





DarkFox: Case Examples



- + Demographic
- + Environment
- + Violence Risk Assessment
- + Threat Assessment
- + Suicide Assessment



- Demographics

Case ID# DN3909

Birth year:

Veteran status: ☐ Yes ☐ No ☐ Unsure


Race/ethnicity:

- ☐ American Indian or Alaska Native
- ☐ Asian
- ☐ Black or African American
- ☐ Hispanic
- ☐ Middle Eastern or North African
- ☐ Native Hawaiian or Other Pacific Islander
- ☐ White
- ☐ Other
- ☐ Unsure

Gender:

Assessment data sources:

- ☐ Parents
- ☐ Teachers
- ☐ Classmates
- ☐ Friends
- ☐ Counseling records
- ☐ School records
- ☐ Observations relayed to police or the CARE team
- ☐ Direct observations
- ☐ Police report
- ☐ A search of wants/warrants
- ☐ Open-source intelligence (OSINT)
- ☐ Criminal intelligent unit (CIU)/Special Investigations
- ☐ Mental health unit
- ☐ Computer automated dispatch (CAD)
- ☐ Fusion Center
- ☐ Community advisory committee
- ☐ School safety director




- Environment

Difficulties/loss within the last 1-2 months:

- ☐ Death of pet
- ☐ Death of parent or caregiver
- ☐ Death of someone close to them
- ☐ Loss of job
- ☐ Loss of academic program (major or failed course)
- ☐ Legal trouble (lawsuit)
- ☐ Loss or athletic team status
- ☐ Failure of Greek life pledging process
- ☐ Loss of romantic relationship
- ☐ Financial distress
- ☐ Severe financial distress
- ☐ Suspension (from work or school)
- ☐ Expulsion/termination from job
- ☐ Extreme teasing or bullying
- ☐ None
- ☐ Unsure

Current challenges:

- ☐ Pending conduct or HR action
- ☐ Pending suspension at work or school
- ☐ Pending expulsion at work or school
- ☐ Pending criminal charges
- ☐ Atmosphere of teasing and exclusions
- ☐ Upcoming deadlines that will likely go poorly
- ☐ Relationship at risk of ending
- ☐ Future financial stresses likely worsening
- ☐ Potential loss of home
- ☐ Going back to work or school after an embarrassing event
- ☐ Coming out (sexual orientation)
- ☐ Gender identity transition
- ☐ None
- ☐ Unsure




- Violence Risk Assessment

Alone <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Catalyst <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Free Fall <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Hopeless <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Aggrieved <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Vengeance <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Incel <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Costuming <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Sadist <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Research <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Checklist <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Objectification <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Consumed <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Irrational <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Encouragers <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Teased <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Defiant <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Impulsive <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Weapons Interest <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Weapons Acquisition <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3


- Threat Assessment

Direct <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Lethality <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Time <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Leakage <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Location <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Organization <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Tone <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Rhetoric <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Planning <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Penetration <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Approach <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Blaze <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3



- Suicide Assessment

Statement <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Treatment <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Self Injury <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Self-concept <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3
Eat <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Sleep <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Substances <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3	Attempts <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> ○ 1 ○ 2 ○ 3



Violence Risk Assessment



Alone refers to isolation and an inability to form social connections, despite the desire and attempts. This escalates to feelings of hopelessness, irritability and anger at being separated from what seems comes so easy for others. The outsider status and extreme isolation coincides with teasing and thoughts of suicide or extreme action.

On September 27, 2006, a gunman took six girls hostage at the Platte Canyon High School in Bailey, CO. He molested them all, then released four of them before SWAT stormed the classroom. He then killed one of the remaining hostages before killing himself. That day he mailed a letter to his brother that reads, "Please forgive me for the terrible things you have heard of are about to hear. Suicide is sometimes an embarrassment to family members, so for this I truly apologize for any hurt I may cause all of you. To me suicide is finally a release from an empty and painful life that has never had any meaning for me. I'm tired of living, and for the last 15 years or so I'm tired of living in pain. Constant pain."

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These negative **catalyst** events occur and act like the catalyst in a chemical reaction, speeding up the escalation, like the loss of a job, relationship, or finances can act to further an attack plan. Unlike free fall, catalyst events occur more suddenly.

Donald's Trump loss in the 2020 election and the rhetoric around the election being stolen had large portions of the Republican electorate angry and frustrated. The certification of the election on January 6, 2021, and the speeches given at the rally that day served as the catalyst that led to the insurrection and riot at the US Capitol.



