

# RANDOM ACTOR VIOLENCE PREVENTION

KOREM  
& ASSOCIATES

SCHOOL SHOOTERS & BOMBERS  
RANDOM WORKPLACE KILLERS  
SUICIDE TERRORISTS

THEY HAVE SOMETHING IN COMMON...

Most have the RANDOM ACTOR traits identified by Dan Korem in the early 1990s.  
People ask, "How do we stop these acts?"  
THERE IS A PROVEN ANSWER...



DAN KOREM

LIFE-SAVING STRATEGIES THAT DELIVER RESULTS

**Dan Korem** uncovered a 3-point intervention that "takes the wires apart" so that a student or adult with the RANDOM ACTOR traits doesn't act out...and without racial, ethnic, or gender stereotyping. He discovered it when he solved the mystery of why the Post Office has mass attacks, but rarely FedEx—even though they're in the same business. He then began deploying the same interventions in schools. Since 1997, over 20,000 education and law enforcement professionals have used it.

**THE RESULTS:** Catastrophic school acts stopped, threats mitigated...and most important...grades for most students dramatically improved within weeks...behavioral referrals plummeted.



## ASTOUNDING DISCOVERY!

Use the **proven 3-point intervention** to elevate a student's grades **FIRST**...and you mitigate risk by default!

## TYPICAL RESULT...

We received a grant funded through the NJ Department of Education so we could provide Random Actor Violence Prevention training. Here is the result:

- 1 The school administrator received a weekly average of 5–6 disciplinary notices from teachers where students threatened to hurt or kill another student.
- 2 Since the training and research were applied, there has not been a single threat for over twelve months. They've gone from several each week prior to the training to zero after the training. The head administrator is going to go to the state with this information.

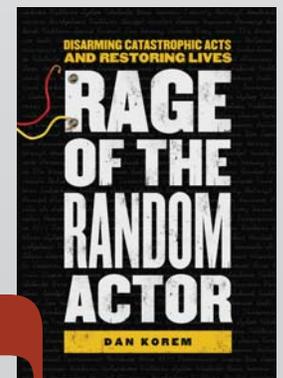
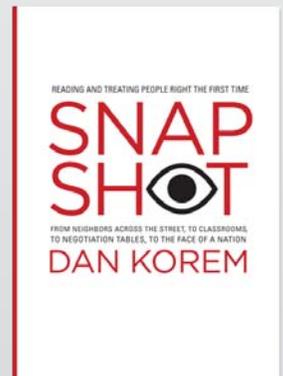
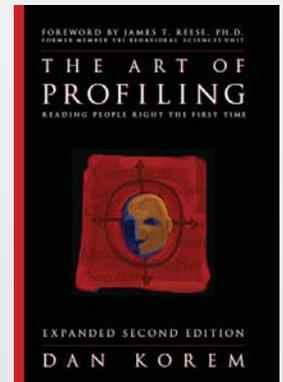
— Alice Guy, board member of the Association of Threat Assessment Professionals  
Washington, DC Chapter

Putting the emphasis back  
on educating students...**FIRST!**

Amazon Top-50 Review  
"Extraordinary, Compelling,  
Urgently Applicable to All."



30 YEARS OF RESEARCH



TREATING PEOPLE RIGHT THE FIRST TIME...

## A PERSONAL WORD FROM DAN KOREM

You're probably reading this overview because you don't want a catastrophic act on your watch or costly threats and evacuations. But, you signed on to be an educator, not a catastrophic act preventer. *Well, there's good news.*

In the past, you helped a troubled student first, and then hoped their grades would follow. That's how schools asked us to help back in 1997 on the heels of the first attack. Then teachers discovered something amazing: If they used the 3-point intervention to elevate grades **first**, risk for threats, attacks, and evacuations **took care of itself!** Wow!

The problem was back in 1997, only 1–2% of all students had the RANDOM ACTOR traits, so there wasn't much interest in raising academics. People just wanted to be safe. But that's changed.

Today, 6% of all kids now have the traits and we know that most aren't doing well in class. That's a **lot of underachieving students** which can denigrate the academic performance of an entire school district.

So as you read through these pages, think: **Elevate a student's grades first, and risk reduction in most cases will follow.**

Isn't that a better way to address this issue? Teachers love it because struggling kids move forward.

