

Violence Risk and Threat Assessment Report

Ella Moreau, October 2025



This threat report is based on three separate interviews conducted on October 21, 2025. One interview was conducted remotely via Zoom by a CARE team; one was conducted in person by law enforcement and counseling; and the third was conducted in person by Dr. Brian Van Brunt.

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Initial Plan of Action

Ella Moreau was asked to complete a mandated threat assessment due to social media posts about tensions with her professor.

The BIT/CARE/Threat Team will reconvene upon receipt of the evaluation reports to determine the final disposition.

The likely options include:

- Return to class with no restrictions
- Student conduct action based on the nature of the social media posts
- Mediated discussion with the professor to resolve tensions
- Referral to Title IX/VI related to potential protected class discrimination
- Supportive measures such as counseling and academic accommodations/modifications.

This document and process outline the initial formal threat assessment conducted over three separate interviews. Next steps and recommendations will be offered at the conclusion of this initial assessment.

Case Overview

The primary presenting issue is not a declared intent to harm, but a rapidly escalating, grievance-driven conflict with a faculty member, paired with public, emotionally charged social media content that others found menacing in tone and imagery. Ella describes feeling repeatedly condescended to, dismissed, and targeted in class, including being called “naive,” and experiencing the conflict as increasingly personal and consequential because the course is required for certification, and she perceives grading/feedback as unfair or unresponsive.

This case involves a pattern of grievance, stress, and communication breakdown. Ella feels a strong sense of injustice (perceived disrespect and a power imbalance), repeatedly attempts to resolve it through direct outreach, and is becoming increasingly frustrated when those attempts do not produce dialogue or repair. She frames her communication style as assertive and experiences the institutional response as “tone policing,” which matters because it can intensify the “I’m not being heard” loop that often fuels further escalation if left unaddressed.

The team’s concern started with a set of posts that mixed mortuary-related themes with anger-coded hypotheticals and death imagery. In particular, posts included language about “finding out if any of those embalming chemicals are as harmful as they say,” and that someone “should be buried under the very trees he despises.” In threat terms, these are not explicit “I will” statements, but they can read as veiled ideation (harm framed as curiosity, moral lesson, or poetic justice). Importantly, Ella attributes these statements to hyperbole while angry and explicitly denies that they were a “call to violence.”

Interview Summary

In the interviews, Ella consistently denies (a) intent to harm others, (b) active planning, and (c) a history of violence. She acknowledges that she might “verbally lash out” when frustrated but distinguishes that from physical violence. On capability/access, she reports no access to firearms and no interest in obtaining them.

That is a meaningful protective marker because it reduces immediate means for high-lethality targeted violence. Substance use is described as typical collegiate drinking without a pattern of dependency, and she does not identify intoxication as a driver of impulsive aggression. On emotional/behavioral destabilization, there are stress-related functional impacts. She reports increased withdrawal, reduced motivation, and sleep disturbance; she also notes that eating may be affected when overwhelmed. She describes past depressive episodes (previous SSRI use, tapered under psychiatric care) and recognizes early warning signs (apathy, withdrawal), while still denying current suicidal intent or “crisis.”

A notable contextual factor is limited in-person support and a reliance on an online community for validation and outlet. Ella reports that her social life has largely been online, with few close in-person connections at present; engagement with posts can feel like a substitute for community support. This matters because isolation can increase risk when paired with grievance, especially if online spaces reinforce escalation or normalize extreme rhetoric. At the same time, there are stabilizers. She is future-oriented about completing certification, values accountability and behavior change (rather than revenge), and is open to counseling and follow-up support.

Summary of Artifacts

Those conducting the interviews reviewed several artifacts related to the case, including social media posts, group chats, and emails. These are included in [Appendix A](#).

The social media content and related conversations read less like threat communications and more like identity-based advocacy and grievance expression. Ella describes using social platforms as a forum to critique the death-care industry as “predatory” and environmentally harmful, emphasizing green disposition methods (human composting, tree/pod memorial concepts) and the downstream impact of embalming chemicals on water systems and health. She also describes getting mainly positive reinforcement because she is posting within like-minded eco-burial communities. However, the interviewers note that some of the imagery (skull-themed avatar aesthetics) can be read very differently by different audiences, even when the underlying message is activism rather than menace.

The pieces that triggered concern appear to be anger-coded, harm-adjacent hyperbole that can function as leakage even when the speaker denies intent. Language like “I may have to find out if any of those embalming chemicals are as harmful as they say” and “maybe he should be buried under the very trees he despises” can be perceived as threatening. Ella’s explanation is that this was venting while angry, not a call to violence. She frames the response as “tone policing,” arguing that her language is assertive rather than threatening. Threat-model-wise, the risk here is not proven planning or capability; it’s that figurative violent language and an active grievance context increase the likelihood of misinterpretation, escalation, and boundary strain, especially if posting continues during peaks of frustration.

The group chat and emails show the same arc of escalating grievance and mobilization attempts across peer channels and academic channels. The group chat shows other students who felt invalidated by the professor but were reluctant to “make waves,” while she was more vocal and tried to mobilize statements to the dean. Her discussion board posts reflect a confrontational, values-driven stance (“respect tradition” as an excuse; frustration at being told to “tone it down”), and her emails to the professor shift from grade clarification into perceived bias/condescension and boundary-challenging language (“I’ll talk to others if I need to... don’t forget I get to evaluate you as well”), which the professor later characterizes as increasingly aggressive and difficult to manage professionally.