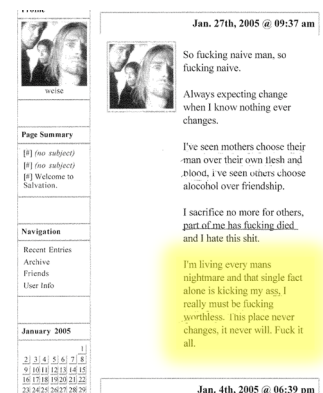
Unlike catalyst events, which are more sudden, **free fall** describes a more general set of problems like failing supports, mental illness flare ups and a general sense of hopelessness. The free fall becomes more concerning as multiple, chronic problems intersect, eventually creating an inability to function and a lack of hope that things will improve.

At the start of the midnight screening of The Dark Knight Rises, on July 20, 2012, in Aurora, CO, the attacker left the theater, propping open the door behind him. He returned a few minutes later dressed in head-to-toe protective gear and threw two tear gas canisters into the theater. He then opened fire, killing twelve and injuring 70. He surrendered to police outside the theater. The police found a package addressed to his psychiatrist that contained a notebook with details of his attack plan and his obsession with killing.



Hopeless describes a sense of worry and uncertainty about the future along with difficulty focusing and pervasive feelings of sadness. As hopelessness increases, they feel trapped and eventually are unable to function and/or experience growing suicidal thoughts.

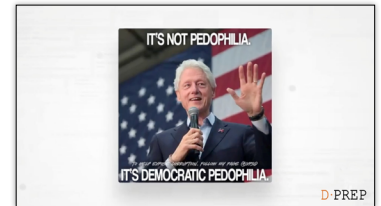
In Red Lake, MN, on March 21, 2005, a teenager shot his grandfather and grandfather's girlfriend in their home on the reservation before taking his grandfather's police issued firearms and driving his police cruiser to the high school where he killed seven students and injured five more before shooting himself. The student was very active online leading up to the shooting, posting blogs aligning with the neo-Nazi movement. The highlighted portion from his LiveJournal page reads "I'm living every mans nightmare and that single fact alone is kicking my ass. I really must be fucking worthless. This place never changes, it never will. Fuck it all."





Here, the **aggrieved** person blames others for most of their problems and difficulties in life. They carry resentments and escalate to make those they see as responsible pay for their actions. These actions can be perceived or actual; most commonly they are based on some general truth.

The Capitol rioters (see catalyst) also exemplify this trait, as many were steeped in anti-left conspiracy theories and blamed the left for changed to the country and their way of life that they resented.



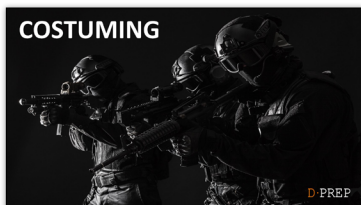
Seen in parallel with aggrieved, injustice and grievance collecting, **vengeance** is the action and desire to punish those they feel have caused their pain or are unfairly enjoying life in a way the attacker resents. Talking and venting eventually includes fantasies of acting out their plan and considering the time, place, and location of their attack.

On March 15, 2019, a gunman attacked two mosques in Christchurch, New Zealand, livestreaming the attack to Facebook and Instagram. 51 people were killed during Friday prayers when he entered the mosques in turn and opened fire. He had posted a 74-page manifesto to social media the day before the shootings, saying he would carry out an attack, "To take revenge on the invaders for the hundreds of thousands of deaths caused by foreign invaders in European lands." He wrote the names of other mass shooters on his weapons and accessories.



Incel 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.

An attacker stabbed three people to death in his apartment complex in Isla Vista, CA, then drove to the University of California, Santa Barbara campus sorority houses and shot three women, two of which died. He then drove to a nearby deli, shot and killed a male student inside. He got back into his BMW and drove at a high rate of speed into crowds of pedestrians until having a standoff with police and completing suicide. Just before his attack at the sorority house, he uploaded a video to YouTube titled "Elliot Rodger's Retribution" where he talks about his motive, blaming women for rejecting him and punishing men he envied.



As an attacker prepares, they often choose their **costuming** – clothing, tactical gear, and accessories they will need during the attack. This may start with an affiliation to a group like the Proud boys or Atomwaffen and eventually involves purchasing ballistic plates, knee and elbow pads, harnesses, and/or ammunition containers. In some attacks, they have taken on the appearance of figures such as the Dark Knight, Joker, and

characters from The Matrix.