And there's one last twist...

Teachers found that when they applied the instructional themes with **all their students, collective went grades go up!** Even top performing students' GPAs go up—like from 88 to 98. For more on this, see page, 4. You can also read stunning cases I've chronicled in my new book, **Snapshot—Reading and Treating People Right the First Time.**

No other intervention method has stopped so many catastrophic school acts for so many years and restored lives—including workplace attacks and in military theaters.

Now you can have a high performing *and* safe campuses, but in the right order!

—Dan

**After 9/11, only one region in the US didn't have school bomb and mass shooting threats. It was the only region where over 2,500 educators applied Random Actor Violence Prevention strategies.**

## 3-Year Program Components & Services Provided

More than just training, a suite of services is provided to sustain risk reduction and improve academic performance. In most cases, multiple school systems participate together to serve 10,000 or more K-12 students. This promotes sharing of what is working “in the neighborhood” and reduces risk as students often recruit those nearby when plotting incidents.

### YEAR ONE

#### 1. Intervention team members (between 7-10) trained for every 1,000 students (2-day training) and they learn:

- How to identify a student or adult with the RANDOM ACTOR traits without stereotyping.
- How to apply the 3-Point Intervention that guides a student with the RANDOM ACTOR traits out of the destructive traits **and** increases academic performance and promotes personal stability.
- How to present a 1-hour video to your staff so they understand the RANDOM ACTOR traits and interventions.
- Leading-edge instructional themes that elevate academic performance for most students.
- Over \$200.00 of materials provided to each team member.
- **Who should be on the team:** teachers, administrators, curriculum directors, coaches, security, and mental health.

#### 2. Intervention team presents a 1-hour video presentation to all your staff:

- Kits provided for each school that enable team members to show a video presentation to all your staff. Includes: manual, video presentations, and handouts.

#### 3. Regular email updates/advisories sent to team that includes:

- Current risk conditions
- New trends
- New interventions
- Academic improvement concepts

#### 4. Incident/intervention calls:

- Team can call us for incident/intervention and academic assistance (not mental health).

#### 5. Productivity Outcome Software (track outcomes, best practices of interventions, provide reports):

- Presently, 6% of all students have the RANDOM ACTOR traits in most communities. Web-based software tracks intervention outcomes, grade performance, and reduction in behavioral referrals.
- Software automatically creates database of your school district's best practice interventions. No need to reinvent the wheel year-after-year.

### YEAR TWO AND THREE

#### 1. Annual 2-day team replacement training (to replace members who are no longer on the team)

#### 2. Annual half-day refresher training for team (provides latest trends, techniques, etc.)

#### 3. Email updates sent to team (as noted above)

#### 4. Incident/intervention calls (as noted above)

#### 5. Manual and material updates

**COST:** Approximately the price of a hamburger per student for YEAR ONE; approx. the cost of a soft drink per student for YEAR TWO and THREE (Rates are about **15–20%** of rates for similar services provided to the private sector.)

**150–250 times a day students are caught with explosives, guns, plots,  
and making threats to take out their schools.**

**Average cost in Texas to evacuate a 1000–student campus: \$10,000–\$30,000**

### Your Team Will Also Learn...

- **Who Doesn't Have Attacks And Why?** — Why alternative education campuses and other schools never have attacks and rarely have RANDOM ACTOR threats by their students...and how to replicate in any school.
- **Suburbs and Small Towns** — Why these statistically safe communities are at highest risk for RANDOM ACTOR incidents. Most workplace incidents and all RANDOM ACTOR school incidents, 1997–2015, occurred in these communities.
- **The “Psych Ward Effect”** — After the Newtown, Columbine Massacres, and the 9/11 attack, thousands of Americans launched threats against Americans for the first time in history. This is a unique type of “contagion of fear” that affects people with the RANDOM ACTOR traits. Learn how specific school communities take action so that they don't experience these threats.
- Protocols for investigating a potential RANDOM ACTOR incident and refined investigation techniques.
- **Gangs & Terrorists** — How gangs and terrorist cells are recruiting RANDOM ACTOR students in secondary schools and college campuses. The first trend setting school attack was initiated by a community college student who recruited high school students. Also, most attackers threaten suicide, and the average age of a suicide terrorist is 17–24.

