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MD BIT Affinity Conference




We have provided conference attendees 30-days access to review the [Pathways Triage Tool](#) and [DarkFox Violence Risk Assessment](#) using the password **orbit23**

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CARE/BIT



D·PREP BEYOND THE RED FLAG: OVERCOMING OBSTACLES AND MANAGING THREAT



D·PREP SOCIAL MEDIA BASICS



BITCARE TEAM DEVELOPMENT CHECKLIST



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What's the Best Name for Our Team?

HELLO my name is

What's the best name for our team?

07:22

Download Transcript

Who Should Be on the Team?

Who is on the team? Using the collaborative 5/7 model.

11:32

Download Transcript

How Should We Document What We Do?

How should we document what we do?

11:34

Download Transcript

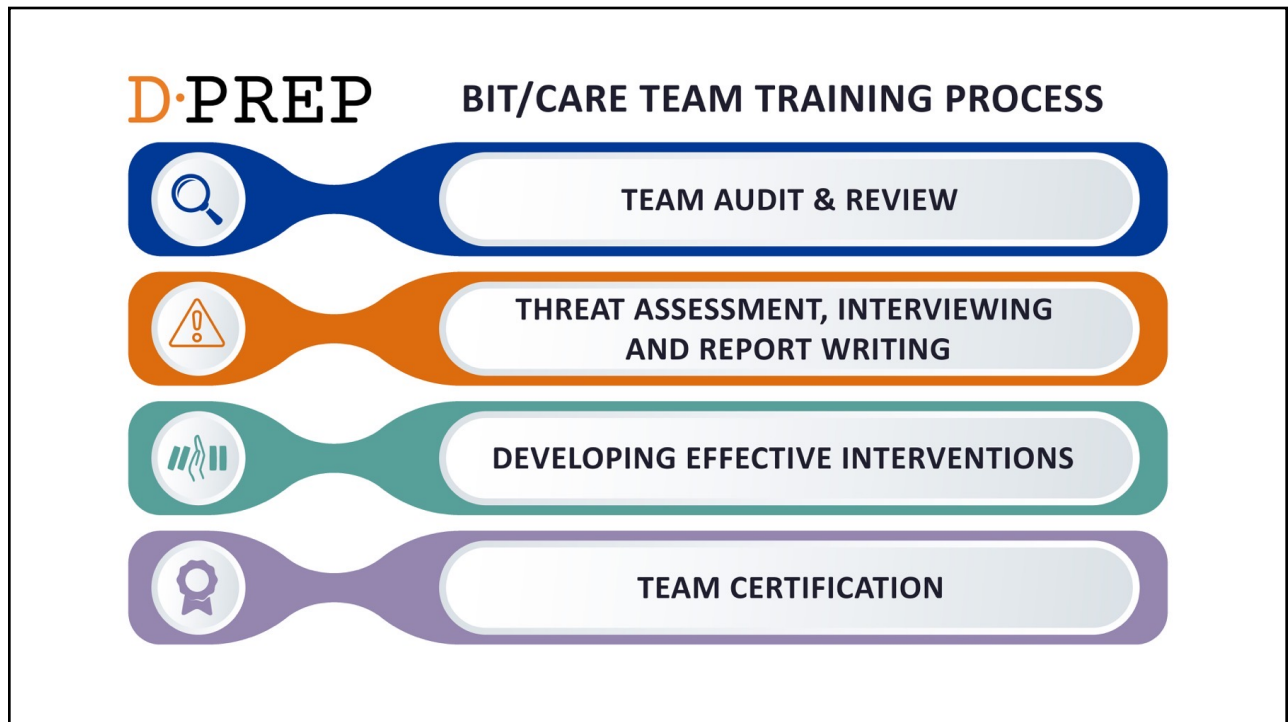
Multiple Teams: How to Choose

Multiple Teams: How to choose?

16:16

Download Transcript

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D·PREP

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11

Ensures assessment matches interventions

Mitigates bias in decision making

Increases legal protection for college

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TRIAGE
BARRIERS
PATHWAYS
CASE
MINDSET
MYTHS
SUICIDE
SOCIAL MEDIA
RISK FACTORS

A group of approximately ten fox cubs are gathered in a grassy field. They are looking in various directions, some towards the camera. The background is a soft-focus green field.

13

A person wearing a dark grey hooded jacket and tan pants is seen from behind, walking away from the camera. They are holding a black plastic trash bag, which is in mid-air as if they have just thrown it. The background is a wooded area with bare trees and dry leaves on the ground.

**GARBAGE IN /
GARBAGE OUT**

14



15



16



17



18



19



20



Clustering Illusion

21



In/Out Group

22



23



24



25

Pathways


Pathways is a simple to use risk rubric for every case coming before your BIT, CARE, or threat team. Rate each applicable category below on a 3-point scale. If a category does not apply, leave it blank. Click on the category name for scoring guidance. After you submit your ratings, you will be provided a set of intervention recommendations.