On February, 14, 2008, an attacker came into Cole hall at Northern Illinois University Shooting and killed five students and injured more 21 others before committing suicide. He carried his weapons concealed in a guitar case. He struggled with mental illness, suicide attempts, and being bullied in high school. He had a skull impaled with a knife tattooed on one arm and a depiction of the Jigsaw killer from the Saw torture film on the other.

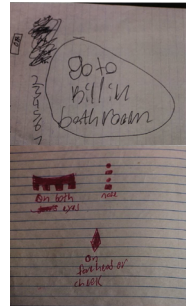


SADIST



For **sadist**, there is pleasure taken in inflicting harm on people and/or animals. At the early stages, this may manifest as a lack of empathy or non-physical negative attacks on others. In later stages, there is a growing need to harm others physically along with making plans and narrowing on target.

Two girls were arrested on October 24, 2018, in Bartow, FL, after they came to school with knives. They planned to meet in the bathroom and wait there for smaller students to come in so they could attack them. They planned to stab them and cut their throats, then pile the bodies in one of the stalls. They also brought a goblet in hope of drinking their victim's blood. They hoped to kill at least 15 people as part of a Satanic ritual. They had done online research into how to kill someone with a knife.



RESEARCH



Research involves the general interest in and reading or viewing materials about past attacks. As this progresses, research becomes more specifically narrowed to weapons, tactical gear, scouting the location and penetration testing (looking at vulnerabilities in security, patrols, and cameras).

On July 18, 2019, there was an arson attack at a Kyoto Animation studio in Kyoto, Japan, killing 36 people and injuring 34 more. The attacker was seen at the location and related locations several times in the days leading up the attack.



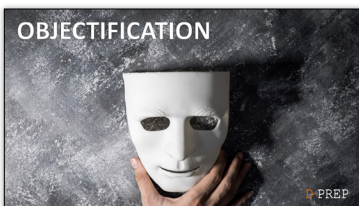
CHECKLIST



A **checklist** becomes the physical manifestation of fantasy rehearsal and brainstorming what would be needed to punish or harm a person, place or system. Checklists become increasingly informed by research and specificity around timing and location of an attack and the materials needed. There may also be a shutting down of bank accounts, phones or social media accounts or other recurring memberships or involvement with the anticipation of an upcoming event.

On February 14, 2018, in Parkland, FL, an attacker arrived at Stoneman Douglas High School in an Uber, carrying a backpack filled with magazines and a duffel contained his AR-15. The attacker fired down a hallway, killing 11 and injuring 13 others. He went upstairs and killed six more and injured another four. He then went to the faculty lounge and fired at students as they ran outside but was slowed by hurricane impact-resistant glass in the windows. He left the school by blending in with other students and was apprehended a little while later. He had recorded videos declaring that he would be "the next school shooter of 2018" and providing an outline of his plan.

OBJECTIFICATION



With **objectification**, there is a depersonalization regarding how others are seen with an increasing tendency to see them as "less than" or unworthy of basic consideration. This manifests in name calling and the use of racist, misogynistic or bigoted language. As objectification escalates, there are increased work, school, and home conflicts, with threats and negative actions. They eventually see their target as undeserving of any consideration and simply as an object in the way of their goal.

On July 17, 2015, an attacker opened fire at the Emanuel African Methodist Episcopal Church in Charleston, SC. The shooter was a white supremacist who wrote in his manifesto, "Say you were to witness a dog being beat by a man. You are almost surely going to feel very sorry for the dog. But then say you were to witness a dog biting a man. You will mostly likely not feel the same pity you felt for the dog for the man. Why? Because dogs are lower then men. This same analogy applies to black and White relations."

Black people are racially aware almost from birth, but White people on average dont think about race in their daily lives. And this is our problem. We need to and have to.

Say you were to witness a dog being beat by a man. You are almost surely going to feel very sorry for that dog. But then say you were to witness a dog biting a man. You will most likely not feel the same pity you felt for the dog for the man. Why? Because dogs are lower than men.

This same analogy applies to black and White relations. Even today, blacks are subconsciously viewed by White people are lower beings. They are held to a lower standard in general. This is why they are able to get away with things like obnoxious behavior in public. Because it is expected of them.



feeling justified in their actions because of their locked perspective.

