

ADVANCED THREAT SERIES



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FOR CARE AND THREAT TEAMS

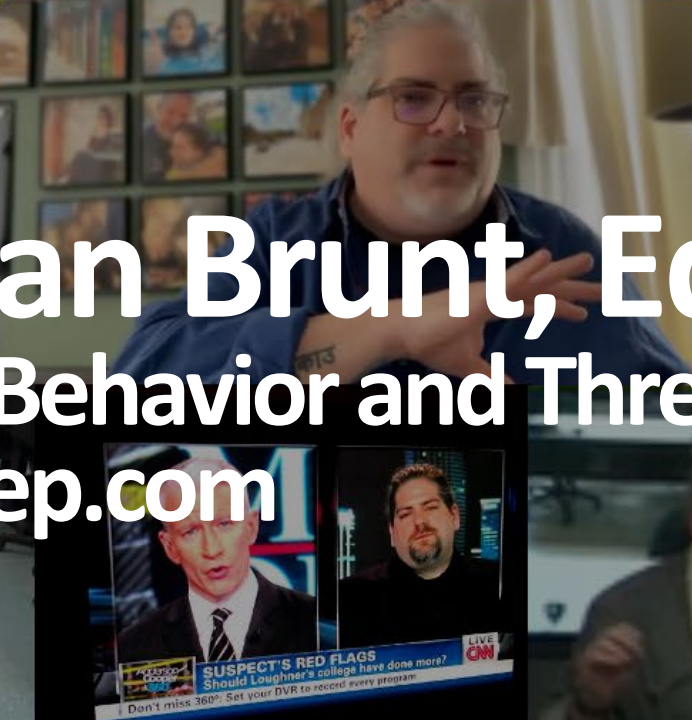
D·PREP
SAFETY DIVISION

Understanding and Addressing Incel Violence

Understanding and Addressing White Supremacist Violence

The Analysis of Written and Social Media Threat

**Inside the Mass Shootings Community: Threat References,
Connections and Themes**



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Agenda

- ✓ Overview of Inceldom
- ✓ Terminology
- ✓ Incel Risk Rubric
- ✓ Case Examples
- ✓ IIR in Practice
- ✓ Treatment & Risk Mitigation

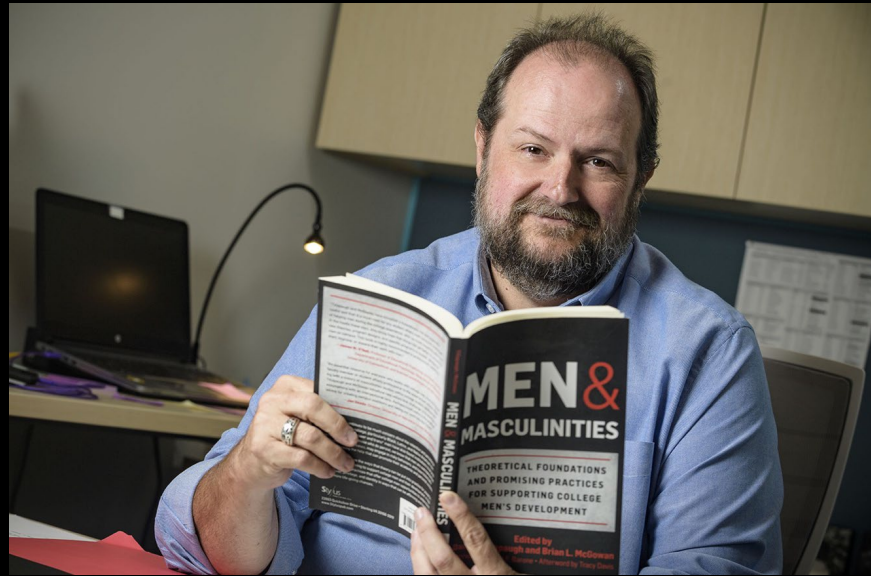


Oude Kerk, Amsterdam

Understanding and Treating Incels

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

Brian Van Brunt and Chris Taylor

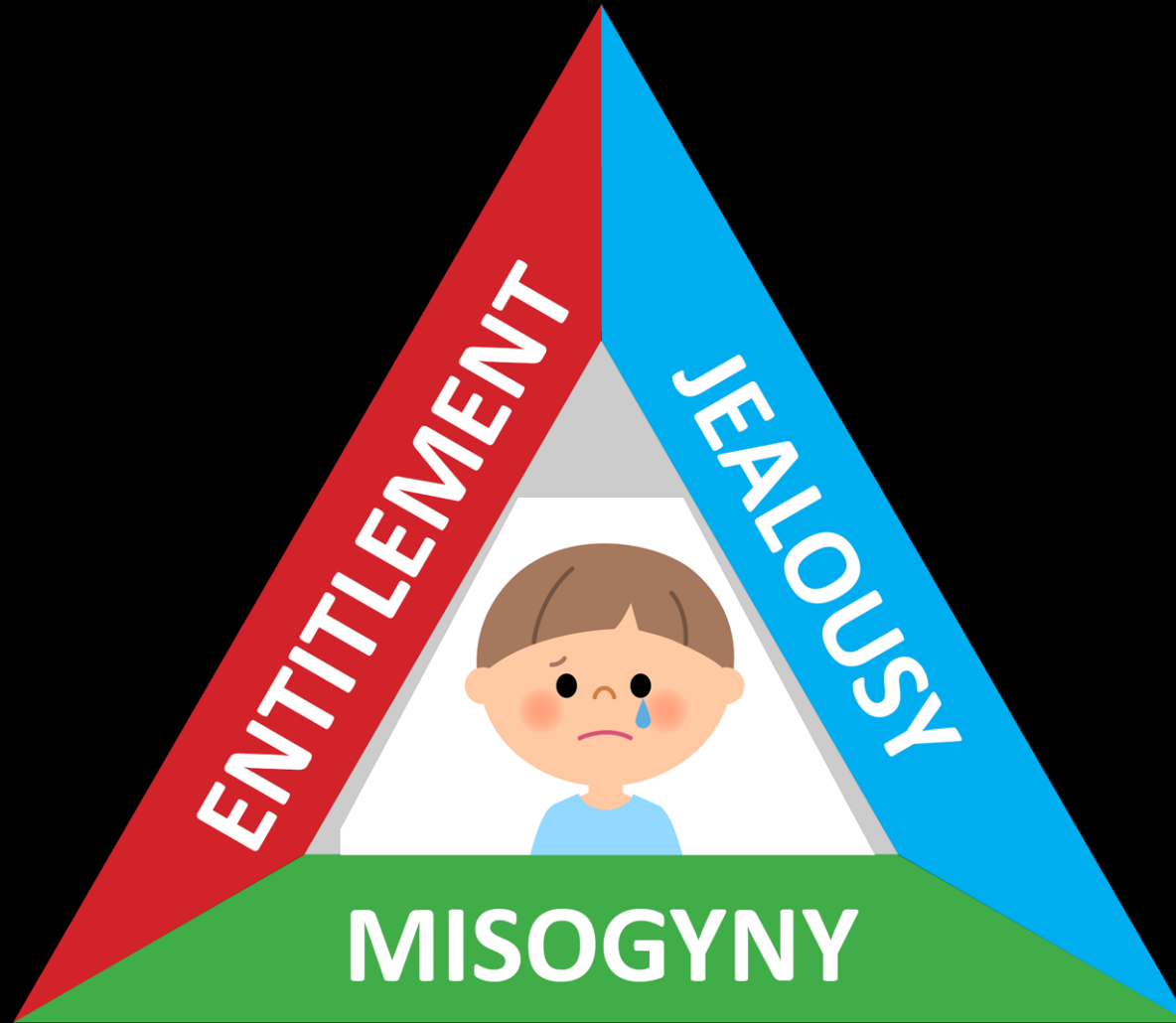


Incel

This term stands for “involuntary celibate” and represents a range of thinking and behaviors from social awkwardness and difficulty forming connections with women to hardline misogyny and active threats to punish them for rejecting the person’s attempts at dating.



Incel



The heart of the
movement
parallels the sad
marionette





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

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





**And
someday
you'll be a
real boy**

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





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

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Swayambhunath, Nepal

APPENDIX H

Incel Terms and Descriptions

Alpha Male	A bold, confident leader, opposite of a Beta	Femoid/Foid	Demeaning term referring to women as less than human
AMOG	“Alpha Male of Group”	FOOS	“Fall on One’s Sword”
Becky	An average young woman, subordinate to a Stacy in looks and status	Go ER/ER/Go Rodger	To go on a killing spree, like Elliot Rodger; the the letters E and R are sometimes capitalized in unrelated words (i.e. sEcuRity)
Betabux	A romantic relationship in which the man provides financially for his partner; often used to imply that the woman is only with him for his money	Heightpill	A subset of blackpill, which suggests women are primarily drawn to tall men
Beta Male	A weak man; the opposite of an alpha	Incel/Inkwell	Involuntarily celibate man; common subsets include: Baldcels: Bald or balding Currycel: Indian Clowncel: Identifies with and admires the Joker from <i>Batman</i> Fakecel: Pretending to be incel to be edgy or to fit in Framecel: A man with the bone structure of a young teen
Big Black Cock Theory (BBC)	The theory that black men are inherently more virile and sexually appealing, making them able to “dickmog” (see mogging) other races		
Blackpill	The belief that genetics predetermine one’s status and desirability; women are only attracted to those with superior genes		

Bluepill	A term taken from the Matrix movies that generally means to ignore reality; in this context it is the belief that relationships are formed based on compatibility and kindness and respect toward women		Gymcel: Believes he can compensate with muscles Heightcel/Shortcel: A short man who is an incel because of his height Mentalcel/ medcel: Has psychological illnesses or medical issues
-Cel	This suffix can be used to define one's subset within the incel community based on physical features, interests, race, or defining traits (e.g., a gingercel is an incel who has red hair)		Workcel: Too preoccupied with work for a relationship
Chad	An ideal male specimen; Chads can attract nearly all women easily; ethnic counterparts are Tyrone (black), Chaddam (Arab), Chadpreet (Indian), Chang (East Asian)	Juggernaut law	The theory that you can't stop a woman's dating potential; unattractive and flawed women make men feel like they have a chance, so they will still have their pick of men
Chadfish	Pretending to be an attractive man in your photos when you are not one	LDAR	"Lie Down and Rot"
Cope	Adopting a false but comforting belief to avoid the harsh truth; often used by trolls to mock everyday activities	-Maxx/-Maxxing	An attempt to improve dating chances by improving an aspect of one's life (e.g., looksmaxx)
		Mewing	An attempt to improve one's jawline by holding the tongue hard against the roof of the mouth; created orthodontist Mike Mew

Cuck	Short for cuckold, this is a man with an unfaithful wife/girlfriend; also used for men who are considered weak or servile and often used as a derogatory term for men with moderate or progressive views	Mog/Mogging	The shortened form of AMOG, to mog is to be more good-looking or superior in some way
Day of Retribution	Idealized day in which incels will strike back against Chads and women; also referred to as “Beta Uprising” or “Incel Rebellion”	My Twisted World	Name of Rodgers’ manifesto, which is often seen as a basis of incel philosophy
		NEET	“Not in education, employment, or training”
		Noodlewhore	An Asian woman

