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Understanding the Radicalization, Rationalization, and the Group Response Process in

[redacted]

b7E

[redacted]

b6
b7C
b7E

FBI ACADEMY

HATE

&

EXTREMISM

SSA [redacted] b6 b7C

FBI Academy

"The military is still the place where these people get their training and where they continue to espouse all the things about America they believe needs to be changed"

Phil Anderson, Director of the Homeland Security Initiative at the Center for Strategic and International Studies

Colonel, USMC (ret)

2/9/2003

DoD Directive 1325.6

Specifically prohibits members from demonstrating, rallying, fund raising, recruiting and training members, organizing or leading any organization that espouse supremacist causes, attempts to create illegal discrimination or to deprive individuals of their civil rights.

Why Join the Military?

- TRAINING
- ACCESS TO WEAPONS
- RECRUITING
- INTEL

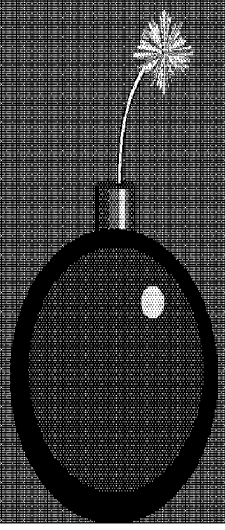
Who Are We Worried About?

INTERNATIONAL

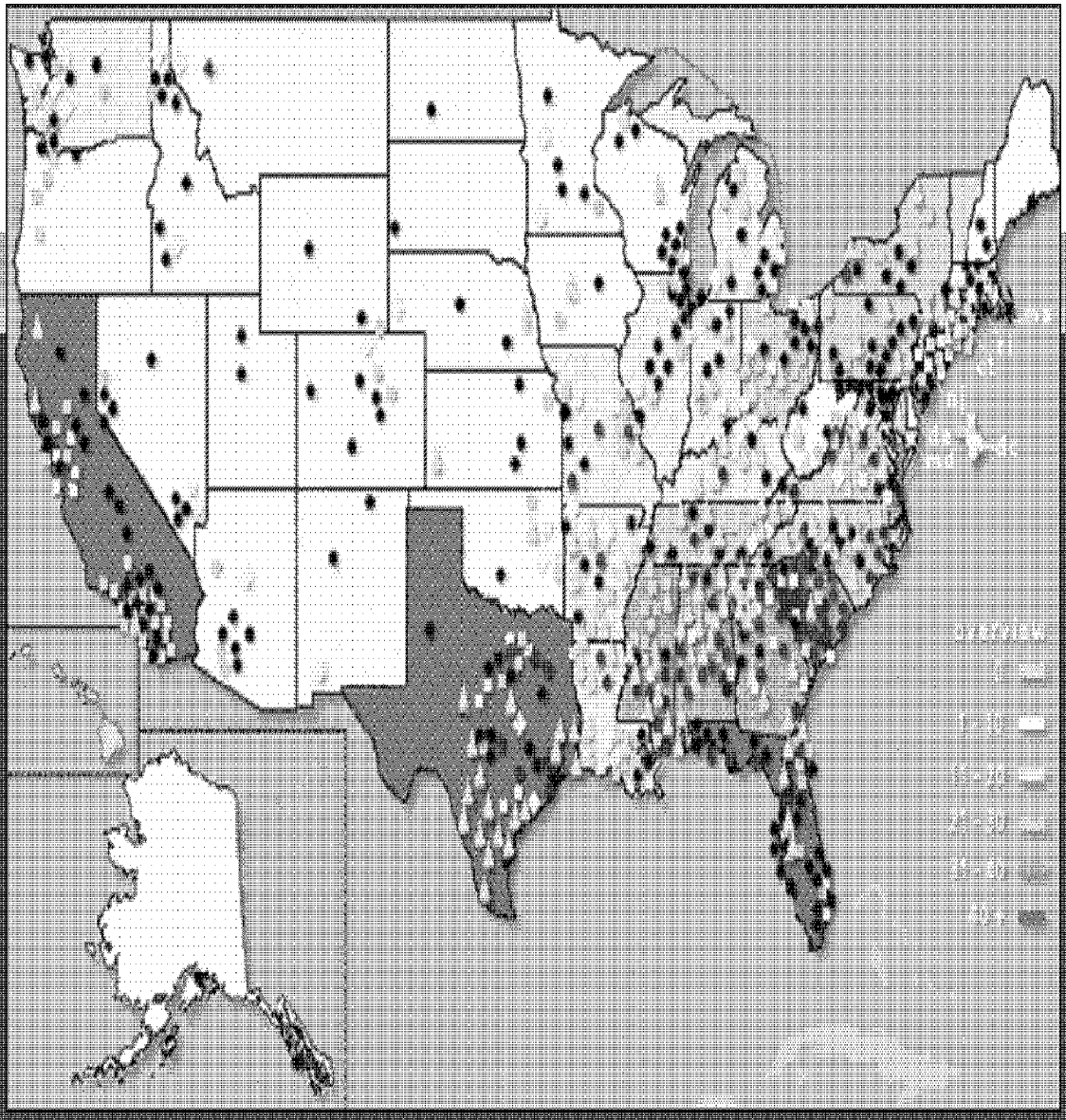
DOMESTIC

Current Domestic Threat:

- Hate Groups
- Right Wing
- Left Wing
- Special Interest

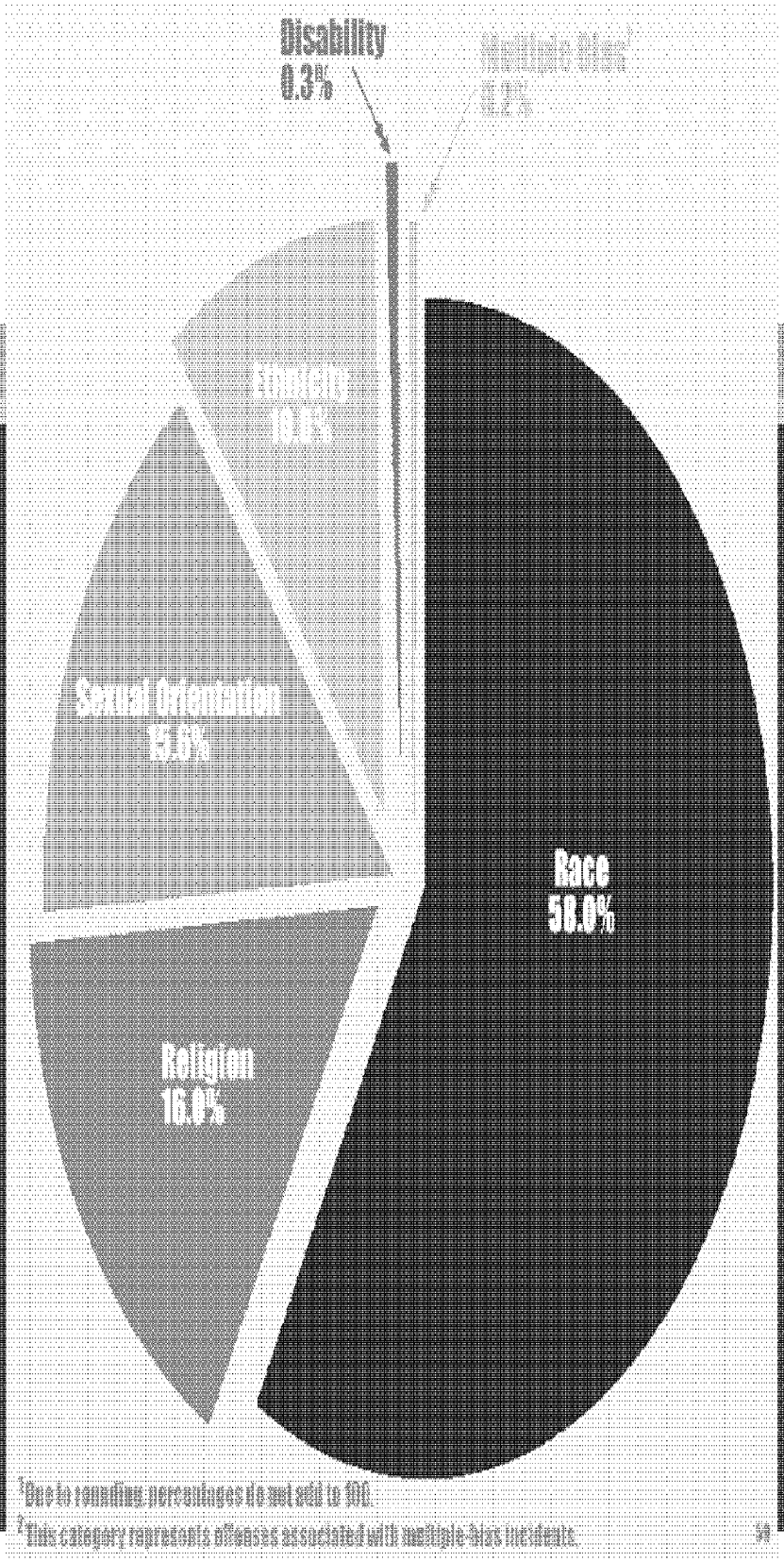


Active Hate Groups in the United States



Includes Black Separatist, Christian Identity, Ku Klux Klan, Neo-Confederate, Neo-Nazi, Racist Skinhead, and Other

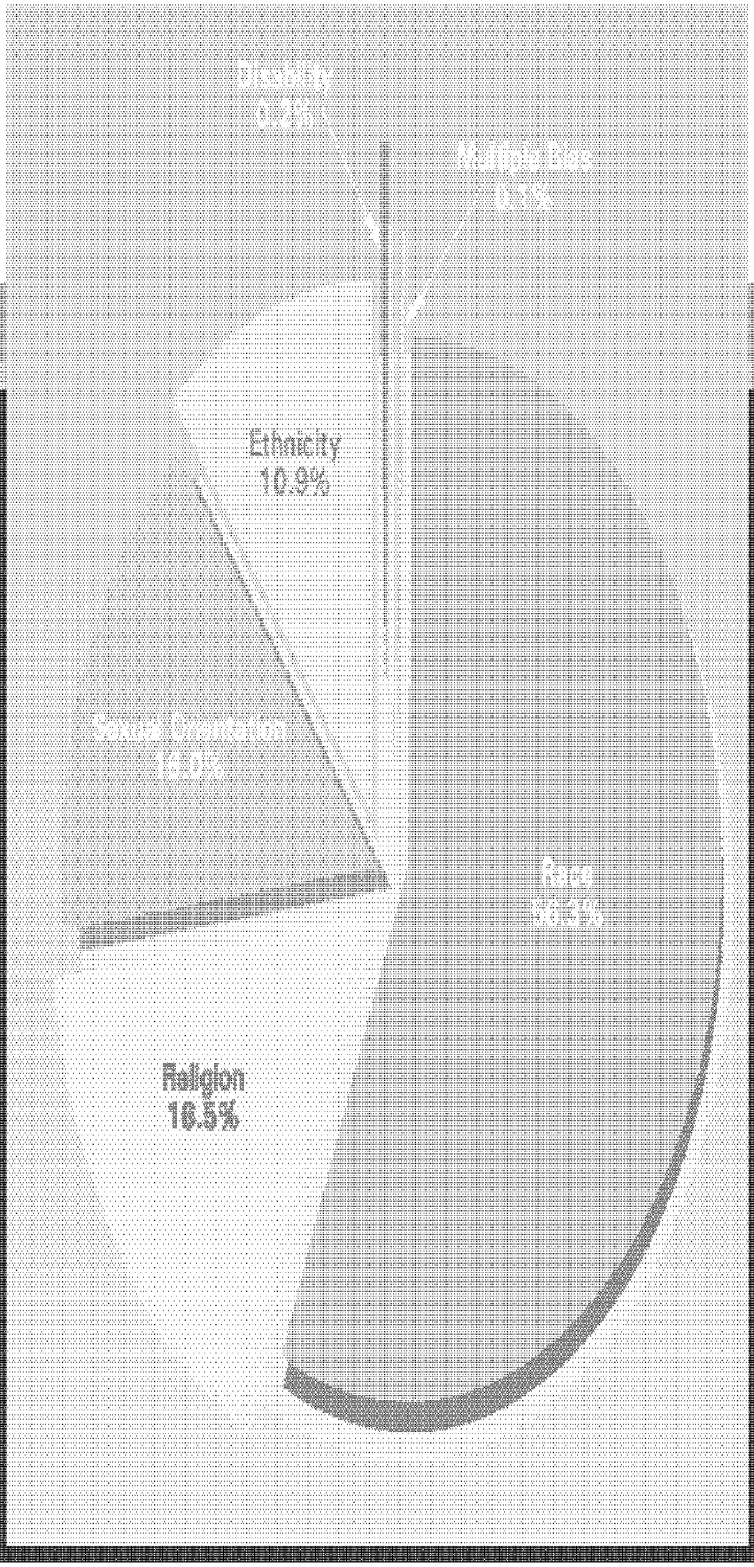
Source: Southern Poverty Law Center http://www.splcenter.org/intel/map/hate.jsp