Consumed reflects a set way of thinking and escalating toward action. There is a difficulty accepting alternative explanations for events, they engage in harmful debate with others and increasingly look for ways to widen their impact and solidify their viewpoint. This escalates to include a quality of obsession and a spiraling negative impact to other aspects of their work, school, social relationships and family. They seek opportunity to troll and create demonstrations to push this view on others. They not only have a hardened point of view, but this becomes a defining characteristic of their entire person. When limits are set by workplace, school or the police, they move quickly past these,

On a train in Portland, OR, on May 26, 2017, a man began yelling at two women on the train who appeared to be Muslim. A group of people intervened, and he began stabbing them. Two of them were killed and a third was injured. The attacker had a long history of racist and white separatist posts on social media.



Irrational thinking becomes increasingly impaired due to paranoia, odd or obsessive thoughts, delusions and/or a general separation from reality. This may include language about aliens, government organizations surveilling them, incongruent or poorly organized speech and the experience of hallucinations (voices, visions, smells, etc.) that may command and/or demand they take violent action.

A man shot and killed a woman and then himself in the fine arts center at Henry Ford Community College in Dearborn, MI, on May 10, 2009. He had reportedly harassed her online and posted YouTube videos ranting against black women and other groups.



Encouragers are often third parties they meet on the internet, chatrooms, social media or in-person meetings, such as local white supremacist, KKK or other violent hate groups. The encouragement progresses from the pursuit of ideas and philosophies to support acquiring weapons, developing an attack plan and punishing those who they see as responsible for societal problems.

The attacker at Umpqua Community College in Roseburg, OR, killed nine and injured seven others before shooting himself on October 1, 2015. He targeted Christians, asking them to stand before shooting them one by one. In his manifesto, he wrote, "for Vester Flanagans, Elliot Rodgers, Seung Cho, Adam Lanzas of the world, I do this."



At the early stages, being **teased** and bullied is an occasional experience that has an impact on self-worth and social connections with others. As teasing increases, their world becomes increasingly unsafe and negative, leading to feelings of hopelessness, despair, being trapped and eventually feelings of suicide or a desire to send a message to the oppressors through violence action.

On October 21, 2013, a teenager at Sparks Middle School in Sparks, NV, opened fire on the school's basketball court, injuring two students and killing a math teacher who tried to intervene. He then shot and killed himself. In his suicide note, he wrote "Today is the day I kill you bastards for the embarrassment that you did. You say mean things in school... Today I will get revenge on the students and teachers for ruining my life."

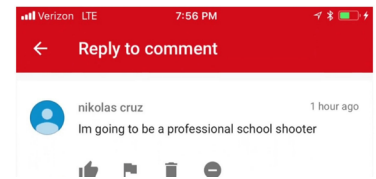
Dear teachers and students today is the day when I kill you bastards for the embarrassment that you did. You say mean things in school. That I'm gay, that I'm lazy, stupid, idiot, and also say that I see my pants and also I stealing my money. Well that will end. Today I will get revenge on the students and teachers for ruining my life. Today I will bring a god damn pistol and rifle to shoot you and see how you like it when someone making fun of you dies. I kill you your life will be nothing but nightmares and bad dreams. I don't care if I have shots of bullets to shoot all of you cause I'm going to die try on my last stand. And right now this school will now come to an end and your death will be rising when I shoot you. Have a great death at school.



racist and violent posts on social media, and declared, “Im going to be a professional school shooter.”

At first, being **defiant** may be a general tendency to take an alternative path when compared with how others approach those in authority. This escalates into more frequent incidents with teachers, student discipline, human resources, and society in general. Incidents then involve more substantive threats, violent actions and conditional ultimatums.

The Parkland shooter (see checklist) made several concerning



one passage, he wrote, “In a rage, I made a U-turn, pulled up to their bus stop and splashed my Starbucks latte all over them. I felt a feeling a spiteful satisfaction as I saw it stain their jeans.

In moving from an idea to an action, the **impulsive** individual progresses quickly, without weighing the impact of their actions. They increasingly ignore those in positions of authority or limits that have been set. In the more extreme escalation, they act despite a risk to their life.