Suicide <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Social Problems <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Anxiety <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Harassment <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Affective Violence <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
Depression <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Academic/Work Trouble <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Manic Thought/Action <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Stalking <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Trolling Actions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
Self-Injury <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Financial Insecurity <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Hallucinations/Delusions <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Partner Violence <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Transient Threats <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
Alcohol/Marijuana <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Adjusting to Change <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Hazing/Intimidation <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Sexual Assault <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Substantive Threats <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3
Substance Abuse <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Loss or Bereavement <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Vandalism <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	Incel Behavior <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3	White Supremacy <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3


Click the category name for level information.

Submit
Reset

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Home | Pathways K12 | College/Workplace | Suicide Wayfinder | Case Example | Resources | Webinars



Pathways Triage Tool

We are experiencing an unrepresented number of threats and concerns presenting in our elementary, middle, and high schools, colleges and universities and in the workplace. The best way to address threat is through a multi-disciplinary team which brings together law

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TRIAGE
BARRIERS
PATHWAYS
CASE
MINDSET
MYTHS
SUICIDE
SOCIAL MEDIA
RISK FACTORS

28



29



30

- Alice has seizure disorders that causes her to lose consciousness several times a month.
- This occurs outside, in classrooms and in the residence halls.
- Other students, staff and faculty step in to help and when she regains consciousness she yells at those around her to leave her alone.
- Recently, EMTs were called when she passed out in a crosswalk. She refused care.

31



32



- Coordination with Alice's medical providers.
- MOU conversations with local emergency providers.
- Coordination meetings with parents and setting expectations with medical response.

33



- Consider conduct code issues related to disruptive behavior, overuse of community resources and general health and safety concerns.
- Look at potential for conduct to serve as leverage for more supportive work with other departments.

34

- Offer support and social work care coordination.



- Help Alice understand community response, work on frustration tolerance and develop new coping strategies.

35

- Coordination of meetings to develop a multi-disciplinary strategy for engagement.



- Contact with parents and other supports to discuss outreach.

36

- Assist with BIT/CARE coordination of resources and connection between the college and off campus medical providers.
- Identifying potential obstacles related to on-going care coordination.
- Working as liaison and problem solver among departments.



37

- Address issues of community safety and impact.
- Coordination with emergency service and MOUs.



38

- Discussion of reasonable accommodations related to the seizure disorders.
- Coordination with Alice’s parents and medical resources.



39

A slide with a light gray background. On the left, a vertical list of terms is displayed in a sans-serif font. The terms are: TRIAGE, BARRIERS, PATHWAYS, CASE, MINDSET, MYTHS, SUICIDE, SOCIAL MEDIA, and RISK FACTORS. The word "MINDSET" is bolded. On the right, a circular inset contains a photograph of a group of fox cubs in a grassy field. The cubs are reddish-brown with white chests and are looking in various directions.


40



41



42




Growth

- Failure is intrinsic to learning
- Failure becomes a tool for success
- Growth encourages calculated risks

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- Failure reveals your inadequacies
- Failure should be avoided because it makes you look foolish or incapable



Fixed

44



45



46

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Debunking the Myths: Mental Illness and Mass Shootings

Brian Van Brunt, EdD and Lisa Pescara-Kovach, PhD

Abstract
There is a pervasive assumption that mental illness equates to dangerousness and violence as it relates to mass shootings. The researchers examine the assumption and present a comprehensive literature review of how issues of mental illness impact violence and dangerousness. Many risk factors for violence are associated with mental health conditions, but they also occur in the absence of a diagnosis. A range of issues will be explored, including the unpredictability of bipolar disorder and schizophrenia, stress from mental health problems inhibiting emotional stability, and past inpatient hospitalizations for suicide attempts as they impact likelihood of committing targeted violence. Risk mitigation strategies will be presented following a review of the literature.

Keywords: mental health, dangerousness, mental illness violence, predatory violence

The Nature of the Problem
THE MEDIA AND public opinion often portray mental illness as a main cause of targeted or mass shooting violence. However, the presence of a mental health diagnosis should not be overemphasized in a violence risk or threat assessment. It is one of many risk factors related to targeted violence (Eggen 1977; Langman 2017). A more accurate model sees these risk factors as a combinatorial effect of mental health-associated factors and other biopsychosocial risk factors. Overly simplistic portrayals of those struggling with mental health issues as directly causing targeted violence are unhelpful and insulting to those with mental illness. These individuals are not more dangerous than the general population. Perhaps the larger concern is the overreliance from the media, public, community, and threat assessment professionals who stress the presence of a mental health diagnosis as explanatory for targeted violence and mass shootings. While the idea that those with mental health problems would seem more likely to commit such heinous acts seem to logically fit, this is a short-sighted analysis of a shooter's motives.