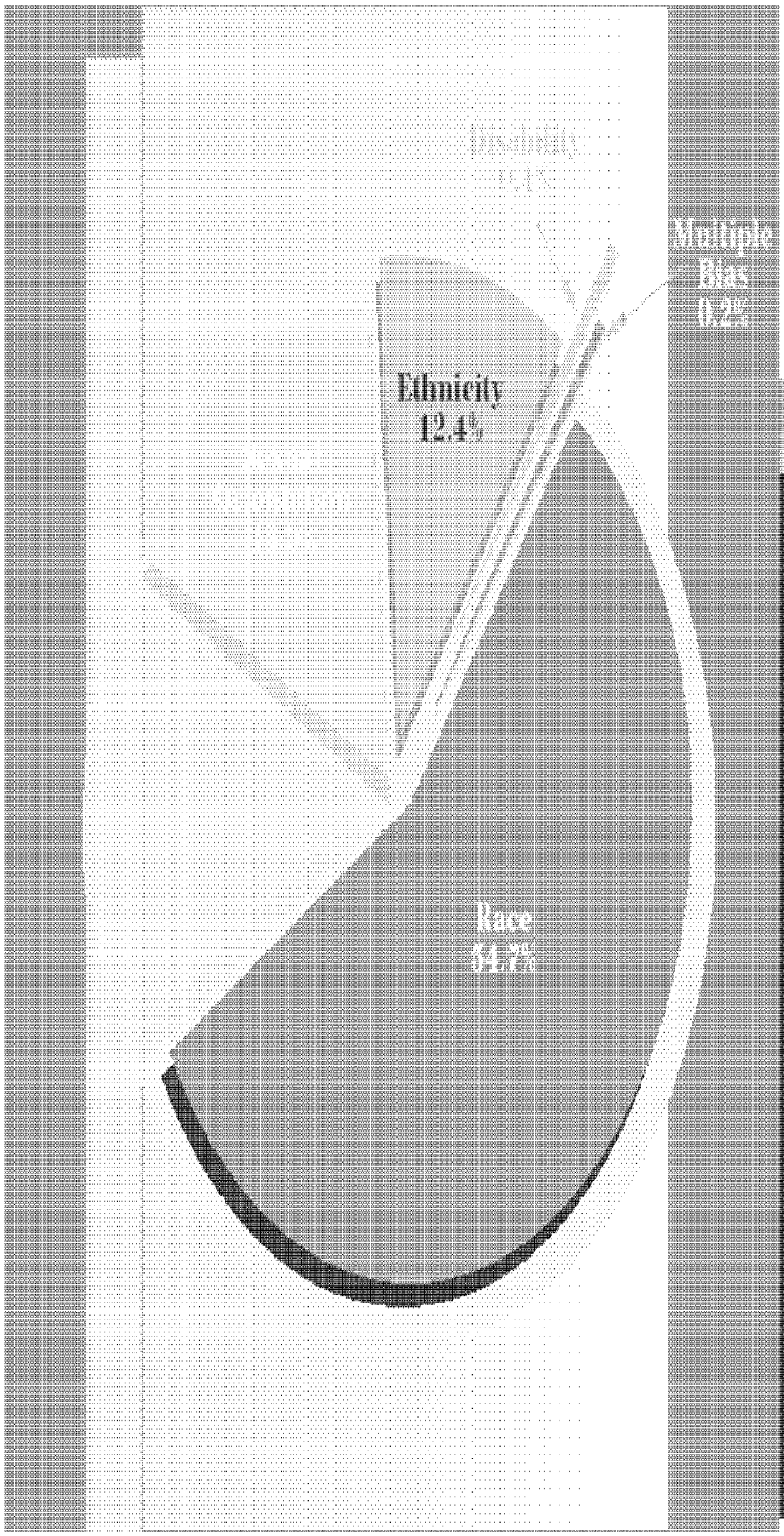
In 1998, there were 7,755 hate crime incidents reported incidents. These incidents involved 9,235 separate offenses, 9,722 victims, and 7,489 known offenders.

[1] Due to rounding, percentages do not add to 100.

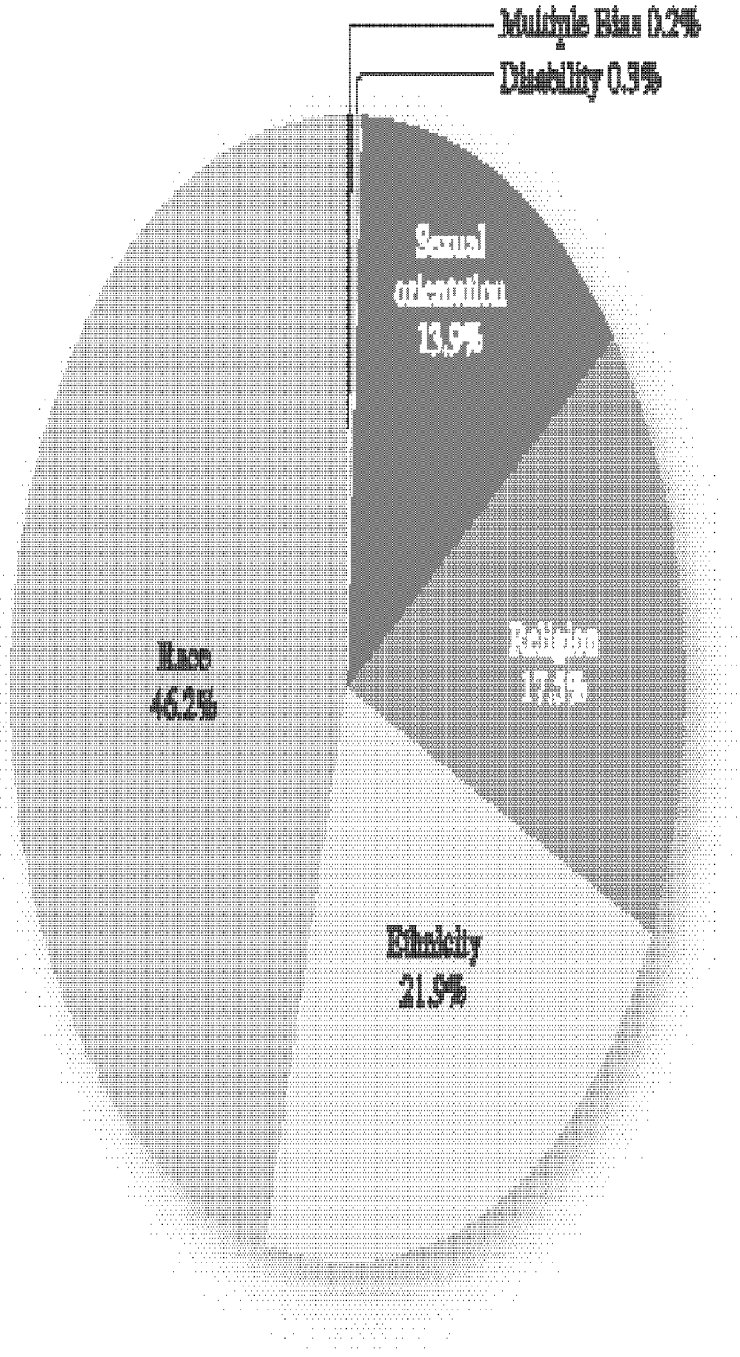
[2] This category represents offenses associated with multiple bias incidents.



In 1999, there were 7,876 hate crime incidents reported to the FBI. The incidents involved 9,301 separate offenses, 9,802 victims, and 7,271 known offenders.



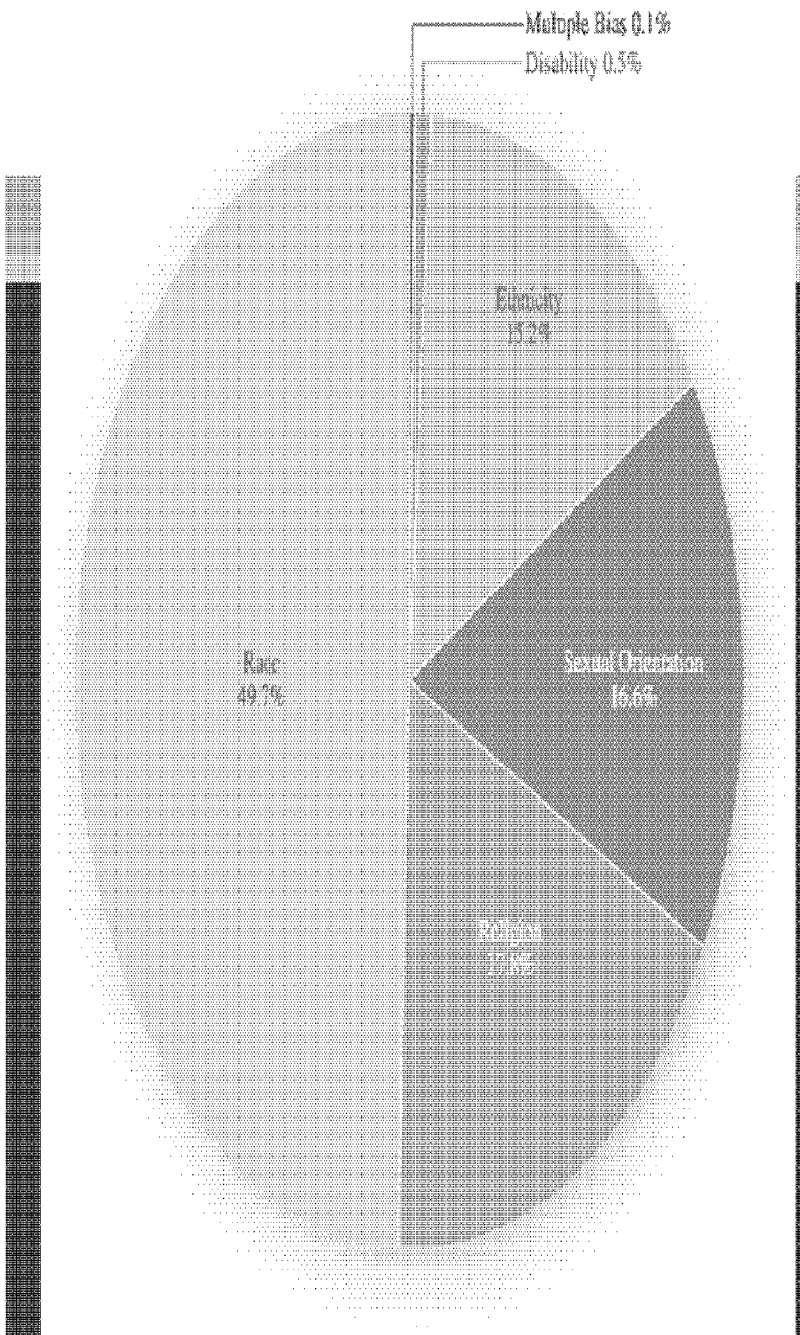
In 2000, there were 8,152 hate crime incidents reported to the FBI. The incidents involved 9,524 separate offenses, 10,021 victims, and 7,642 known offenders.