The Isla Vista killer (see incel) wrote in his manifesto of the rage he experienced and described some instances when he acted on it. In

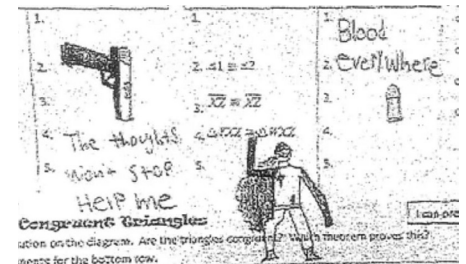
As I made my way back from school one day during the first week, I was stopped at a stoplight in Isla Vista when I saw two hot blonde girls waiting at the bus stop. I was dressed in one of my nice shirts, so I looked at them and smiled. They looked at me, but they didn't even deign to smile back. They just looked away as if I was a fool. As I drove away I became very infuriated. It was such an insult. This was the way all girls treated me, and I was sick and tired of it. In a rage, I made a U-turn, pulled up to their bus stop and splashed my Starbucks latte all over them. I felt a feeling a spiteful satisfaction as I saw it stain their jeans. I then quickly speeded away before they could catch my license plate number. How dare those girls snub me in such a fashion! How dare they insult me so! I raged to myself repeatedly. They deserved the punishment I gave them. It was such a pity that my latte wasn't hot enough to burn them. Those girls deserved to be dumped in boiling water for the crime of not giving me the attention and adoration I so rightfully deserve!

This incident soured my first week of college, but for the sake of all of my hopes and dreams, I tried to forget about it.



As this interest escalates, there becomes an increasing focus on narrowing weapons and tactical material knowledge for a specific plan such as a shooting at a public event, school or workplace.

Weapons interest includes exploring different types of firearms, knives, explosive devices and corresponding tactical equipment such as harnesses, night-vision goggles, expanded magazines, optics and bullet-proof vests. As their interest progresses, they become increasingly obsessed with the topic and talk about this freely with others despite negative consequences to their friendships, work or academics. They may belong to several internet discussion groups, in-person organizations and subscribe to magazines or other books or literature.



On November 30, 2021, four students were killed and seven people were injured in a shooting at Oxford High School in Michigan. The 15-year-old shooter had displayed several warning signs leading up to the attack, including these drawings on a class worksheet.



They booby-trapped school hallways with at least 12 bombs. They had planned the attack for a year. The plan involved setting off propane bombs in the cafeteria and gunning down any survivors, then exploding their cars to kill anyone outside the school. However, they failed at wiring the timers correctly. They filmed a number of videos prior to the attack discussing their plans.

Moving beyond simple interest, during **weapons acquisition** they begin to purchase weapons or gain experience shooting at a range. The weapons are increasingly chosen for a specific purpose and the knowledge about the weapons becomes more directly tied to a specific attack plan. Secondary and tertiary weapons, ammunition and gear are obtained.

On May 20, 1999 at Columbine High School, two students killed 15 people and wounded 28 others before killing themselves.



Threat Assessment

DIRECT THREAT



A **direct** threat is one made verbally or in a written format like a letter or on social media. They may start as vague references or memes and escalate to mentions of a specific place, time and what they will do. As they escalate, the threat is made with a sense of urgency and repeated in multiple formats.

On June 8, 2014, a married couple killed two Las Vegas police officers in a pizza shop and then a shopper in a Walmart before they were killed. They were wearing adult diapers and had water and food with them. They left a note with a swastika and "Don't Tread on Me" flag in the pizza shop.

LETHALITY



The dangerousness of the attack plan is determined by the level of access to deadly weapons and materials. At the early stage, access to deadly weapons may require obtaining them from friends or other locations. As lethality escalates, weapons are acquired along with ammunition and secondary materials needed for an attack like high-capacity magazines, security schedules or counter surveillance measures.

On August 3, 2019, a 20-year-old white supremacist opened fire in a crowded Walmart in El Paso, TX. About 20 minutes prior to the attack, he posted a four-page manifesto to 8chan. In it, he says he wanted to stop a "Hispanic invasion of Texas." He also listed the weapons he would be using and the damage they would cause.