Violence Risk & Threat Assessment

Risk Factors

- Active grievance with a specific target-adjacent focus (faculty conflict, perceived unfair grading, repeated failed attempts at dialogue, fear of retaliation if escalating through formal channels).
- Escalation in public rhetoric. Death-themed, harm-adjacent phrasing that can be interpreted as veiled threats or fascination with causing harm, even if framed as metaphor/venting.
- Stress load and early depressive return signals, including withdrawal, sleep disturbance, overwhelm, and reduced appetite.
- Limited in-person support and heavy reliance on online engagement for validation.
- Identity/presentation tension (feeling judged for occult/spiritual interests) that may compound perceived discrimination and alienation.

Protective Factors

- Consistent denial of intent, plans, and history of violence; acknowledges verbal frustration but not behavioral movement toward physical harm.
- No firearm access or interest, reducing immediate means for high-lethality action.
- Insight and accountability. She recognizes how the posts could be perceived, frames them as hyperbole, and expresses willingness to adjust.
- Help-seeking openness. She is receptive to counseling resources and follow-up check-ins.
- Future orientation and goal commitment (certification, career aims), which often buffers against impulsive derailment when paired with supportive interventions.

Based on the available interview content, the current risk of targeted violence appears low, primarily because the interviews show no articulated intent, no planning/preparation behaviors, no weapons access, and a pattern of cooperation and engagement with the assessment process. However, the situational risk is not “zero” because the grievance is active, the perceived power imbalance is intensifying her anger and withdrawal, and the online rhetoric has already crossed into language that others experienced as threatening. The pathway signals (planning, preparation, and leakage of intent) are largely absent in what was explored, but the conditions that can incubate escalation (grievance, isolation, worsening mood, and public venting) are present.

Follow-up goals:

- Lower the grievance “heat” (reduce injustice/fixation fuel).
- Reduce misinterpretation risk (no more harm-adjacent posts that read like veiled threats).
- Increase stabilizers (supports, routines, coping, accountability).
- Create clear tripwires (what changes the risk level and what happens next).

Pathways Assessment

The Pathways Triage Assessment is used as a general risk assessment to mitigate bias and ensure a comprehensive exploration of factors related to potential risk. These findings further support the violence risk assessment process and inform future recommendations. It consists of 30 items scored on a three-point scale (1 = Low Concern, 2 = Moderate Concern, 3 = High Concern).

Low Concern scores were given on academic trouble, anxiety, harassing behaviors, trolling actions, and transient threats. The full report is included in [Appendix B](#). The overall rating for Pathways is Moderate, without a recommendation to complete a full Violence Risk Assessment through DarkFox. This VRA assessment was completed for training purposes.

Summary Recommendations:

- Normalize their feelings and offer support and care
- Identify triggers and comforts/reducers related to frustration and anxiety
- Offer referral to counseling services
- Offer academic support and explore strategies for improvements
- Further explore eating/sleeping habits
- Identify triggers that make eating/sleeping worse
- Consider the conduct process to address the harassment and social postings
- Consider title IX/VI referral related to discrimination
- Connect person to additional supports and resources

DarkFox Violence Risk Assessment

The Darkfox Violence Risk Assessment expert system is used when the Pathways Triage assessment indicates a need for further detailed exploration of risk related to targeted violence. This expert system mitigates bias in the assessment process, helping ensure a comprehensive exploration of potential risk factors. These findings further support the violence risk assessment process and inform future recommendations. It evaluates risk factors and categorizes them as moderate, high, or extreme.

Nine areas were rated Moderate: Alone, Aggrieved, Defiant, Direct, Tone, Rhetoric, Eat, Treatment, and Sleep. In the overall categories, concepts are rated Low, Moderate, High, or Extreme. Three areas were rated Moderate: Environmental Stressors and Threat. A full report is available in [Appendix C](#).

Darkfox generated the following narrative summary:

It is difficult for them to connect to others, make friends, and they find little progress in their efforts to change. Others are perceived as having wronged them, leading them to blame others for their troubles. This creates an inability to maintain a balanced perspective on many issues.

Upcoming conduct or discipline, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped.

There is either a loss of appetite or rapid increase in appetite due to sadness. Excessive eating offers comfort while a stark reduction in eating offers a sense of punishment or control. Eating disturbances cause an increase in overall suicide risk. Feelings of tiredness, exhaustion, and being

overwhelmed due to a lack of sleep or too much sleep begin to impact their ability focus on tasks. Sleep disturbances can cause an increase in overall suicide risk. While not currently in care, they may be considering therapy as an option, as it may have helped previously. They have not been in the hospital before for mental health treatment.

There has been a vague threat without mention of a target, time, or location for the attack. Transient threats carry with them a decreased likelihood of being carried out. The threat is vague but includes an angry and frustrated quality. The threat is designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threat. Any threats in the writing are vague and likely part of a fiction story, satirical work, or a journal/blog. While the writing may be jarring, it is primarily used to express the author's pain and there is little tie to reality and threats are transient in nature.