In 2001, the 9,726 hate crime incidents reported to the FBI involved 11,447 separate offenses, 12,016 victims, and 9,231 known offenders.

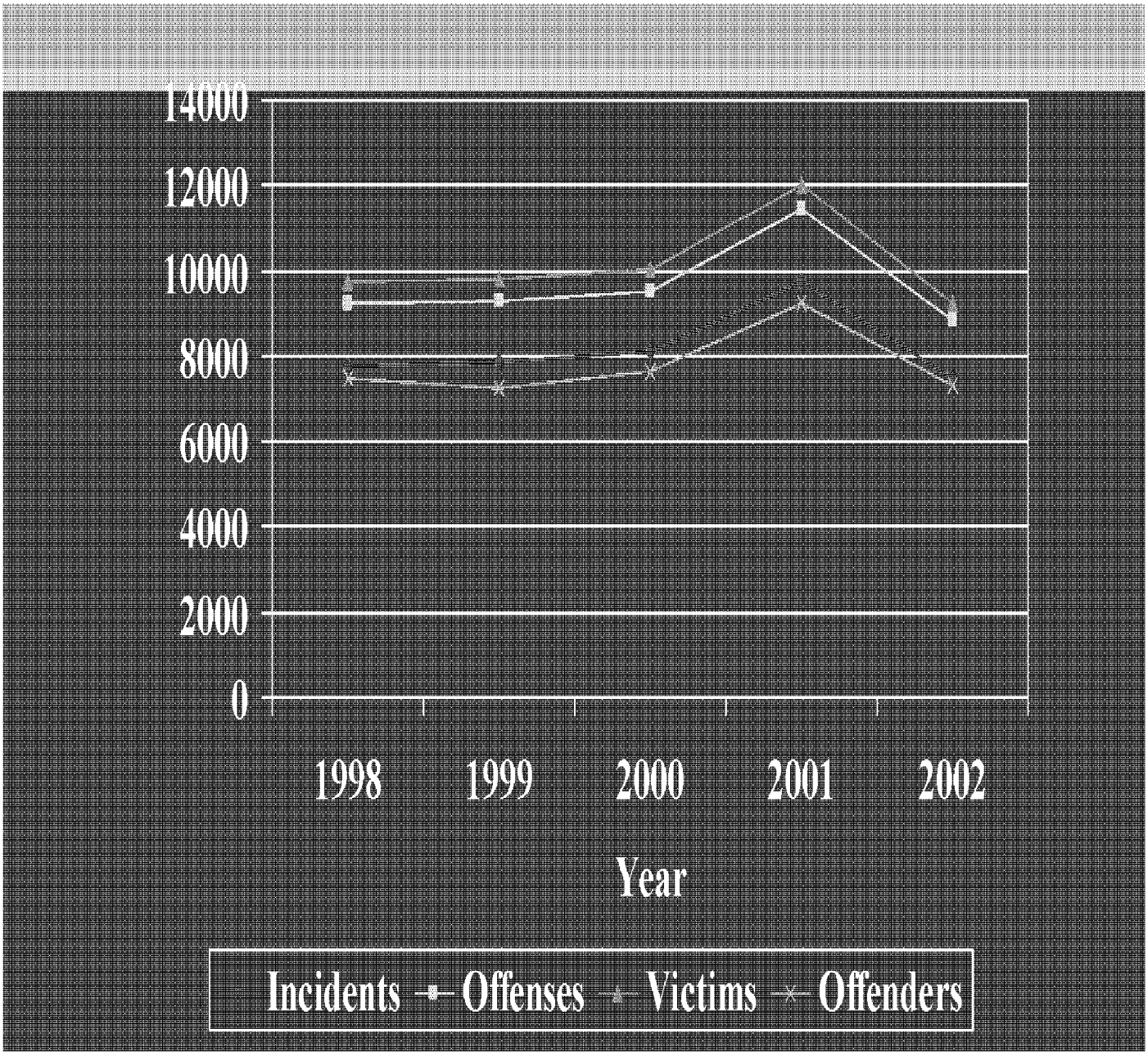
ACLURM052408

FBI051920



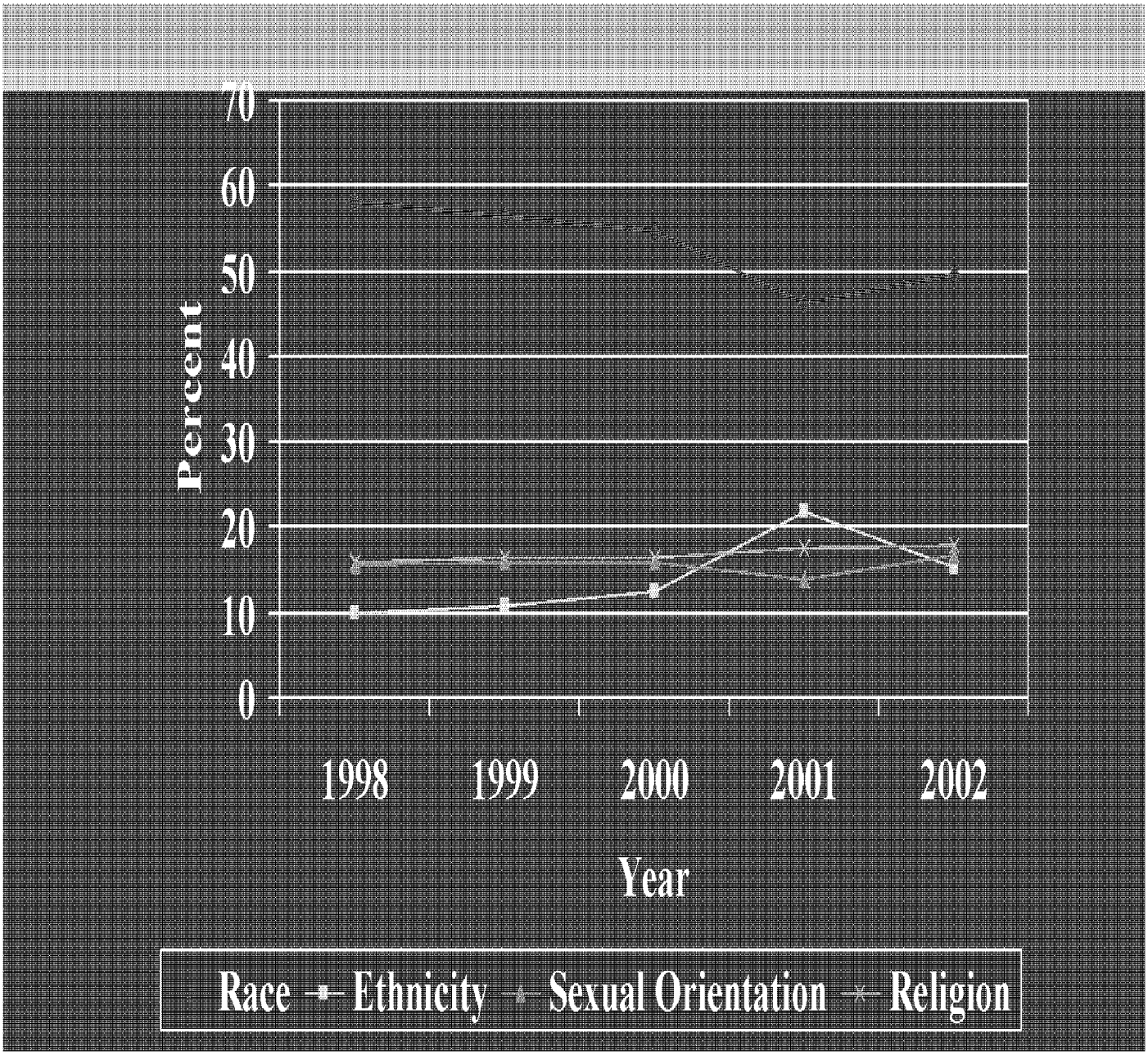
In 2002, the 7,462 hate crime incidents reported to the FBI involved 8,832 separate offenses, 9,222 victims, and 7,314 known offenders.

Hate Crimes: 1998 – 2002



Source: Crime in the United States, FBI

Hate Crimes: 1998 – 2002



Source: Crime in the United States, FBI

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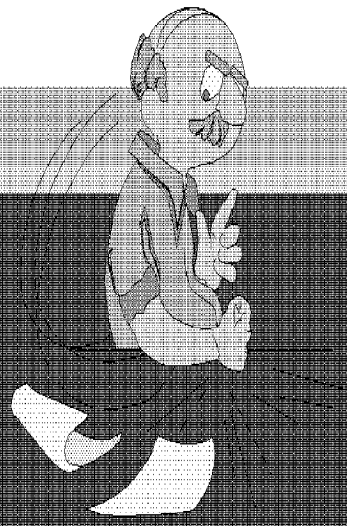
Profile of Usual Hate Crime Offender

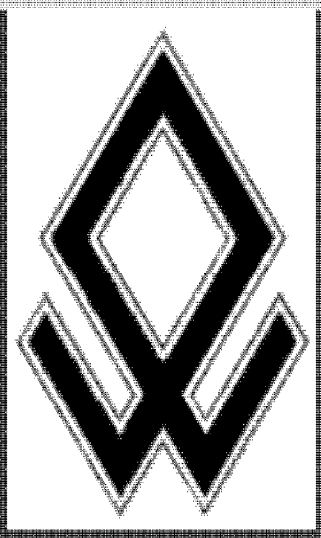


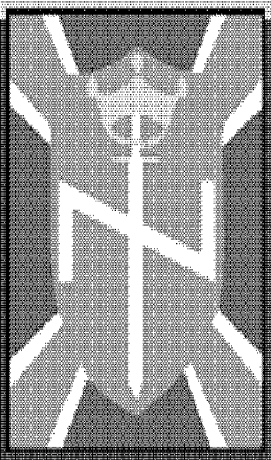
- White male
- Young
- Not a member of any group
- Thrill seeker

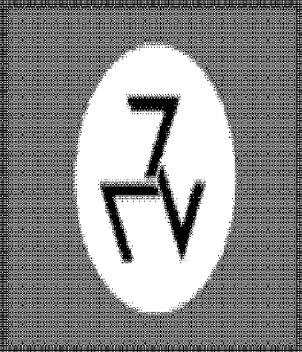
How Do You Know?