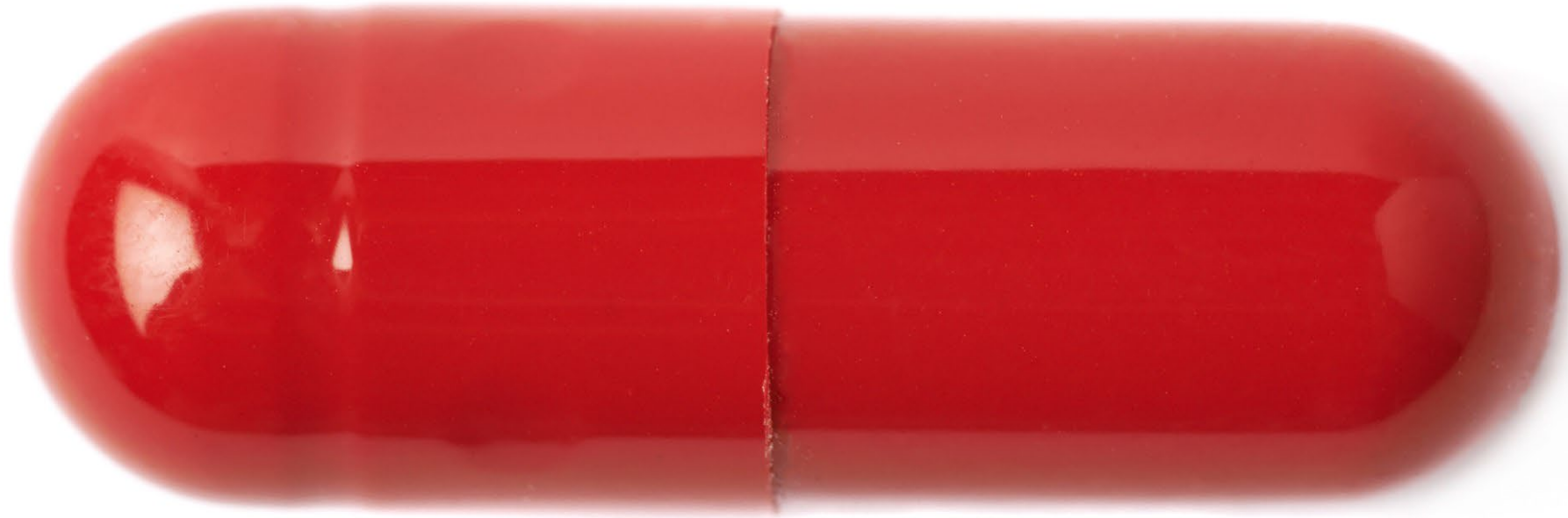
Chad





Stacy

Red Pill

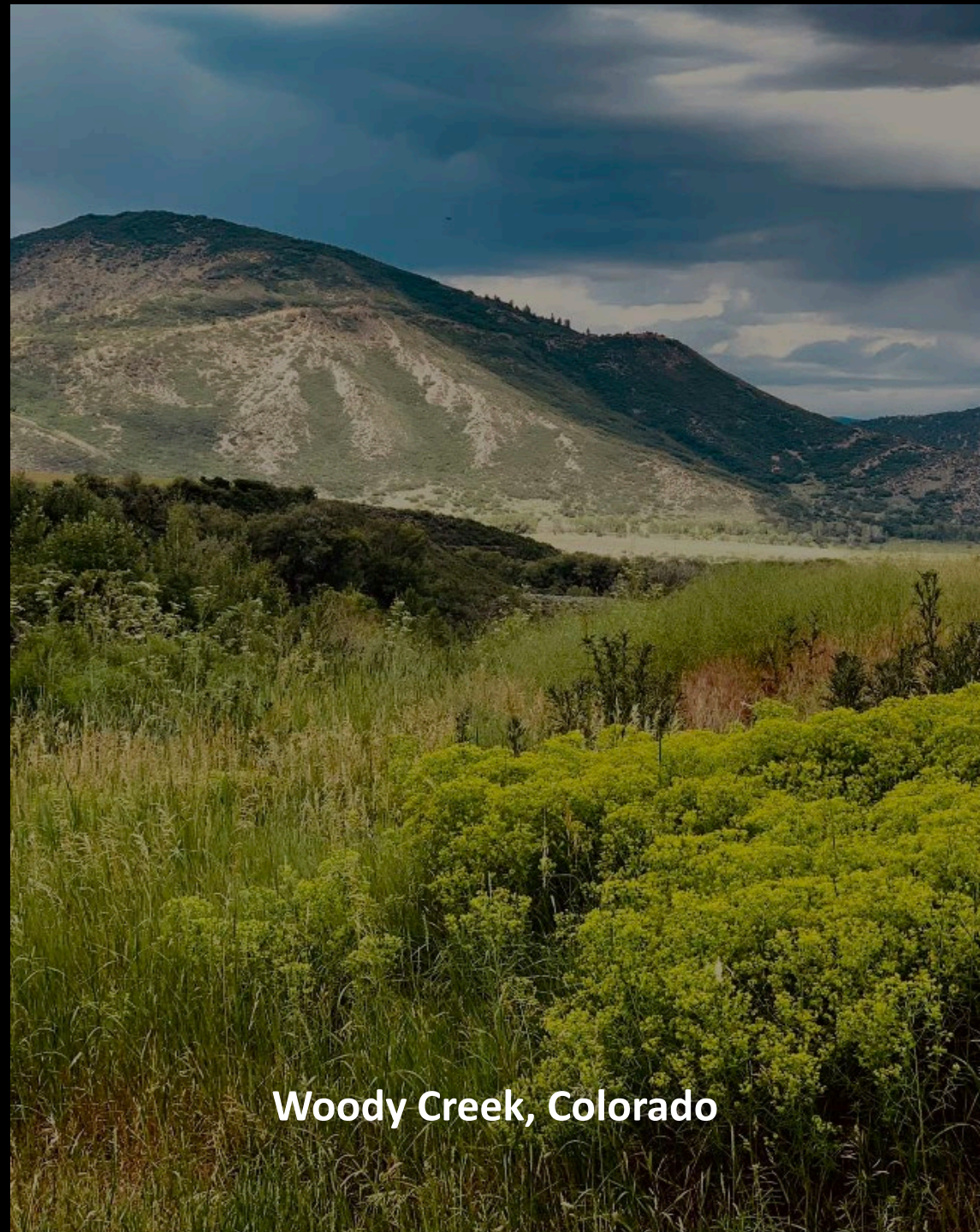


Black Pill





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Woody Creek, Colorado



**Assessing the
Level of
Incel Indoctrination**

**Determining Presence
of Risk Factors and
Stabilizing Influences**

**Analyzing the
Movement Toward
Action**





Thinking

1. Misogyny
2. Racism
3. Blackpill
4. Inaccurate Self-concept
5. Fame seeking



Feeling

6. Rage
7. Hopelessness
8. Catastrophe
9. Disability
10. Abandoned



Behavior

11. Approach behaviors
12. Howling
13. Suicide
14. Past Attacks
15. Redpill



Environment

16. Incel Materials
17. Rejection
18. Bullied
19. Failure to change
20. Freefall



Thinking

Thinking qualities are related to cognitions the individual has that increase the buy-in to the incel worldview. These beliefs are often hardened and inflexible, supported by online discussion boards and those the individual surrounds himself with on a daily basis.

- 1. Misogyny:** Here the individual has an over-arching, negative and limited view of women. He describes women in an objective, one-dimensional manner and see the heart of their worth as a sexual possession. This often manifests in seeing women in a binary, like Madonna or whore, saint or sinner, Stacy or Becky. He sees a woman's beauty through a Caucasian, euro-centric perspective (e.g., blonde, tall, blue eyes). When these women are outside of his reach, the only access the incel believes he has is through killing Chads or raping Stacys.
- 2. Racism:** There is a lack of appreciation for diversity or any divergence and a sense of superiority of the white race over all others. This would also include anti-Semitic beliefs, homophobic, and transphobic beliefs.
- 3. Blackpill:** There is an acceptance of the superiority in the genetic characteristics of the alpha male and female. He accepts the futility of the biological fate he has been assigned and lives with a sense of hopelessness, inferiority, and growing rage at the lack of sexual prospects available to him. Given the fatalistic view of this thinking, their only access to women becomes killing Chads or resorting to Stacy rape fantasies.
- 4. Inaccurate Self-Conception:** This bi-furcated construct exists on two extremes on a spectrum. On the one end, the faulty view of self is overly negative and leads to low self-esteem and value. On the other end, he sees himself as all-powerful and possesses an overly inflated sense of value and entitlement.
- 5. Fame seeking:** There is a larger desire to achieve fame and make a statement, to be the chosen one with a sense of purpose that aluded him throughout his life. This may come at the end of a long struggle where they find worth in the idea of communicating a larger message to society to set things right and un-mask the injustices they have endured.

Feelings/Emotions

These are the sentiments and corresponding reactions to their thoughts or experiences from others. They are often intense feelings that drive behaviors.

- 6. Rage:** There is an intense anger and rage directed toward women, alpha males, other non-white males seen as “less than,” and/or the society at large for contributing to his marginalized status without a chance for redemption.
- 7. Hopelessness:** A pervasive sense of sadness and desperation at the prospective of considering the future. There is a sense of futility and desperateness regarding any positive change in the future
- 8. Catastrophe:** Unfortunate negative events such as a breakup or difficulty obtaining a first date are given a larger, catastrophic emphasis that provide a frame for the individual being a worthless failure.
- 9. Mental or Physical Disability:** A mental or physical illness that creates an increased difficulty in social connection with both interaction and reading social cues. There is a difficulty in understanding the rules of flirting and he struggles to form relationships. This most commonly is related to Asperger’s/Autism Spectrum Disorder (ASD), depression, social anxiety or personality disorders.
- 10. Abandoned:** Pervasive feelings of being misunderstood, neglected, abandoned or deserted. He feels alone in the world and that no one seems to care about his troubles or descent into increasing pain.

Behavior

These behaviors are often the outward manifestations of the cognitions, feelings and emotions. Behaviors are particularly important as they relate to the risk factors outlined in chapter eight and provide observable data that can be consistently acted upon by a BIT/CARE team.

- 11. Approach Behaviors:** A term first coined by Meloy (2014), this describes behaviors that threaten others. They are often impulsive, affective, adrenaline filled actions that should be seen as approach behaviors moving toward harming attractive women, the alpha males who have them and a society that unjustly supports this biological deck stacked against the incel.
- 12. Howling:** A term coined by Calhoun and Westin (2009), howling refers to conditional, transient threats that are made against others primarily to intimidate and to force a fight, flight, or flee reaction. This howling often occurs on social media.
- 13. Suicide:** The person makes a suicide attempt or statement. This is often done out of frustration and may be an attempt to control and influence a woman or others. These suicide attempts can occur frequently and are often related to the incel's frustration in dating relationships
- 14. Past Attacks:** He references past attacks, shootings or negative actions toward women to praise to other violent actors. This can occur in writing, on social media or be spoken to friends, classmates and co-workers. This may include an infatuation with prior killers/actors and collecting information about them.
- 15. Redpill:** He seeks to change his behavior, status or worth through physical exercise, cosmetic surgery, or obtaining wealth to attract women. He believes these efforts will make a less genetically worthy male be able to obtain a higher rated female through altering aspects of his appearance, increasing wealth or status.

Environmental

These environmental factors represent historical and cumulative experiences that further escalate the individual toward isolation, hardened thoughts and potential violence.

- 16. Incel Materials:** He is frequently exposed to incel and/or white supremacist/nationalist, homophobic, ableist, ageist, transphobic, or anti-Semitic ideas through peers, media, and family messaging and/or websites and discussion boards. Alternative viewpoints are routinely dismissed without exploration or empathy.
- 17. Rejection:** Women reject advances from the person related to sexual approach with the assumed reason being related to genetics, lack of women's interest, or their preference for males who are superior.
- 18. Bullied:** He is teased about his appearance, especially being sexually unattractive or unable to find a sexual partner. This bullying often occurs in front of others, further escalating his difficulty finding connections with others and embarrassing him, causing feelings of negative self-worth or lack of acceptance from others.
- 19. Failure to Change:** Previous attempts at changing thoughts or behaviors have been met with frustration and exacerbation. These change attempts are often steps in the right direction such as attending therapy, learning more about dating from apps or self-help books, and listening to and connecting with friends.
- 20. Free Fall:** He exhibits a low sense of self-worth and has experienced difficulty finding acceptance from others, such as friends or parents. There may have been abuse, traumatic loss, or family change/discord, all feeding into feelings of worthlessness.

INCEL

This term stands for “involuntary celibate” and represents a range of thinking and behaviors from social awkwardness and difficulty forming connections with women to hardline misogyny and active threats to punish them for rejecting the person’s attempts at dating.

Moderate	High	Extreme
<ul style="list-style-type: none">• Frustrated, no social/dating success• Unsure socially, easily embarrassed• Bullied/teased when trying to connect	<ul style="list-style-type: none">• Blames society/women for difficulties• Increasingly hopeless for future• Poor self-concept; thinks no one cares	<ul style="list-style-type: none">• Giving up, isolation, hopeless, angry• Anger toward women, misogynistic• Extreme disconnection; us vs. them

- How important is it to find someone to date and be with sexually?
- What are some of the roadblocks to dating and connecting with others?
- Do you think you have something valuable you can share in a relationship?
- How does society need to change to create an improved playing field?
- What would you tell a friend is the best way is to approach someone they want to date?

Oregon Safeway Grocery Store, 2022

A frequent topic in the diary is the writer's yearning for “love” and how he was unable to find it. He wrote that he believed he would meet his soulmate who “doesn't exist here” and he would “have to cross over to the other side to finally meet her.” The shooter ends the diary with a final goodbye note, the lyrics of several songs in full, and a series of photos.

Research Support

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Scaptura, M. & Boyle, K. (2019). Masculinity Threat, Incel Traits, and Violent Fantasies Among Heterosexual Men in the United States. *Feminist Criminology*.

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Akihabara, 2008

“I don't have a single friend and I won't in the future. I'll be ignored because I'm ugly... If I had a girlfriend, I wouldn't have just left my job or be addicted to my cellphone. A man with hope could never understand this.”

LA Fitness, 2009

“Last time I slept all night with a girlfriend it was 1982. Proof I am a total malfunction. Girls and women don't even give me a second look ANYWHERE. There is something BLATANTLY wrong with me that NO goddam person will tell me what it is.”

Incel Indoctrination Rubric (IIR): Summary and Research

THINKING		
1. Misogyny	He has an over-arching, negative and limited view of women. He describes women in an objective, one-dimensional manner and sees the heart of their worth as that of a sexual possession. He rates their worth on a 1-10 scale. This item encompasses homophobic and transphobic beliefs.	1, 2, 3, 5, 7-14, 16, 18-25, 27, 29, 31-33, 35-43, 45-48, 50
2. Racism	There is a lack of appreciation for diversity or any divergence from the straight, white, cisgender ideal and a sense of superiority of the white race over all others. This would also include antisemitic beliefs.	6, 7, 11, 18, 20, 21, 24, 27, 29, 37, 38, 41, 45, 49
3. Blackpill	He believes that genetics predetermine his status and desirability and cannot be overcome. He has a sense of inferiority, hopelessness, and growing rage at the lack of sexual prospects available to him.	1, 3-5, 9, 10, 13, 18, 19, 21, 24, 25, 29, 39, 41, 43, 45-47
4. Inaccurate Self-Concept	This bi-bifurcated construct exists on two extremes on a spectrum – either an overly negative self-worth that leads to low self-esteem and value or an overly inflated sense of value and entitlement.	2, 4, 10, 11, 14, 15, 18-22, 24, 25, 27-33, 35, 37-39, 41, 43, 45, 47
5. Fame Seeking	There is a strong desire to achieve fame and make a statement. He thinks that he is the chosen one, with a sense of purpose that has alluded him throughout his life. He often finds worth in the idea of communicating a message to society to set things right and unmask the injustices he has endured.	2, 5, 7, 8, 11, 13, 14, 18-21, 23-25, 27-33, 35, 37-41, 43, 46, 48
FEELING		
6. Rage	There is an intense anger and rage directed toward women, alpha males, other non-white males (seen as "less than"), and/or the society at large for contributing to his marginalized status without a chance for redemption. He feels justified because of the unfairness of his situation and the need for revenge.	1, 3, 5, 9-11, 13, 14, 16-21, 24, 25, 27-31, 33, 36-38, 43, 39, 40, 41, 43-45, 47, 48, 50
7. Hopelessness	He experiences a pervasive sense of sadness and desperation at the prospective of considering the future. There is a sense of futility and desperateness regarding any positive change in the future.	1, 3, 6, 9, 10, 13-22, 24, 25, 28, 29, 32, 33, 36-39, 41, 43, 47
8. Catastrophe	Unfortunate negative events, such as a breakup or difficulty obtaining a first date, are given a larger, catastrophic emphasis that provides a frame for the individual seeing himself as a worthless failure.	1, 5, 8-11, 13-16, 18-22, 24, 25, 27-30, 32-35, 37-39, 41-43, 47
9. Disability	There is a mental or physical illness or disability that creates an increased difficulty in social connection with both interaction and reading social cues. Because of this, he struggles to form relationships.	1, 2, 3, 10, 15, 18, 20, 22, 24, 26, 29, 37-39, 42, 44
10. Abandoned	He experiences pervasive feelings of being misunderstood, neglected, abandoned or deserted. He feels alone in the world and that no one cares about his troubles or descent into increasing pain.	1-4, 7-10, 13-15, 18-22, 24, 25, 28, 29, 32, 33, 37-39, 41-43, 47
BEHAVIOR		
11. Approach Behaviors	A term first coined by Meloy (2014), this describes behaviors that threaten others. These behaviors are often impulsive, affective, adrenaline filled actions moving toward harming attractive women, alpha males who date them, and a society that unjustly supports the biological deck stacked against the incel.	3, 12-14, 16-18, 20-22, 24, 27, 31-33, 35-41, 44, 50
12. Howling	A term coined by Calhoun and Westin (2009), howling refers to conditional, transient threats that are made against others primarily to intimidate and to force a fight, flight, or flee reaction. He frequently expresses frustration toward women, alpha males, and/or society at large, often on social media.	1, 5, 10, 12, 14, 15, 18, 20, 22, 24, 27-30, 36-43, 47, 48, 50
13. Suicide	He makes a suicide attempt or statement (often as a threat of murder/suicide). This is often done out of frustration and may be an attempt to control and influence a woman or others. These suicide attempts can occur frequently and are often related to the incel's frustration in dating relationships.	1, 3-6, 10, 11, 13, 14, 16-18, 20-22, 24, 26, 28, 29, 32, 35-39, 41, 43, 46, 47, 49
14. Past Attacks	He references past attacks, shootings or negative actions toward women to praise other violent actors. This may include an infatuation with prior killers/actors and/or collecting information about them.	2, 13, 22, 24, 28, 29, 32, 37-39, 41, 45, 50
15. Redpill	He seeks to change his appearance, behavior, status or worth through physical exercise, cosmetic surgery, or obtaining wealth in order to overcome his genetic deficiencies and attract women.	8, 10, 13, 14, 21, 23, 24, 28, 37, 39, 40
ENVIRONMENT		
16. Incel Materials	He is frequently exposed to and engages in incel, white supremacist/nationalist, homophobic, transphobic, ableist, ageist, and/or antisemitic ideas through peers, media, family messaging and/or online.	3, 21, 22, 24, 27, 29, 30, 34, 37-39, 41, 46
17. Rejection	Women reject sexual or romantic advances from him with the assumed reason being related to his genetics, lack of women's interest, or their preference for men who are superior. These continued rejections feed into his feelings of futility at attempts at change or continued efforts to attract women.	1, 3, 7-11, 13, 15, 17-22, 24, 25, 27, 29, 32-34, 37-39, 41, 43-45, 47
18. Bullied	He is often teased about his appearance, sexual unattractiveness or inability to find a sexual partner. Bullying often occurs in front of others, causing feelings of negative self-worth or lack of acceptance.	1, 2, 9, 11, 15, 18, 19, 21, 22, 24, 28, 29, 32, 38, 39, 47
19. Failure to Change	Previous attempts at changing thoughts or behaviors in the pursuit of romantic or sexual relationships have been met with frustration and exacerbation, leading to an unwillingness to continue these efforts.	5, 8-10, 13, 14, 16, 18-22, 24, 28, 29, 32, 36-39, 42, 43
20. Free Fall	There may have been abuse, traumatic loss, or family change/discord, all feeding into feelings of worthlessness. Often a triggering event leads to an increase in anger or tendencies toward violence.	1, 2, 5, 6, 9, 13, 14, 16, 18-22, 24, 26, 28, 29, 32, 33, 37-39, 42, 43, 47