Summary Recommendations

- The upcoming discipline actions or suspension from school have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.
- The threat is vague in nature. Asking some clarifying or follow-up questions to determine if the threat is transient or substantive would be recommended. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to offer them support and discuss alternatives to making threats. These concerns are further heightened when other threatening behaviors such as organization, lethal, time, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present.
- Threats are likely part of their process and are more transient in nature. It would be warranted to have a conversation with them about how their writing is seen by others and discuss what kind of outcome they are looking for. Encourage them to talk with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to help better explore how their writing is seen and discuss alternative methods of expression. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.

Areas for Follow-up/Monitoring

To strengthen confidence in the risk formulation and close common “blind spots,” the following domains should be asked about in the next interview.

Fixation and target-specificity:

- “How much time is spent thinking about or monitoring the faculty member?”
- Any “scorekeeping” (lists of slights, fantasies of comeuppance), intrusive thoughts, or persistent rumination?
- Any direct or indirect leakage about wanting the professor to suffer?

Behavioral movement:

- Any approach behaviors (waiting outside offices, attending events to confront, repeated emailing beyond norms, attempts to contact through third parties)?
- Any boundary crossings (doxxing, gathering personal info, or researching home address/family)?

Content analysis of online material

- Review full context (frequency, escalation over time, audience response, any encouraging comments).
- Clarify whether posts referenced a specific individual (even if unnamed) and whether there were implied timelines or conditional triggers.

Means beyond firearms

- Access to chemicals (including academic or professional access), knives/tools, or other means relevant to the themes posted.
- Practical knowledge and opportunity to deploy those means.

Acute stressors and destabilizers:

- Sleep severity, appetite/weight changes, concentration, and functional impairment.
- Any recent losses, disciplinary stress, financial strain, housing instability, or substance escalation beyond what was disclosed.

Protective ecosystem:

- Identify at least one or two in-person supports (staff, mentor, peer group) to reduce isolation and increase accountability.
- Confirm connection points for mental health support; assess willingness to re-engage if depressive symptoms increase.

Conflict resolution and safety planning:

- Clarify what “accountability” looks like to Ella (specific behavioral requests, mediation goals, academic remedy).
- Develop a concrete plan to reduce the grievance heat: structured complaint pathway, communication boundaries, and scheduled check-ins so Ella is not left “venting into the void.”

Recommendations

The follow-up process should begin by treating the assessment as a pivot point, not a finish line. The immediate objective is to replace uncertainty and conflict with structure: a single point of contact, clear next steps, and a shared understanding that the goal is to help Ella stay stable and succeed academically, while avoiding additional communication that could be perceived as threatening. A single case lead (CARE/BIT case manager or dean-level designee) should be identified to coordinate outreach, reduce duplication, and prevent Ella from feeling like they are being handled by a committee. The first message should be brief and calm, confirming that the institution heard Ella's concerns, clarifying its focus on reducing conflict and preventing misunderstandings, and scheduling a follow-up appointment within a few business days. The tone should be firm about impact and expectations, but not accusatory about intent.

Within the first couple of days, the plan should formalize boundaries that reduce misinterpretation and minimize further escalation. This is best handled through a brief written expectations agreement that focuses on observable behavior rather than motives. It should clearly state that public posts that reference harm, chemicals, burial/death wishes, or revenge framing toward identifiable individuals are not acceptable because of their predictable impact on safety perceptions. It should also establish that contact with the faculty member must occur only through defined channels and in predictable formats (course platform, scheduled office hours, or mediated meetings), rather than spontaneous outreach when emotions are highest. The purpose is to "slow the cycle down" so that frustration does not lead to impulsive communication, and impulsive communication does not escalate into an institutional crisis. A simple coping substitute should be included, such as a delay-and-draft rule for any communication about the conflict or a commitment to reach out to the case lead or counseling resources when activation is high.

As the immediate safety climate stabilizes, the next step in risk reduction is to reduce grievance fuel. In practical terms, that means choosing a single resolution pathway and moving forward with it quickly. Ella should not be left in limbo where she feels unheard, trapped, or retaliated against, because that's where rumination and fixation grow roots. The institution should determine whether the best lane is an informal facilitated conversation (often most effective when the relationship is strained but repairable), a formal academic grievance process (when fairness concerns require documentation and adjudication), or an academic adjustment (section change, alternative instructor, independent study, or other remedy consistent with policy) if the relationship is too ruptured to safely continue. Whatever lane is chosen, it should be explained clearly with timelines, who decides what, and what outcomes are realistically on the table. The goal is not to "win" an argument; it is to stop the conflict from continuing to generate stress and public venting.

During the first two weeks, the plan should also intentionally build protective factors. The case lead should help connect Ella with supports that clearly address stress regulation, sleep restoration, interrupting rumination, and developing coping alternatives to posting. If Ella is reluctant to engage in traditional therapy, options such as skills-based counseling, coaching, case management, or a brief, structured group can still provide meaningful stabilization. In parallel, the case lead should identify two concrete in-person anchors (a staff mentor, an advisor, a

supportive faculty member not involved in the conflict, or a structured campus community) so Ella isn't relying primarily on online engagement during periods of high emotion. This reduces isolation and increases accountability in a way that feels normal rather than disciplinary.

