Fatal Grievances

Committee for Retired Faculty/Osher Lifelong Learning Institute

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WHO AM I?

- Ph.D. in Counseling Psychology, University of Nebraska (1997)
- Professor in the School of Counseling & Well-Being
- We came to WVU in 2008

FATAL GRIEVANCES

Forecasting and Preventing Active Killer Threats in School, Campus, and Workplace Settings

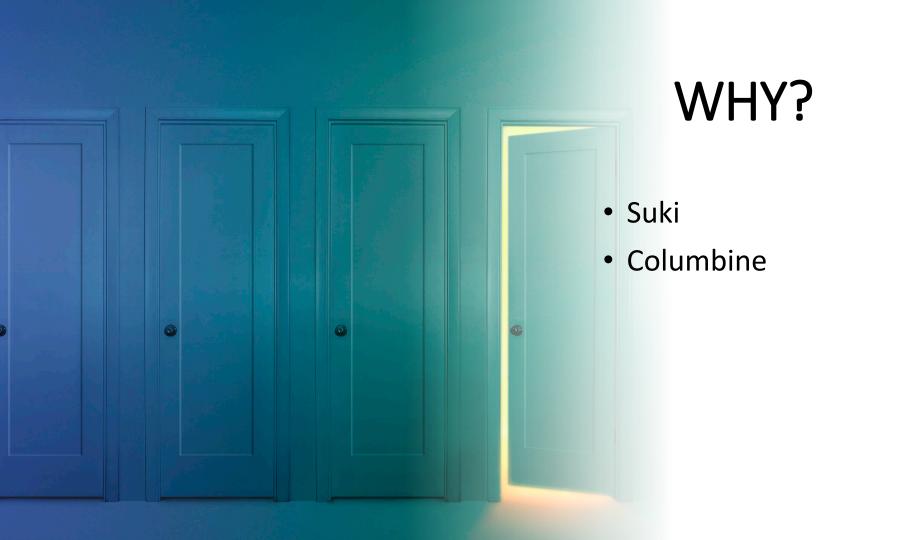


ACKNOWLEDGMENTS

- Special thanks to my co-authors:
- Dr. Greg Vecchi
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WHY?





WHAT?

- I've been studying violence prevention since 2001.
 - 1. Averted School Shootings
 - 2. School Captive-Takings
 - 3. GHosT-RAP
 - 4. LEO Ambushes
 - 5. Mass (Active) Killers
 - 6. LEO Suicide



WHAT?

What comes to mind when I say Mass Violence?

- Maybe
 - Columbine?
 - Uvalde?
 - Marjory Stoneman Douglas High School?
 - The Pulse Nightclub?
 - Las Vegas?



- What do all these have in common?
- They were mass *shootings*.



- How about
 - Bath, Michigan?
 - Nice, France?
 - Săpoca Hospital, Romania?



Location	Fatalities	Injuries	Weapon
Bath, Michigan	44	58	Bombs
Nice, France	86	458	Truck
Săpoca Hospital, Romania	7	6	Metal Infusion Stand

- 25% of all mass killings involve the use of something other than a firearm.
- Thus, if we only focus on mass shootings, we miss a large segment of cases.
- We, therefore, study Active Killers.



- Serial Murder
- Spree Murder
- Mass Murder



Motives

- 1. Power
- 2. Loyalty
- 3. Ideology
- 4. Profit
- 5. Grievance (AKA, Revenge)





ACTIVE KILLER MOTIVES

- Seventy percent of mass shootings take place in schools, campuses, and workplaces
- Most of these are motivated by a grievance.



Elisabeth Schmitt / Getty Images

GRIEVANCE

- Normal grievances
- How does a grievance boil over into violence?



INGREDIENTS

- One ingredient is a crisis.
- Another is the person's perceptions/beliefs



PERCEPTIONS





THE FATAL GRIEVANCE

- Extensive literature review
- Years of professional experience
- Analyzed 64 cases of completed and averted active school, campus, and workplace killings throughout the world.



BEHAVIOR



BEHAVIORS

 We distinguish between direct and indirect behaviors associated with the fatal grievance.

INDIRECT BEHAVIORS

- Examples:
 - Demographics
 - Leakage
 - Mental Illness
 - Background Factors
 - Engagement with Violent Media



INDIRECT BEHAVIORS

• They are *concerning* but not *predictive*.



FOUNDATIONAL ASSUMPTIONS

- 1. A focus on indirect behaviors is ineffective.
- 2. Assessment and analysis of detectable behaviors may lead to identification and interventions that prevent an active killing.