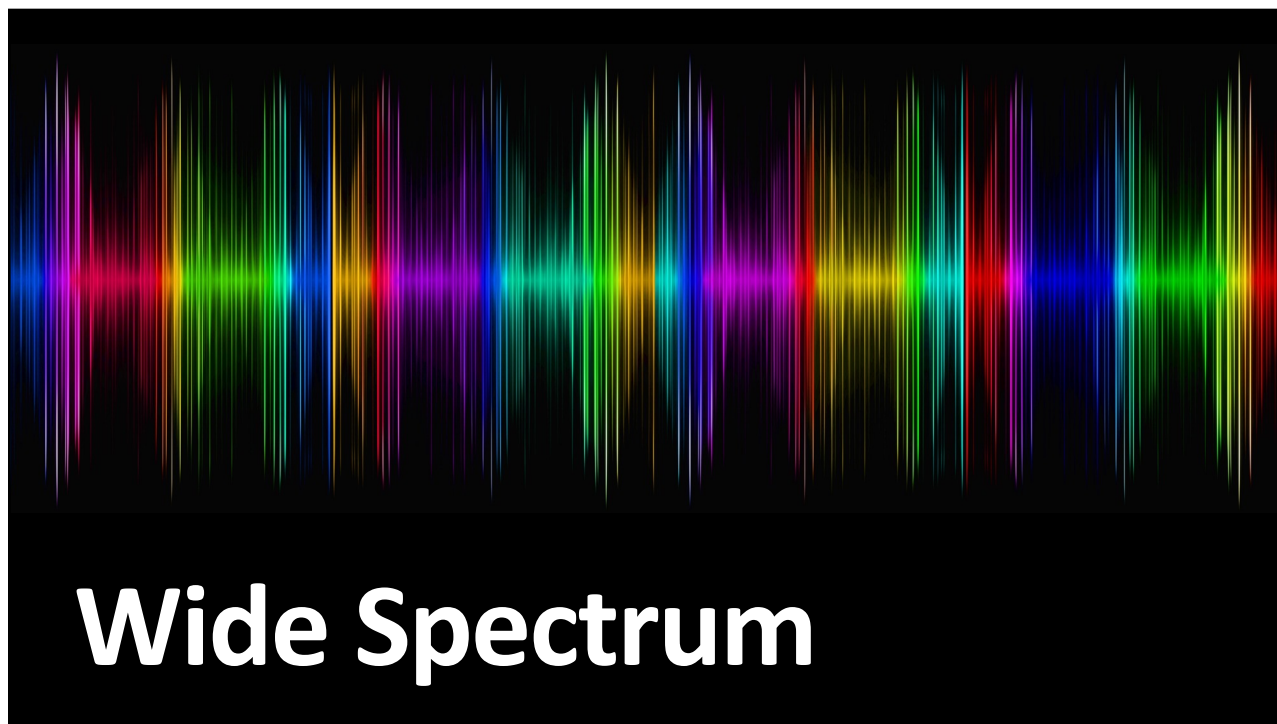
When assessing the risk for violence, professionals in law enforcement, psychology, criminology, and behavioral intervention/threat assessment should lean on the detailed research related to risk, protective, and mobilization factors. While these include some mental health conditions such as depression and substance use disorder in addition to hopelessness, paranoia, delusions, and suicidality, they make up a small percentage of the overall risk factors related to violence. While it is an important subset, one must not overstate the role of mental illness in assessing the likelihood of an individual perpetrating an act of targeted violence or a mass shooting.

This tendency to overstate mental illness as a causal factor is exacerbated when the media and the court of public opinion present sensationalized and unrelenting depictions of the attack where the attacker's mental illness is often given as a central reason. This is particularly concerning, given attackers often have a desire for attention or fame as a motivation for an attack (Bushman 2017; Lankford 2018). When experiencing these black swan events (Taleb 2007), it is common for the public to search for a simple explanation and solution to a complex problem. A better approach debunks these myths related to mental illness, focuses on responsible media reporting to avoid incomplete or erroneous conclusions, and seeks to educate the general population, media, community, law enforcement officers, psychological services, and violence risk/threat assessment professionals about targeted, predatory, and instrumental violence that fuel mass shootings.

It is worth noting that this creation and consumption of these portrayals is a symbiotic process and bringing about change requires adjustments to the production of the material as well as the desire to consume on the part of the public. When the public is presented with vivid imagery and concrete pictures of a disaster, this can crowd out other thoughts (Sunstein 2003) and "These acts can create fear that greatly outsize the discounted probability of harm" (p. 128). Approaching this problem from an educational standpoint to better increase public awareness of this phenomena is an important piece of addressing this dilemma.

Center for Education in Targeted Violence and Suicide, University of Toledo, Toledo, Ohio.