From weeks two through six, the plan shifts into a monitoring and taper model. The institution should not over-monitor in a way that feels punitive, but it should maintain predictable check-ins long enough to confirm that coping and communication have stabilized. A short weekly check-in for the first couple of weeks can then taper to biweekly if Ella remains stable and there are no new concerns. Each check-in should follow the same small set of prompts to determine whether there have been urges to post about the situation, whether boundaries with the faculty member have been respected, how sleep/appetite/stress have been trending, whether “stuck thoughts” or revenge fantasies are emerging, and what supports were used when Ella felt activated. These are not interrogations; they’re the routine maintenance checks that prevent a small leak from becoming a fire alarm.

Finally, the follow-up plan should include explicit “tripwires” to prevent improvisation under pressure. Tripwires should focus on observable changes that materially increase concern, like new posts implying harm or experimentation with means, boundary-crossing behaviors toward the faculty member, attempts to obtain weapons or unusual access-seeking, rapid functional decline, or credible third-party reports of threats. If any tripwire is met, the response should be proportional yet decisive and include immediate reassess

ent, increased support and supervision, potential interim measures (communication restrictions, modified class arrangements), and emergency steps only when indicated by imminent risk markers. This creates a predictable path for escalation and prevents both underreaction and overreaction.

This six-week action plan is outlined in [Appendix D](#).

Respectfully Submitted,

Brian Van Brunt

Brian Van Brunt, EdD
Director of Behavior and Threat Management
DPREP Safety BTAM Institute

Appendix A: Case Artifacts

Social Media



Let's be honest—the funeral industry isn't in the business of helping. They put on a show of “compassion” but at the end of the day, they're just another greedy corporation milking death for every last cent
#DeathCare



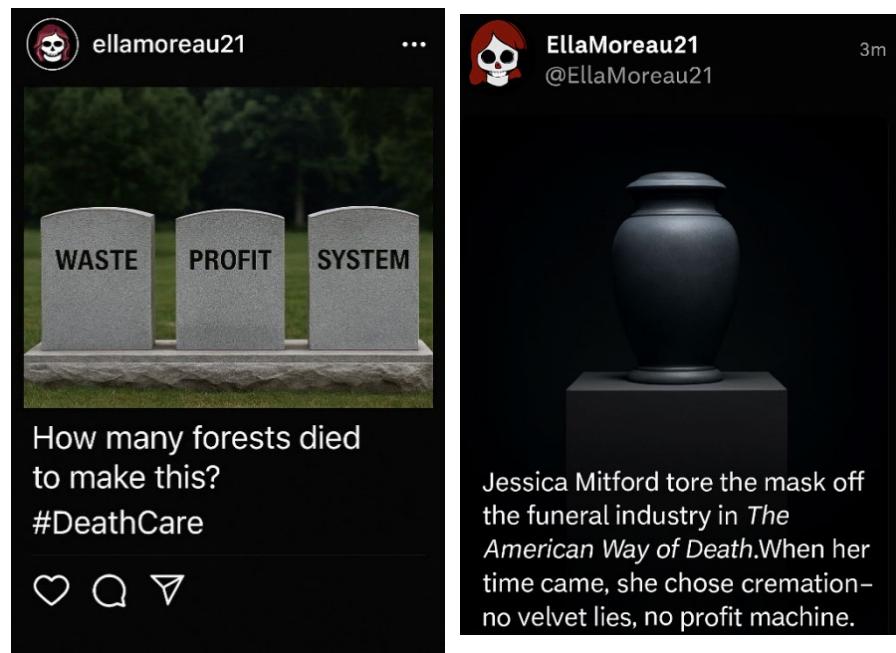
Jessica Mitford saw through the embalmed lies. *The American Way of Death* wasn't just about funerals—it was about refusing to be silenced by profit and performance.