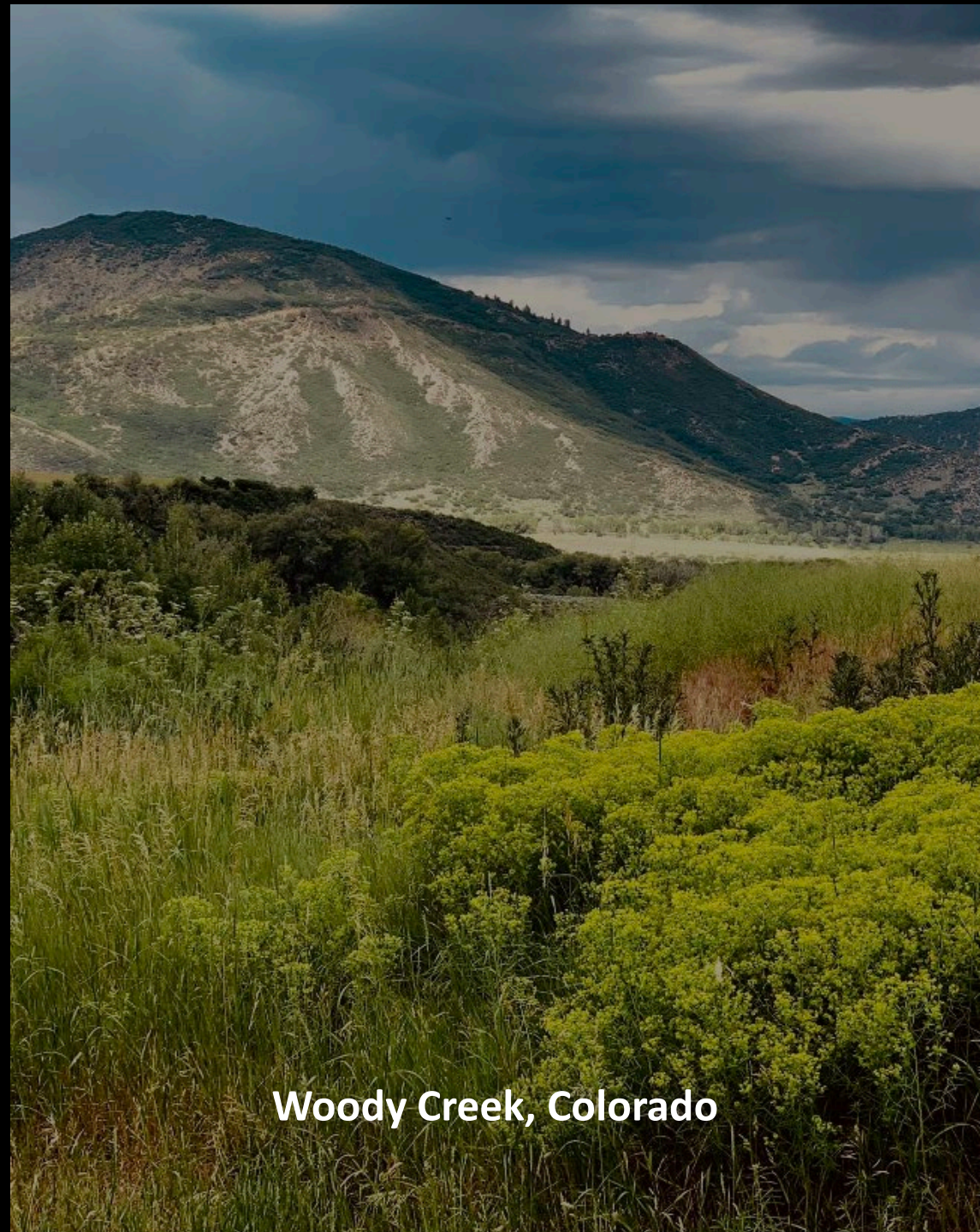
D·PREP Incel Indoctrination Rubric (IIR): Scoring Guide

	NOT PRESENT (0 Points)	MINOR TRAITS (.25 Points)	MODERATE TRAITS (.50 Points)	MAJOR TRAITS (.75 Points)	FULLY PRESENT (1 Point)
THINKING					
1. Misogyny	<ul style="list-style-type: none"> Believe women have a fluid, diverse value Respect for agency and personal choice Value diversity 	<ul style="list-style-type: none"> A preference to see women in certain roles Not vocalized unless asked Preference for certain physical traits in women 	<ul style="list-style-type: none"> Outspoken and opinionated belief about women's roles Lack of appreciation for a woman's individual choice Notion of ideal beauty 	<ul style="list-style-type: none"> See women only as partners or sexual conquests for men Debate and insult those who disagree Vague threats toward women 	<ul style="list-style-type: none"> Believe women should be controlled by men Seek out like-minded people Make threats, attend or organize protests, insult others
2. Racism	<ul style="list-style-type: none"> Appreciate diversity Respect for all races Recognize systematic oppression and unconscious biases work to change them 	<ul style="list-style-type: none"> Express racist, anti-Semitic thoughts, though often subtle and defended on other grounds Deny racism, but words or posts display otherwise 	<ul style="list-style-type: none"> Outspoken racism and/or antisemitism Deny systematic oppression and white privilege 	<ul style="list-style-type: none"> Esouse the superiority of white, straight, cisgender people Engage in harmful debate and insult those who disagree Vague racist or Antisemitic threats 	<ul style="list-style-type: none"> Believe that white men are the truly oppressed class in today's society Esouse to the BBC Theory Display anger at interracial relationships
3. Blackpill	<ul style="list-style-type: none"> Unaware of this term or philosophy or reject its basic premise 	<ul style="list-style-type: none"> Aware of blackpill philosophy and vague about their feelings towards it or unaware but argue there is a biological and genetic element to beauty that is a leading component of attraction 	<ul style="list-style-type: none"> Believe the genetics play a primary role in beauty and it is deterministic Reaffirmed in their genetic make up or angry or sad about their deficiencies 	<ul style="list-style-type: none"> Subscribe to Chad/Stacy ideal Explain relationship success or failures based on this concept Share the ideas freely, attempting to introduce the concept and build connections 	<ul style="list-style-type: none"> See genetics as the only factor in sexual attraction Experience either extreme depression and hopelessness or empowerment based on their personal genetic attractiveness
4. Inaccurate Self-Conception	<ul style="list-style-type: none"> Have a healthy self-concept See themselves accurately with a mixture strengths and deficiencies 	<ul style="list-style-type: none"> A slight sense of low-self-esteem, or a slightly over-inflated sense of self-worth and confidence May be willing to change based on input from others 	<ul style="list-style-type: none"> Pronounced negative self-esteem or an overly confident sense of their value and attributes Committed to seeing themselves this way and resist alternative opinions to shift their viewpoint 	<ul style="list-style-type: none"> Strongly held belief about their worth based on appearance, social skills or intelligence Seek others who support their self-view Believe these traits are unchangeable 	<ul style="list-style-type: none"> Blind-spot to their self-concept that radically over- or under-estimates their appearance, dating abilities or intelligence Either despondent about their self-worth or have an all-powerful sense of entitlement
5. Fame Seeking	<ul style="list-style-type: none"> Express a normal desire for success and attention that is in balance with others having equal attention and success May experience disappointment when ignored or denied attention, take steps to moderate those feelings 	<ul style="list-style-type: none"> A heightened desire for attention and fame Seek opportunities to draw attention to their efforts and find a larger purpose Able to moderate disappointment by trying harder 	<ul style="list-style-type: none"> Driven to be the center of attention and acknowledged for their unique place in the world Frustrated at others when they are not able to achieve their goals or when others fail to acknowledge their special traits 	<ul style="list-style-type: none"> Angered when others do not see the world from their viewpoint Self-worth is tied to having others acknowledge them Seek out others who support their views and share videos or writings to spread their views 	<ul style="list-style-type: none"> Desire to be the chosen one with a sense of purpose that has alluded them Need to set wrongs right, unmasking injustices they have endured See violence as the best way to spread their message
FEELING					
6. Rage	<ul style="list-style-type: none"> Express a normal range of frustration around dating and romantic involvements Return to normal when the disappointment abates, or they find supportive ways to work through their anger 	<ul style="list-style-type: none"> Fair ups related to perceived slights, injustices experienced, and difficult situations Often related towards women who are unwilling to date them or men who are seen as "less than worthy" to have the attention from attractive women 	<ul style="list-style-type: none"> Upset when they see attractive women with men who are "less than" they see themselves Voice their frustration to others, complain and vent about their difficulty and are increasingly upset at the unfairness of the situation 	<ul style="list-style-type: none"> Increasingly rageful at women, men and society who they see as continually blocking them from dating Increasingly angry and vent and share their indignation and wrath online and in groups that share their beliefs 	<ul style="list-style-type: none"> Fly into a rage and act impulsively Feel justified in their actions because of the unfairness of their situation and the need for revenge Engage in threats and ultimatums towards others
7. Hopelessness	<ul style="list-style-type: none"> May have fleeting thoughts of the future not being better than their current situation Reasonable about their expectations 	<ul style="list-style-type: none"> Sad about not having a better tomorrow Frustrated at the amount of effort they are putting into dating with little gain 	<ul style="list-style-type: none"> Feel increasingly desperate and hopeless that things will ever be different Less willing try different approaches 	<ul style="list-style-type: none"> Little to no success at pursuing women Reject alternative ideas and ways to try to approach women May adopt a blackpill philosophy 	<ul style="list-style-type: none"> Experience a total futility and desperation at the idea they will ever be able to find a partner May begin to have suicidal or violent/vengeful thoughts
8. Catastrophe	<ul style="list-style-type: none"> Negative life events and difficulties with dating are seen as unfortunate and upsetting but temporary setbacks that are able to be overcome with a positive attitude and support of friends 	<ul style="list-style-type: none"> Negative dating experiences are difficult to overcome and begin to be seen as deterministic for a more negative future Find a sense of hope again, but often over-emphasize negative experiences 	<ul style="list-style-type: none"> Rejections are given a larger emphasis and directly lead to a spike in depression (lack of eating, sleeping, sadness, isolation) or anger (venting online, yelling, storming off) 	<ul style="list-style-type: none"> Lack of success in dating has led to a reduction in a willingness approach women Prone to extreme emotions when faced with rejection Vilify those they desire through objectified language 	<ul style="list-style-type: none"> Any new attempt socializing, are met with extreme behaviors Isolate and find others online who support their beliefs Frame attractive woman) or the obstacles in front of them (men) as worthless and evil
9. Disability	<ul style="list-style-type: none"> Able to overcome mental health issues with assistance from therapy, medication or other resiliency efforts 	<ul style="list-style-type: none"> Mental or physical illness issues that make dating and social interactions more difficult Increased effort and support from others allows for limited success overcoming these limitations 	<ul style="list-style-type: none"> Consistent challenges in meeting women and overcoming the social or physical limitations that prevent them from success May seek help or assistance from therapy, friends or family, but still have little success in achieving their desires 	<ul style="list-style-type: none"> Difficulties related to their illness, even with support, make it almost impossible to reach their dating goals Increasingly isolated and depressed or angry with their situation and an uncaring society that has left them behind 	<ul style="list-style-type: none"> There is no opportunity for success in dating the women they desire, even with intense effort and support from friends, counseling and family Despondent, hopeless and potentially suicidal or experience intense rage and anger
10. Abandoned	<ul style="list-style-type: none"> May experience sporadic feelings of being alone or misunderstood Connect with others to overcome these feelings and return to a sense of balance 	<ul style="list-style-type: none"> An awareness they are often left behind, forgotten or neglected Return to a sense of balance through their own resiliency and/or with support from others such as friends, family, or a therapist 	<ul style="list-style-type: none"> Increasingly anxious and worried things will not get better A relationship may have ended through their own resiliency and/or with support from others such as friends, family, or a therapist Worry they are not good enough to have people care about them 	<ul style="list-style-type: none"> Feel alone and uncared for in their life Few friends and are resistant to the idea that people truly care for them Increasingly depressed and isolated 	<ul style="list-style-type: none"> Pervasive sense of hopelessness and despair and believe no one cares about them Efforts to support them are met with suspicion May struggle with suicidal thoughts or violent fantasies