### Measurable Outcomes for Most K–12 Schools Since 1997

- • Significant academic improvement • •
- • Severe reduction of student threats • •
- • Severe reduction of costly building evacuations • •
- • Severe reduction in behavioral referrals • •

### Instructional Strategies Help ALL Students Improve Academic Performance (ask for details)

- Teachers have discovered that the instructional strategies help ALL students improve academic performance.
- Schools now have ALL teachers learn the **Korem Profiling System™** to raise the academic bar.
- High schools now have student leaders learn the **Korem Profiling System™** with their teachers to quantifiably raise the academic and leadership bar on their campus. **Read amazing examples in Dan Korem's new book “Snapshot.”**

### Interactive Keypads for Instant Feedback & Results

We use interactive wireless keypads to validate your team's ability to make reads of real people as they watch video clips of real people in real situations. They profile the clips using the **Korem Profiling System™**. The average team starts at 25–35% profiling accuracy, but finishes at 75% accuracy or higher by the end of the training. Our computers track and display responses...and teams do get competitive! More importantly, they learn fast and retain more.

### Dan Korem and Korem & Associates

Dan Korem has been an independent investigative journalist, the author of several books, and a documentary producer whose programs have been seen by over 200 million people worldwide. The K&A faculty has trained thousands of professionals worldwide how to use the rapid-fire on-the-spot **Korem Profiling System™** for hiring and recruiting, negotiations, team leadership, sales, athletic coaching and recruiting, cross-cultural interactions, and violent confrontation applications. Dan has been a keynote speaker and distinguished lecturer around the globe for corporate, education, law enforcement organizations and associations, including: Assoc. of Community College Trustees, Nat. Assoc. of Secondary

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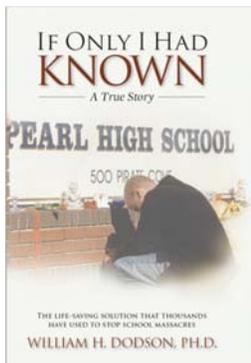
School Principals, Suburban Superintendents of Schools Nat. Conference, the National Assoc. of Elementary School Principals, FBI Behavioral Sciences Unit, and over 200 universities in North America and Europe. His books include **Rage of the Random Actor** (2005), **The Art of Profiling—Reading People Right the First Time, 2nd ed.** (2012), **Suburban Gangs—The Affluent Rebels** (1995), and **Snapshot—Reading and Treating People Right the First Time** (2015).

### A Word About Behavioral Recognition Skills

Law enforcement agencies often attempt to predict who is most likely to commit a crime or who is currently engaged in criminal activity. Efforts to profile these individuals have at times been successful. There are cases, however, when people are solely identified based upon ethnicity, the car they drive, license plates, etc. This is called stereotyping, and has resulted in lawsuits. Racial and ethnic stereotyping is the **direct opposite of behavioral profiling** which reads actions separate from a person's race and ethnicity. **Those who can't rapid-fire profile are more likely to stereotype out of ignorance.** The behavioral recognition and intervention strategies used for Random Actor Violence Prevention are sound and produce results:

1. Thousands have deployed the strategies without even a letter of complaint since 1997.
2. Threatening situations have been thwarted without violation of civil rights.
3. K&A has helped restore students to their campus who were suspended/incarcerated because they were misidentified by professionals who didn't have behavioral recognition skills. Without recognition skills, institutions and organizations are actually more likely to fall prey to misidentification, stereotyping, and legal action.

### APPRECIATION FOR LIFE-SAVING STRATEGIES



“I am certain that if our counselor and Luke’s teachers had known this profile and the intervention, Luke would have received assistance, he would have responded, and young lives would have been saved.”

— *Dr. William H. Dodson, from his book If Only I Had Known*; Former superintendent of Pearl Public Schools, site of 1997 school attack that started the global trend

“Many districts across Texas have seen their threats stop over the last 10 years. Dan Korem, author of *Rage of the Random Actor*, developed the research and training. He is recognized as the leading authority on this issue, and his research is regularly applied around the world.”