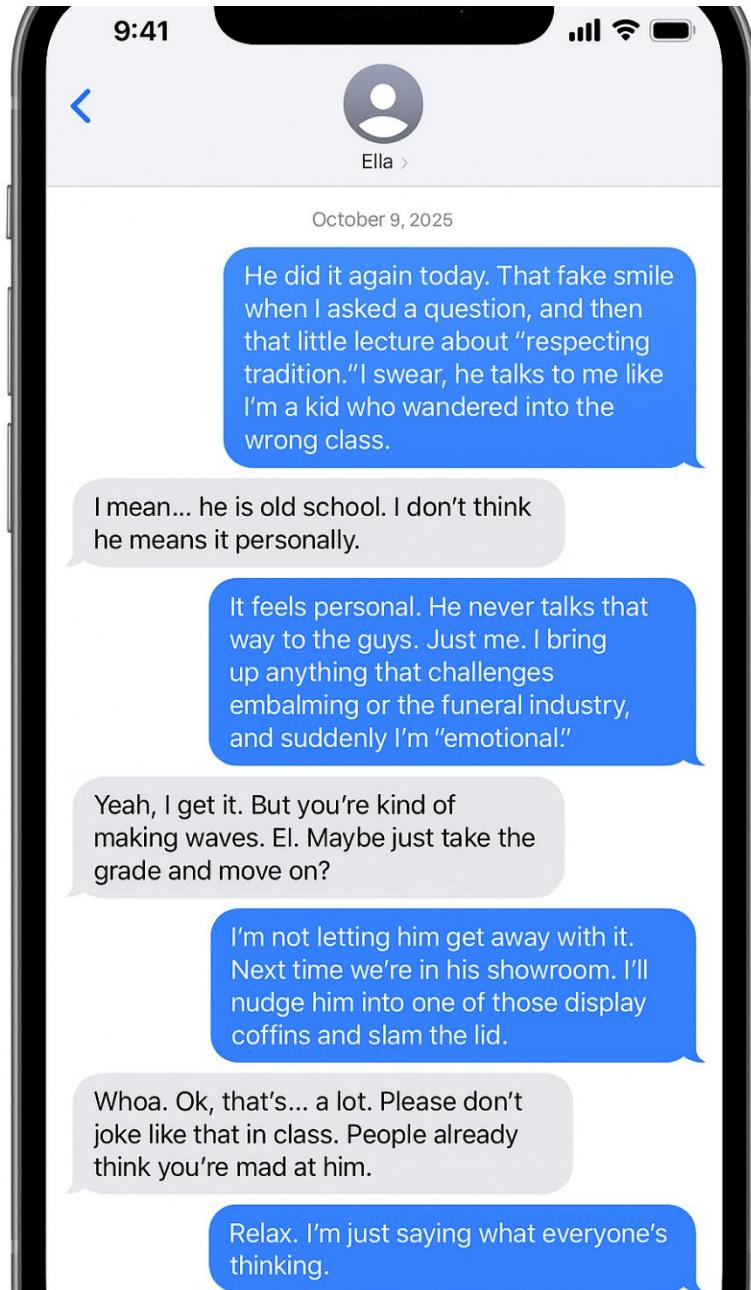
Respect to the one who pulled back the velvet curtain.



The funeral industry profits off death while destroying the planet. If he keeps pushing this industry line, maybe he should be buried under the very trees he despises.
#DeathCare #EcoBurial #Corruption



Texts and Group Chat



Group Chat Among Class Members: Ella, Maya, Jordan, Sam, Chloe, and Ryan.

Ella:

Hey everyone, I'm curious if anyone else feels like Prof. McAllister's class has gone totally off the rails lately?

Ella:

Every discussion turns into his personal political rant. I tried to speak up once and he literally cut me off mid-sentence.

Ella:

I'm thinking of writing to the Dean, but it would help if a few of us said something together so it doesn't look like just me.

Ella:

I'm all for open dialogue, but this isn't that. It's hostile.

Maya:

Maya: Yeah... I noticed that too. He got heated last week.

Jordan:

I dunno, I just wanna get through the semester

Ella:

Totally get that, but silence kind of equals agreement. He's crossing lines and no one's holding him accountable.

Ella:

It's like he thinks the classroom is his stage. He's supposed to teach, not lecture us on his opinions about world politics.

Ella:

I keep thinking about how unsafe it would feel for someone who actually disagrees with him to speak up.

Chloe:

I mean... I didn't love last class either. He seemed irritated when people pushed back.

Ella:

Exactly! That's why we need to document this. If a few of us send messages to the Dean, they'll have to take it seriously.

Ella:

I've already written up notes from the last two classes. If anyone wants, I can share them.

Sam:

I'm not sure about getting involved. Feels like it could blow up.

Ella:

I hear that. But honestly, pretending it's fine is what keeps people like him in control.

Ella:

He talks about "academic freedom," but what about our freedom to learn without being preached at?

Maya:

Maybe we should meet first? Talk it through before emailing anyone?

Ella:

I'm fine with that. But I don't want this to fade away like every other time a professor abuses their power.

Ella:

This is bigger than just one class. It's about accountability.

Class Discussion Board Posts

Mortuary Science 312: Contemporary Issues in Disposition Discussion Board | Week 6 – The Role of Tradition

Posted by: Ella M.

Date: September 22, 2025

I keep hearing people say “respect tradition” like it is a magic spell that excuses everything. Respecting tradition does not mean we stop asking questions. I have seen “tradition” used to justify embalming chemicals that poison soil, price structures that exploit grief, and rituals that center profit instead of people.

I get that some classmates (and professors) work in the funeral industry and feel defensive. But if we cannot talk honestly about what is broken, how are we ever supposed to fix it?

The visit to Whitaker & Sons Funeral Home last week was eye-opening. It is one thing to read about commodification of death, it is another to watch it happen in real time. If that is our “gold standard,” we need a new standard.

And before anyone says I am being “disrespectful,” I am not. I am being honest. The living deserve transparency, and the dead deserve dignity. Pretending everything is fine because it is “tradition” is just keeping us stuck.

Mortuary Science 312: Contemporary Issues in Disposition Discussion Board | Week 11 – The Role of the Funeral Home

Posted by: Ella M.

Date: October 8, 2025

I am honestly tired of being told to tone it down. If questioning power structures in death care makes people uncomfortable, maybe that says more about the system than it does about me.

Every week it feels like we are expected to repeat the same talking points: the honor of the profession, the service to families, the ethical standards of the industry. Meanwhile, nobody wants to talk about how much money is made off human grief. Or how students are discouraged from challenging those who profit from it.

When we visited Whitaker & Sons, I saw more branding than compassion. Maybe that is the reality people do not want to face. Maybe that is why certain faculty members have decided I am too emotional. If calling out hypocrisy is emotional, fine. I will own that. But do not confuse silence with respect.