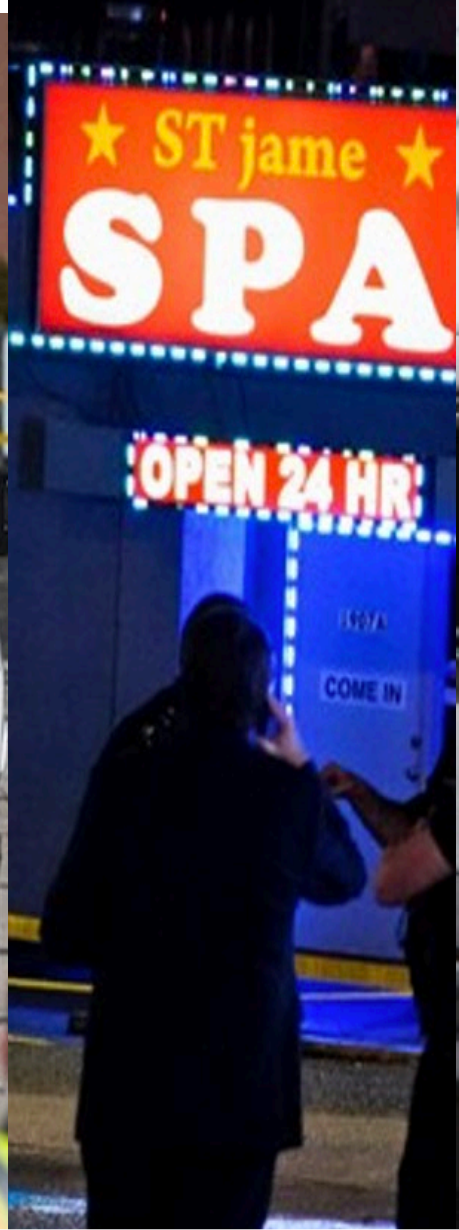
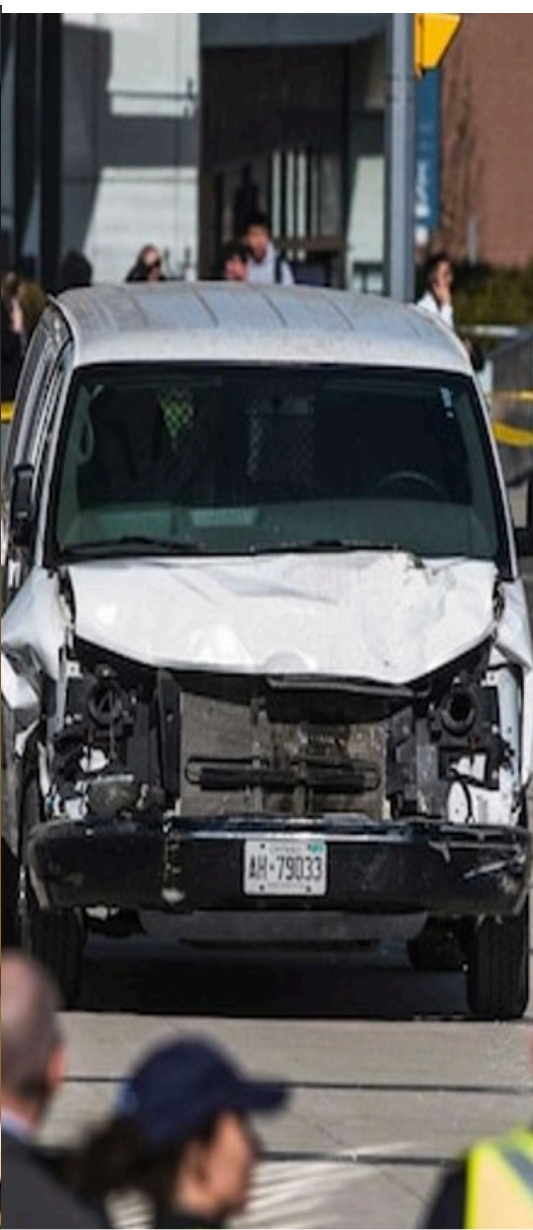
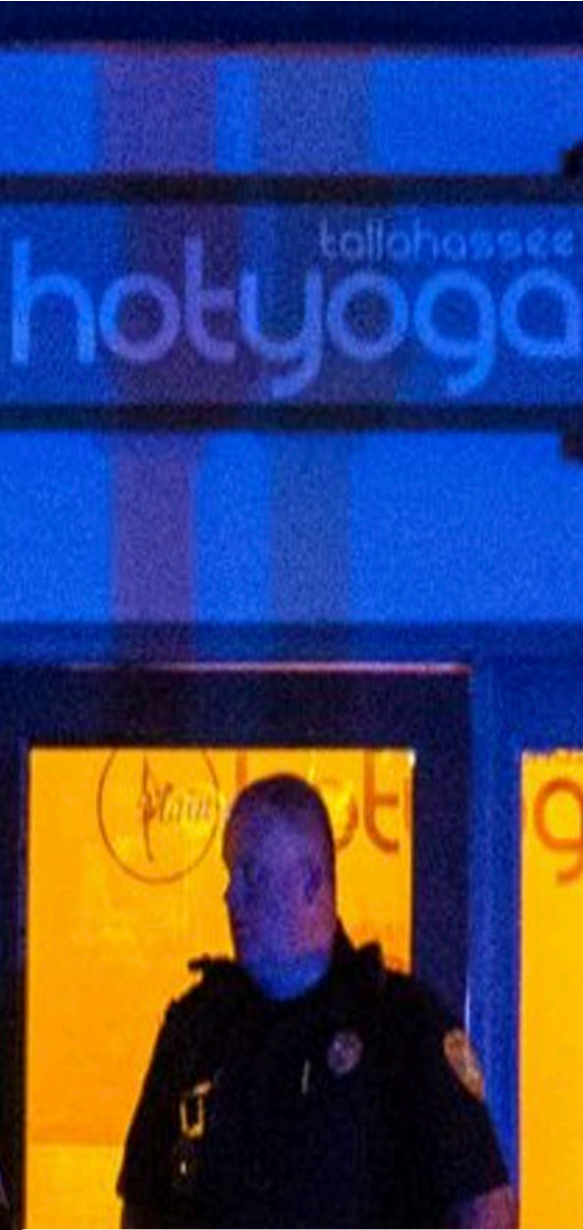


Agenda

- ✓ Overview of Inceldom
- ✓ Terminology
- ✓ Incel Risk Rubric
- ✓ Case Examples
- ✓ IIR in Practice
- ✓ Treatment & Risk Mitigation



Woody Creek, Colorado



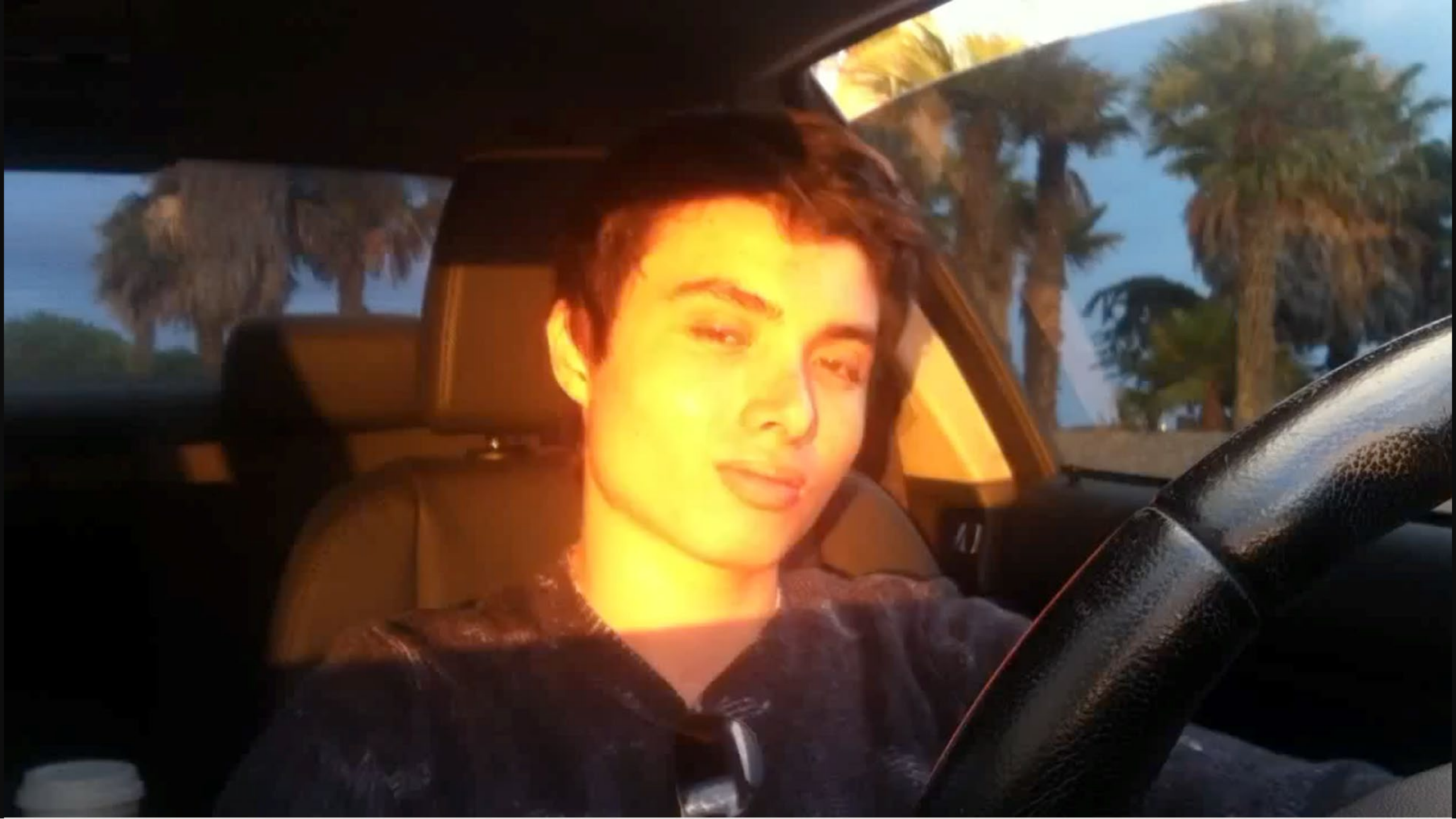
2013 Isla Vista Killings California



Isla Vista Killings

May 23, 2014







Collier County LA Fitness Attack

Aug 4, 2009





SUZANNE MALONEY

GYM KILLER'S
MANIFESTO

LIVE
CNN



UPDATE Israeli soldier dies when tank flips

8:11 PM ET







Toronto Van Attack

April 23, 2018



Alek Minassian

1 hr · 



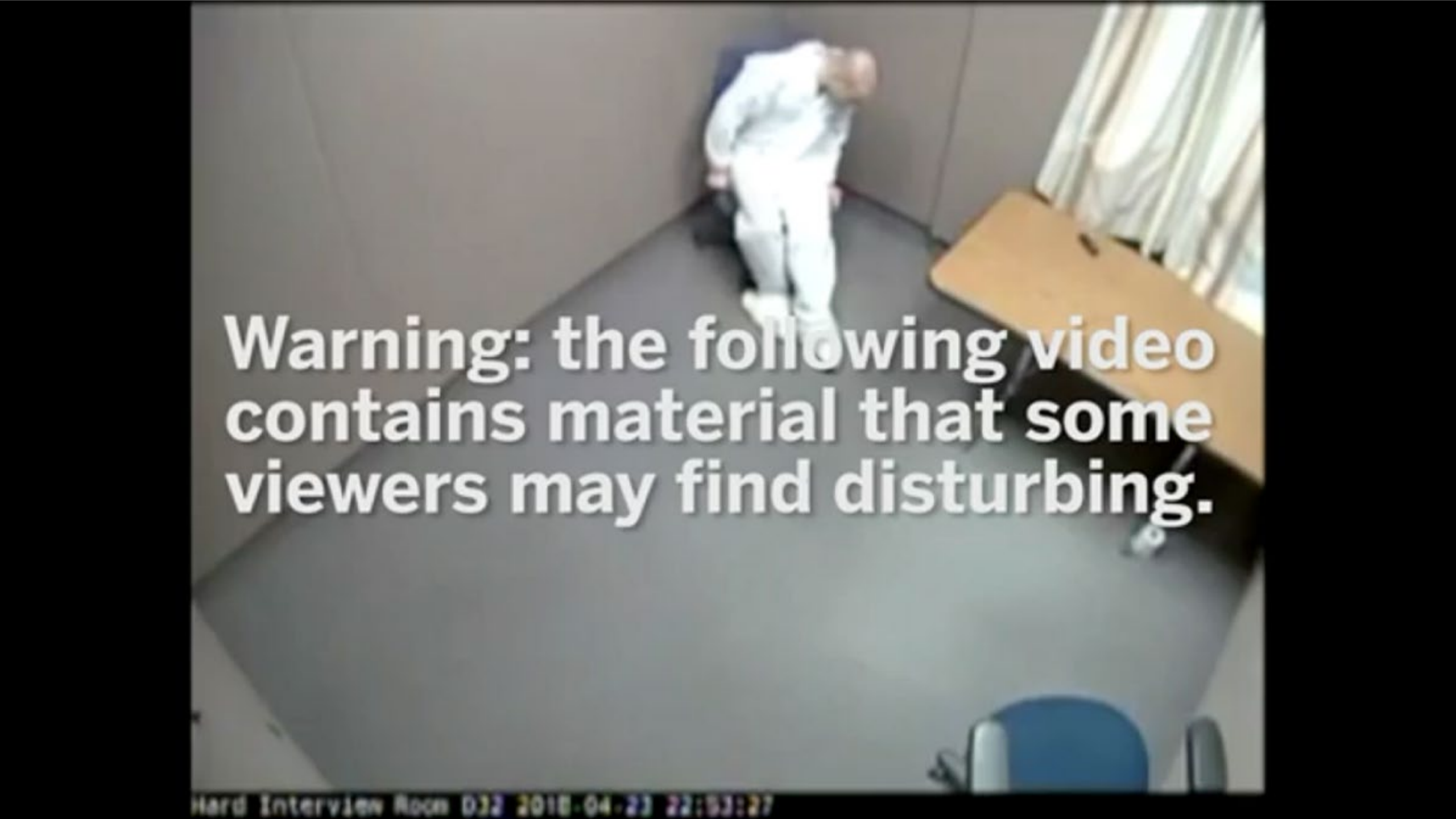
Private (Recruit) Minassian Infantry 00010, wishing to speak to Sgt 4chan please. C23249161. The Incel Rebellion has already begun! We will overthrow all the Chads and Stacy's! All hail the Supreme Gentleman Elliot Rodger!



1







Warning: the following video contains material that some viewers may find disturbing.

Agenda

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Austin, Texas

	Score	Thinking
1. Misogyny	1.00	This is commonly mentioned throughout the manifesto. Women are seen as one-dimensional objects of desire, often objectified based on their attractiveness and body shape or hair color. They are an object to be acquired to give him a sense of meaning and value.
2. Racism	1.00	There are numerous references to Asians, Mexicans, and blacks in a derogatory manner. He expresses frustration that these "lesser" males are able to achieve what has been denied to him, a more superior male.
3. Blackpill	1.00	In his manifesto and corresponding attack, it is clear that Rodger rejects the prospect that things could ever be different for him. He sees the system as fixed and his only path as revenge.
4. Inaccurate Self-Conception	1.00	In his writing, Rodger interestingly oscillates between extreme self-loathing regarding issues such as his height and heritage and over-inflated sense of self and entitlement.
5. Fame Seeking	1.00	Rodger desires to create change and make himself known through his attack and writing. He wishes others to understand why he ultimately killed others and himself.

	Score	Feeling
6. Rage	1.00	He often references his intense anger about how he has been treated, why others disregard him and what is owed and expected to be given to him. This is recounted in fights at parties and several incidents where he engages in affective violence, throwing beverages at those he hates.
7. Hopelessness	1.00	There is a continual thread related to the void of hopelessness that he finds himself in throughout his writing. The ending attack occurs partially due to the idea that he will always be denied the future he feels he deserves.
8. Catastrophe	1.00	Many examples throughout the writing highlight the exaggerated emotions he attaches to perceived failures in obtaining a relationship or being rejected socially.
9. Disability	1.00	He writes about his experiences in therapy related to his difficulties with mental illness. Whether tied to depression, Autism Spectrum Disorder (ASD) or a personality disorder, Rodger is continually struggling with social interactions with others, in part due to these problems.
10. Abandoned	1.00	Throughout his writing, Rodger talks about the emotional impact of being alone, isolated, neglected, and worthless.