Gear

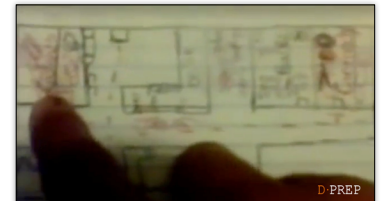
Main gun: AK47 (M438 10) - I realized pretty quickly that this isn't a great choice since it's the civilian version of the AK47. It's not designed to shoot rounds quickly, so it overheats massively after about 100 shots fired in quick succession. I'll have to use a heat-resistant glove to get around this. 803 bullet: This bullet, unlike pretty much any other 7.62x39 bullet, actually fragments like a pistol hollow point when shot out of an AK47 at the cost of penetration. Penetration is still reasonable, but not nearly as high as a normal AK47 bullet. The AK47 is definitely a bad choice without this bullet design, and may still be with it. Other gun (if I get one): AR15 - Pretty much any variation of this gun doesn't heat up nearly as fast as the AK47. The round of this gun isn't designed to fragment, but instead tumbles inside a target causing lethal wounding. This gun is probably better, but I wanted to explore different options. The AR15 is probably the best gun for military applications but this isn't a military application. This will be a test of which is more lethal, either it's fragmentation or tumbling. I didn't spend much time at all preparing for this attack. Maybe a month, probably less. I have to do this before I lose my nerve. I figured that an under-prepared attack and a meh manifesto is better than no attack and no manifesto.

TIME OF ATTACK

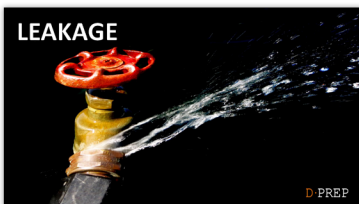


Time refers to when the attack will take place. In early stages, the time may be given in months or years with the feeling of "if things don't change at some point, this will happen." As timing escalates, the attacker thinks in terms of weeks rather than months and the attack becomes increasingly likely if the target does not change their behavior. At the final stages, the attack is imminent, planned in the next hours or days and timing may be communicated with a verbal or online threat.

In August 2011, police received a tip that led to a student's arrest for plotting to kill officials and students at Freedom High in Tampa, FL. His manifesto contained information about the layout of the school, where he planned to place bombs and a detailed plan of attack. In it, he specifically targets a number of faculty and students. Police found bomb making materials in his home. He also recorded a video detailing his plans.



LEAKAGE



Leakage refers to sharing attack details, intentionally or unintentionally, with a third party. At first, these are vague hints at frustration, growing unhappiness and unfairness with no mention of a specific time, place, or target of an attack. Leakage increases as they vent frustrations verbally/online and demand justice. Threats then become specific and lethal with a time and location mentioned.

Not long before the student arrested in the thwarted attack at Freedom High School (see time), he showed a friend a map of the school, pointing out where he would put bombs. His journals contained these graphic drawings.





DarkFox: Case Examples



Location signifies the place where an attack will occur. This may be vague and general at first, perhaps even at a place where the attacker does not have access. With escalation, the location becomes increasingly specific, and the threatener has conducted research and planning on access. They may conduct walkthroughs of the location and look at overcoming any obstacles.



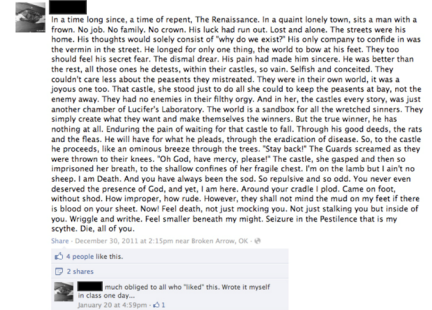
Organization denotes threats that move from vague and undefined to narrow and specific. Poorly organized threats are more reactive and often involve many targets and people. Escalations in organization define the attack to a singular target and are consistent and repeated.



Whether written or verbal, the **tone** is intimidating, angry, frustrating, often with elements of anger, sadness, and pain. As the tone escalates, they attacker uses negative adverbs and adjectives to blame, harasses and intimate the target. Increased objectification of the target occurs, removing any sense of agency or humanity. In extreme stages of tone, rage and a desire for punishment are

explicit and unrelenting.

On February 17, 2012, an attacker fired his gun 10 times, killing three Chardon High School students and injuring three others in the cafeteria. He was not a student at the school, though his sister was and was in the cafeteria at the time of the shooting. He had posted a violent and disturbing story on Facebook. It included phrases like "The world is a sandbox for all the wretched sinners," "Feel smaller beneath my might," and "Die, all of you."



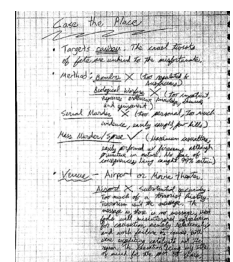
Rhetoric refers to the threatener's contextual history of writing fiction, satire, or opinion pieces that may look concerning at first but are less so, as this is a common way they process and vent. While they may write vague threats and use jarring language, the overall piece is used to express pain and/or is satirical in nature. As the rhetoric concern escalates, the tone and details convey a disregard for the target and they are written to inflict pain and insult, rather than making a larger narrative point. At the extreme, the fiction/satire is seen a poor disguise and the real desire is clearly to weaken the target's image and destroy the target.