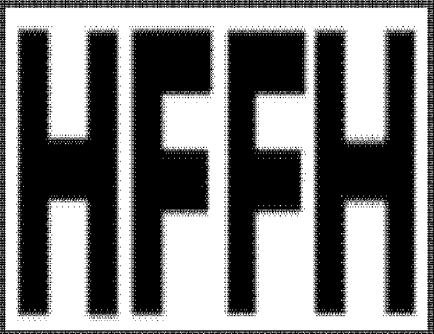
- Symbols: Tattoos, jewelry, logos, graffiti

Symbols and Signs

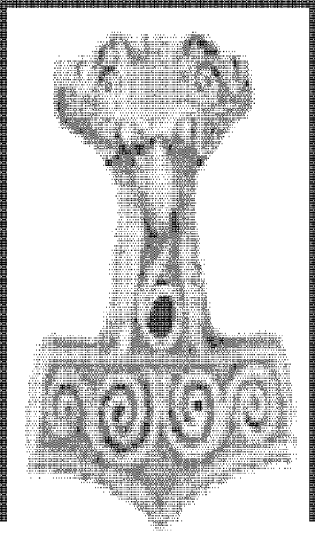


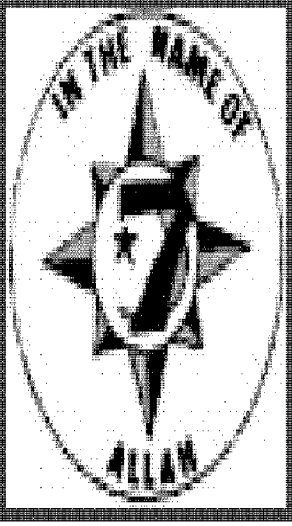






Symbols and Signs





Symbols and Signs (cont.)

- UAO
- WPWW
- KIGY
- ORION
- 88
- 14
- 100%
- 4/20

See http://www.adl.org/hate_symbols/default.htm

How Do You Know?

- Symbols: Tattoos, jewelry, logos, graffiti
- Music

How Do You Know?

- Symbols: Tattoos, jewelry, logos, graffiti
- Music
- Excessive Internet Use

Trends

- Fewer individuals able to do greater damage
- Interesting coalitions
- Emerging threats

Brainstorming

- Exchange of ideas to come up with novel ideas

Brainstorming rules (Osborn, 1957)

- Say anything that comes to mind
- Come up with as many ideas as you can
- No evaluation or criticism of ideas
- Build on each other's ideas

Findings of brainstorming research

- Nominal groups generate more and better ideas than interactive groups

Why?

- Evaluation apprehension
- Free riding or social loafing
- Blocking
- Social influence process
  - Social comparison / downward matching

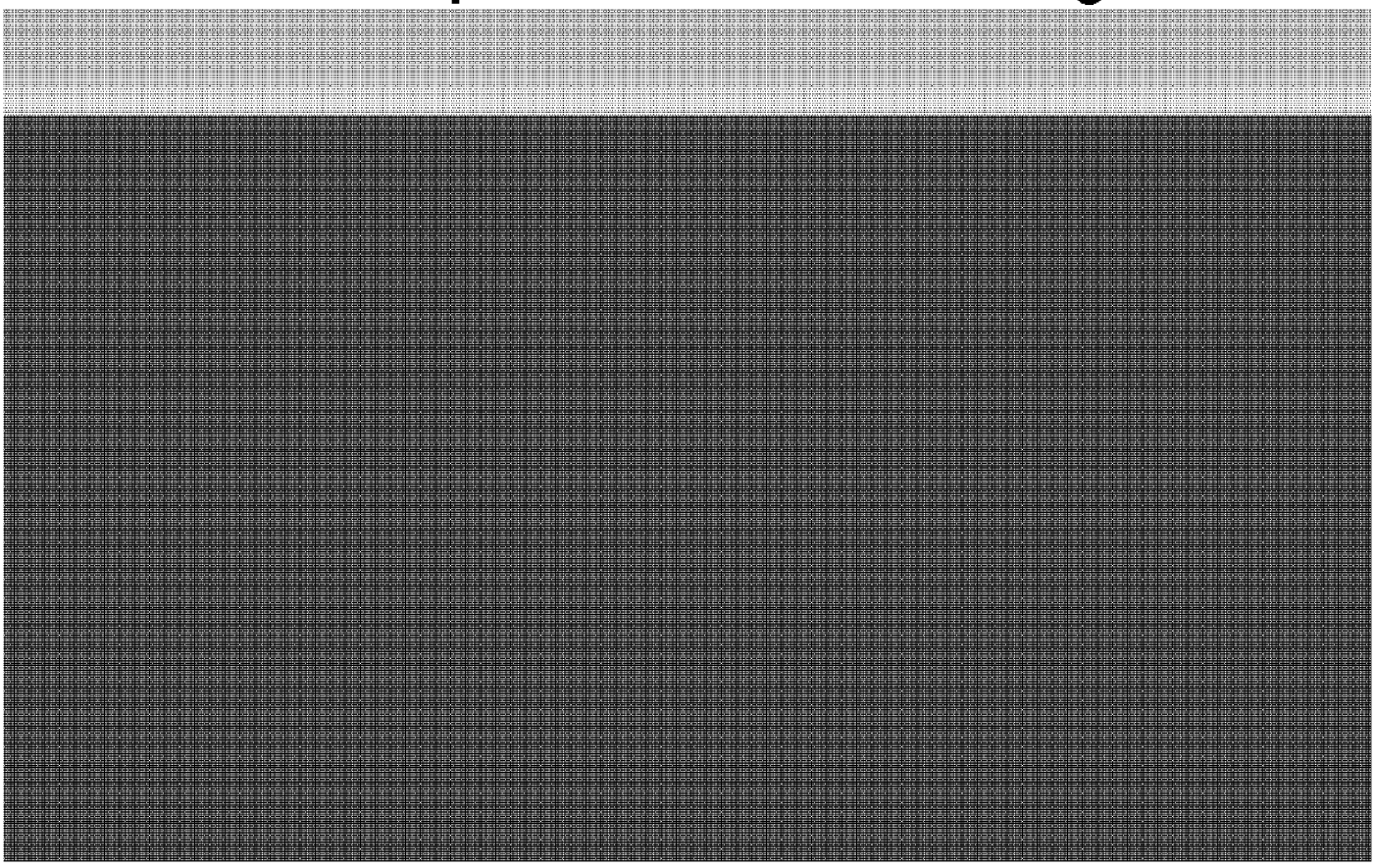
Improving brainstorming groups

- Nominal group technique
- Brainwriting
- Electronic brainstorming

Enhancing verbal brainstorming

- Alternate individual and group brainstorming
- Small groups or pairs
- Enhance attention
- Facilitators
- Use individuals low in social anxiousness

Group decision making



Group polarization

- = a process that occurs when groups of like-minded individuals discussing issues become more extreme in the direction of their initial attitudes and beliefs

Group polarization

- Originally thought groups chose risky alternatives
- Individuals are just becoming more extreme

Why does polarization occur?

- Social comparison approach
- Persuasive arguments approach

Group decision making (cont.)

- Information biases

Information biases

- Sampling bias
  - = The tendency of groups to focus on information or knowledge that they have in common
- Common-knowledge effect
  - In group discussion, unique or unshared information tends to be repeated less than shared information

Overcoming these information biases

- Force members to mention only unique information
- Rank alternatives
- Assign expertise
- Include confident experts
- Include directive leaders

Group decision making (cont.)

- Group think (Janis)
  - = the tendency of groups to make decisions without carefully evaluating alternative courses of action

Conditions for group think

- Highly cohesive group
- Isolation from alternative sources of information
- Leader clearly favors a particular option

Symptoms of group think

- Pressure to uniformity
- A misperception or distortion of the actual state of affairs
- Group may feel invulnerable or morally superior to other groups
- The group may rationalize away any information that does not fit with the decision

Symptoms of defective decision making

- Incomplete survey of alternatives
- Incomplete survey of objectives
- Failure to examine risks of favorite choice
- Poor information search
- Selective bias in processing information
- Failure to reassess alternatives

Conformity

Conformity

- = a change in behavior or beliefs as a result of real or imagined group pressure

Types of conformity

- Informational influence
- Normative influence

Classic conformity experiments

- Sherif (1935)
- Asch (1956)

Conditions for conformity

- Opinions within the group must be unanimous
- Value or admire the group
- Conformity or deviation can be recognized
- Individual differences

What happens if you don't conform?

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Mindset(s) of the Extremist/ Organizational Behavior

SSA [redacted]
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b7C

FBI ACADEMY

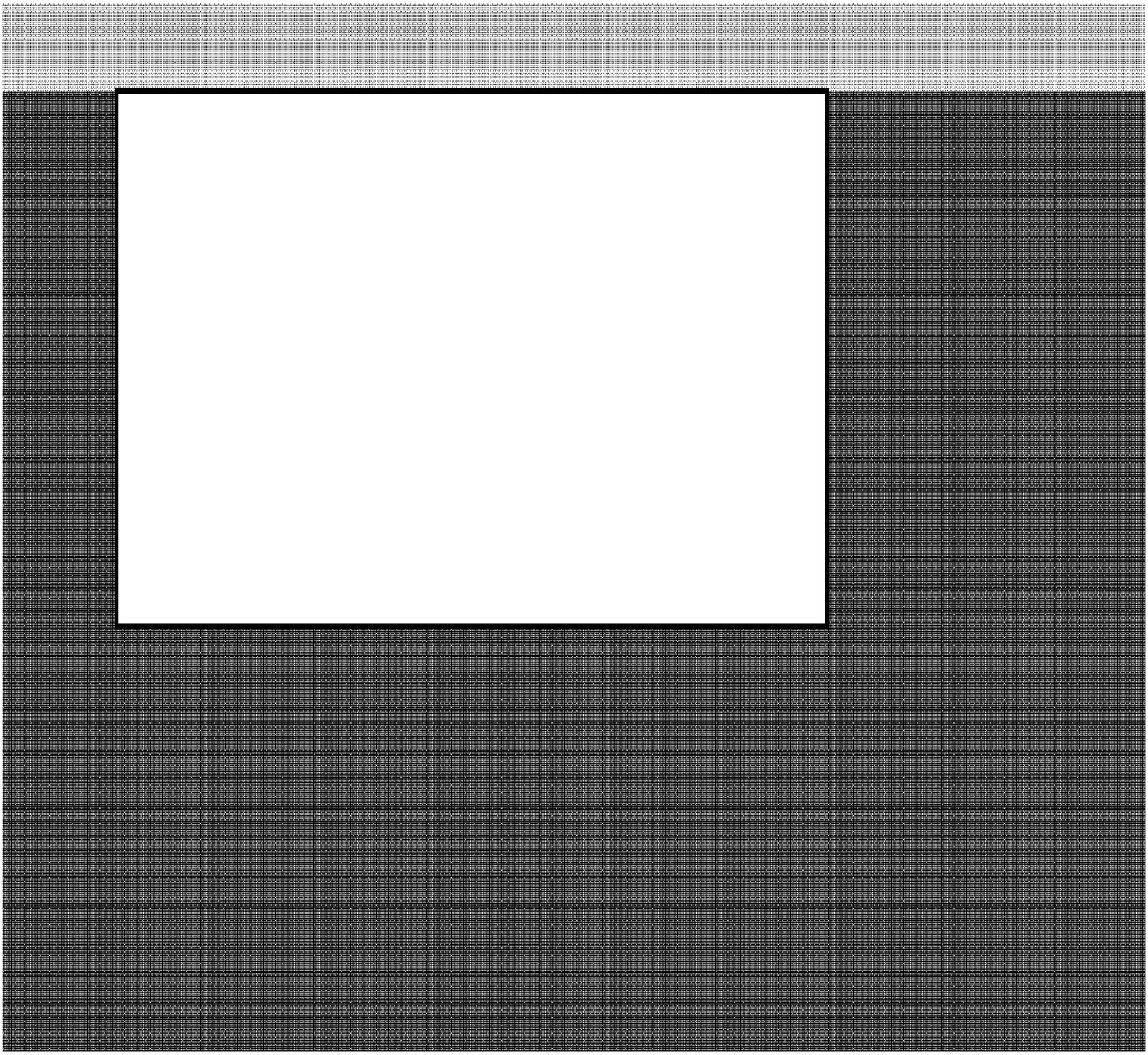
Terrorist

b7E

"There are nearly as many variants of personality who become involved in terrorist pursuits as there are variants of personality."
--Jerrold Post

Thoughts on Terrorist Behavior

b7E



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Consider.....