I am not here to make anyone feel comfortable. I am here to tell the truth, even when it does not make for a pleasant classroom discussion.

Emails from Ella

From: Ella Moreau
To: Professor Daniel Whitaker
Subject: Clarification on grading concerns
Date: Mon, Sep 15, 2025 at 10:13 AM

Dear Professor Whitaker,

After reviewing your comments on my Week 6 paper, I am left wondering whether the grade reflects my writing or my perspective. You noted “insufficient engagement with industry realities,” yet I cited evidence that is inconvenient for the funeral industry to acknowledge.

It would be troubling if students are penalized for advancing arguments that challenge long-standing business interests. My position on greener methods may not align with the practices that define much of the industry, but avoiding them does not make the analysis stronger.

I would appreciate a clear explanation of how my grade was determined. If the issue is truly academic, then I welcome specifics. If it is not, I think that deserves to be said out loud.

Ella Moreau

From: Ella Moreau
To: Professor Daniel Whitaker
Subject: Clarification on grading concerns
Date: Tue, Sep 16, 2025 at 9:47 AM

Dear Professor Whitaker,

I need to address something from yesterday's class. When I answered your question about regulatory pathways for new disposition methods, you responded by calling my view “a very naïve way to frame it.” That wasn't just a critique of the idea, it felt like a put-down of me.

I realize my perspective challenges long-standing practices, but that doesn't make it naïve. It makes it different. There's a big gap between offering constructive pushback and making a student feel diminished. Yesterday, you landed on the wrong side of that line.

I want to be clear: I am here to engage, question, and learn. If my participation is going to be brushed off with condescension, then say so directly. Otherwise, I expect the same respect you'd give to any other professional voice in the room. I'll talk to others if I need to, and don't forget I get to evaluate you as well.

Sincerely,

Ella Moreau
Mortuary Science, Year 3

Emails Regarding Ella

From: Daniel Whitake

To: Margaret Holloway

Subject: Clarification on grading concerns

Dear Dean Holloway,

I want to bring to your attention a series of interactions I have had with one of my students, Ella Moreau, in the Mortuary Science program. Over the past week, her communications have shifted in tone and become increasingly aggressive.

Most recently, she emailed me regarding her Week 6 paper grade. While it began with questions about rubric alignment, her follow-up messages have implied bias on my part, expressed impatience when I did not respond quickly enough, and suggested that she would escalate concerns beyond my course. In her last note, she closed by reminding me of her ability to evaluate faculty, which I found troubling given the context.

I do not want to overstate the situation, but the tenor of her messages feels less like academic inquiry and more like a challenge to professional boundaries. I am concerned that this may continue to escalate and could affect both my ability to teach effectively and the classroom environment.

I would appreciate your guidance on next steps. Should I attempt another direct response, or would it be appropriate for you (or another administrator) to intervene at this stage?

Thank you for your support.

Sincerely,

Daniel Whitaker

From: Daniel Whitaker

To: Dr. Karen Dupree, Department Chair

Subject: Student Paper – Example of Concerns

Date: Mon, Sep 15, 2025

Karen,

See what I mean. This is from Ella Moreau's latest submission. I understand that students bring passion to these topics, but her tone and language are becoming increasingly personal and accusatory. It is making it difficult to evaluate her work objectively.

—Dan

Attachment: Excerpt from Student Paper

Ella Moreau

Mortuary Science 312: Contemporary Issues in Disposition

Professor Daniel Whitaker

September 14, 2025

Composting, Alkaline Hydrolysis, and the Ethics of Disposition

Traditional burial and embalming practices are presented to the public as dignified, but the industry's own internal language betrays a more commercial reality. "Clients," "services," and "arrangements" are terms borrowed from sales, not sacred care. The result is a transactional experience dressed in black fabric and euphemism. The body becomes a product, purchased preservation rather than a natural return to the earth. For an industry that claims to comfort the grieving, its comfort often depends on maintaining illusions that are neither sustainable nor honest.

I visited one of the funeral homes owned by a faculty member in our program. The visit was supposed to demonstrate "best practices." What I saw was a showroom, rows of metal caskets lined up like cars, price tags discreetly hidden behind brochures. Staff spoke in practiced tones about "closure" while steering families toward higher-cost options. I do not question anyone's personal sincerity, but it was clear that grief is the business model. Even the scent of lilies in the air felt less like mourning and more like masking something decaying beneath.

The future of death care must involve truth rather than theater. Composting and alkaline hydrolysis are not disrespectful; they are honest. They admit what the industry cannot: that death is decomposition, and decomposition is renewal. To continue teaching embalming as an unquestioned good is not neutrality, it is complicity in environmental harm and cultural denial. If some professionals find that uncomfortable, perhaps it is the discomfort of recognizing that the "traditional" methods are less about respect for the dead and more about protecting the living from their own fear.