	Score	Behaviors
11. Approach Behaviors	1.00	Rodger mentions a dozen incidents where he throws things at individuals and couples based on an impulsive rage at not being given what he wants.
12. Howling	1.00	Near the end of his life, he makes numerous threats and gestures at parties indicating transient threats to beat up or kill others in a fight.
13. Suicide	1.00	He writes extensively about his hopeless thoughts and a desire to die by suicide.
14. Past Attacks	0.50	While not explicitly mentioned, Rodger talks about practicing at a shooting range, countermeasures related to taking down videos, outwitting police during a questioning prior to the attack. This offers significant evidence that he studied past attacks to improve on them.
15. Redpill	1.00	Throughout his writing and YouTube videos, Rodger references attempts to make himself more desirable to women through increasing his status and wealth. He writes about working out at the gym to boost his self-confidence and become stronger.

	Score	Environment
16. Incel Materials	0.50	Primarily, he talked on discussion boards and computers related to chat, games and sharing of naked pictures of women. It was likely he was reading about these ideas and talking to others about incel-related concepts. Some of this may be because the case is slightly older and the propagation of these issues and sites was not as prominent.
17. Rejection	1.00	Throughout his writing, he shares stories of women ignoring him and not being receptive to his advances.
18. Bullied	1.00	He mentions frequent bullying and teasing throughout his writing and YouTube Videos.
19. Failure to Change	1.00	Rodger talks at length about attempts to change through improving his status, working out, and attending therapy.
20. Free Fall	1.00	Rodger mentions struggling often with grades at his different colleges, low self-esteem and feels a lack of acceptance from others.

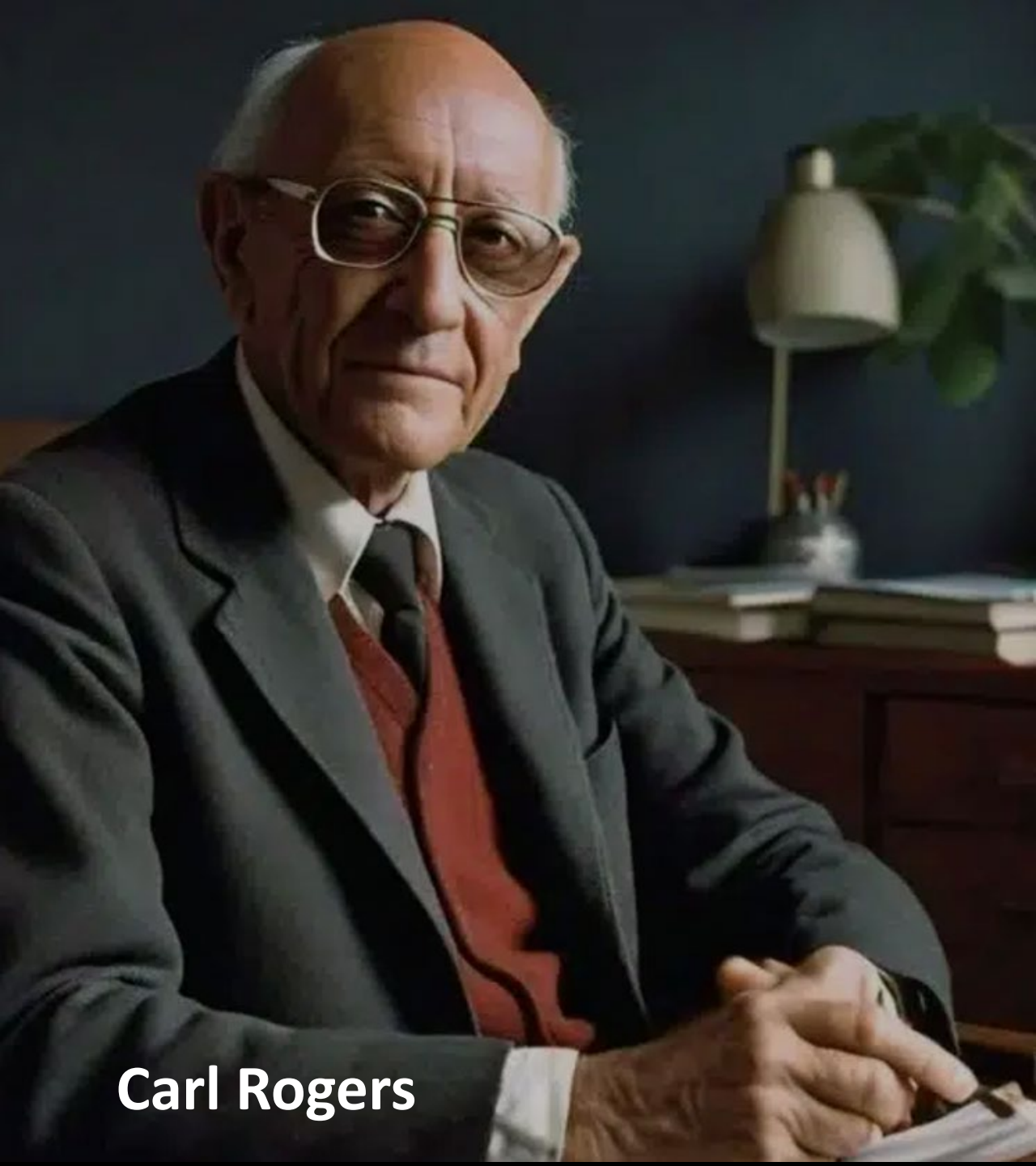
Thinking				Feeling				Behaviors				Environment							
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	0.50	1.00	0.50	1.00	1.00	1.00	1.00
																			19.00

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Emerald Isle, North Carolina



Carl Rogers

Person Centered [PC]

- Active listening
- Unconditional positive regard
- Care for the person, not behavior
- Focusing and understanding
- Creating conditions for change
- Prioritizing client experience
- Teaching/guiding, never lecturing

WHAT IT IS

Emotional intelligence (EQ) refers to the ability to recognize our own emotions and those of others. It affects group dynamics, individual and group performance, creativity, communication, and motivation. A higher EQ level reduces anxiety and protects against stress. Groups in which people feel valued, cared for, consulted, informed, and understood far outperform those where they do not. Effective leaders can understand other people's motivations and emotions and influence them for good. Leadership also requires you to understand and influence your own emotions and motivations.

WHO TO USE IT WITH

Students who have had some challenges being successful at college. Students may think being classically intelligent is enough to do well at college, but the reality is college success requires more than just smarts, but also an understanding of how we interact and give/receive information from others.

QUESTIONS TO ASK

1. What things do you think are important to be successful in class, other than knowing the content covered in the course?
2. In your own words, describe what makes someone effective and successful in their communication with others.

TEACHING INSIGHTS

- **Self-Awareness:** The focus here is helping the student understand their own emotions, strengths, and weaknesses. They should focus on recognizing their own strengths and weaknesses and equipping themselves to take on board feedback and constructive criticism and make positive changes.
- **Self-Management:** This is the capacity to effectively manage your motives and regulate your behavior. We help the student develop resiliency and the ability to manage stress without being temperamental, allowing them to find opportunities and possibilities that exist even in the face of adversity.
- **Motivation:** This is what drives someone to accomplishment. This is ideally driven internally rather than by external rewards like money and titles.
- **Empathy:** This involves perceiving, understanding, and acknowledging the way others feel and identifying the things that make people feel valued, listened to, cared for, consulted, and understood. Empathy allows you to connect with others on an emotional level and respond authentically and genuinely to their concerns.
- **People Skills:** These are the skills we use to interact with other people. We are more effective when we are good listeners, easy to talk to, charismatic, and attractive to others. This includes adapting to the different ways people communicate and interact with others. We communicate our ideas, information, and requests to others effectively.

These videos are useful for understanding the EQ principles from the founder, Daniel Goleman.

- [Daniel Goleman Introduces Emotional Intelligence](#)
- [Daniel Goleman: Emotional Intelligence is a Superpower](#)

UNDERSTANDING EQ

Emotional Intelligence (EQ) is a term used to describe the following five core concepts important to academic and career success beyond traditional intelligence.

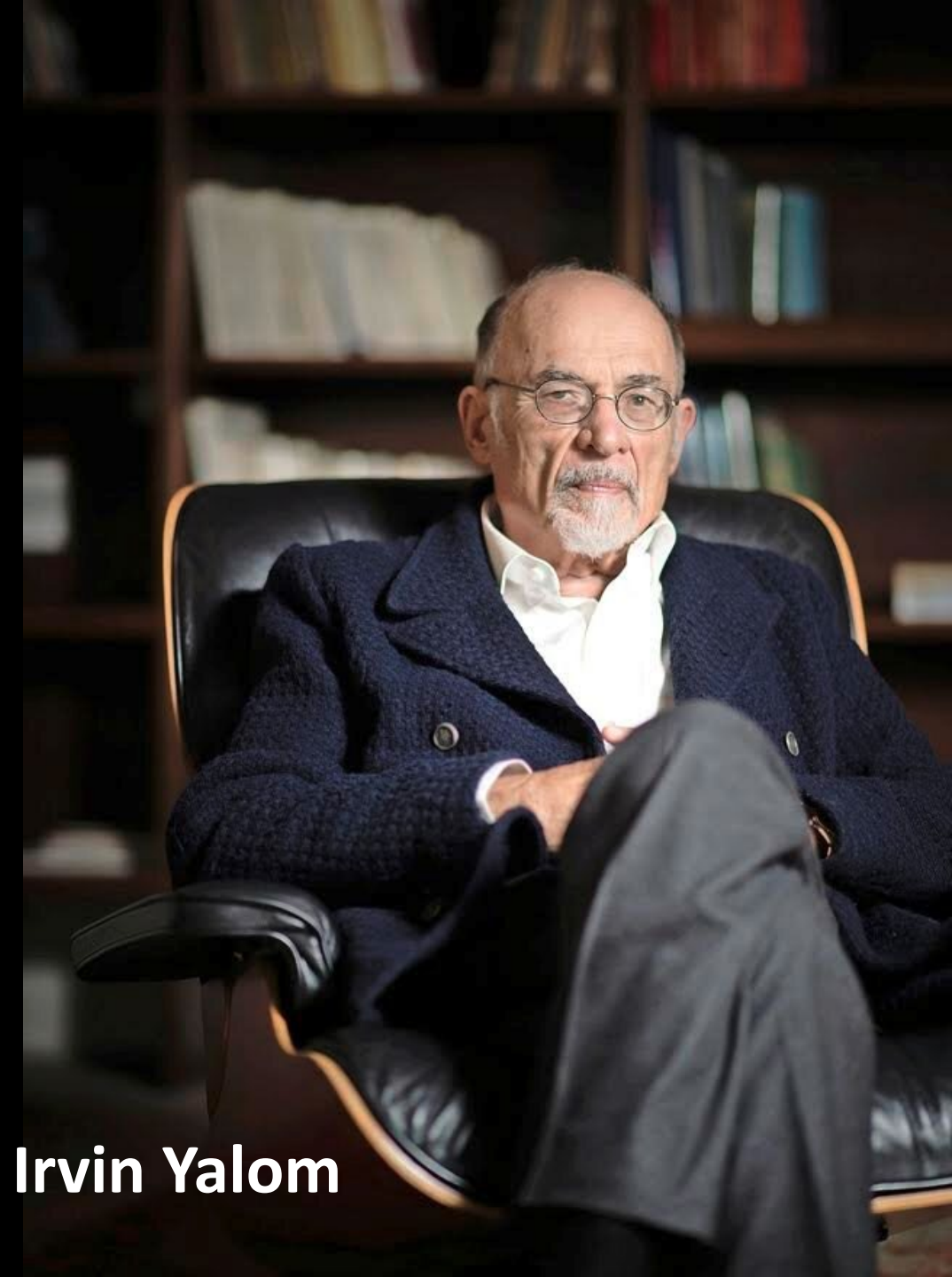
- **Self-Awareness:** The focus here understanding your own emotions, strengths, and weaknesses. Understanding how your actions and words impact others makes you a better team player and leader. Regularly pause and consciously identify how you feel and what is causing your emotions. Think about how your negative emotions (anger, frustration, indifference, fear) may affect you and those around you, and acknowledge the consequences of behavior that stems from them.
- **Self-Management:** This is the capacity to effectively manage your motives and regulate your behavior. Brainstorm ways to control your emotions to avoid hasty reactions and inadequate responses, whether it's focusing on your breathing, taking a break, or focusing on a calming mantra. It's okay to let others know you are upset, just express your feelings in a controlled and appropriate manner.
- **Motivation:** This is what drives our accomplishments. This is ideally driven internally rather than by external rewards like money and titles. Avoid making unreasonable demands on yourself, and be assertive when responding to others. Focus on small, measurable goals and adopt an optimistic mindset.
- **Empathy:** This involves perceiving, understanding, and acknowledging the way others feel. Learn to identify the things that make people feel valued, listened to, cared for, consulted, and understood. This means communicating with others that you understand and care about them, even if you do not agree with them, and paying attention to how other people are reacting or anticipating how they are likely to react to what you do and say.
- **People Skills:** These are the skills we use to interact with other people. We are more effective when we are good listeners, easy to talk to, charismatic, and attractive to others. To do this well, we should ask open-ended questions and practice active listening. We should be aware of our tone and body language when communicating with others and practice good eye contact when starting conversations.

When working on developing EQ, consider how you can apply these concepts in your daily life.

- **Meditate:** To rationally manage your emotions, you must be aware of them. Take time to process emotional challenges. Close your door, shut your eyes, and sit in silence for 5 minutes to reflect.
- **Be honest:** Don't ignore or suppress your emotions, though you may have to filter exactly how you feel. Take time to really acknowledge and sort through your emotions before you express them.
- **Avoid assumptions:** Remember, people don't act irrationally due to one event; they act irrationally in response to being overwhelmed. You never know what could be happening in a person's life. Don't take it personally, and don't match their emotional behavior.
- **Walk away:** There will be times when you must walk away from situations. Most people will respect you if you ask them to let you continue the conversation after you've had some time to process.
- **Take care:** You need to take care of your emotional health, just like your physical health. This might mean taking some time off, listening to music, or meditating – whatever helps you settle your emotions so you can stay level-headed in the face of difficulties.
- **Manage expectations:** Remember, you can't control other people. Unrealistic expectations of others are often a misguided attempt to control other people. Be present for people as they are, validate their current struggles, and set boundaries on their behavior. Meet them where you are instead of where you want them to be.

Existential Therapy [ExT]

- Dealing with the vastness of our choices
- Defining life meaning
- Managing anxiety when contemplating death
- How can we be connected, but ultimately alone
- Addressing the four challenges
 - Freedom
 - Death
 - Isolation
 - Meaninglessness



Irvin Yalom

WHAT IT IS

Individuals often become caught up in the idea that if they can't do something perfectly, then they have failed at the task. This challenge is often described as having a low frustration tolerance or lacking persistence or resiliency on a task. Another aspect of how individuals approach failure is related to their past experiences, which may include challenges experienced as someone who is neurodivergent, has experienced trauma, or had negative experiences based on gender, sexual orientation, race, or ethnicity. Our task becomes finding ways to inspire hope and encourage them to overcome the obstacles on their path to success.