- Anarchic-Ideologues
  - Weather Underground
  - Italian Red Brigades
- Nationalist-Separatists
  - Irish Republican Army

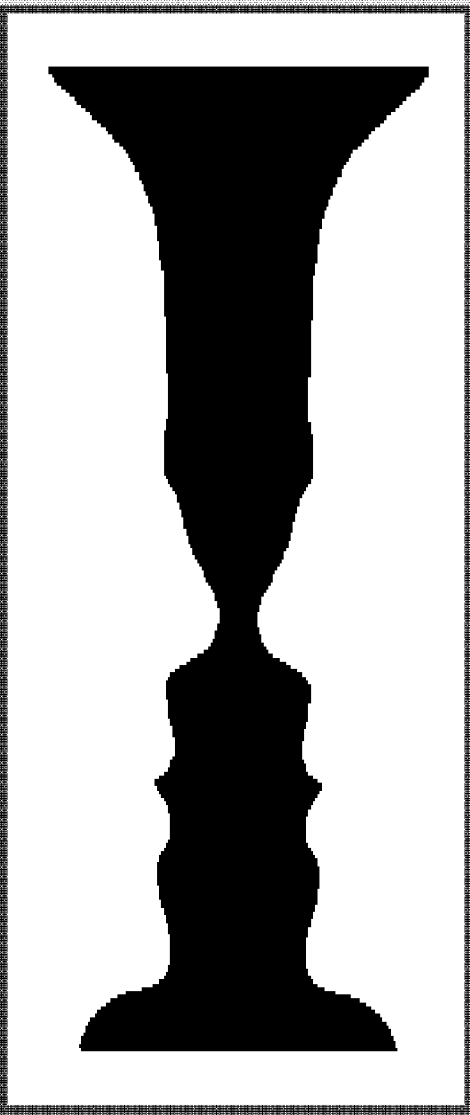
Why Bother?

If you know the enemy and know yourself, you need not fear the result of a hundred battles.
If you know yourself but not the enemy, for every victory gained you will also suffer a defeat.

Sun Tzu

3/20/2012

Seeing the world in a different way....



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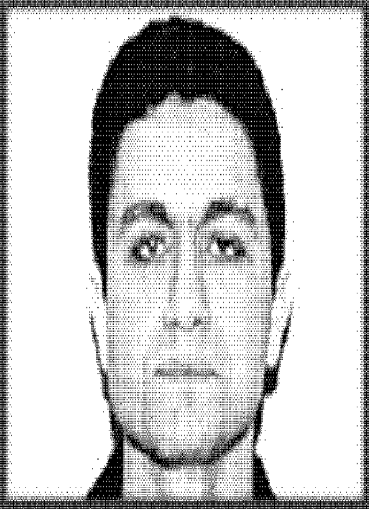
New Way of Thinking

- Paradigm Shift
- "A-Ha" Experience

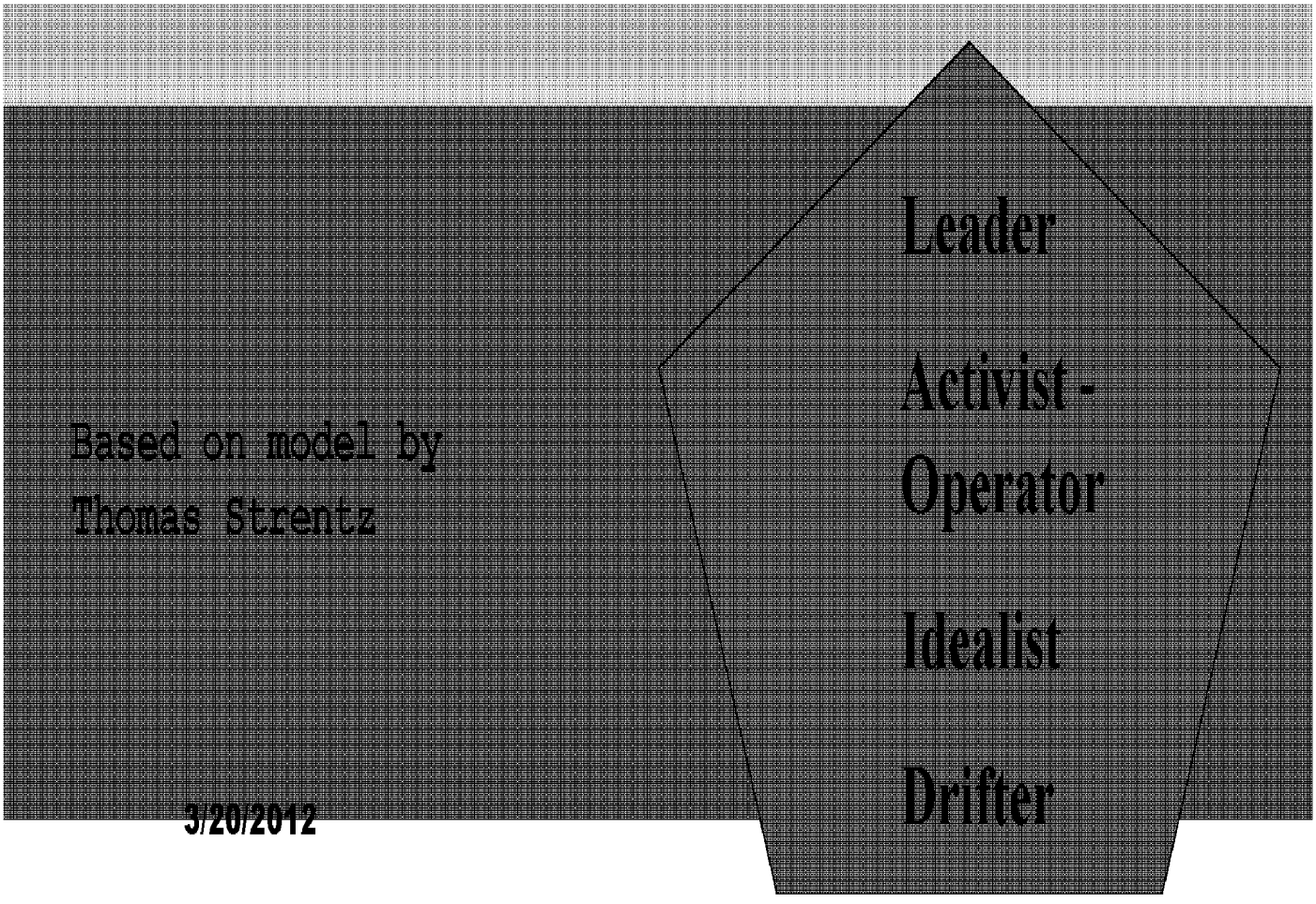
The Structure of Scientific Revolutions

Thomas S. Kuhn

- Suicide Bomber
- Martyr



EXTREMIST GROUP MEMBERSHIP



LEADER

- Paranoid (not psychotic)

Usama Bin Ladin

3/20/2012

"Political Paranoid"

"The political paranoid has not fully departed the world of reality…he clings too single-mindedly to a part of it, exaggerating to a pathological degree…"

Robins and Post, 1997

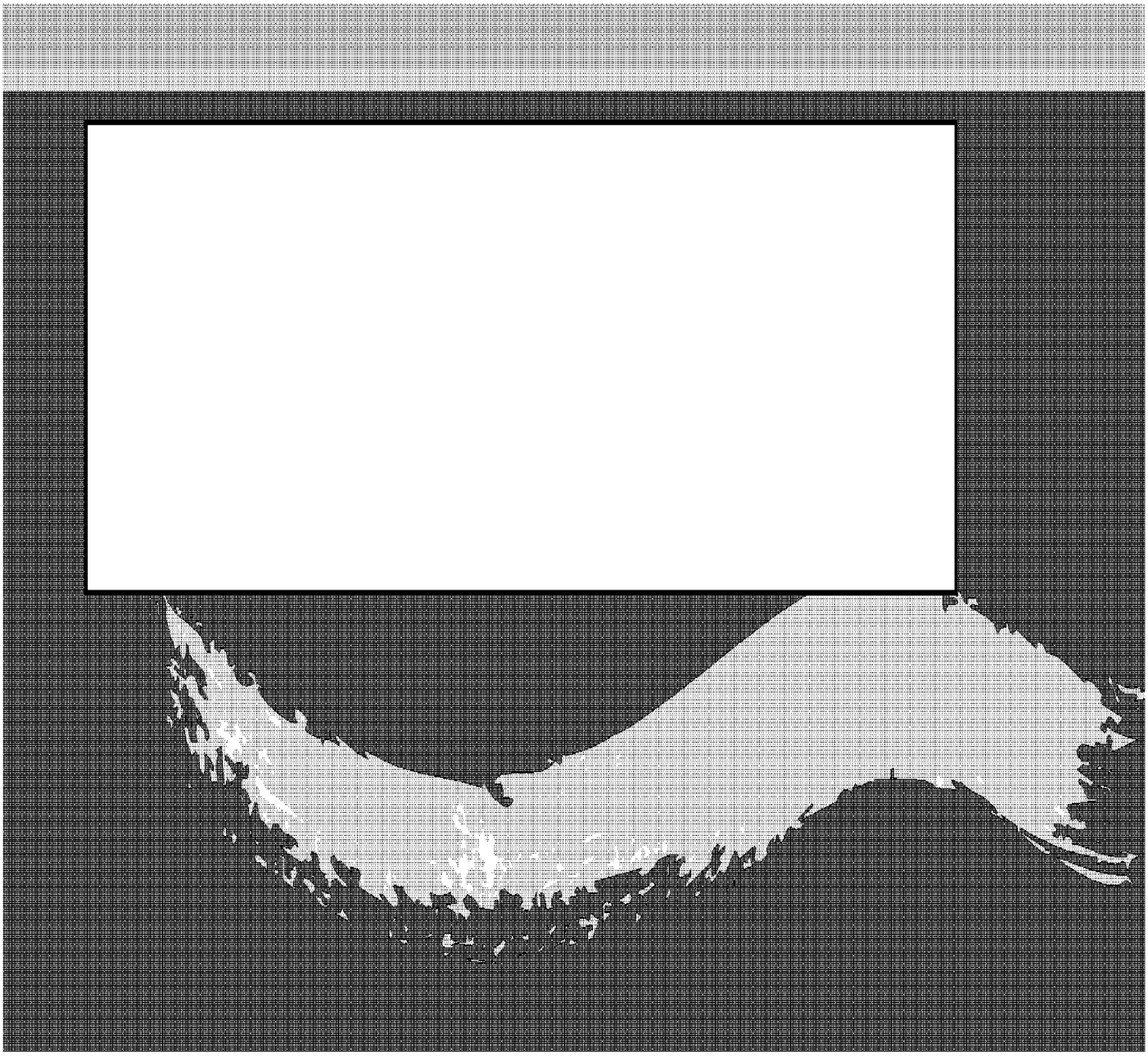
3/20/2012

Paranoid Culture

- A powerful conspiracy is already in place
- This conspiracy seeks to destroy the way of life
- Time is short
- Absolute good vs. Absolute evil
- The "good" must warn others
- "Good" must destroy "evil" in a cataclysmic battle