— *Dr. Johnny Veselka, Exec. Dir., Texas Association of School Administrators*

“I would like to express my sincere thanks for the two-day Random Actor Violence Prevention Seminar that you presented to the Omaha Police Department, area law enforcement officials, and the metro schools districts. The instruction you provided in intervention techniques was very well received by both law enforcement and school officials. I understand that this training is provided to law enforcement [and schools] at a very reduced rate, and I commend you for your generous contribution.”

— *Thomas H. Warren, Sr., Chief of Police, Omaha Police Department*

“As a member of the Virginia Fusion Center I’ve received a large amount of training in the last 18 months, and...without a doubt I learned more in your class than in any other.”

— *R.H., Virginia State Police*

“Thought provoking and relevant.” — *R.M., Clinical Psychologist, Virginia Tech University*

### Used by Professionals Around the Globe

American Airlines  
BBC  
British Airways  
Cedar-Sinai Medical  
Ernst and Young  
Exxon  
FBI  
Farmers Insurance  
IBM  
Lockheed Martin  
Marriot  
McDonalds  
Mercedes Benz  
NASA Space Center  
Raytheon  
Univ. of Chicago  
U.S. Army  
United Space Alliance  
World Bank

## RANDOM ACTOR VIOLENCE PREVENTION (RAVP) FAQ

### For more details on RAVP, please see *Rage of the Random Actor* or *If Only I Had Known*

- Dan Korem's book, **Rage of the Random Actor**, provides 500 pages of in-depth detail.
- **If Only I Had Known** by William H. Dodson, Ph.D. is like the Cliff's Notes of **Rage of the Random Actor**. It's a short but excellent read for parents and educators from the perspective of the superintendent who experienced the first massacre that started the global trend. He searched for ten years for a strategy that worked, and when he found Dan's RAVP, he chose the title for his book.

### How difficult is it to recognize the two RANDOM ACTOR traits?

Not difficult because their traits are extreme. It's like asking, "Does Queen Elizabeth II prefer to control or express her emotions when she communicates?" Because her trait is extreme most people can correctly identify that her trait is "control." For this reason almost anyone in a school can successfully identify the Random Actor traits.

### How well tested is the RAVP strategy?

Since 1997, K&A has trained over 20,000 educators and law enforcement professionals who consistently deliver measurable results: threats stopped and students lives and academic performance restored. More education and law enforcement professionals have been trained to use this on-the-spot system and intervention than any other in the world.

### Why are suburbs and small towns at greatest risk for a Random Actor attack?

Because these communities represent the polar opposite traits of the RANDOM ACTOR traits. See chapter 5 of **Rage of the Random Actor** for details. Just think of the locales where these incidents have occurred.

- **Suburbs:** Columbine; "Batman movie massacre" Aurora, CO; Conyers, GA; Pearl, MS (suburb of Jackson).
- **Small towns:** Newton, CT; Virginia Tech, Blackburg, WV; Red Lion, PA; Jonesboro, AR; Ft. Gibson, OK; Paducah, KY.

### How frequent are false positives?

In 15 years, Korem & Associates has never received a call from an education or law enforcement professional who misidentified someone as a RANDOM ACTOR who didn't have the traits.

### Is this anything like racial or ethnic profiling?

Ethnic and racial profiling aren't profiling but stereotyping. Identifying the RANDOM ACTOR traits has nothing to do with race, ethnicity, or culture; rather, it is identifying observable behavioral traits. In fact, those who can't rapid-fire profile will usually stereotype out of ignorance.

### Is there any connection between student RANDOM ACTOR attacker and suicide terrorists?

Yes. Almost all have the RANDOM ACTOR traits. And as in school attacks, most suicide attackers come from educated, affluent families. Today, groups are now actively recruiting students in suburbs and small towns.

### My district is in an urban area. Are you saying inner-city types of communities are unlikely to have these attacks?

Yes. There has only been one attack in an inner-city, but the school in Cleveland where the incident occurred was a specialized magnet school for the brightest students. If you are in a lower-income district, you typically need to pay attention to the areas that are more middle-class. **The Missing Protector Strategy**, though, would be invaluable in your community (see [www.KoremAssociates.com](http://www.KoremAssociates.com) for details).