The term "narrative therapy" was used by Australian family therapists Michael White and David Epston in their book *Narrative Means to Therapeutic Ends* to define the way we all use stories to relate to our experiences. They suggest that people organize and give meaning to their experiences through the stories they tell. Individuals construct the meaning of life through stories and then treat these stories as the "truth." Those helping others should seek to elicit stories related to their past experiences to better understand their points of view. Narrative therapy helps individuals see their stories from a different perspective. The story doesn't change, but how they think about it is shifted.

WHO TO USE IT WITH

Those who have experienced negative social interactions, barriers to accessing services, or a lack of opportunity for growth and success. This approach works well with those who feel no matter how hard they try, they aren't living up to the expectations of those around them. They often feel disheartened and even hopeless about how they will be able to move forward in their lives.

QUESTIONS TO ASK

1. What are some examples where it feels like no matter how hard you try, you end up back in the same place?
2. What are some stories of success and failure in your life? How have these stories changed over time as you've gained perspective (e.g., have there been stories in which you first saw the experience as a failure but then, over time, began to see how the story could be seen with a different perspective?)

TEACHING INSIGHTS

- Help individuals understand failure as an essential part of their journey. Too often, we see failure as a sign of weakness, rather than a lesson we can learn from. Share examples from your life or stories from others where failure was simply a delayed success.
- Part of being successful is being connected to those in your life who can support your positive choices, not negative ones. This goes hand in hand with assessing where your energy is going and prioritizing tasks that allow you to build from prior successes. Help them redirect their energy.
- A great video to share with is called life=risk. They can google it on YouTube and watch some examples of famous people who were able to overcome setbacks.
- Expect failure as part of the process. When we strive for perfection, we end up falling short. Learning from past mistakes and adopting an approach to success that allows for hiccups and speedbumps along the way is critical to our overall success.

TRY A DIFFERENT PERSPECTIVE

A central idea in cognitive behavioral therapy focuses on the power inherent in how we think about the things in our lives and how these thoughts lead to beliefs that govern our lives. Consider the following "re-frames" and add your own examples in the open spaces.

Negative Belief	Positive Re-frame
I just started this job, but I'm definitely gonna get fired. This stuff comes easy to everyone else, but I still have to ask for help and have made a few mistakes.	While I may have had some setbacks and haven't done everything right, I should have some patience with myself about learning new things and figuring out how things work.
I just want to find someone who I can spend my life with, but there is no one for me. I really am at the stage of just giving up on all of this.	Finding the right person takes time. Other people's relationships may look easy from the outside, I don't know all the details of their stories. Maybe they have had it just as hard as I have.

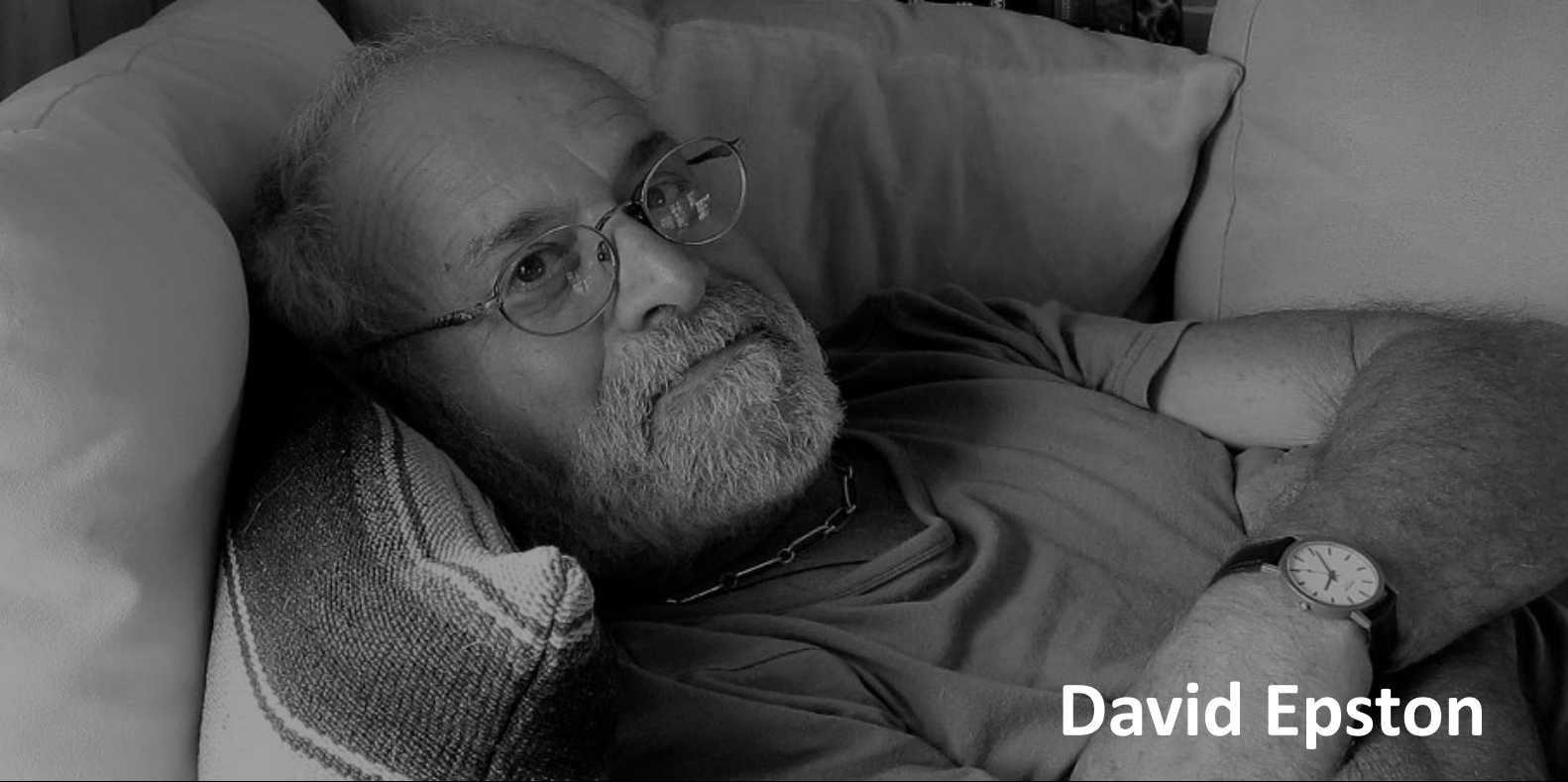
THE MESSAGES WE SEND OURSELVES

Another concept related to redefining failure is thinking about the idea of what messages we tell ourselves. Think about the commentary you share in your mind when you are struggling with a task. Do you tell yourself, "I can never do this" and "Why should I even bother, I'll never make it." Think about these comments as weights that hang around your neck, slowing you down and keeping you from making positive changes. What messages do you tell yourself when you are struggling?

LIFE = RISK

Search on YouTube or Google the phrase "life=risk." The video offers the idea of a band-aid as an example of what it means to be a successful person. Share your thoughts about the video as it relates to some of your challenges or when you feel like you aren't good enough.





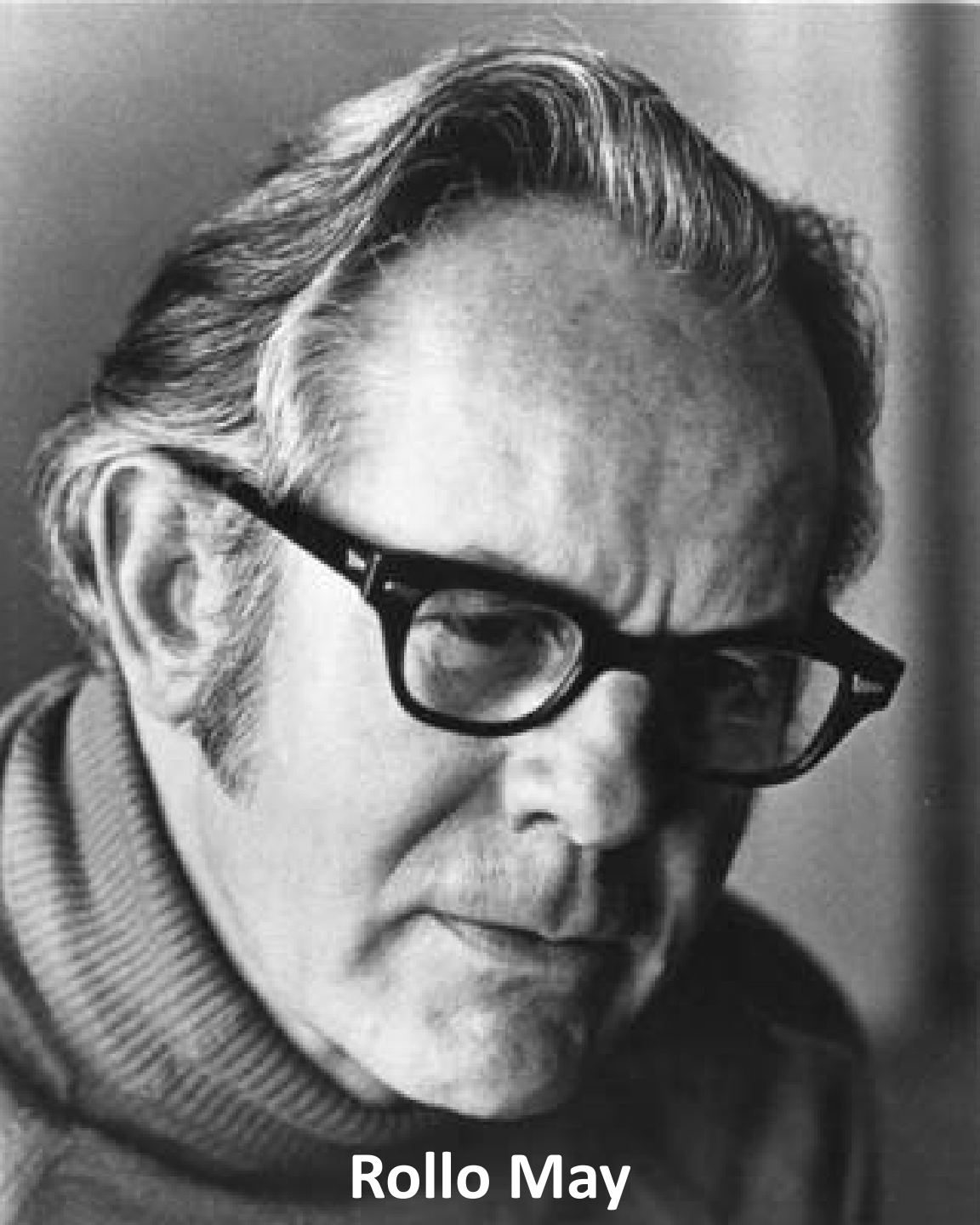
David Epston



Michael White

Narrative Therapy [Na]

- Externalizing the story
- “With every performance, persons are re-authoring their lives.”
- Creating new and powerful stories



Rollo May

Existentialism [May]

- Focus on immediacy of the moment
- Inherent power in our choice
- Finding your place in the world
- Healing in the relationship
- Defining who we want to be
- Finding power in our connection to other people

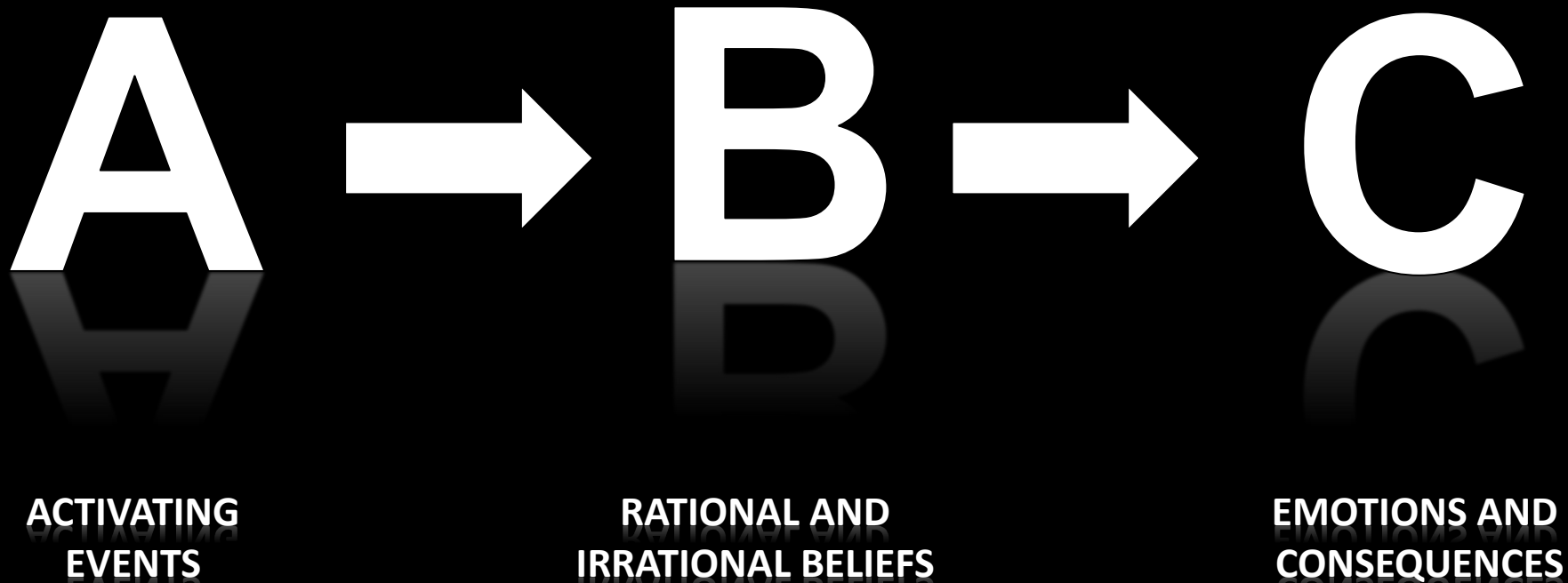
Rational Emotive Behavioral Therapy [REBT]

- Activating events are out of our control
- We are able to control our beliefs
- When we control our beliefs we can control the outcome of our behavior
- Finding alternative explanations
- Using logic and rational thought



Albert Ellis

Rational Emotive Behavioral Therapy



Albert Ellis

WHAT IT IS

Assisting students to see their irrational thoughts is the first step to helping them find alternative ways to process the world around them. Rational emotive behavior therapy, developed by Albert Ellis, can be described in terms of ABCs: activating events, beliefs about these events, and the consequences of these beliefs. Help them see the upsetting things that they find themselves thinking about as “activating events.” These activating events can happen in a variety of settings. These could occur through daily hassles that the individual encounters in the environment (daily work stress, financial worries, self-esteem), life changes (graduation worries, family divorce or conflict, being away from home the first time), environmental stresses (construction noises outside the dorm, heating or cooling problems in the residence hall, frustration from living in close quarters with other college students), chronic pain (from past surgery, illness, or injury), or acculturation stress (moving from another country or geographic region, living in a religiously different area).

These events cannot be prevented; they occur throughout our lives. When the stressful activating events are identified, focus on applying techniques like cycle breathing to improve the student’s ability to cope and reduce further escalation.