Benefits of Group Paranoia

b7E



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"The Truth Is Out There"
X-Files

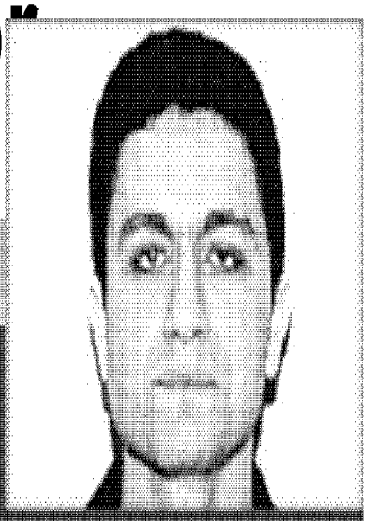
LEADER

- Paranoid (not psychotic)
- Manipulator
- Charismatic
- "Perfect"
- Control Freak
- One per Group

Usama Bin Ladin

3/20/2012

Activist - Operato



Given "heavy duty" assignments

May or may not be a "true believer"

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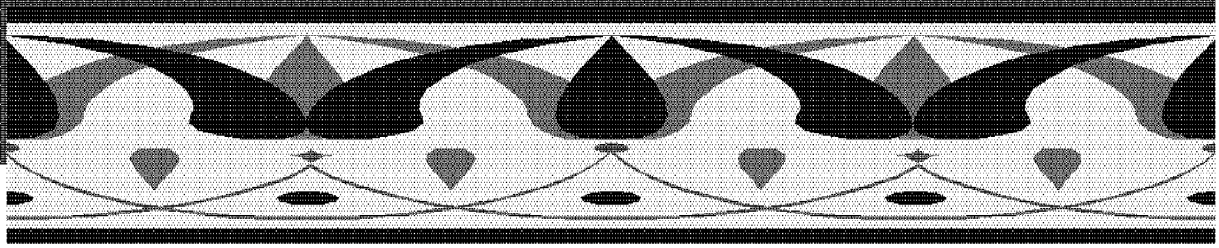
IDEALIST

- "True Believer"
- Searcher



The True Believer

All mass movements generate in their adherents a readiness to die and a proclivity for united action; all of them, irrespective of the doctrine they preach and the program they project, breed fanaticism, enthusiasm, fervent hope, hatred, and intolerance…they all appeal to the same types of minds.

Eric Hoffer, 1951

3/20/2012

The True Believer

The fanatic…embraces a cause not primarily because of its justice and holiness but because of his desperate need for something to hold onto. Often, indeed, it is his need for passionate attachment which turns every cause he embraces into a holy cause.

Eric Hoffer, 1951

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FRINGE MEMBER

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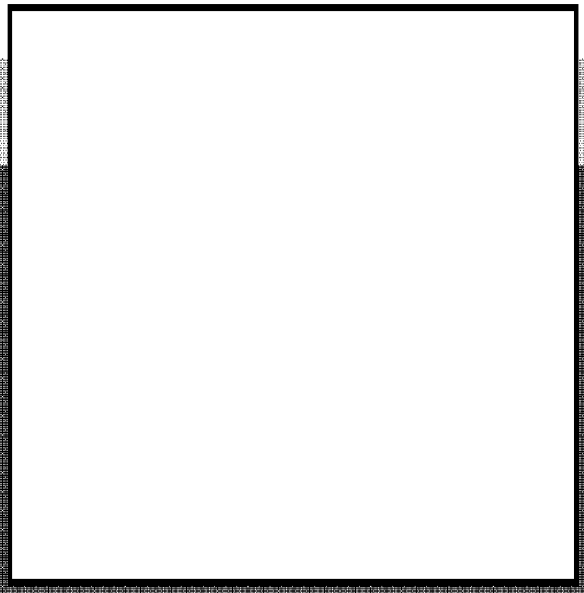
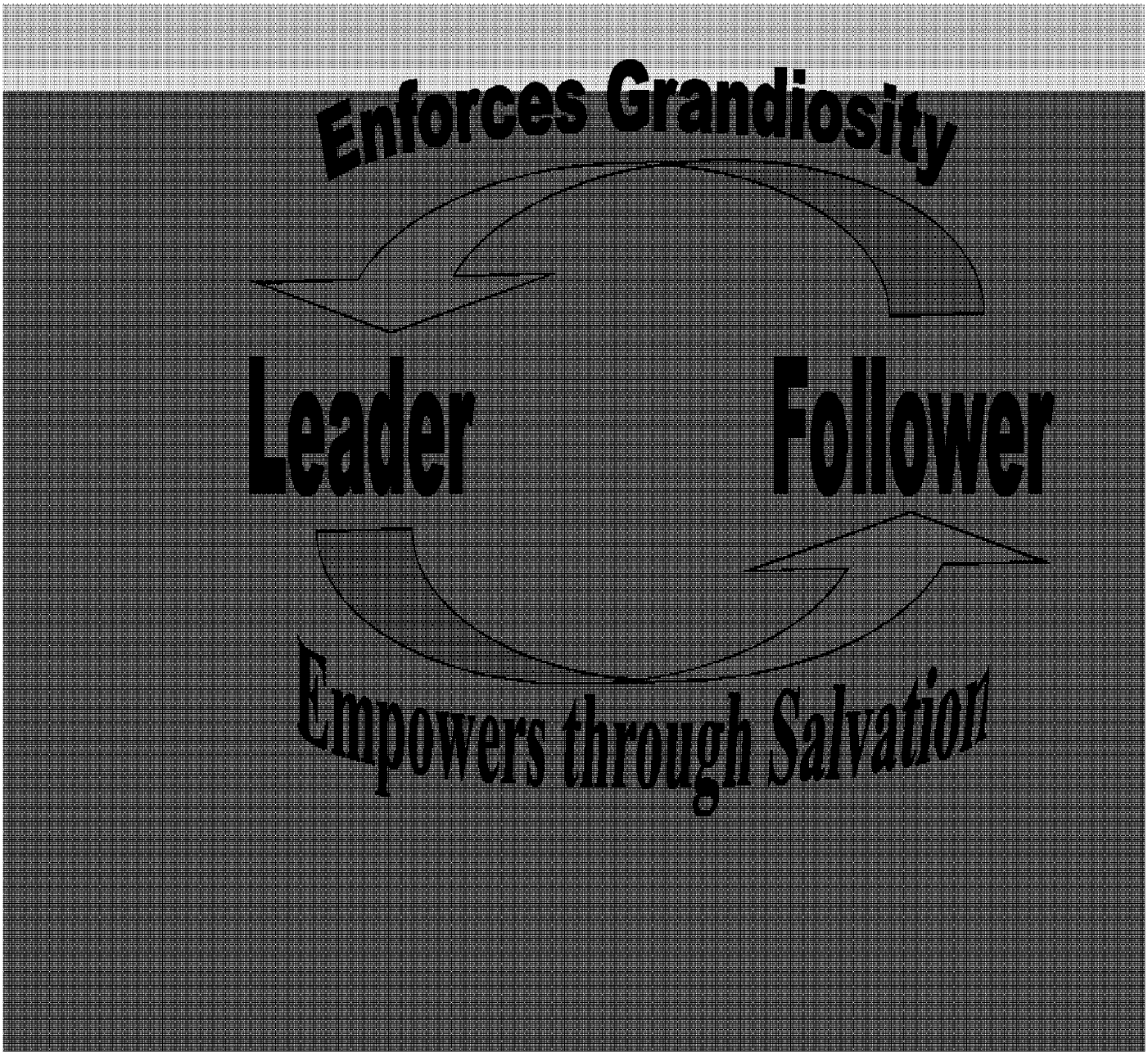


- May Be Attracted to Many Belief Systems
- May Exist on the Fringes (Acquaintance)
- Might Quit– Might Become Idealist
- Etc.

Mutual Reinforcement

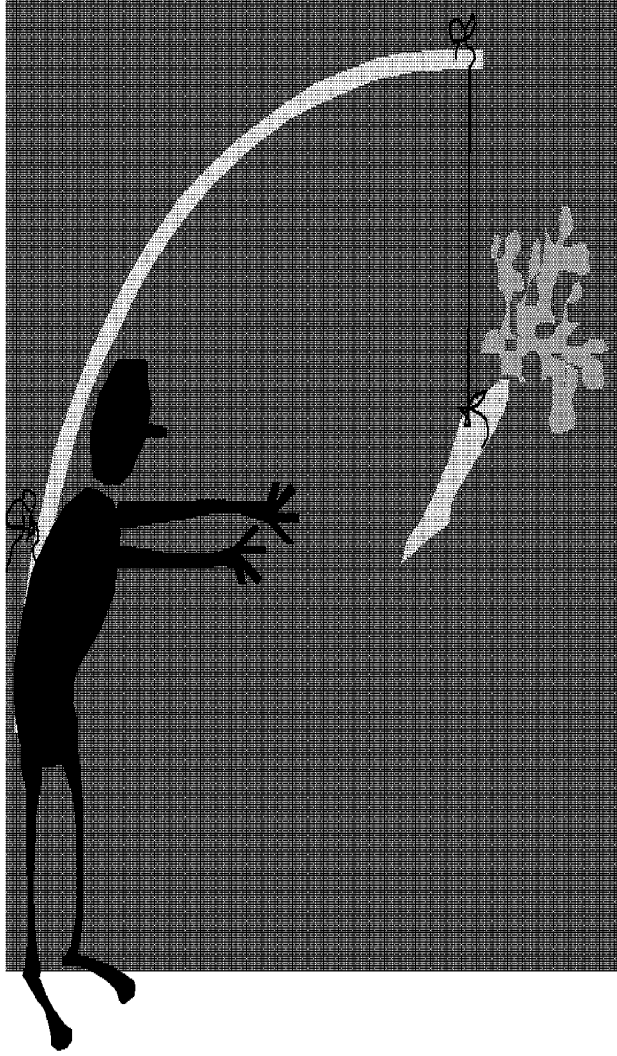


"Lethal Triad"...

Kevin Gilmartin

- Isolation
  - members sequestered from family & friends
  - psychological isolation
  - new belief system encoded
  - "Groupthink" - group ideas reinforced through repetition
  - critical thinking disappears: drifter becomes "true believer"

"Human beings act toward things on the basis of the meanings which these things have for them."



Herbert Blumer

Symbolic Interactionism

Symptoms of Groupthink

Irving Janis

- **Illusions of morality** - feeling that the group is right, good and moral therefore anything it does is right, good and moral.
- **Collective Rationalization** - members discount warnings that their thinking is irrational.

Symptoms of Groupthink

Irving Janis

- **Stereotyping the Adversary** - painting an unappealing, inaccurate, self-serving picture of the adversary.
- **Self-Censorship** - members censor thoughts that are opposed to group ideas.
- **Pressure on Dissenters** - dissenters within the group are pressured into conformity.

Symptoms of Groupthink

Irving Janis

- **Mindguarding** - actively protecting group from outside ideas that may contradict the group decisions or ideas.
- **Apparent Unanimity** - Everyone on the surface is in agreement, but there is probably some doubt being hidden from the group.