## RANDOM ACTOR VIOLENCE PREVENTION (RAVP) FAQ – Cont'd

### How many students in the US do you estimate have the RANDOM ACTOR traits?

Until 2009, the best estimate was 500,000–1,000,000 (1–2% of 54 million students.) Mental health practitioners and school counselors believed that estimate was low. They were correct. A major Federal study concluded that approximately 6% of all students battle clinical depression. Because of this data and other factors, the estimate is revised to an average of **6% of all students—about 3.5 million nationally in K-12 and about 1 million on higher education campuses.** This is a significant when combined with the ability to build explosives with materials found **in** any school. A campus of 1000 students will have an estimated 60 students with the RANDOM ACTOR traits. While most are of course not violent, the number of students who may become violent has significantly increased since the Columbine massacre in 1999. The positive is that educators now know who needs help.

### How does this large number of students affect academic performance?

Most of these students are performing significantly below their potential. which can also denigrate the overall academic health of a school system. Administrators now realize that assisting students with the RANDOM ACTOR traits is no longer just a safety issue, but a major academic issue. The good news is that **when the 3-poont is first used to improve academic performance, severe risk conditions are usually mitigated for most students.**

### Why is the number of RANDOM ACTOR threats and attacks increasing?

When 1999 Columbine hit, there were approximately 50 **non-prank threats** a day malevolent intent across the U.S. By 2012, right before the Aurora, CO, “Batman Movie” attack, the number inched up to 100. After the attack, in the fall of 2013, the number increased to 150. After the Sandy Hook attack, the number increased to 250 and higher a day—and it’s remained that high. Additionally, the number of attacks in 2013 and 2014 is the greatest number ever. The reason for concern is that this trend will continue to increase and not diminish because of the large population of students with the RANDOM ACTOR traits **and** the large number of daily threats with malevolent intent.

### Will bomb proofing windows and banning guns prevent attacks?

No. Guns are just one device used in attacks. The 1999 Columbine Massacre was supposed to be a **bombing attack in the school cafeteria**, but the bombs never detonated. After the Sandy Hook attack, many U.S. students were arrested for possession of bomb-making materials with plots. In China, there have been dozens of school attacks with **knives**, maiming and killing hundreds. No one suggests a ban on knives, tableware, razors, and scissors will prevent these kinds of attacks. On November 30, before the Sandy Hook attack, at a junior college in Casper, WY, two were killed with a **knife and a compound bow and arrow.** In 2009, a Virginia Tech student was the first **beheaded** in the school cafeteria, and the same week an engineering student in the suburb of Richardson, TX, was nearly murdered in a similar manner at the University of Texas at Dallas. In April 2014, a teenager in Murrysville, PA, wounded **two dozen** in a school attack with **two kitchen knives.** A few weeks later, in Milford, CT, just a few miles from Sandy Hook Elementary, another student with the RANDOM ACTOR traits also used a **knife** to kill a student. That same month, a Santa Barbara City College student killed and maimed with a **knife, his car, and a gun.**

With so many options to kill, the heart of the issue is to reach students with the RANDOM ACTOR traits **before** they hatch a plot or enter the general population. (It should be noted that the first school attack in Pearl, MS, 1997, was stopped by an assistant principal, a military reservist, who had his reservist revolver in his truck. K&A and most law enforcement, though, do not advocate a mass releasing of concealed weapons in classrooms because during an actual engagement innocent loss of life is more likely to occur from “friendly fire” by those who aren’t law enforcement/military trained.)

## RANDOM ACTOR VIOLENCE PREVENTION (RAVP) FAQ – Cont'd

### Who commits more threats and attacks, adults or students?

For fifteen years, it has been students by an almost 10 to 1 ratio. Dan has warned, though, that the potential for young adult attacks (those in their early 20s) is growing steadily as students graduate. For this reason the only responsible long-term solution is to reach students when they are young.

### Is this a mental health issue?

Our experience is that many people with the Random Actor traits making threats and launching attacks don't have a DSM V classification. It's critical to recognize this because many mental health practitioners assume that if there isn't a diagnosable condition, there isn't the risk of committing a massacre. One of the Columbine killers, for example, was tested before the attack and no mental health condition was found, although he clearly had the RANDOM ACTOR traits. Only 4% of all violent acts can be attributed to mental illness, according to a major study in the American Journal of Psychiatry, Vol. 163, No. 8. However, there are drugs, such as the antidepressant, Lexapro, and others that increase risk of "suicidal ideation" in children, adolescents, and young adults. With these varied factors, K&A recommends that an appropriate mental health professional be consulted as required.