Wide Spectrum



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Affective Violence

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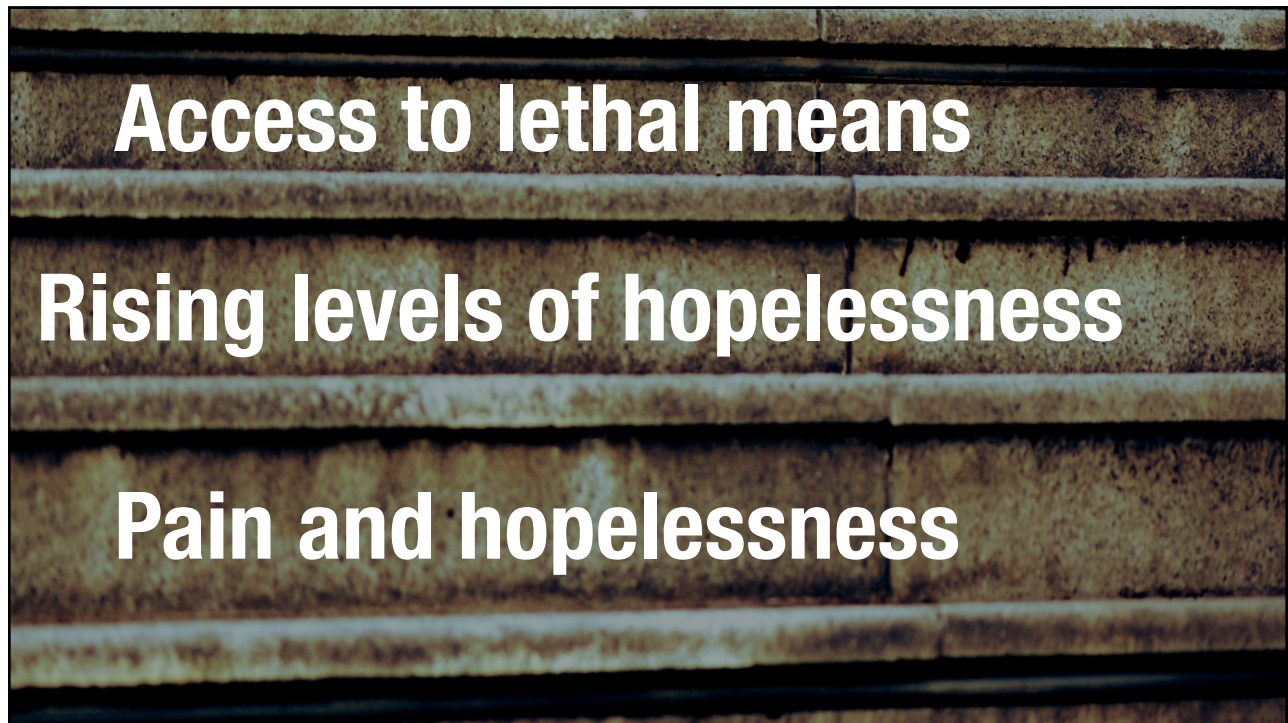
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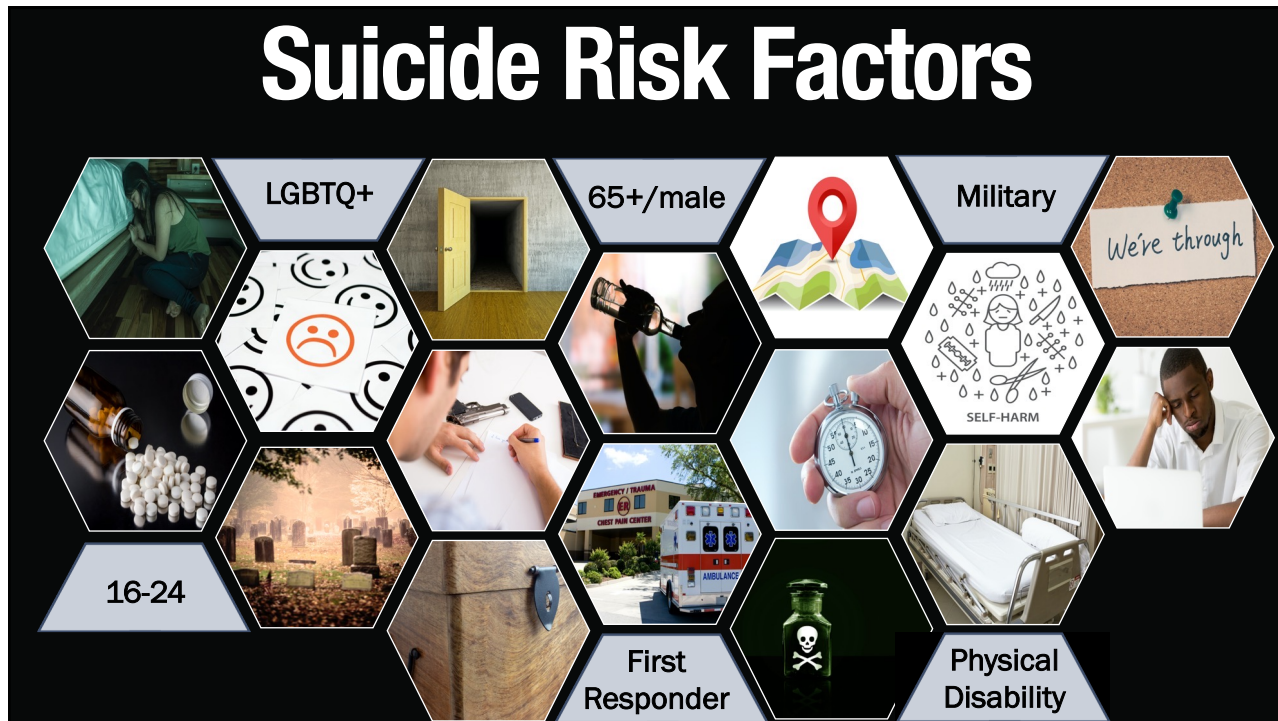
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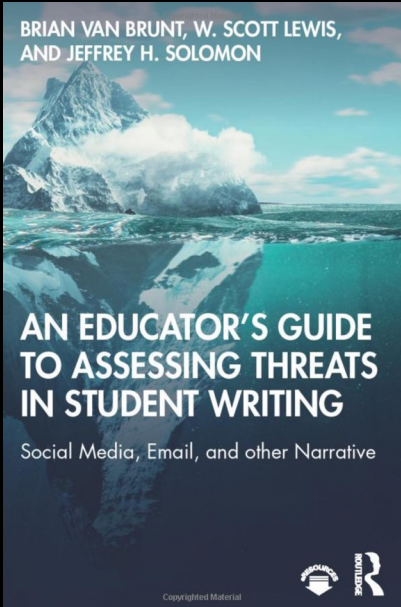
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TRiage
BARRIERS
PATHWAYS
CASE
MINDSET
MYTHS
SUICIDE
SOCIAL MEDIA
RISK FACTORS