"Lethal Triad"...

Kevin Gilmartin

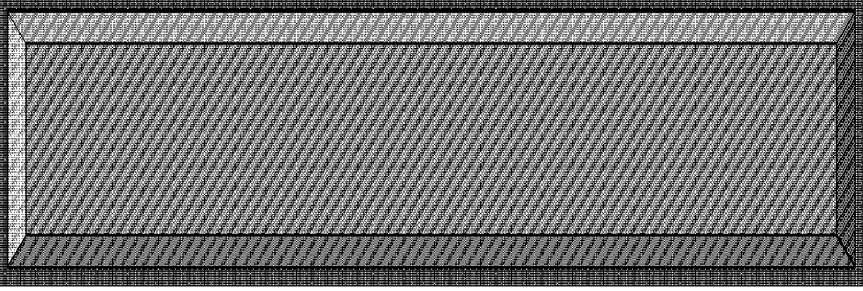
(Cont'd)

- Projection
  - group projects responsibility on leader
  - group projects cause for grievances on outsiders
  - leader demands obedience
  - leader maintains dominance through prayer, meetings, etc.
  - individual responsibility is abdicated

Obedience

Milgram Experiments (1960's)

- Participants believed they were participating in learning experiment
- Participants were told to give "shocks" when wrong answers were given
- 65% gave FATAL shocks rather than disobey



When the "researcher" left the room, compliance dropped

When others in the group refused, compliance dropped sharply

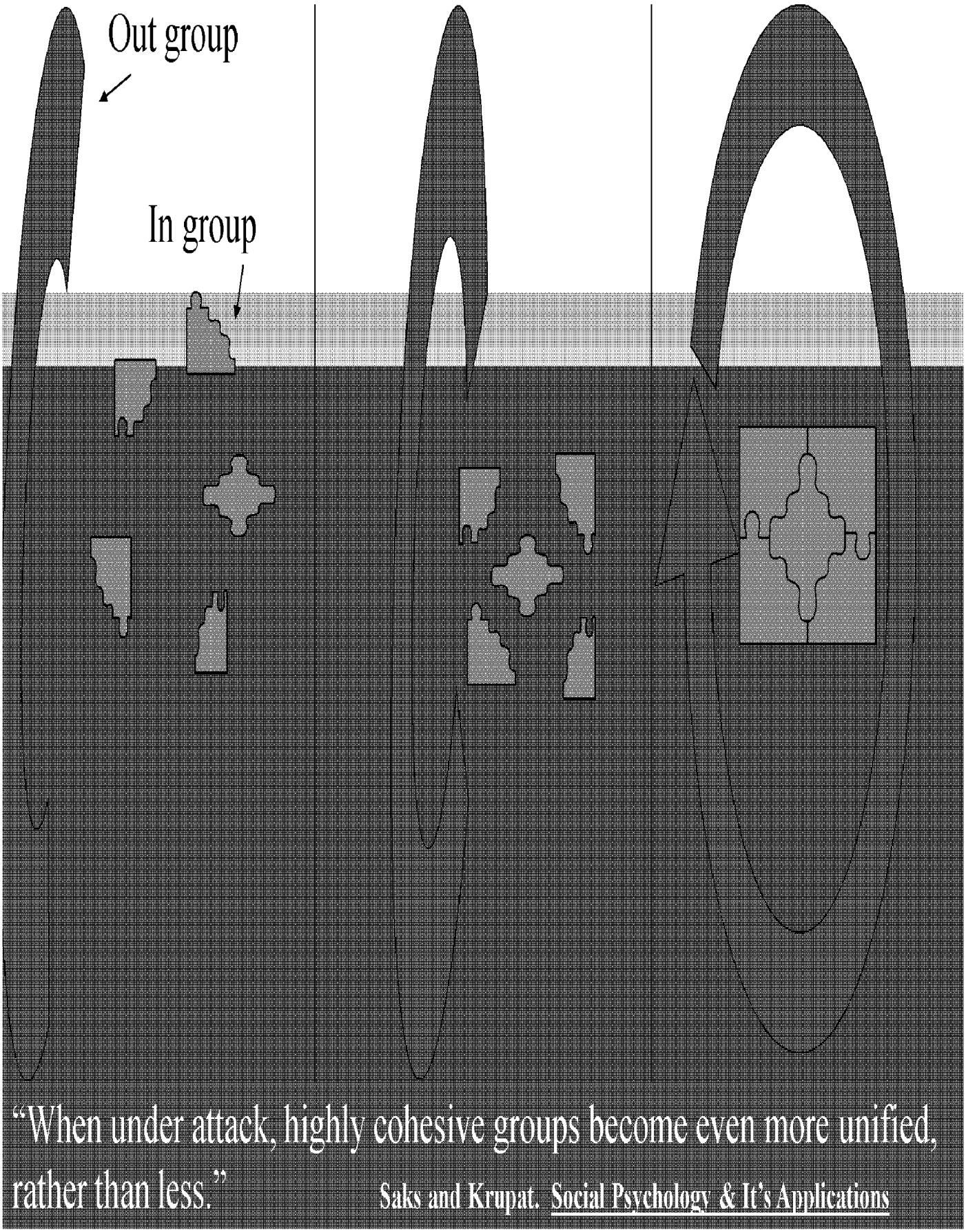
"Lethal Triad"...

Kevin Gilmartin

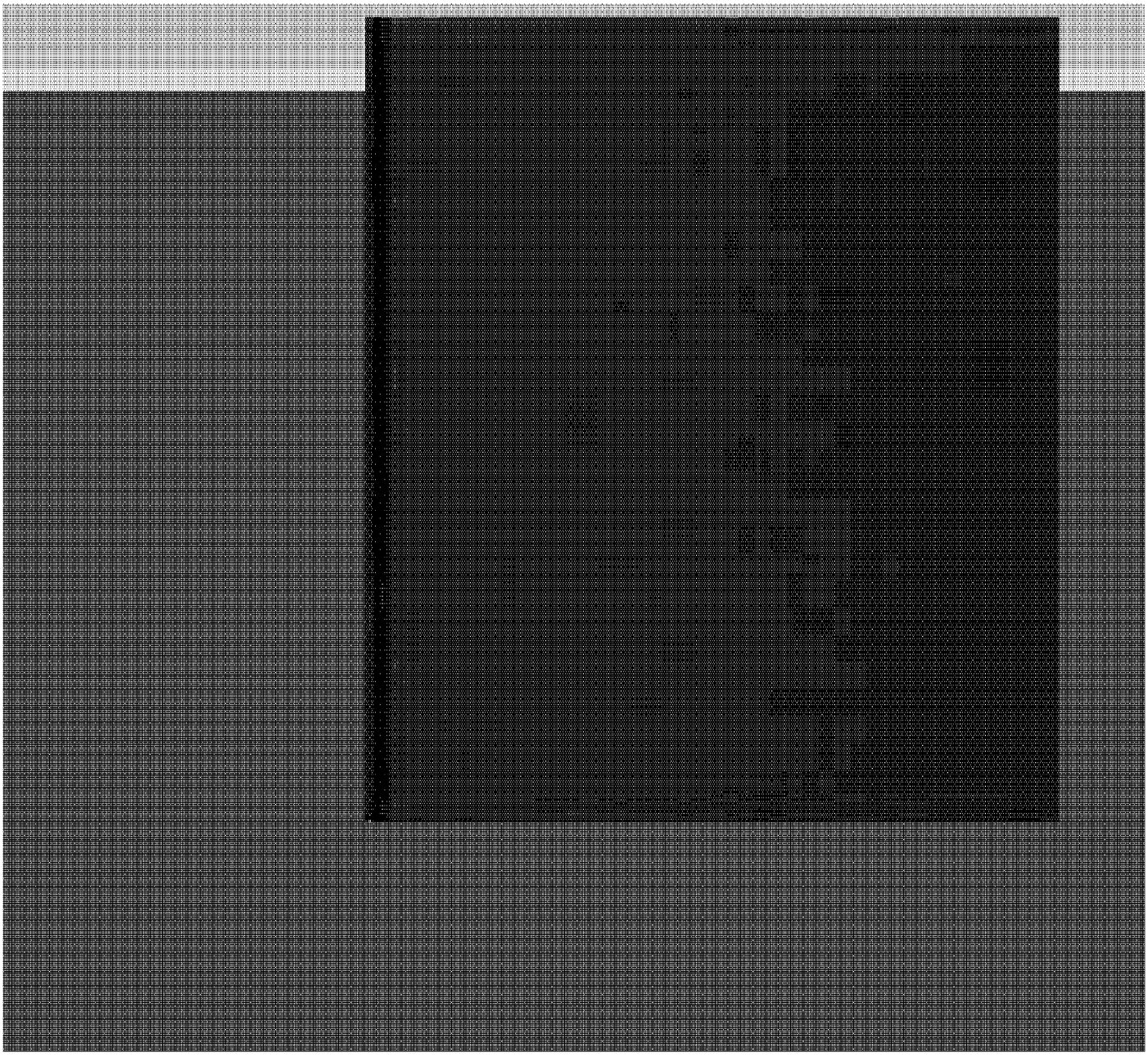
(Cont'd)

- Pathological Anger
  - combination of isolation and projection
  - group members see themselves as victims of outside, evil force
  - anger fuels righteousness--heinous acts committed without remorse
  - "situational sociopaths"

- The Lethal Triad Law Enforcement Bulletin, 9/96'


Out group
In group
"When under attack, highly cohesive groups become even more unified, rather than less."
Saks and Krupat. Social Psychology & It's Applications

Religion



Religion

- → Can remove barriers to violence
- → Can require violence in the name of God
- → Changes the "audience"

Bottom line: Religious groups may be more dangerous

Understanding Groups

- Envision every group as a separate entity
- Use analytic tools (e.g., Group Analysis Protocol) to assist understanding
- Inform your decision-making with existing materials (e.g., The Sociology & Psychology of Terrorism & "The Lethal Triad")

Terrorist

b7E

"While nothing is easier than to denounce the evildoer, nothing is more difficult than to understand him."

--Fyodor Mikhailovich Dostoevsky

Resources

- Group Analysis Protocol (FBI)
- The Sociology & Psychology of Terrorism: Who Becomes a Terrorist & Why *(Hudson, Majeska, Savada & Metz)* www.loc.gov/rr/frd/Sociology-Psychology%20of%20Terrorism.htm
- The Lethal Triad *(Gilmartin)* Law Enforcement Bulletin, September, 1996

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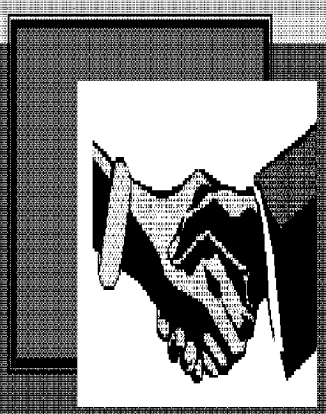
MARIN COUNTY/SCHOOL LAW ENFORCEMENT PARTNERSHIP



THREAT ASSESSMENT TRAINING

FALL 2001

SCHOOL THREAT ASSESSMENT

- Threat or risk assessment is the process of:
- Assessing risks of a particular target, group of individuals, or individual; and
- Designing and implementing intervention and management strategies to reduce that risk or threat.