On September 13, 2017, a student at Freeman High School in Rockford, WA, killed one student and shot three others before a custodian got him to surrender. At the start of the school year, he brought a note to school saying that he "might get killed or jailed."



Planning involves writing down or thinking about what they may do to correct an injustice or seek revenge. Planning intensifies as the threatener focuses on details, gathering intel and acquiring the items they need for an attack. As planning escalates, they clarify and improve tactics to increase damage and overcome potential obstacles. Secondary sites, counter surveillance measures and contingency plans are developed.

The Aurora, CO, movie theater shooter's (see Free Fall) notebook contained details about the target and the methods he planned to use. He notes why he rejected bombs, biological warfare and serial murder, settling on mass murder, selecting a movie theater over an airport.



APPROACH



A student at Thurston High School in Springfield, OR, shot at fellow students in the school cafeteria on May 21, 1998. He killed two and wounded 25 others. The day before, he had killed his parents at their home. The therapist's notes include reference to his previous smaller acts of violence toward classmates.

Approach describes the movement toward a target, beginning with fantasizing about harming them and obtaining small items needed for an attack (extended magazines, research material, chains/locks). As they progress, they overcome their hesitancy and talk with others about their plan. Risk taking behavior increases as they continue to escalate without considering their well-being. In the late stages of approach, they conduct test-runs, engage in physical violence/threats and solidify details for their full attack.

April 30, 1997

S. [redacted] and [redacted] are angry and upset about two suspensions in the past week. Last week he was suspended for two days for kicking a peer in the head after this boy has shoved him. [redacted] is angry that the other boy, who started the altercation, was not punished. Yesterday, [redacted] was suspended for three days for throwing a pencil at another boy. The teacher, Mr. [redacted], saw this as an assault, therefore the three-day suspension. Both [redacted] and [redacted] have questions about how these incidents were handled by school personnel. Recommended parents consult with school officials, perhaps V-P Mr. [redacted] to inform them of how much progress [redacted] has made and show them the excellent grades and positive teacher comments from this past term.

A: [redacted] may have overreacted but feels unfairly treated by school officials. It is important he feels supported by his parents and that school personnel acknowledge his improved behavior and performance.

P: See in two weeks.

BLAZE



On June 8, 2017, the attacker brought weapons to work at Weis Market in Eaton Township, PA, in a duffle bag. A couple hours into his shift, he used them to kill three coworkers and them himself. In his suicide note, he wrote, "I will not change. I will not cower. I will fight for the squad and do what I've set out to do. I'm Andrew Fucking Blaze."

The **"blaze of glory"** describes a desire on the part of an attacker to end their life in a public, extreme manner that will, in their mind, justify the pain they have experienced or in the service of some perceived larger cause. There is increasing talk or posting on social media about their growing frustrations or dedication to a cause. As this reaches extremes, they are overwhelmed and trapped by pain or express a fanatical dedication to a cause. There is a detailed plan and commitment to a final action to send a message to others.

I have no regrets for what I may do or what I have done. I am who I am, and no fucking human shit can take that away from me. I'm an "EGS" recruit, you're worthless fucking humans. One day you'll all see things my way; especially when our ghost squad makes your pathetic pitiful planet and become our slaves for the rest of your lives. I will not stop. I will not change. I will not cower. I will fight for the squad and do what I've set out to do. I'm Andrew Fucking Blaze. *all*

Suicide Assessment

STATEMENT



fucked up society. Like some other wise people have said in the past, [the] human race is not worth fighting for or saving only worth killing. I am ready to die for a cause I know is right, just and true... even if I would lose or the battle would be only remembered as evil I will rather fight and die than live a long and unhappy life."

Statements are shared with others vaguely at first related to disappearing and not wanting to live anymore. Threats become more frequent and clearer, shared with multiple people. Desire to die becomes increasingly powerful with an increase in feeling trapped, hopeless, and lost, with access to lethal means.

On November 7, 2007, a shooter in Jokela, Finland, killed the school's principal, the school nurse, and six students before killing himself. He wrote, "I have had enough. I don't want to be part of this

TREATMENT



Treatment looks at the level of mental health care they are accessing, from no current care or previous inpatient stays to weekly counseling and/or medication to intensive individual and/or group therapy and/or an inpatient admission or screening within the past year. If they are not in care, they may want to be but cannot because of barriers such as finances or transportation. In some cases, they may be prescribed medication but only sporadically take them.