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



**AN EDUCATOR'S GUIDE
TO ASSESSING THREATS
IN STUDENT WRITING**

Social Media, Email, and other Narrative



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Type of Threat	Example
Direct	"I'm going to blow up the school's library."
Indirect/vague	"Something bad will happen to the library."
Direct with action/ time imperative	"I'm going to blow up the school's library at 3pm on Tuesday."
Conditional ultimatum	"If you don't give me the grade I want in class, I'm going to blow up the school's library."
Transient	A student throws books in the library when frustrated about an assignment and writes in black permanent marker on the library whiteboard, "Burn this down!"
Substantive	"I'm going to bring gasoline into school in a Nalgene bottle and spread it all over the books in the library and start a fire."
Howling	"People need to listen to me. I am not going to be treated like this! I'm going to set fire to this entire world and watch it burn while I laugh and roast marshmallows."
Hunting	"I have what I need. And I know what I am going to do. #fire #library"
Vague, but direct	"Something bad is going to happen soon in the library."
Direct, but vague	"I know how fire can spread, so maybe think about investing in some fire extinguishers."

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

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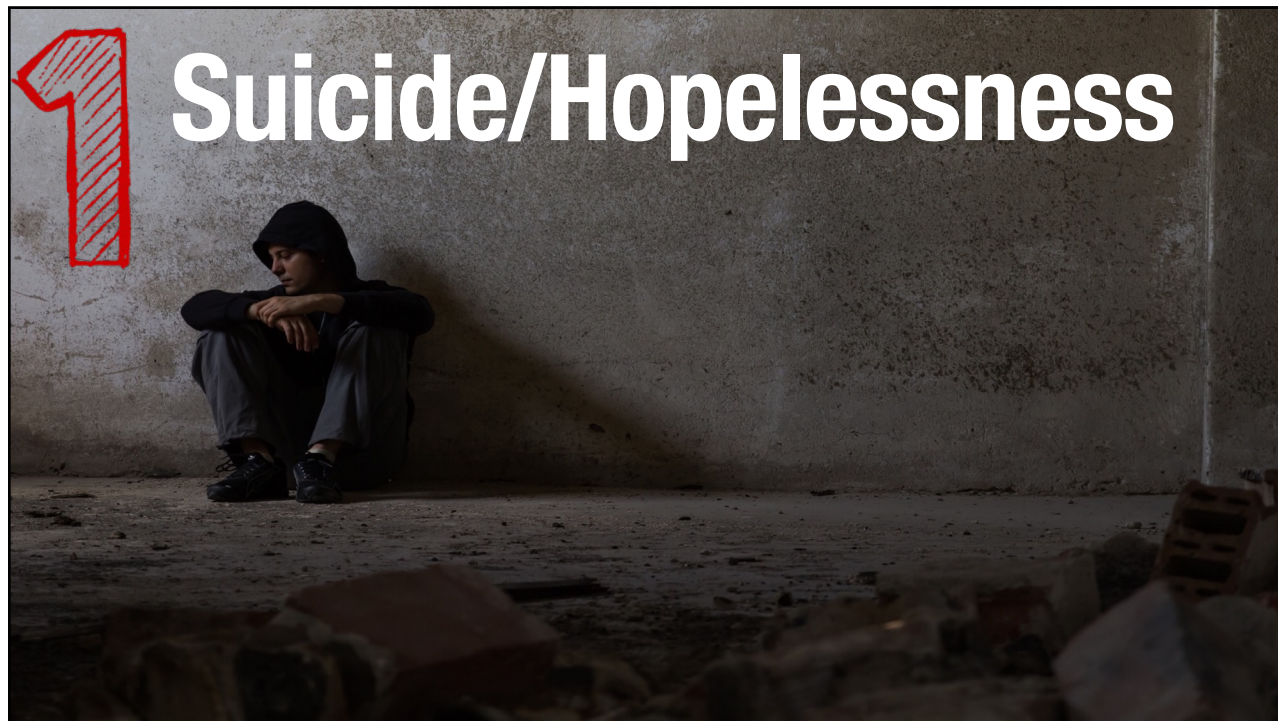
TABLE 3.3 Common Grievances and Injustices