Appendix B: Pathways Scoring

12/20/25, 1:54 PM

College | Pathways from D-Prep



Home | Pathways-K12 | Pathways-HE | Pathways-HR | Suicide Wayfinder | Resources

Pathways Higher Ed

Your Responses

Suicide	Social Problems:	Anxiety: 1	Harassing Behaviors: 1	Affective Violence:
Depression:	Academic Trouble: 1	Intense Thought/Action:	Stalking Others:	Trolling Actions: 1
Self-Injury:	Financial Insecurity:	Hallucinations/Delusions:	Acts of Partner Violence:	Transient Threats: 1
Alcohol/THC:	Adjusting to Change:	Group Pressure:	Sexual Violence:	Substantive Threats:
Serious Drug Use:	Loss or Bereavement:	Vandalism:	Incel Behavior:	White Supremacy:
Bullied/Teased:	Being Stalked:	Being Controlled:	Eating/Sleeping: 1	Weapons Interest/Access:

Are they without housing? No

Are they a veteran? No

Rating: MODERATE

COUNSELING/CASE MANAGEMENT

Anxiety

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

Academic Trouble

- Offer support, normalization, and advice/guidance
- Consider a referral to academic support
- Consider a referral to counseling
- Explore goals and strategies for improvement

Eating/Sleeping

- Discuss healthy eating/sleeping habits
- Identify environmental triggers that make sleeping and/or eating worse
- Introduce the idea of counseling

TITLE IX/CONDUCT

Harassing Behaviors

- Identify the range of behaviors and parties involved
- Consider the conduct process to address their behaviors
- Consider Title IX/EEO involvement
- Offer both parties referrals to counseling support

Trolling Actions

- Identify areas of difficulty (social, academic, workload, etc.)
- Discuss social and conduct implications of their behavior
- Explore alternative behaviors and ways to support them

POLICE/CONDUCT

Transient Threats

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

[Print](#)

[Back to Answers](#) [Reset Tool](#)

No data is stored in this online system related to your entries. Users are encouraged to print and save the outcome to a PDF and maintain this according to your institution's data privacy standards.

12/20/25, 1:54 PM

College | Pathways from D-Prep

For more information, contact brian@dprep.com

Pathways is an expert system that takes observations and user input and generates suggested interventions based on user input and research from psychology, criminology, threat, and law enforcement fields. Pathways provides support to threat teams and law enforcement in the summary and development of a risk mitigation plan. Information provided by Pathways should be used in conjunction within the context of the experience, research and expert judgement of law enforcement, counseling and threat assessment professionals.

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Appendix C: DarkFox Scoring

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DarkFox: Education | Dark Fox



Home
DarkFox: Education
DarkFox: Workplace

+ Resources and Instructions

+ Demographics

+ Environment

+ Violence Risk Assessment

+ Threat Assessment

+ Suicide Assessment

RESUBMIT FOR REPORT

Skulks

- Your Responses

Birth year: 1998 TBI: No	Gender: Woman IEP: No	Veteran: No
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Assessment data sources: classmates, staff, school records, conduct records, PBIS/CARE team records, direct observations

Difficulties/loss within the last 1-2 months: Not entered

Current challenges: pending or likely discipline action at school

Violence Risk Assessment:

Alone: 1	Catalyst: Vengeance:	Free Fall: Incel:	Hopelessness: Costuming:
Aggrieved: 1	Research:	Checklist:	Objectification:
Sadist:	Irrational:	Encouragers:	Bullied/Teased:
Consumed:	Impulsivity:	Weapons Interest:	Weapons Acquisition:
Defiant: 1			

Threat Assessment:

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

Suicide Assessment:

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

It is difficult for them to connect to others, make friends, and they find little progress in their efforts to change.

Others are perceived as having wronged them, leading them to blame others for their troubles. This creates an inability to maintain a balanced perspective on many issues.

Upcoming conduct or discipline, such as suspension, present future stress and conflict that could escalate feelings of hopelessness, despair, and feeling trapped.

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There is either a loss of appetite or rapid increase in appetite due to sadness. Excessive eating offers comfort while a stark reduction in eating offers a sense of punishment or control. Eating disturbances cause an increase in overall suicide risk. Feelings of tiredness, exhaustion, and being overwhelmed due to a lack of sleep or too much sleep begin to impact their ability focus on tasks. Sleep disturbances can cause an increase in overall suicide risk. While not currently in care, they may be considering therapy as an option, as it may have helped previously. They have not been in the hospital before for mental health treatment.

There has been a vague threat without mention of a target, time, or location for the attack. Transient threats carry with them a decreased likelihood of being carried out. The threat is vague but includes an angry and frustrated quality. The threat is designed to intimidate and includes themes of sadness, injustice, and pain expressed in the characteristics of the threat. Any threats in the writing are vague and likely part of a fiction story, satirical work, or a journal/blog. While the writing may be jarring, it is primarily used to express the author's pain and there is little tie to reality and threats are transient in nature.

- Vulnerability

LOW

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

- Negative Thoughts

LOW

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

- Environmental Stressors

MODERATE

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

Interventions

- The upcoming discipline actions or suspension from school have the real potential to increase the stress and feelings of hopelessness. Efforts should be made to discuss the impact of these upcoming events, as they bring with them disturbances that could escalate thoughts of suicide and/or violence to others.

