



Looking Glass Scoring Sheet: Escalating elements

| Element | | Rationale | Score |
|--------------------------|---|--|-------|
| Author Qualities | | | |
| 1. | Suicidal Content | <ul style="list-style-type: none"> “I went to work every day prepared to die in a tiger cage. Dying doesn’t scare me.” (Often puts himself in dangerous situations; makes joke about jumping off building after losing an election.) | 1 |
| 2. | Isolated/Hopeless | <ul style="list-style-type: none"> Not evident | 0 |
| 3. | Fame/Meaning Seeking | <ul style="list-style-type: none"> “Come here, love me! Come here, love me!”; “He’s got his little cult, and I’ve got my little cult, you know.” “They don’t come to see the tigers; they come to see me.”; “I’ve been on the cover of Hollywood Magazine” “Political condoms. Vote for me or you’ll need these because you’re screwed. “Come hell or high water, at some point, I’m gonna make world news, okay? Something’s gonna change in the name of Joe Exotic. This is a recorded telephone, so I’m not gonna tell you that, but at some point, bet your ass, I’m gonna make world news.” (from jail) | 2 |
| 4. | Injustice/Grievance Collecting | <ul style="list-style-type: none"> “It is a ticking time bomb if somebody thinks they’re gonna walk in here and take my animals away. It’s gonna be a small Waco.”; “The woman’s just obsessed with me.” “She can make all these people think that everybody else in society are abusers but her.” “The animal’s rights people keep saying I can’t have these tigers.” (Blames all his financial and legal difficulties on Carol and other animal rights groups) | 2 |
| Tone Qualities | | | |
| 5. | Hardened, Black/White Thinking | <ul style="list-style-type: none"> “This is my own little town. I’m the mayor, the prosecutor, the cop, and the executioner.” “I’d shoot you, before I shot my cat.” “Before you bring me down, it is my belief you will stop breathing.” | 2 |
| 6. | Graphic and Violent Descriptions | <ul style="list-style-type: none"> “I euthanized five tigers, okay?” “Before I’m done with this, I’m gonna have this bitch’s head in a jar.”; “Just roll that fat bitch into the ocean.” (jokes about dropping hand grenades during helicopter ride over Big Cat rescue) | 2 |
| Content Qualities | | | |
| 7. | Target Detail | <ul style="list-style-type: none"> “Before I’m done with this, I’m gonna have this bitch’s head in a jar.” “Dear Carole Baskin, you should watch my show this Tuesday as it is going to be about your back-yard zoo, [and] why you have not found your husband’s body . . . The next time you step foot in my business, you better run and hide real far and fast, and this is a promise to you for Christmas.” (comment on a local news article) “For Carole and all of her friends that are watching out there... before you bring me down, it is my belief that you will stop breathing. Got that?” (2012, on his TV show) “You wanna know why Carole Baskin better never, ever, ever see me face-to-face ever, ever, ever again?” He shoots the mannequin and it falls over. “That is how sick and tired of this shit I am.” (2014, on his TV show) “That bitch has just got to go away,” he said. “Just follow her into a mall parking lot, cap her, and drive off.” (Fixated on animal rights groups with a laser-like focus on Carol Baskins) | 2 |
| 8. | Weapon Detail | <ul style="list-style-type: none"> He repeatedly posted social media photos and videos of himself firing weapons and toying with explosives, warning animal rights activists, “Don’t fuck with me.” “When I do become psychotic, that’s my ‘going to Tampa’ gun.” (firing multiple weapon systems, TNT explosions, firing at people, blowing up items) | 2 |
| 9. | Threat Plan Detail | <ul style="list-style-type: none"> “When is she ever gonna fucking stop?” Garretson said, referring to Baskin. “She won’t until somebody shoots her,” Joe replied. “Her day is coming, man.” (phone call recording) “As long as we don’t get caught red-handed, we got this. But if they bust him red-handed, me and Jeff got our story down to where we fired him, and he just went off the deep end.” (phone call recording) “That bitch has just got to go away,” he said. “Just follow her into a mall parking lot, cap her, and drive off.” “Finally found where the b***h lives” | 2 |
| 10. | Previous Attack Detail | <ul style="list-style-type: none"> “It is a ticking time bomb if somebody thinks they’re gonna walk in here and take my animals away. It’s gonna be a small Waco.” “You would have thought they just caught Ted Bundy.” | 2 |
| Total | | | 17 |