Being teased at work for having food allergies or not wanting to eat certain foods	Anger at marginalized groups like GLBTQ and African Americans
Family members making them suffer	Rejection by a romantic interest
Peers who mistreated them	Failure to get a promotion or grade
The rich getting away with things and not being held to the same tax standards	Being fired from a job for an unjust cause or being singled out
Frustration at recent politics and feeling teased and isolated	Rejection from an academic program despite working hard
A supervisor who constantly is trying to get them fired from their job	Frustration when others fail to respect their religious beliefs about being gay
Being upset about not getting an invite after expressing interest in going to party	Upset over parking ticket, feeling singled out and targeted
Obsession with health or fear of poisoning	Not being treated fairly by others

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

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- p. 6 Congratulations. **You have succeeded in extinguishing my life.** Vandalizing my heart wasn't enough for you. Raping my soul wasn't enough for you. Committing emotional sodomy on me wasn't enough for you. Every single second wasted on your wanton hedonism and menacing sadism could have been used to prevent today. Ask yourselves, What was I doing all this time? All these months, hours, seconds. Only if you could have been the victim of your crimes. Only if you could have been the victim ...
- p. 7 To you sadistic snobs, I may be nothing but a piece of dog shit. You have vandalized my heart, raped my soul, and torched my conscious again and again. You thought it was one pathetic, void life that you were extinguishing. **Thanks to you, I die, like Jesus Christ** to inspire generations of the Weak and Defenseless people – my Brothers, Sisters, and Children – that you fuck.
- p. 23 **Are you happy now that you have destroyed my life?** Now that you have stolen everything you could from me? Now that you have gone on a 9/11 on my life like fucking Osama. Now that you have fucked your own people like fucking Kim Jong-Il. Now that you have gone on a hummer safari on my life like fucking Bush? Are you happy now?

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In general, I support the Christchurch shooter and his manifesto. This attack is a response to the Hispanic invasion of Texas. They are the instigators, not me. I am simply defending my country from cultural and ethnic replacement brought on by an invasion. Some people will think this statement is hypocritical because of the nearly complete ethnic and cultural destruction brought to the Native Americans by our European ancestors, but this just reinforces my point. The natives didn't take the invasion of Europeans seriously, and now what's left is just a shadow of what was. My motives for this attack are not at all personal. Actually the Hispanic community was not my target before I read The Great Replacement. This manifesto will cover the political and economic reasons behind the attack, my gear, my expectations of what response this will generate and my personal motivations and thoughts.

My ideology has not changed for several years. My opinions on automation, immigration, and the rest predate Trump and his campaign for president. I putting this here because some people will blame the President or certain presidential candidates for the attack. This is not the case. I know that the media will probably call me a white supremacist anyway and blame Trump's rhetoric. The media is infamous for fake news. Their reaction to this attack will likely just confirm that.

Many people think that the fight for America is already lost. They couldn't be more wrong. This is just the beginning of the fight for America and Europe. I am honored to head the fight to reclaim my country from destruction.

66



67

My Story

I have always been the most hated person in the world. Ever since I arrived in this world, I have been under siege from it. Under attack from morons and idiots. I write this manifesto so that others will know of my story and perhaps find some solace in it, some kind of inspiration for their own lives. It will contain various sections dealing with my life. It will be divided into sections based on different things. My whole life has been one lonely enterprise. One loss after another. And here I am, 26, with no friends, no job, no girlfriend, a virgin. I long ago realized that society likes to deny people like me these things. People who are elite, people who stand with the gods. People like Elliot Rodger, Vester Flanagan, The Columbine kids, Adam Lanza and Seung Cho.

For the Vester Flanagans, Elliot Rodgers, Seung Cho, Adam Lanzas of the world, I do this. For all those who never took me seriously this is for you. For all those who haven't made their stand I do this. I am the martyr for all those like me. To quote Seung Cho, "Today I die like Jesus Christ".

