The Structured Interview for Violence Risk Assessment

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This presentation contains graphic language and imagery.
Assessment: Short term (1-2 meetings) to determine the risk and share these results back to the referral source.

Treatment: Longer term (5-6 meetings) to change behaviors of concern.
Mandated Assessment

Psychological Assessment: focus on diagnosis of a mental health problem and suggestions for treatment. Maybe be related to level of care (hospitalization)

Threat and Violence Risk Assessment: focus on determining dangerousness/lethality of an individual to harm/kill or destroy a person, system or location.
Problem with Prediction

Prediction is very difficult, especially about the future.

— Niels Bohr, Danish physicist
Risk Assessment

Approach

- By developing a systematic understanding of the individual, we can better understand the potential for violence,
- Actuarial Risk Assessment vs. SPJ
- Prediction/Probability Models vs. Prevention

Problem with Prediction

Prediction models are limited.

- Risk assessment is a complicated task.
- The problem is the operator, who doesn’t have the cognitive skills to handle the task.
- Prediction suggests the solution is to make the task simpler and then automate it (development of algorithms).
- Prediction defines risk as trying to estimate the probability that someone is going to engage in violence.
- It doesn’t worry about where or when.
Problem with Prediction

Perils of Prediction:

- Ignores uncertainty.
- Ignores the complexity ("I don’t have to know about someone’s life.").
- Ignores individuality ("People are all the same.").
- Ignores context ("I don’t need to know what is going to happen five, 10, 15 years in the future.").
- Ignores action ("If we estimate a 50 percent chance of violence, there’s not much we can do about it.").
Structured Professional Judgment:

- The problem is the task itself (not the operator).
- Understand what we don’t know and to try to create plans to deal with that uncertainty.
- We can consistently do a good job at dealing with this uncertainty through structure and systematization.


Seven Steps:
1. Gather information.
2. Determine the presence of risk factors.
3. Determine the relevance of risk factors.
4. Develop a good formulation of violence risk.
5. Develop scenarios of violence.
6. Case management plan based on those scenarios.
7. Conclusory opinions about violence risk.
Will this student come back and shoot up our school?
Will this person kill herself?
Will this person be violent?
Is the student really ready to be at college?
What are some of the potential exacerbating factors we should be aware of that could lead to an increase in dangerous or problematic behavior?
What are some of your recommended supports or stabilizing schemes that should be put into place to help mitigate the risk of future dangerous or risky behavior?
Magnified moments, episodes of heightened importance, either epiphanies, moments of intense glee, or unusual insight, or moments in which things go intensely but meaningfully wrong.

In either case, the moment stands out as metaphorically rich and unusually elaborate.

Imagine individual strands coming together into a magnified moment — a knot. Here we can find heightened insight through the convergence.
Rule #1

- The SIVRA-35 provides the user a score from 0-70 indicating a numerical level of risk.

- Items are scored:
  0 for no present
  1 for partially present or needs further data to score
  2 for present
Rule #2

- The SIVRA-35 provides the user a score from 0-70 indicating a numerical level of risk.

- Scores from 1-20 indicate a low risk for violence; scores from 21-40 indicate a moderate risk for violence; and scores from 41-70 indicate a high risk for violence.
Introduction

low
1-20
mod
21-40
high
41-70
Rule #3

- The first 12 items are critical items that are weighted more heavily than the rest.

- When four or more of the first 12 are marked non-zero (either 1 or 2), this moves the scoring automatically to the high category.
1. There is a direct communicated threat to a person, place, or system.

2. The student has the plans, tools, weapons, schematics, and/or materials to carry out an attack on a potential target.

3. The student harbors violent fantasies to counteract his/her isolation and/or emotional pain.

4. The student has an action plan and/or timeframe to complete an attack.

5. The student is fixated and/or focused on the target in actions and threatening statements.

6. The student carries deep grudges and resentments. S/He can't seem to let things go and collects injustices based on perceptions of being hurt, frustrated with someone, or annoyed.
Eric Harris (18) and Dylan Klebold (17), Columbine High School, 4/20/1999

- Harris and Klebold shot and killed 12 students and a teacher, and injured 21 other students and a teacher at Columbine High School. Both had several pipe bombs, napalm, knives, and other homemade explosives. Two bombs were set in the school cafeteria.