FOUNDATIONAL ASSUMPTIONS

- 3. School, campus, and workplace attacks are predominantly motivated by a **grievance**.
- 4. Active killers progress along a predictable pathway of escalating detectable behaviors.
- 5. If we can correctly assess and analyze these behaviors, we can intervene to interrupt the attacker's plans.



DIRECT BEHAVIORS

We Have Found that Fatal Grievance =

Ideation & Intent

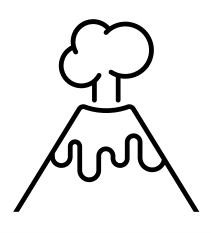
Research & Planning

Preparing & Optimizing

Breaching & Attacking



THE FATAL GRIEVANCE



• So, what is a fatal grievance?



THE FATAL GRIEVANCE



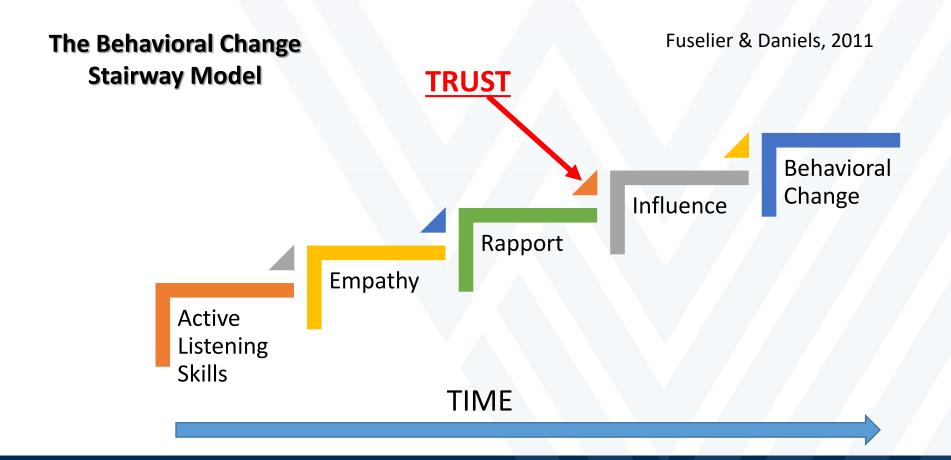


ASSESSMENT

- 1. Assess baselines and anomalies
- 2. Seek to gauge the *imminency* and *immediacy* of planned lethal violence.
- 3. Assess the presence of *direct behaviors*.
- 4. Assess the presence of *indirect behaviors*.



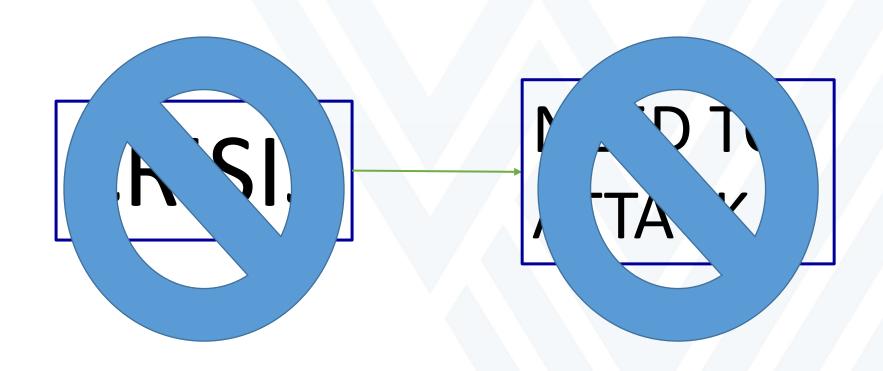
Level of Threat	Fatal Grievance Stage	Interventions
Marginal	No Direct Behavioral Indicators	Informally monitor – watch & wait
Minimal	Fatal Grievance/Crisis	Formally monitored – watch & report
Probable	Violent Ideation/Intent	Informal or formal third-party intermediaries
Imminent	Researching/Planning	Formal third-party intervention or direct intervention
Immediate	Preparing/Optimizing	Direct intervention or alerting first responders







NEED TO ATTACK



WHAT'S NEXT?



NEXT STEPS

- Validation with a larger dataset
- Non-Profit



CONCLUSIONS

- Most mass killers are motivated by a fatal grievance.
- The individual is likely in crisis.
- If we resolve the crisis, the fatal grievance will be, in theory, eliminated.
- Good assessment and analysis are necessary for appropriate intervention.



QUESTIONS?