WHO TO USE IT WITH

Students who become annoyed or derailed by everyday events that upset them and distract them from their overall plan and goals. This is also useful to improve their empathy skills and develop other ways to think about ideas beyond their first negative read on a situation.

QUESTIONS TO ASK

1. What are some common activating events that occur in your life? These are unplanned and out of your control things that cause you to become upset, angry, or frustrated.
2. Can you think of a time when you had a singular way of looking at things and an outside way of looking at things shifted how you saw it in an unexpected way?

TEACHING INSIGHTS

The best way to engage students in this process is through the sharing of examples related to the A-B-C method.

Activating Event	Negative Belief	Negative Consequence
You spill coffee on your shirt.	You think people will make fun of you and think you are a slob.	You skip an important meeting or class because of your worry about how other people will see you.
A person cuts you off in traffic.	You feel disrespected and think they did it on purpose.	You honk your horn angrily and give them the finger from your car.

Activating Event	Negative Belief	Negative Consequence
You spill coffee on your shirt.	You tell yourself everyone makes mistakes and don’t get too worried.	No one notices the coffee spill and you go on to have a good day.
A person cuts you off in traffic.	You imagine they are rushing to work because if they are late one more time, they will be fired.	You let the entire situation slip out of your head and proceed with your drive to work.

LEARN TO USE THE ABCS

One of the most powerful ways we can regain control of our lives is by making use of the A-B-C method outlined by psychologist Albert Ellis. He suggests we experience activating events all around us that we have little control over. Activating events can happen in a variety of settings. These could occur through daily hassles you encounter in the environment (daily work stress, financial worries, self-esteem), life changes (work or school worries, family divorce or conflict, losing an important relationship), environmental stresses (construction noises outside the apartment, heating or cooling problems in your apartment, frustration from living in close quarters with other people), chronic pain (from past surgery, illness, or injury), or acculturation stress (moving from another country or geographic region, living in a religiously different area).

While we cannot control the activating events, we are able to control the beliefs we tell ourselves about these events. This helps our reaction lead to a more positive consequence rather than a negative one. Consider the following scenario:

Activating Event	Negative Belief	Negative Consequence
The power goes out and your alarm doesn’t go off. You are late for an important appointment.	You think no one will understand and they will judge you for missing the appointment.	You skip the appointment and don’t reschedule because you think they are going to judge you for not being on time.

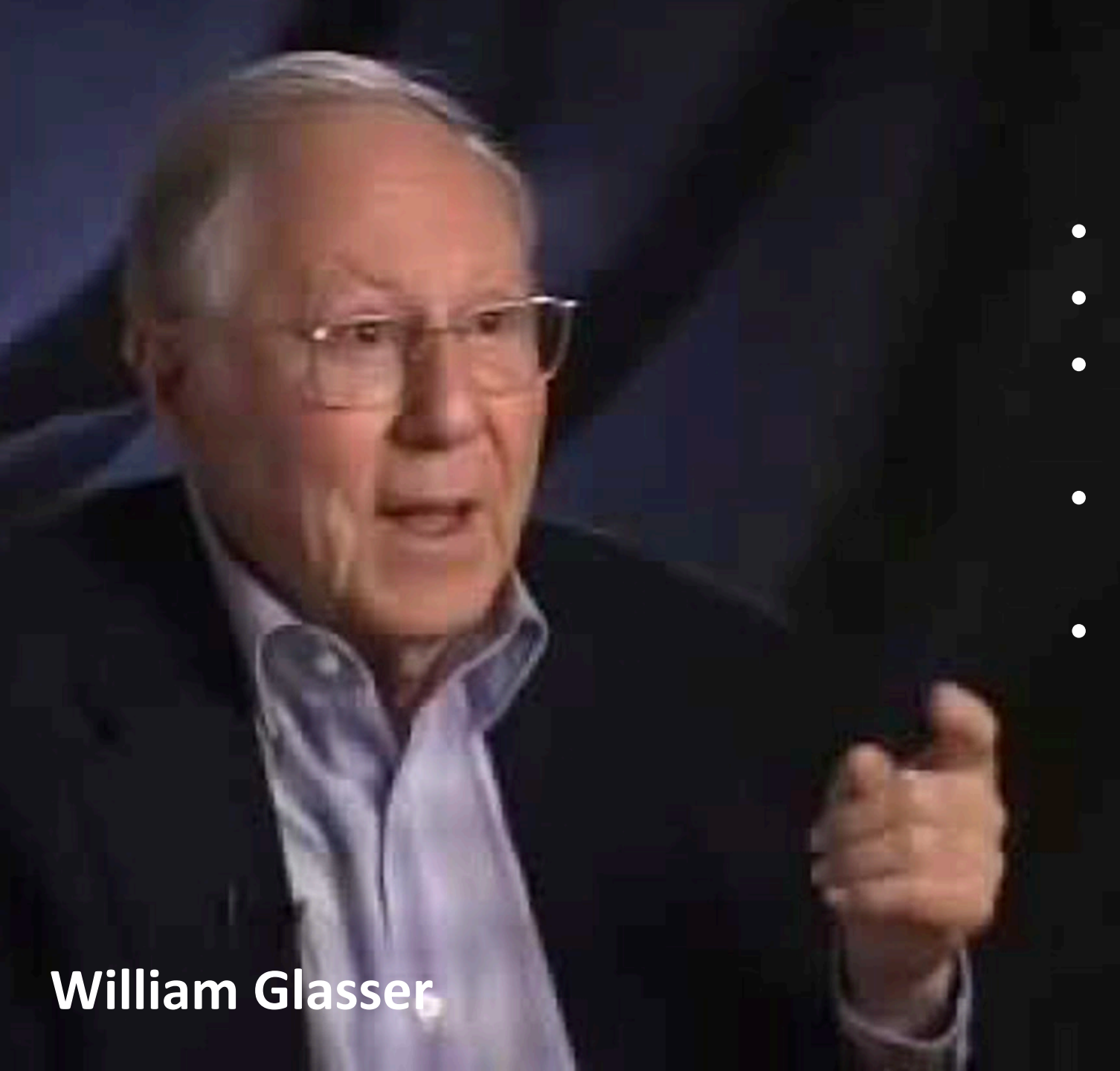
You can’t control losing power, but you can control how you approach the problem. Look at how a new, positive belief leads to a more positive consequence:

Activating Event	Positive Belief	Positive Consequence
The power goes out and your alarm doesn’t go off. You are late for an important appointment.	You recognize that you can’t change the past and that you just need to move forward.	You apologize for being late, explain what happened, and reschedule if necessary

Think about something that annoyed you recently that was outside of your control. It could be something an issue with someone you work with, a friend not showing up, or unforeseen circumstances that messed up a plan that you had for a long time. Consider your initial reaction (belief) and what kind of outcome (consequence) this led to in your life.

Activating Event	Positive Belief	Positive Consequence

What different belief could have led to a more positive outcome? Think about some of the obstacles to holding this belief.



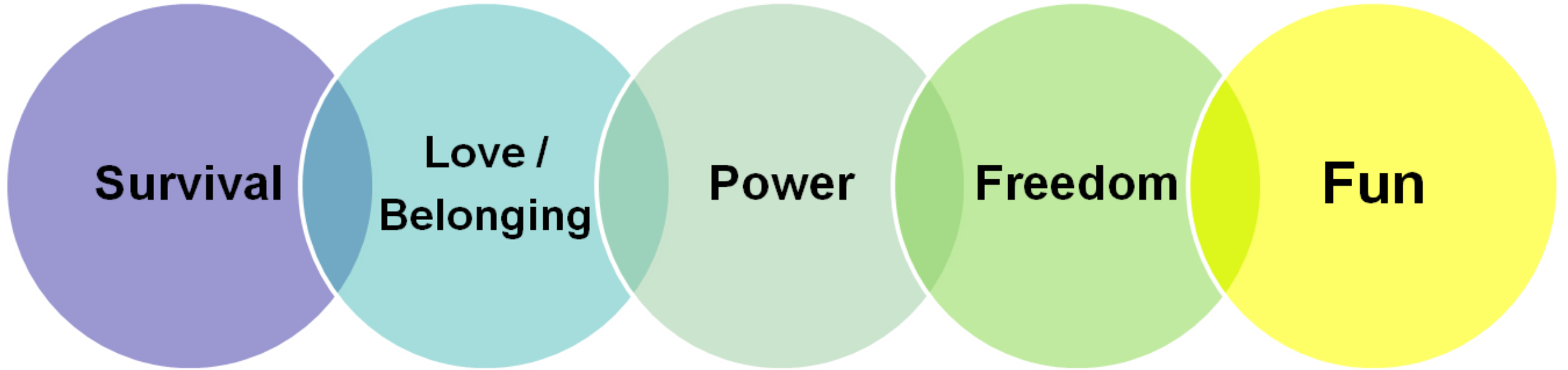
William Glasser

Reality Therapy [Real]

- Creating achievable plans
- Staying short-term and focused
- Big plans are hard to monitor and receive feedback on
- We need data to know if we are moving forward or backward
- Our plans should use WDEP:
 - Wants and Needs
 - Direction and Doing
 - Evaluation
 - Planning to change

Human Needs

10
9
8
7
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3
2
1



William Glasser

WHAT IT IS

William Glasser, the founder of reality therapy, talks about the importance of creating plans and goals for a student in a manner that ensures success in his books *Counseling with Choice Theory: The New Reality Therapy* and *Reality Therapy: A New Approach to Psychiatry*. He offers a system based on wants, direction and doing, evaluation, and planning (WDEP). As plans are created with the student, they should be built upon the SAMIC, meaning they should be simple, attainable, measurable, immediate, controlled by the planner, consistently practiced, and committed to. We can create goals that are too distant or great ideas, but the client isn't on board. They may be too vague or it may be challenging to determine if they are progressing or not.

WHO TO USE IT WITH

Students who feel overwhelmed and lost with their next steps in tackling a significant problem. This could be related to a major change or to developing a new approach to tackle an ongoing issue, such as reducing drinking, finding a relationship, or developing better study habits. The WDEP part of this approach helps the student identify what they want, while the SAMIC3 is useful to ensure the plan being built is well constructed, flexible, and designed for success.

QUESTIONS TO ASK

1. How do your current behaviors line up with supporting the goals you are trying to achieve? Consider an example of wanting to lose weight but not exercising or reducing unhealthy eating.
2. Where have previous plans failed to achieve the desired goal? What obstacles have gotten in the way of ensuring the behaviors are congruent (or lined up) with achieving the desired goal?

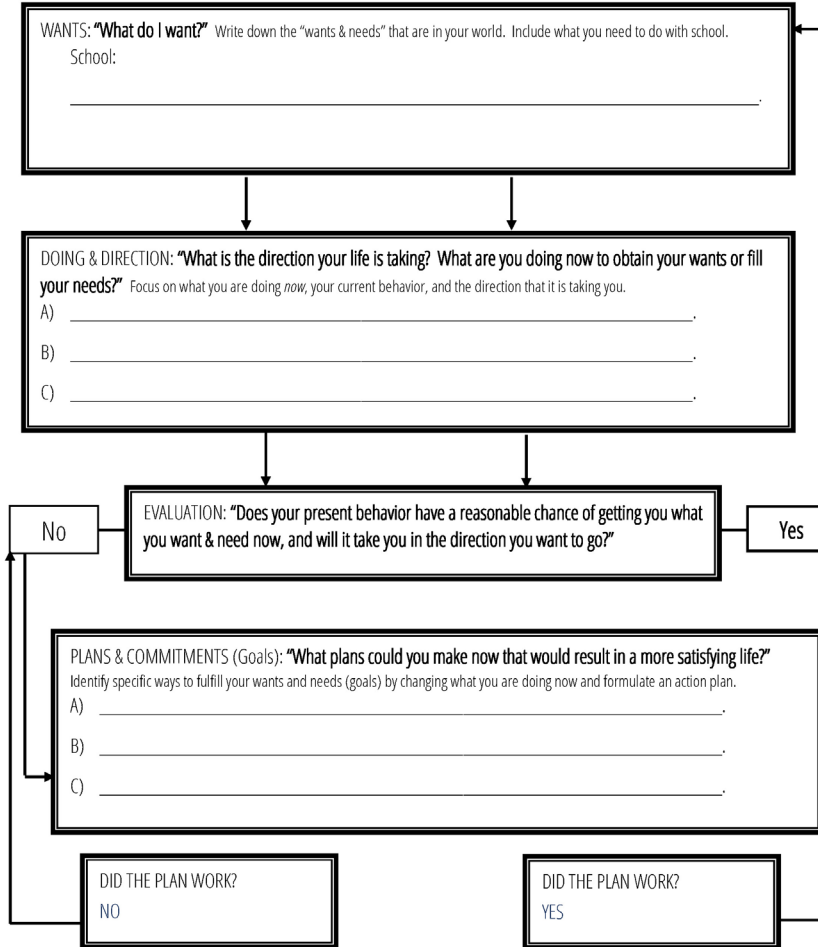
TEACHING INSIGHTS

The four-step approach to planning involves these areas:

- W = exploring the student's "wants" and needs. Our task here with the student is to help them identify what they are looking for regarding their desires and the direction they want to head in. D = assessing the "direction" and "doing" related to their goals. We help them understand what they are currently doing and the direction these behaviors are taking them.
- E = conducting an "evaluation" of the student's behavior. Is the behavior bringing them closer to their wants?
- P = "Planning" and commitment to help the student formulate realistic plans and carry them out.