- They recorded hours of video calling others to follow in their footsteps. They practiced for the event in the woods.

Elliot Rodgers, 22, Isla Vista, 5/23/2014

- Rodgers stabbed to death three men in his apartment and then drove to a sorority house killing four more. He then struck four more with his car.
- He left a video and a manifesto describing the motive for his attacks as a desire to punish women for rejecting him and also a desire to punish sexually active men for living a better life than him.

7. The target is described negatively in writing or artistic expression. There is a narrow focus on a particular person that has a level of preoccupation or fascination with the target. There is a pattern of this behavior, rather than a one time act.

8. There has been leakage concerning a potential plan of attack. Leakage can include a direct threat, but also can be found in items shedding light on a plan of attack.

9. The student has current suicidal thoughts, ideations, and/or a plan to die.

10. The student talks about being persecuted or being treated unjustly.

11. The student has engaged in “last acts” behaviors or discusses what s/he wants people to remember about his/her actions. Creation of a legacy token.

12. The student seems confused or has odd or troubling thoughts. The student may hear voices or see visions that command him/her to do things.
Anders Breivik, 32, Norway, 7/22/2011

- After nine years of meticulous planning, Breivik set off a bomb at a government building in Oslo, killing eight. He then posed as a police officer and killed 69 youths on Utoya Island, a Labor Party youth camp.
- He outlined his thoughts and instructions for others to follow in his footsteps in his 1,500-page manifesto.

More things fall to the ground from my screen with a splat and they begin gnawing on the students that shuffle through the door. Others escape into the halls to chase down students that have already escaped. The first, who bit Dan, wrinkles and changes. Other blobs attach to it and the sick green skin changes to the black of Dan’s AC/DC shirt. As more slimes gather together soon I’m surrounded by my classmates, all tinged with a green hue.

Slowly I reach into my backpack for a gun that shouldn’t exist. A gun that should be safely locked away in my dad’s safe in the closet. They rush at me and I shoot Dan; Chelsy comes next; followed by that kid who sits in the back with the piercings. Explosions of green goo splatter the walls and eventually I stand alone in the room. The smell of gunpowder fades from my nose. My body aches from bites and bruises.
In a time long since, a time of repent, The Renaissance. In a quaint lonely town, sits a man with a frown. No job. No family. No crown. His luck had run out. Lost and alone. The streets were his home. His thoughts would solely consist of "why do we exist?" His only company to confide in was the vermin in the street. He longed for only one thing, the world to bow at his feet. They too should feel his secret fear. The dismal drear. His pain had made him sincere. He was better than the rest, all those ones he detests, within their castles, so vain. Selfish and conceited. They couldn't care less about the peasants they mistreated. They were in their own world, it was a joyous one too. That castle, she stood just to do all she could to keep the peasants at bay, not the enemy away. They had no enemies in their filthy orgy. And in her, the castles every story, was just another chamber of Lucifer's Laboratory. The world is a sandbox for all the wretched sinners. They simply create what they want and make themselves the winners. But the true winner, he has nothing at all. Enduring the pain of waiting for that castle to fall. Through his good deeds, the rats and the fleas. He will have for what he pleads, through the eradication of disease. So, to the castle he proceeds, like an ominous breeze through the trees. "Stay back!" The Guards screamed as they were thrown to their knees. "Oh God, have mercy, please!" The castle, she gasped and then so imprisoned her breath, to the shallow confines of her fragile chest. I'm on the lamb but I ain't no sheep. I am Death. And you have always been the sod. So repulsive and so odd. You never even deserved the presence of God, and yet, I am here. Around your cradle I plod. Came on foot, without shod. How improper, how rude. However, they shall not mind the mud on my feet if there is blood on your sheet. Now! Feel death, not just mocking you. Not just stalking you but inside of you. Wriggle and writhe. Feel smaller beneath my might. Seizure in the Pestilence that is my scythe. Die, all of you.
The Chardon High School shooting occurred on Feb. 27, 2012, in Chardon, Ohio. Three died and three were injured by T.J. Lane, who came into the school cafeteria with a .22 handgun, committed the shooting, and then left. He was chased by the football coach. Lane had a reported history of being teased and isolated, and experiencing a difficult home life.
Jared Loughner, 22, Tucson/Pima, 1/8/2011

- Loughner killed six people and injured 14 others with a Glock 9 mm pistol after leaving Pima Community College.
- He expressed delusions of persecution at the hands of the U.S. Treasury, Pima College, the campus bookstore, and professors who would not let him talk freely in class.