### How is Korem & Associates able to provide this assistance at severely discounted rates?

It's because of the social commitment by Dan Korem. Ask a business, private sector executive or professional what he/she thinks it would cost per student in a school district to prevent student massacres, severely reduce threats, stop costly and disruptive building evacuations, and improve academic performance. The typical response is \$500-1000 a student.

### Was Dan Korem involved in any of the major attacks?

- **1999, Columbine Massacre:** In 1996, Dan received regular calls from law enforcement professionals and teen counseling clinics about potential student RANDOM ACTOR attacks across the state. Eighteen months prior to the attack, he offered to train all DARE officers in the state pro bono. The chiefs across the state wouldn't give them the day off. Even the Jefferson County DA's office called for assistance, but no follow-up. Two months before the attack, the state school safety director agreed to provide training across the state. Training was never facilitated.
- **2007, Virginia Tech Massacre:** December, 2006, chief of police at William & Mary requested emergency training because he realized that many students had the RANDOM ACTOR traits. In January 2007, training was provided to Virginia university police chiefs and school superintendents. They were shown the predictive RAVP grid used to identify the highest to lowest risk locales. When asked, "What is your highest risk RANDOM ACTOR student massacre target," they replied, "Virginia Tech, of course," (which didn't attend the training). The training was well received, and Dan was asked to provide it again in May. The massacre occurred in April. A long tenured psychologist at Virginia Tech attended and wrote a recommendation to the investigating committee that RAVP strategies be seriously considered. They wouldn't read his report. He later resigned.
- **2012, Sandy Hook Elementary Massacre, Newtown, CT:** May, 2006, Dan was asked to keynote at the first stateside conference co-sponsored by the State of CT and Homeland Security on preventing suicide bombing attacks in the US. Dan explained that most school shooters and suicide terrorists have the RANDOM ACTOR profile. The head of DPS training applied for a Homeland Security grant to train all officers, but was rejected. Several repeated attempts by state officials were rebuffed by other agencies. Because of the high concentration of affluent suburbs and small towns, the state was identified by CT law enforcement as one of the highest risk targets in the US.

## RANDOM ACTOR VIOLENCE PREVENTION (RAVP) FAQ – Cont'd

### Other Notable Cases

- **2009** — Head of intelligence of a major police department, requests that Dan immediately train an officer on the phone how to identify the RANDOM ACTOR traits because of a serious threat at a high school in an affluent bedroom community. Dan had thirty minutes. In two hours, officer identifies the individual and identifies a **second** RANDOM ACTOR plot.
- **2009** — Head of security of wealthy suburb identified 6 different students with homicidal-suicidal intent. K&A was only permitted to train administrators—no teachers or professional support staff. After six months, no reduction in threats or suicide attempts. Lesson: must apply RAVP across disciplines as recommended.
- **2010** — Suburban located near strategic military installation has severe flurry of threats. Superintendent requests Dan's assistance the next morning. After 45 minutes with senior staff, student was identified from over 1500 students—a student who wasn't on anyone's radar (common in many cases). Situation mitigated, no panic by community.
- **2010** — Five small-town school systems near affluent suburb requested training. They had seen a number of students who might act out and wanted help. Two serious situations were mitigated. The affluent suburb had had an off-campus RANDOM ACTOR shooting by a student who fantasized about cannibalism (they didn't deploy the RAVP strategies).
- **2012** — After the summer "Batman Movie Massacre" in suburban Colorado, Dan told the executive director of a major state education association that the 2012–2013 school year would probably be the worst for attacks and daily threats. In the event of a major attack, it was decided that Dan would address the school administrators of that state on the RAVP strategies. The number of U.S. threats escalated to 150 per day during the fall of 2012. The Sandy Hook Massacre hit on December 14, killing 20 students and six teachers. National threats escalated to 250 or more per day and has remained chronically high since. After Dan's address in January 2013, major incidents were mitigated, including one the day after Dan addressed the school administrators.