Looking Glass Scoring Sheet: Mitigating elements

| Element | | Rationale | Score |
|--------------------------|---|---|----------|
| Author Qualities | | | |
| 1. | Trolling | <ul style="list-style-type: none"> “Me and Carole made money off each other. We became popular off of each other because I was her number one most wanted cub abuser that she could make money off of, and she was my number one murdered-her-husband-and-fed-him-to-the-tigers-and...crazy bitch out there that I could make music videos and shit about.” “Carole Baskin’s third husband, they can’t find his body. We believe that she fed him to the tigers.” After pictures came out of Big Cat Rescue volunteers with dead rabbits (for tiger feeding), Joe staged a protest, wearing a bunny suit with bullet holes in it. The “Here Kitty, Kitty” song and video (www.youtube.com/watch?v=ICgz9915wHw) | 2 |
| 2. | Developmental Delay | <ul style="list-style-type: none"> Not evident | |
| 3. | Tangential, Rambling or Incoherent | <ul style="list-style-type: none"> Not evident | |
| 4. | International, Non-Native Language | <ul style="list-style-type: none"> Not evident | |
| 5. | Creative Author | <ul style="list-style-type: none"> “I use my music as an escape from reality.” (creation of internet show and music videos for attention and advertising) | 1 |
| Content Qualities | | | |
| 6. | Writing for Class | <ul style="list-style-type: none"> Not applicable | |
| 7. | Therapeutic Journal | <ul style="list-style-type: none"> Not evident | |
| 8. | Political or Opinion | <ul style="list-style-type: none"> “Political condoms. Vote for me, or you’ll need this ‘cause you’re screwed!” “For your protection, vote Joe Exotic.” “I consider that b***h to be one of the biggest terrorists in the exotic animal world right now.” “Her sanctuary is probably worse than most people’s backyards. I mean the cages are tiny, the weeds are shoulder high. It is literally a wire jungle in a mess of trees.” (He ran for office and attempts to use the politics of animal activism to his advantage, but it’s fairly disingenuous and mostly a publicity stunt) | 1 |
| 9. | Retaliatory Expression | <ul style="list-style-type: none"> Joe Exotic copied the Big Cat Rescue logo and website and used a FL address and phone (protested outside of big cat rescue wearing a bloody cat costume) | 2 |
| 10. | Affective/Reactive | <ul style="list-style-type: none"> After losing a lawsuit, Joe blew up his assets with dynamite rather than handing them over After a fire that killed his alligators, “Carole Baskin, crawl this fence and try to hurt any of my animals again, you can guaran-g**damn-tee I’m gonna put a cap in your ass the first time to make you squirm around on the ground, and then I’m gonna put a bullet right between your f**king eyes!” | 2 |
| Total | | | 8 |
| Final Score | | | 9 |



Looking Glass Scoring Sheet: Mitigating elements

For Looking Glass scoring, elements should be scored 0 if the item is not present in the writing sample or social media post and 2 if it is clearly present. Scores of 1 are given if the element is vague or poorly defined. The final score is then obtained by subtracting the mitigating elements from the escalating elements. This provides a range from -20 to +20. Overall, a score of -20 would indicate an ideal where there are no escalating elements and all the mitigating elements. A score of +20 would indicate a perfect negative score, with all of the escalating elements and none of the mitigating ones. The Looking Glass score can then be used to make a decision regarding interventions, referring to the suggestions in the table below.

| Score | Risk | General Summary | Suggested Interventions |
|-----------|-----------------|--|--|
| -20 to -5 | MILD | Very low risk related to the sample. Typically, contextual factors have reduced any risk that may have been present and this likely a very transient threat. | <ul style="list-style-type: none"> • Possibly no direct action • Provide guidance and education to referral source • Reach out to student; assess situation and determine needs • Connect with teachers, school support resources, etc., for support and to gather more information • Provide resources to student as appropriate |
| -4 to 2 | MODERATE | Elements of concern present in the writing content or post. Consider further threat assessment and information gathering to better assess the risk. It would be unlikely that suspension or separation would occur at that stage. | <ul style="list-style-type: none"> • Consider the voluntary use of violence risk or threat assessment • Hold individualized meeting with student and parent/guardian to identify a safety plan • Discuss how to reduce triggers, increase protective factors and review/adjusted plan regularly • Use bullying protocols (if needed) • Refer for student discipline and/or behavior management process; address emerging behaviors under an academic disruption/discipline policy • Engage in skill-building for social and emotional learning, conflict management, interpersonal conflict resolution, problem-solving |
| 3 to 9 | ELEVATED | A higher level of concern that should trigger a required, in-person violence or threat assessment process. It is more likely that a suspension or separation would occur pending a mandated evaluation. | <ul style="list-style-type: none"> • Evaluate the need to assess immediate safety through welfare/safety check with in-house counseling staff, SRO or police • Meet with student and parent/guardian to assess and plan • Coordinate a mandated assessment with BIT/CARE staff trained in violence and/or threat assessment. • Referral to support services such as counseling, ADA/504, IEP • Coordinate transitions at beginning and end of in school or out of school suspensions with school discipline. • Coordinate with school resource officer, local law enforcement, etc. to discuss plan for safety, community, response, etc. |
| 10 to 20 | CRITICAL | Highest level of concern indicating many of the elements in the writing sample match previous attackers' writings. Likely removal of student from campus, coordination with police around arrest and mental health around involuntary admission. | <ul style="list-style-type: none"> • Immediate wellness check/initiate evaluation for involuntary hold/initiate suicide protocols • Required contact with parent/emergency contact • Evaluate need for emergency notification to school community or to specific, impacted parties • Initiate mandated assessment once immediate safety has been established • Determine and share process of assessment and action planning with parent/guardian • Coordinate w/necessary parties (school resource officer, local law enforcement, FUSION center, discipline, legal and/or threat consult, etc.) to create plan for safety, response, interventions, suspension, etc. • Connect w/off-campus resources as appropriate such as case manager, child protective services, juvenile justice • Provide guidance, support, and safety planning to impacted parties, such as teachers and other students |