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TRIAGE
BARRIERS
PATHWAYS
CASE
MINDSET
MYTHS
SUICIDE
SOCIAL MEDIA
RISK FACTORS

A group of approximately ten fox cubs are gathered in a lush green field. They are looking in various directions, some towards the camera. The cubs have reddish-brown fur with white chests and faces. The background is a soft-focus green field.

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DIRECT THREAT

A silhouette of a person wearing a hooded jacket is shown from the side, pointing a handgun towards the left. The background is a dramatic, fiery orange and red glow, suggesting a fire or explosion. The overall mood is dark and threatening.

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SUICIDAL

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LOCATION

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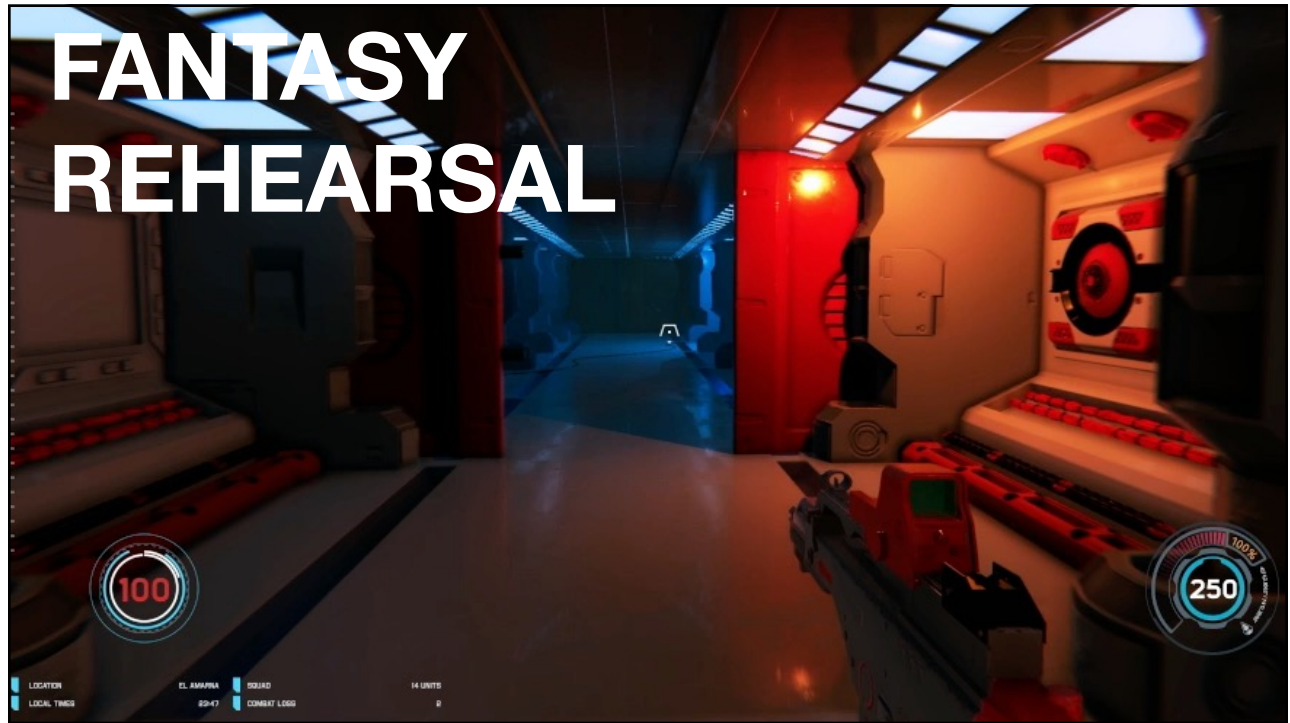
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82

FAME SEEKING

83

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

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

J. Reid Meloy, Ph.D.^{*}, Jens Hoffmann, Ph.D.[†]
Angela Guldinann, M.A.,[‡] and David James, M.B., B.S., M.A.[§]

The concept of warning behaviors offers an additional perspective in threat assessment. Warning behaviors are acts which constitute evidence of increasing or accelerating risk. They are acute, dynamic, and particularly toxic changes in patterns of behavior which may aid in structuring a professional's judgment that an individual of concern now poses a threat – whether the actual target has been identified or not. They require an operational response. A typology of eight warning behaviors for assessing the threat of intended violence is proposed: pathway fixation, identification, novel aggression, energy burst, leakage, directly communicated threat, and last resort warning behaviors. Previous research on risk factors associated with such warning behaviors is reviewed, and examples of each warning behavior from various intended violence cases are presented, including public figure assassination, adolescent and adult mass murder, corporate celebrity stalking, and both domestic and foreign acts of terrorism. Practical applications and future research into warning behaviors are suggested. Copyright © 2011 John Wiley & Sons, Ltd.

