

SUICIDALITY brings together STATEMENT (low), EAT (low), SLEEP (low), TREATMENT (low), SELF-INJURY (low), SUBSTANCES (low), SELF-CONCEPT (moderate), ATTEMPTS (low), HOPELESS (moderate), IMPULSIVE (high), WEAPONS ACQUISITION (low) and VETERAN STATUS (unsure). Suicide is best understood as an idea to action process, where thoughts and ideas such as disappearing, feeling trapped, and wanting to die lead to suicide attempts, self-injury, skipping medication, and inpatient hospitalization. Additional changes to eating and sleep can further increase the risk of suicide as can previous attempts and self-injury. Substance use can dull emotions or escalate suicide risk due to an increase in impulsivity, particularly if they have access to weapons. Suicidality and hopelessness are some of the highest risk factors for targeted violence as the person has lost all social regulation for their behavior and any hope of a positive outcome for their future.

#### Interventions

- There is a sense of isolation and negative self-concept and they may experience teasing and a lack of friends. While they may be resistant to positive comments and praise, there should be an encouragement of hope that things will improve. A referral to the school guidance office, outpatient therapy, or talking with a trusted adult if they are reluctant to engage in therapeutic support.
- Hopelessness in the form of loneliness and sadness can be a contributing factor to more extreme action. Helping them talk about what increases these feelings, identifying triggers that make their feelings worse and what helps them feel more connected and optimistic about a positive future is recommended. This can be accomplished through a conversation with a supportive adult, school, or work staff.
- Impulsive behaviors often occur when they are triggered by an outside event or when they experience frustration or anger they cannot control. Talk with them about alternative strategies when they encounter something they cannot change or that annoys them. Reducing impulsive action is best achieved through identifying the triggering event, adjusting their belief about what they are experiencing, and selecting an alternative behavior. This can be accomplished through talking with a trusted adult, school counselor, work supervisor, colleague, human resources, or the EAP.

#### - Attack Preparation

**LOW**

ATTACK PREPARATION brings together WEAPONS INTEREST (low), RESEARCH (low), PLANNING (low), ENCOURAGERS (low), COSTUMING (low) and VETERAN STATUS (unsure). A target is being considered and they have begun researching, planning, and considering different weapons to be used in the attack. The injustices and grievances they have endured drive them forward with the plan and they are encouraged by others (often in online groups) to escalate the attack plan. The preparation often offers some emotional release and feeling of calm as they struggle with isolation, frustration, and hopelessness about life.

#### - Attack Approach

**LOW**

ATTACK APPROACH brings together WEAPONS ACQUISITION (low), CATALYST (moderate), CHECKLIST (low), PENETRATION (low), APPROACH (low), SADIST (low), VENGEANCE (low) and VETERAN STATUS (unsure). Approach behaviors are those that occur prior to an attack and can be seen as the physical acting out of preparations. Weapons are selected and acquired for the attack, countermeasures for security of the target are devised and a checklist for preparation is created. Events have occurred in their life that have increased stress, feelings of hopelessness.

#### - Threat

**MODERATE**

THREAT brings together DIRECT (low), ORGANIZATION (low), LETHALITY (low), TIME (low), LEAKAGE (low), LOCATION (low), TONE (moderate), RHETORIC (low), PLANNING (low), APPROACH (low), BLAZE (low), VETERAN STATUS (unsure), and SUICIDE. Threat indicates the overall severity of a threat that has been made. Someone has the potential to be violent even without making a threat, however threats that are made provide insight into the planning prior to a potential attack. Threat gathers information together about the time and location of an attack, the lethality or dangerousness of the threat, and if planning or approach has begun. Information about the transient or substantive nature of the threat is gathered through the tone and rhetoric of the threat.

#### Interventions

- There are some occasions where a level of threat is raised even when the person has not made a direct threat. This can occur when they have higher risk status (like a veteran), the presence of a moderate or high suicide risk or a lethality risk. Conversations should occur with school authorities and parents. Consider an open-source intelligence review to determine if there are concerning social media posts. A coordinated response with the BIT/CARE and/or threat team would be advised.

PRINT

RESET

# D·PREP

## SAFETY DIVISION



For more information, contact [brian@dprep.com](mailto:brian@dprep.com)

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

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