13. The student displays a hardened point of view or strident, argumentative opinion. This is beyond a person who is generally argumentative or negative.

14. The student has a lack of options and/or a sense of hopelessness and desperation.

15. The student is driven to a particular action to cause harm.

16. The student has had a recent breakup or failure of an intimate relationship and/or the student has become obsessed in stalking or fixated on another person romantically.

17. The student acts overly defensive, aggressive, or detached given the nature of this risk/threat assessment. S/He seeks to intimidate the assessor or displays an overly casual response given the seriousness of the interview.
The Supremacy of **MEN** and the rule of **MEN**
– The Canadian Justice system treads on its own constitution!

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Anthony Powell, 28, Henry Ford Community, 4/10/2009

- He fired a shotgun at a black female college student before using a handgun to kill himself. It was reported that he had suffered from depression and had previously tried to date her but was rejected.

- YouTube™ clip: “I’m really thinking about killing myself. I think I am going to do it. I’m just scared.”

18. The student displays little remorse for his/her actions, lacks understanding of the perspective of potential victims, and acts with a detachment or bravado during the interview.

19. The student has a weapon (or access to weapon), specialized training in weapon handling, interest in paramilitary organizations, or veteran/law enforcement status.

20. The student glorifies and revels in publicized violence such as school shootings, serial killers, or war, or displays an unusual interest in sensational violence. The student uses weapons for emotional release and venerates destruction.

21. The student externalizes blame for his/her behaviors and problems onto other people despite efforts to educate the individual about how others view those actions. The student takes immediate responsibility in a disingenuous manner.

22. The student intimidates or acts superior to others. The student displays intolerance to individual differences.
"The Violence of action will be HIGH. I am the reason TAC alert was established. I will bring unconventional and asymmetrical warfare to those in LAPD uniform whether on or off duty..."

"This will be a war of attrition and a Pyrrhic and Camdean Victory for myself. You may have the resources and manpower but you are reactive and predictable in your op plans... I have the strength and benefits of being unpredictable, unconventional, and unforgiving. Do not waste your time with briefs and tabletops."
On Valentines day 2008, Steven Kazmierczak stood in front of a terrified lecture hall, horrific images of a skull impaled with a knife on one arm and a depiction of the Jigsaw killer from the Saw torture film on the other (Keen, 2008; Sander, 2008; Vann, 2008; Vann 2009).
Jared, 17, Freedom High, 8/17/2011

- Cano was expelled from school in 2009 and planned an attack that was stopped after an anonymous tipster notified the police.
- He had a history of drug charges and burglary. Police found quantities of fuel, shrapnel, plastic tubing, timing, and fusing devices for making pipe bombs, along with marijuana and marijuana cultivation equipment. They also found a detailed journal with statements about killing specific administrators and students.
- Court case in Dec 2012.
23. The student has a past history of excessively impulsive, erratic, or risk-taking behavior.
24. The student has a past history of problems with authority. The student has a pattern of intense work conflicts with supervisors and other authorities (e.g., resident advisor, conduct officer, professor, or dean).
25. The student handles frustration in an explosive manner or displays a low tolerance for becoming upset. This is beyond avoiding responsibility or calling mom/dad or a lawyer.
26. The student has difficulty connecting with other people. S/He lacks the ability to form intimate relationships and/or form trust.
27. The student has a history of drug or substance use that has been connected to inappropriate ideation or behavior. Substances of enhanced concern are methamphetamines or amphetamines, cocaine, and alcohol.
Senug-Hui Cho’s writings, as well as the video manifesto left following his attack, contain this objectifying language. Cho chose vivid images of himself with guns and a hammer demonstrating, prior to his attack, his desire to destroy those he held responsible for his pain.
Cho’s case demonstrates objectifying speech in the package containing a video he sent to *NBC News*. He said: “You had everything you wanted. Your Mercedes wasn't enough, you brats. Your golden necklaces weren't enough, you snobs. Your trust fund wasn't enough. Your Vodka and Cognac weren't enough. All your debaucheries weren't enough. Those weren't enough to fulfill your hedonistic needs. You had everything…” (Johnson, 2007).
Seung-Hui Cho wrote several violent plays that caused his English teacher concern. “Richard McBeef” is a play of Cho’s that describes violent arguments between a boy and his step-father that involve accusations of rape, a mother wielding a chainsaw, and the step-father finally killing the 13-year-old protagonist.