Discussions of threat assessment and targeted violence have their origins in the 19th century work of Laschi and Lombroso (Laschi & Lombroso, 1886; Lombroso & Laschi, 1892) in Italy and Régis (1890) in France. Since the contemporary research of Dietz and Martell (1989), Fein, Vossekuil and Holden (1995), Fein and Vossekuil (1998, 1999), and Calhoun (1998), threat assessment has advanced in a variety of areas, with studies in different domains of intended and targeted violence such as workplace violence, campus and university violence, school shootings, public figure assassination, adolescent and adult mass murder, terrorism, and the development of both threat assessment protocols and threat assessment organizations. As the nascent discipline of threat assessment matures, it is pertinent to revisit and refine terminology to standardize both practice and further research. One such concept is that of "warning behaviors" (James et al., 2007, 2008, 2011), variously termed by others as "signaling the attack" (Vossekuil, Reddy, Fein, Borum, & Modzeleski 2000), "tell-tale behaviors" or "high risk indicators" (Calhoun & Weston, 2003), "stalking-type

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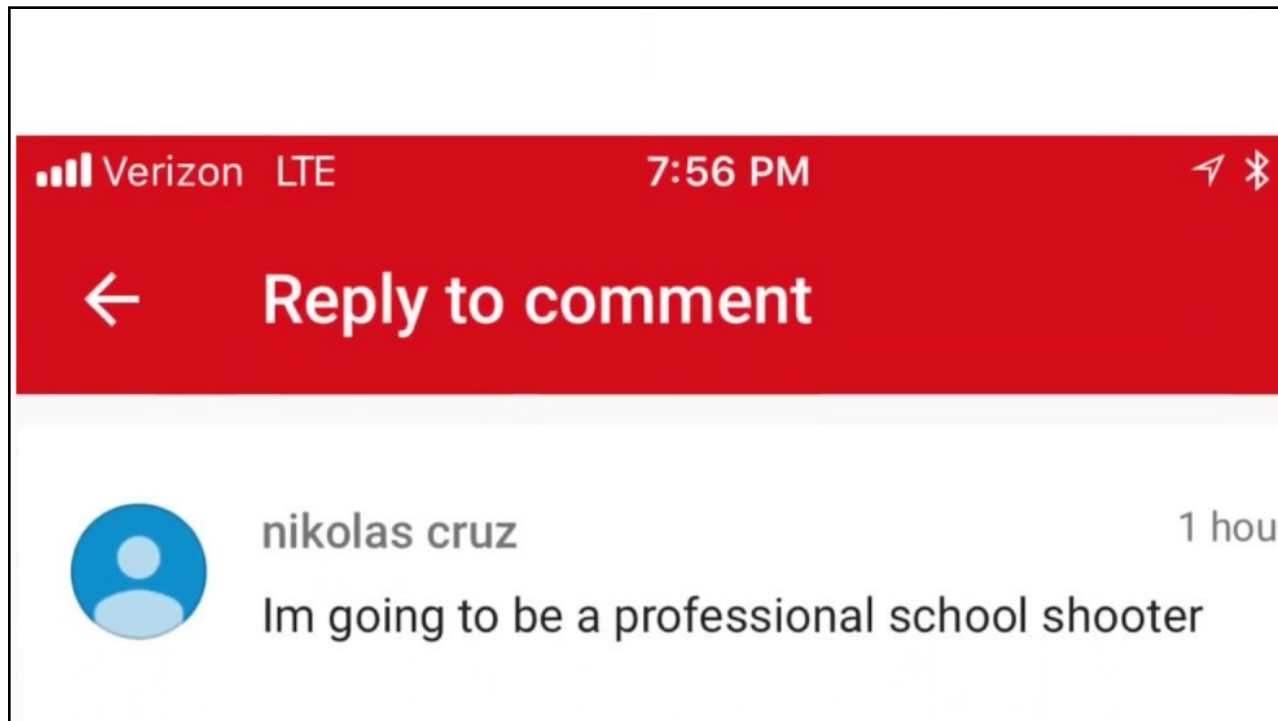
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www.drreidmeloy.com

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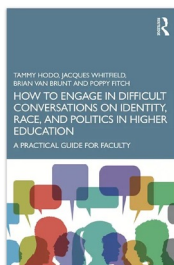


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Difficult Conversations Webinar Series



Join us for a 12-part series of discussions on a variety of topics introduced in Drs. Tammy Hodo, Jacques Whitfield, Brian Van Brunt and Poppy Fitch's book *How to Engage in Difficult Conversations on Identity, Race, and Politics in Higher Education*. Each of these interactive discussions will provide participants with a personal and engaging opportunity to hear directly from the authors on these crucial, and often difficult to discuss, topics. Written with a higher education perspective for administrators, faculty, student affairs, and equity and inclusion teams, the discussions will be inclusive of those working in high schools and other workplaces.

Each of the programs are available for individual purchase and come with supplemental materials, checklists, case studies, questions, and interactive activities. A recording of each program is provided for one year from the live air date. Group pricing is available for departments and colleges, as is a discount when purchasing the full series. Contact bethany@trainingoutpost.com for more details.



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CPS HR Consulting



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San Diego Community
College District