- Suicidality

LOW

SUICIDALITY brings together STATEMENT (low), EAT (moderate), SLEEP (moderate), TREATMENT (moderate), SELF-INJURY (low), SUBSTANCES (low), SELF-CONCEPT (low), ATTEMPTS (low), HOPELESSNESS (low), IMPULSIVITY (low), WEAPONS ACQUISITION (low) and VETERAN STATUS (no). Suicide is best understood as an idea to action process, where thoughts and ideas such as disappearing, feeling trapped, and wanting to die lead to suicide attempts, self-injury, skipping medication, and inpatient hospitalization. Additional changes to eating and sleep can further increase the risk of suicide as can previous attempts and self-injury. Substance use can dull emotions or escalate suicide risk due to an increase in impulsivity, particularly if they have access to weapons. Suicidality and hopelessness are some of the highest risk factors for targeted violence as the person has lost all social regulation for their behavior and any hope of a positive outcome for their future.

- Attack Preparation

LOW

ATTACK PREPARATION brings together WEAPONS INTEREST (low), RESEARCH (low), PLANNING (low), ENCOURAGERS (low), COSTUMING (low) and VETERAN STATUS (no). A target is being considered and they have begun researching, planning, and considering different weapons to be used in the attack. The injustices and grievances they have endured drive them forward with the plan and they are encouraged by others (often in online groups) to escalate the attack plan. The preparation often offers some emotional release and feeling of calm as they struggle with isolation, frustration, and hopelessness about life.

- Attack Approach

LOW

ATTACK APPROACH brings together WEAPONS ACQUISITION (low), CATALYST (low), CHECKLIST (low), PENETRATION (low), APPROACH (low), SADIST (low), VENGEANCE (low) and VETERAN STATUS (no). Approach behaviors are those that occur prior to an attack and can be seen as the physical acting out of preparations. Weapons are selected and acquired for the attack, countermeasures for security of the target are devised and a checklist for preparation is created. Events have occurred in their life that have increased stress, feelings of hopelessness.

- Threat

MODERATE

<https://www.darkfoxthreat.com/education>

2/3

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THREAT brings together DIRECT (moderate), ORGANIZATION (low), LETHALITY (low), TIME (low), LEAKAGE (low), LOCATION (low), TONE (moderate), RHETORIC (moderate), PLANNING (low), APPROACH (low), BLAZE (low), VETERAN STATUS (no), and SUICIDE. Threat indicates the overall severity of a threat that has been made. Someone has the potential to be violent even without making a threat, however threats that are made provide insight into the planning prior to a potential attack. Threat gathers information together about the time and location of an attack, the lethality or dangerousness of the threat, and if planning or approach has begun. Information about the transient or substantive nature of the threat is gathered through the tone and rhetoric of the threat.

Interventions

- The threat is vague in nature. Asking some clarifying or follow up questions to determine if the threat is transient or substantive would be recommended. Encourage them to talk to a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to offer them support and discuss alternatives to making threats. These concerns are further heightened when other threatening behaviors such as organization, lethal, time, leakage, location, tone, rhetoric, planning, approach, blaze, veteran, or suicide are present.
- Threats are likely part of their process and are more transient in nature. It would be warranted to have a conversation with them about how their writing is seen by others and discuss what kind of outcome they are looking for. Encourage them to talk with a trusted adult, school counselor, work supervisor, human resources, or EAP counselor to help better explore how their writing is seen and discuss alternative methods of expression. A coordinated response with the school, college, or workplace BIT/CARE and/or threat team would be advised.

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For more information, contact brian@dprep.com

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Appendix D: Time-Based Action Plan

0–24 hours

- Assign a **single case lead** (CARE/BIT case manager or designee).
- Send a brief follow-up message: confirm the assessment, set goals, schedule a check-in within 3–5 business days.
- Preserve documentation: ensure relevant posts/concerns are archived in the case file (screenshots/links as appropriate).

24–48 hours

- Implement a **written expectations and boundaries agreement**:
 - No harm-implying social media content about identifiable individuals.
 - Defined communication channels with the faculty member (no spontaneous/emotion-driven outreach).
 - “Delay-and-draft” rule for any messages about the conflict.
- Provide immediate support options (counseling referral, case management, crisis resources if needed).

Days 3–7

- Hold the first structured **case lead check-in** (20–30 minutes).
- Select a single **resolution pathway**:
 - Facilitated conversation/ombuds route **or**
 - Formal grievance process **or**
 - Academic adjustment option (if relationship is too ruptured).
- Notify relevant internal stakeholders using **minimum necessary information** and clear roles.

Week 2

- Confirm Ella is connected to at least one **support resource** (counseling/coaching/case management).
- Identify at least **two stabilizing anchors** (mentor/advisor/staff support + structured campus connection).
- Begin weekly brief check-ins (if stable, keep them short and predictable).

Weeks 3–4

- Track stability indicators: attendance/engagement, assignment submission, conflict incidents, and online posting concerns.
- Continue check-ins; adjust intensity based on stress trends and any boundary concerns.
- If a facilitated meeting is the chosen lane, conduct it and document agreed outcomes.

Weeks 5–6

- Taper check-ins to biweekly if stable.
- Confirm the resolution lane has produced closure or a clear next step.
- Transition the case from active monitoring to “support as needed,” with tripwires documented.

Tripwire triggers (any time)

- New posts implying harm/means or escalating specificity.
- Boundary crossing or approach behaviors toward faculty.
- Access-seeking for weapons/means, or rehearsals/preparation behaviors.
- Rapid functional decline, severe insomnia/agitation, self-harm risk indicators.
- Credible third-party reports of threats.