The Aurora, CO, movie theater shooter's (see Free Fall) notebook contained notes about his self-diagnoses.

Self Diagnosis of Broken Mind

- Bipolar disorder
- Generalized anxiety disorder/panic disorder/ OCD/ PTSD/ chronic
- Anxiety disorder/ Autism
- Schizophrenia
- ADHD
- Body dysmorphic disorder
- Borderline personality disorder/ narcissistic personality disorder/ antisocial personality disorder
- Chronic insomnia
- Depression
- Dissociative disorder
- Post-traumatic stress disorder
- Panic disorder
- Major depressive disorder

SELF-INJURY



D PREP

At the early stage, **self-injury** occurs infrequently (a few times a year) motivated by boredom or frustration rather than a desire to die. As self-injury escalates, it occurs more frequently (weekly), worries friends, teachers and parents and is motivated by a self-hatred and/or depression. With continued escalation, self-injury occurs more frequently (daily), is motivated by a desire to disappear or not exist and/or they have been treated at an inpatient hospital for the behavior.

SELF-CONCEPT



D PREP

They experience a negative **self-concept** and may talk about this with others. They are unhappy with their looks, lack of friends, poverty, or other issues. As self-concept escalates, they reject any positive comments, experience teasing and/or isolation and become frozen when asked about central issues contributing to negative self-esteem. In extreme cases, they feel utterly worthless, feel like an outsider, and may engage in dangerous or impulsive outbursts or suicide attempts.

In his journal, one of the Columbine attackers (see weapons acquisition) wrote, "If people would give me more compliments all of this [the attack] might still be avoidable... You know what, maybe I just need to get laid. Maybe that'll just change some s--- around" and "I have practically no self-esteem, especially concerning girls and looks and such."

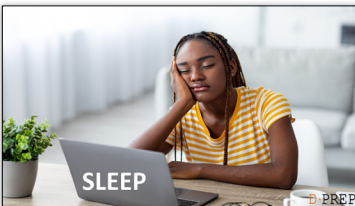
EAT



D PREP

They experience changes in their **eating** habits, including either a loss of appetite due to sadness or an increase in eating as emotional coping. As eating problems increase, they begin to lose or gain weight, increasing health concerns and others express concern about their behaviors. Problems continue with increased isolation, negative thoughts about self and a need for medical intervention.

SLEEP



D PREP

Sleep may be difficult to maintain due to early waking, difficulty falling asleep or sleeping to escape or avoid others. They feel tired, overwhelmed, and exhausted and have difficulty focusing on school, work, or friends. As sleep trouble increases, they can think of little else. They may experience intense nightmares or wakefulness and others express concern. At extreme levels, they are unable to function at work, school or with friends. Sleep is either completely illusive or they sleep most of the day and remain exhausted.

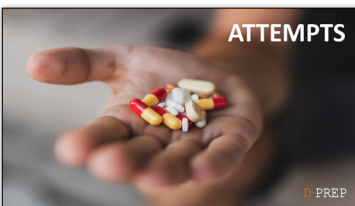
SUBSTANTIVE



They use **substances** like alcohol or THC first to counter unwanted emotions or pain. This causes minor disruptions at work, with friends or at school. As use increases, there is an emotional dulling of their experience and/or rise in impulsive actions and suicidal thoughts. In the extreme, substance use begins to incur conduct, HR, or criminal problems and/or dangerous life-threatening actions. When they try to cut back, they are unsuccessful, and they become increasingly isolated.

An attacker opened fire outside a supermarket in Tuscon, AZ, where Representative Gabrielle Giffords was meeting with constituents on January 8, 2011. He killed six people and injured 13 others, including Rep. Giffords. Two years prior to the attack, he had been rejected from the US Army due to his drug use, which he admitted to on his application.

ATTEMPTS



D PREP

At the earliest stages, they experience thoughts of suicide without making an **attempt**. They may hint to others about considering an attempt and/or have engaged in non-lethal attempts (e.g., taking 3-4 Advil, jumping from a small height, 3-4 feet). As attempts increase, they have increased access to lethal means and have engaged in detailed fantasy and planning. Others express grave concern. At extreme escalation, there have been multiple attempts, some of which had the potential for death. Without intervention, it is very likely they will continue with suicide attempts.