“Mr. Brownstone,” another play by Cho, explores three teenagers’ hatred for their math teacher. They describe him at an “ass-raper” and talk about wanting to “watch him bleed like the way he made us kids bleed.” While gambling at a casino illegally, the teens run into Mr. Brownstone, who proceeds to report them to security and steals their jackpot on the slot machine.
28. The student has serious mental health issues that require assessment and treatment.

29. If the student has serious mental health issues that require assessment and treatment, they are not receiving mental health care and support.

30. There is objectification of others (in social media or writings).

31. The student has a sense of being owed things from others such as sex, money, a relationship or grades. They act as if they deserve certain treatment and/or have an exaggerated sense of entitlement.

32. The student has oppositional thoughts and/or behaviors.

33. The student has poor support from and connection with faculty, administration, and staff. The student has an unsupportive family system and peers who exacerbate bad decisions and offer low quality advice or caring. There are evaporating social inhibitors.
Jared Loughner created several items that he posted to social media sites prior to the attack. He created a video project outlining his thoughts on the U.S. government and his philosophy regarding the treasury and numbers. He also filmed a rambling tour of the Pima College campus.
If 987,123,478,961,876,341,234,671,234,098,601,978,618 is the year in B.C.E then the previous year of 987,123,478,961,876,341,234,671,234,098,601,978,618 B.C.E is 987,123,478,961,876,341,234,671,234,098,601,978,619 B.C.E.

987,123,478,961,876,341,234,671,234,098,601,978,618 is the year in B.C.E.

Therefore, the previous year of 987,123,478,961,876,341,234,671,234,098,601,978,618 B.C.E is 987,123,478,961,876,341,234,671,234,098,601,978,619 B.C.E.
All humans are in need of sleep.

Jared Loughner is a human.

Hence, Jared Loughner is in need of sleep.
Sleepwalking

If I define sleepwalking then sleepwalking is the act or state of walking, eating, or performing other motor acts while asleep, of which one is unaware upon awakening.

I define sleepwalking.

Thus, sleepwalking is the act or state of walking, eating, or performing other motor acts while asleep, of which one is unaware upon awakening.

I’m a sleepwalker - who turns off the alarm clock.
34. The student experiences overwhelming, unmanageable stress from a significant change such as a job loss, a conduct hearing, failing a class, suspension, or family trauma. This stress goes beyond what would normally be expected when receiving bad news.

35. The student has a drastic, unexplained behavior change.
The data you entered indicate a low risk for future violence. There may be personality conflicts, abrasive social interactions, and some mental health concerns that would benefit from further attention, but there does not appear to be any risk factors associated with future violence.

Connection to the student by a trusted and caring staff member will help in monitoring the student behavior, hopefully keep it from worsening, and encourage more positive, risk mitigating interventions such as developing social connections, focusing on academics, seeking counseling support, and looking for new ways to handle stress.
The data you entered indicate the presence of some concerning information or observed behaviors (conflicts with others, mental health problems, and difficult social interactions) without the evidence to suggest a direct action plan towards a violence attack.

Connection to the student by a trusted and caring staff member will help in monitoring the student behavior, hopefully keep it from worsening, and encourage more positive, risk mitigating interventions such as developing social connections, focusing on academics, seeking counseling support, and looking for new ways to handle stress.
The data you entered suggests an individual who is a risk to others. Decisive and quick action is required to thwart a potential violent attack on an individual or on campus. Multiple departments should be involved in this case to better address concerns for the community and campus safety.

If the student’s whereabouts are not currently known, locating the student for further assessment is essential. Most extreme risk cases will require some separation from campus — as permitted by law and campus policy — to allow for further assessment, information-gathering, and potential campus and/or criminal charges.
Efforts should be made to notify and work with those who can help mitigate risk (e.g., parents, extended family, and friends) while the BIT engagement continues.