The SAMIC approach

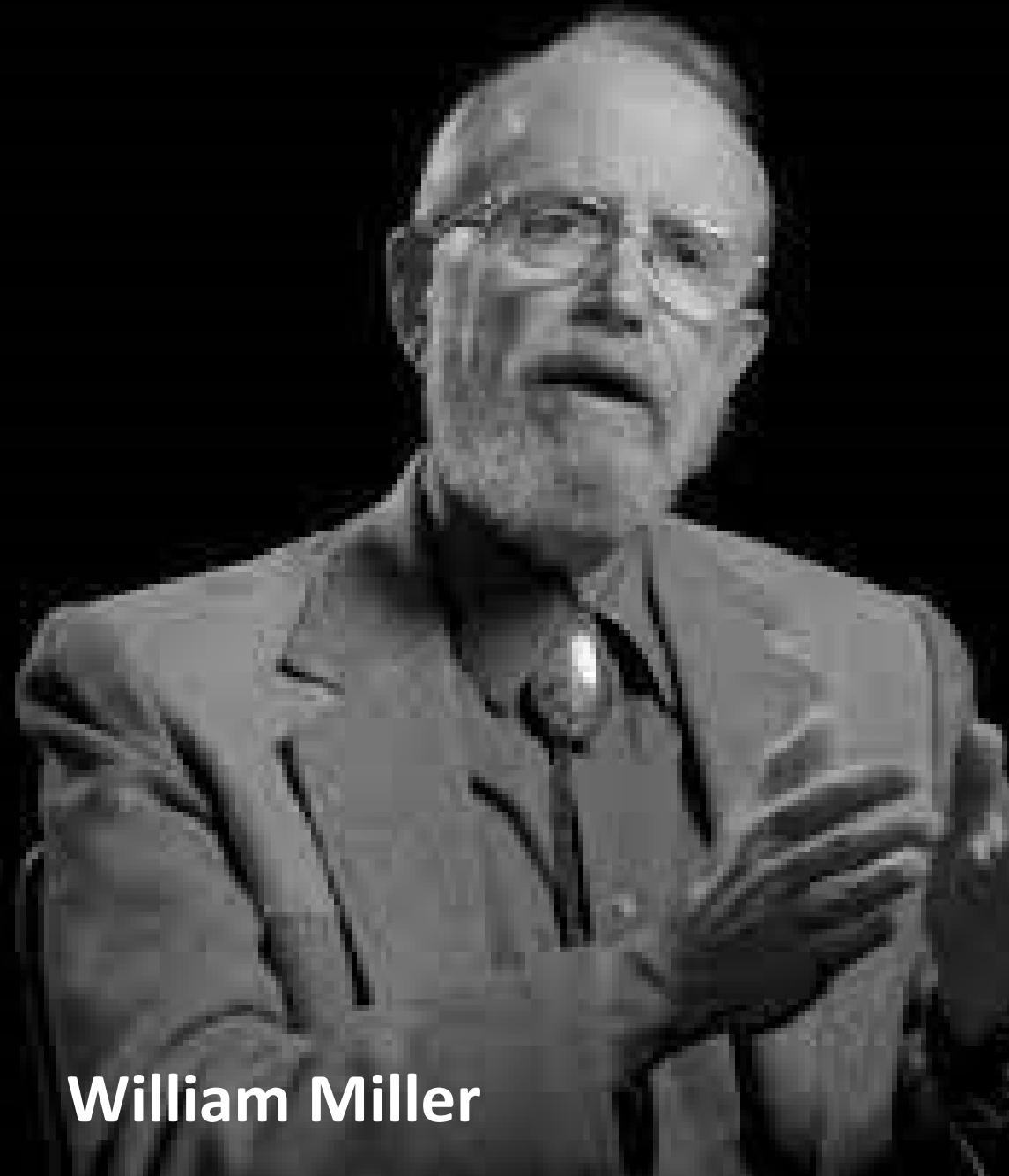
- Simple: plans are broken into small, easy pieces
- Attainable: plans are realistic and can be accomplished
- Measurable: plans can be assessed and evaluated to determine progress
- Immediate: short-term goals that occur soon and can be observed
- Controlled by the planner: ensuring adjustments can be made if problems occur
- Consistently practiced: repeated until habits form
- Committed to: buy-in and investment from the person looking to change their behavior



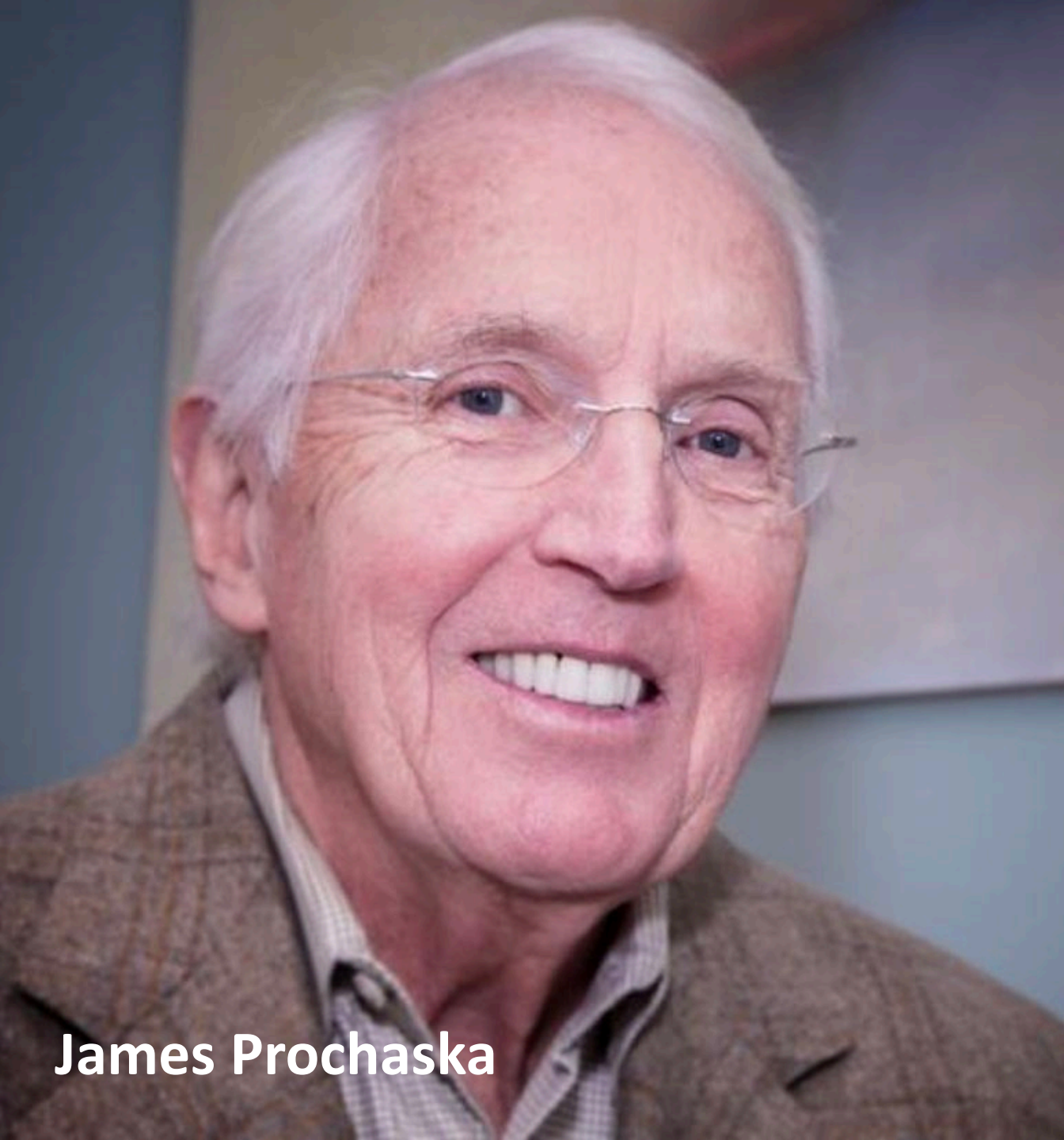
Goals: S-Simple, A-Attainable, M-Measurable, I-Immediate,
C-Consistent, C-Controlled by the Client, Committed to by the Client, T-Timely.

Motivational Interviewing [MI]

- Expressions of empathy
- Avoiding argumentation
- Rolling with resistance
- Developing discrepancy
- Supporting self-efficacy
- Identifies traps
- Makes use of change theory



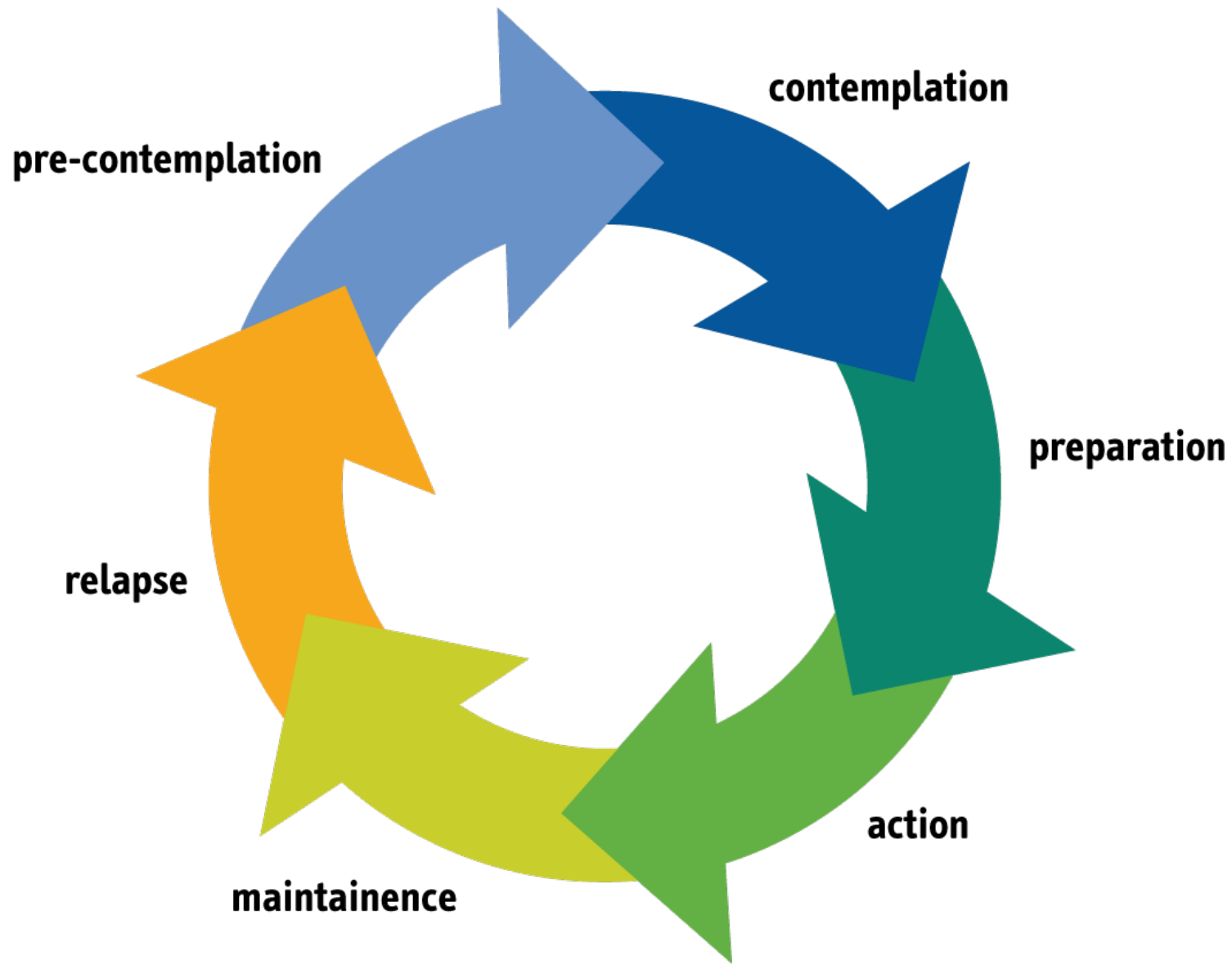
William Miller



James Prochaska

Change Theory [CT]

- Stages of Change
 - Pre-contemplation
 - Contemplation
 - Preparation
 - Action
 - Maintenance
 - Relapse



Transtheoretical Model of Change
Prochaska & DiClemente

Stage of Change	Teacher/Staff Motivational Task
Pre-Contemplation	Raise doubt; increase their perception of risk and problems with current behavior
Contemplation	Help student head towards change out of their current ambivalence; help them identify risk for not changing; strengthen self-efficacy for changing current behavior
Preparation for Action	Help the student identify and select the best initial course of action; reinforce movement in this direction
Action	Help the student take steps towards change; provide encouragement and praise
Maintenance & Relapse	Teach student relapse prevention skills

WHAT IT IS

One approach addressing the often frustrating and challenging process of encouraging a student in crisis to change their current behavior lies in the work of Prochaska, Norcross, and DiClemente. Their book *Changing for Good* is powerful, with universally helpful concepts when answering the question, "Why is it so hard for students to change their behavior?" Their approach outlines how people move through various stages before becoming ready to make lasting changes in their lives. This can help give a sense of perspective and understanding about why a student may repeat difficult or frustrating behaviors. Change theory is often taught as part of alcohol educational classes to help students make the connection between wanting to change and accomplishing this change in their lives.

This process focuses on five stages of change: pre-contemplation, contemplation, preparation for action, action, maintenance, and relapse prevention, as described below. At this point, stop and think about a behavior you tried to change in your life, perhaps smoking, watching too much TV, or not getting enough exercise. Consider how you progressed through the stages of change.

WHO TO USE IT WITH

Students struggling with making changes in their lives, perhaps those who have tried to change their behavior but became frustrated when they could not change bad habits as quickly as they would like. This approach is most helpful for students already at the contemplation or action stage, as they will be more receptive to following the approach and creating change in their lives.

QUESTIONS TO ASK

1. Think about something you want to change in your life. What stage of change are you currently in?
2. What obstacles have gotten in your way when you have tried to change a behavior and have been unsuccessful?
3. Have you had success changing a behavior? What helped you be successful in making that change?

TEACHING INSIGHTS

For each stage of change, understand your task to help the student.

1. **Pre-contemplation:** Faculty and staff can help the student increase their awareness of their need for change through discussion. They can help the student understand how their behaviors may impact their life.
2. **Contemplation:** Motivate the student and encourage them to think in detail about how their behavior negatively impacts their life. They should explore ways to plan for change and what resources could help implement it.
3. **Preparation for Action:** Plans and goals should be focused, short-term, and designed to be updated and altered to ensure success. Plans should be measurable and something the student can monitor and understand if they are moving forward, static, or moving backward. Faculty can help the student brainstorm and update their plans to ensure a better chance of success.
4. **Action:** Faculty and staff can support the student in trying out these action steps and encourage them to keep trying despite setbacks and the potential failures they may encounter.
5. **Maintenance and Relapse Prevention:** Staff and faculty can help bolster the student's success and develop an awareness of potential obstacles that could lead to relapse.

Think about a behavior that you would like to change in your life. This could be related to eating healthier, reading or studying more for class assignments, showing up on time, getting to the gym, or addressing unhealthy behaviors in a dating relationship.

Change theory helps us understand the process of change and how we can successfully achieve change in our lives. The five steps of this approach are outlined here:

1. **Pre-contemplation:** You are unaware that there is a problem or thing to change, and you haven't thought much about change.
2. **Contemplation:** This is the most common stage of change. You have thought some about changing a behavior and are getting ready to take steps to change soon. You realize your current behavior is not good for you, but you aren't quite ready to begin to take steps to change.
3. **Preparation for Action:** You are aware of a problem and ready to actively create goals to change your bad habit or behavior.
4. **Action:** You have put your plans into action. You are actively trying to alter your negative behaviors and develop new positive behaviors to replace them.
5. **Maintenance and Relapse Prevention:** You are either successful or need to re-evaluate your plan. If things are working well, you are in maintenance. Continued success depends on repeating those action steps that work while adjusting things that don't. If change is slow or difficult, look for ways to overcome obstacles and reduce the risk of falling back into bad habits.

When you think about the behavior you have tried to change (or are trying to change), think about the stages above and write where you currently are in the change theory steps.



- | | | | | |
|---|--|---|--|--|
| <ul style="list-style-type: none"> • What do you need? • What would it feel like to change? • How can you learn more about change? | <ul style="list-style-type: none"> • What will make you take action? • Who will support you in this step? • What barriers need to be addressed? | <ul style="list-style-type: none"> • What resources would help? • How will you choose a start date? | <ul style="list-style-type: none"> • What will keep you going? • Who will support your action steps? • What might stop you from proceeding? | <ul style="list-style-type: none"> • How will you keep change fresh? • What supports will help you continue? • How will you stay motivated? |
|---|--|---|--|--|

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