THREAT ASSESSMENT

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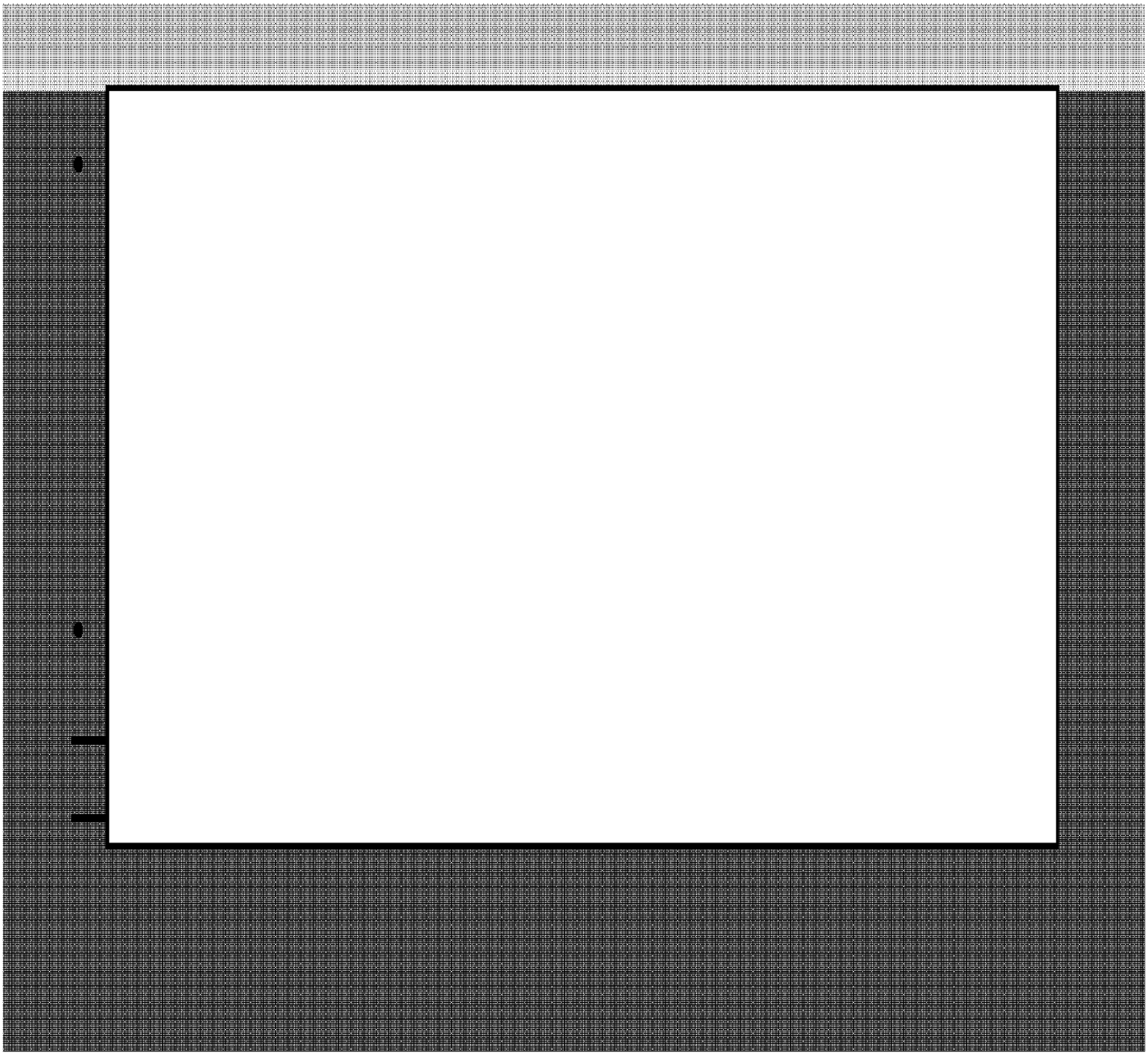

THE (SCHOOL) THREAT ASSESSMENT TEAM

- OBJECTIVES:

- PREVENT SCHOOL VIOLENCE

- ASSESS THE SAFETY NEEDS OF THE SCHOOL IN LIGHT OF THE THREAT

- ASSESS THE STATUS OF THE STUDENT(S)

- DESIGN AND IMPLEMENT EFFECTIVE STRATEGIES AND INTERVENTIONS FOR THE SCHOOL FAMILY

- TO MAXIMIZE RESOURCES AND SUPPORT FOR THE STUDENT POSING THE THREAT

THE (SCHOOL) THREAT ASSESSMENT TEAM

- Site Administrator - Principal/Assistant Principal
- School Counselor/Designated TEA
- Community Mental Health (as needed)
- Law Enforcement (SRO)/Campus Supervisors
- District Office Staff

THE (SCHOOL) THREAT ASSESSMENT TEAM

- In all cases, the District Office should be contacted by the site administrator and informed of any serious threat made against a student or staff person.

THE (SCHOOL) THREAT ASSESSMENT TEAM

The Team Members will review and compile copies of school background information and records, including:

- Student Identification
- Emergency Card
- Social Adjustment/Discipline Record
- Attendance Record
- Cumulative Folder
- Most Recent Report Cards
- Health Record

THE (SCHOOL) THREAT ASSESSMENT TEAM

- On Site Interviews of Staff and Students

  - English, Art, Social Science, Physical Education Teachers, Both "Good" and "Bad" Subjects

  - Dean, Counselor, Nurse, Psychologists, PSW

  - Friends, Classmates, Witness to Behavior of Threats

THE (SCHOOL) THREAT ASSESSMENT TEAM

- Interviews of the Student Who is a Potential Threat

- Parent/Family Contact

  - Psycho Social History

  - Medical Information Release Forms

  - District Office Mental Health Referral Forms

  - List of Referral Agencies

THE PERSONALITY OF THE STUDENT (BEHAVIOR TRAITS)

- Dehumanizes people; looks at people as objects
- Lacks empathy
- Attitude of superiority
- Depressed
- Problems with anger management
- Fragile ego

THE PERSONALITY OF THE STUDENT (BEHAVIOR TRAITS)

- Poor coping skills
- Externalizes blame
- Entertains recurrent themes of violence in everything - speech, writing, drawings, music, video games
- An Injustice Collector - harbors resentment over real or perceived injustices. Does not forget.

THE PERSONALITY OF THE STUDENT (BEHAVIOR TRAITS)

- Concept of uncontrollable expression of recurrent themes of violence "leaking" out or spilling over in conversations, remarks, comments, writings, drawings, and/or essays.

FAMILY DYNAMICS: WHO RULES THE ROOST?

- Family is afraid of the student
- The family has normalized pathological behaviors in the home....for years
- Student insists on privacy AND the parents comply
- Parents "explain away" or deny pathological behavior
- Conflicted or non-existent relationship with parent figures

FAMILY DYNAMICS: WHO RULES THE ROOST?

- In healthy families there is:
  - Support
  - Stability and consistency in relationships
  - Clear boundaries for behavior
  - Appropriate parent and child roles
  - Open system of communication.

SCHOOL DYNAMICS: WHO RULES THE ROOST?

- "Institutional Favoritism" - Are there favorites?
- Is there full inclusion? - Do some students feel unimportant?
- Is bullying overlooked or allowed?
- Bullying is the repeated exposure of a student to negative interactions with others with intentional infliction of emotional or physical injury or harm including threats and intimidation.

RISK FACTORS

- Early Indicators of Violent Tendencies:

  - Fire setting

  - Bed wetting

  - Cruelty to animals

  - Interested in real and fictional violence

RISK FACTORS

- Environmental/Situational Factors:

  - Weapon availability and access

  - Availability of violent information

  - Deterioration in quality of life

  - Poverty and oppression

RISK FACTORS

- School-Related Factors:

  - Inconsistent implementation of policies and/or discipline

  - Polarized in versus out groups or cliques

  - Intolerance exhibited

RISK FACTORS

- School-Related Factors:

  - Lack of safe schools plan/inadequate safe school plan

  - Lack of adequate security and security measures

  - Lack of preparations for emergencies

  - Key elements: communication, teamwork

PRECIPITATING EVENT

- Triggering Events:

  - Loss of face/humiliation/status

  - Significant personal rejection

  - Loss of girl/boy friend

  - Victim of bullying or teasing

INDIVIDUAL STABILITY FACTORS

- Future oriented
  - Hopeful, sees options, career/life plans
- Healthy self-esteem
  - Empathic, confident, takes criticism, has interests
- Available social support
  - Family, friends, peers, law-abiding peer groups

SCHOOL VIOLENCE MYTHS

- **Myth: It Won't Happen Here**

  - Reality: It can happen anywhere

  - Reality: Denial leads to the ignoring of important warning signs

  - Reality: Realistic awareness, not paranoia, can increase school safety.

SCHOOL VIOLENCE MYTHS

- **Myth: There is a Profile of a School Shooter**
  - Reality: There is no single profile
  - Reality: Post diction is not prediction
  - Reality: Our "predictive" ability is poor
  - Reality: Many students share the same behavior traits as those who have become "school shooters"

SCHOOL VIOLENCE MYTHS

- Myth: Sometimes People Just Snap!
  - Reality: The snap theory is a fairy tale
  - Reality: Violent behaviors are progressive
  - Reality: There are observable signs along the way
  - Almost always "other" students know

THREAT ASSESSMENT: FBI SYMPOSIUM ON SCHOOL VIOLENCE - MORE MYTHS

- The FBI reviewed 18 school shooting cases. *Other Information About School Shooters* includes:
  - They are ostracized loners
  - They do not come from normal families
  - The majority do not have fights with a girlfriend before the shooting
  - They do get along with some teachers
  - In general, the dynamics of school violence are not similar to workplace violence

THE THREAT ASSESSMENT PROCESS

1. Identify and assess the seriousness of the threat
2. Look at the totality of the circumstances
   - What is the specific threat?
   - Who is the threatner?
3. Assess the student's potential for carrying out the threat
4. Utilize Threat Assessment Score Sheet

In general, most people who threaten do not carry out their threats

ASSESSING THE THREAT: (TYPES OF THREATS)

- Direct Threat: Specific target, active voice, straightforward manner
- Indirect Threat: Vague, unclear, ambiguous
- Veiled Threat: Concealed, not obvious, innuendo of violence left to the interpretation of the receiver
- Conditional Threat: Contingent upon the victim complying with certain, demands or terms

ASSESSING THE THREAT: (TYPES OF THREATS)

- Indirect Threat: "If I wanted to, I could kill everyone at this school."
- Veiled Threat: "We would be better off without you around anymore."
- Conditional Threat: "If you don't pay me one million dollars, I will place a bomb in the school."

ASSESSING THE CONTENT OF THE THREAT

- Specificity of Detail - Red Flags
  - Plan
  - Date
  - Weapon
  - Intended Victim

Most adolescents do not demonstrate great ability in these areas.

ASSESSING THE CONTENT OF THE THREAT: REASONABLENESS AND LOGIC OF THE PLAN

- Can the threatener do what she/he says she/he can do?
- Does the threatener demonstrate the knowledge, capacity and wherewithal to carry out the threat?
- What is the emotional content of the threat?
- What is the motivation of the threat?

FOUR PRONGED APPROACH TO THREAT ASSESSMENT

I. Assess the personality of the student

II. Assess the family dynamics

III. Assess the school dynamics

IV. Assess the social dynamics

POST CRITICAL INCIDENT

- Liaison With Law Enforcement
- Dealing With Family Members
- Interfacing With Media
- Possible Copycat Issues
- Mental Health Follow-Up
- Debriefing/Internal Reviews
- Offer Classroom Discussion Opportunities
- Provide Facts to Parents/Community

Class outline

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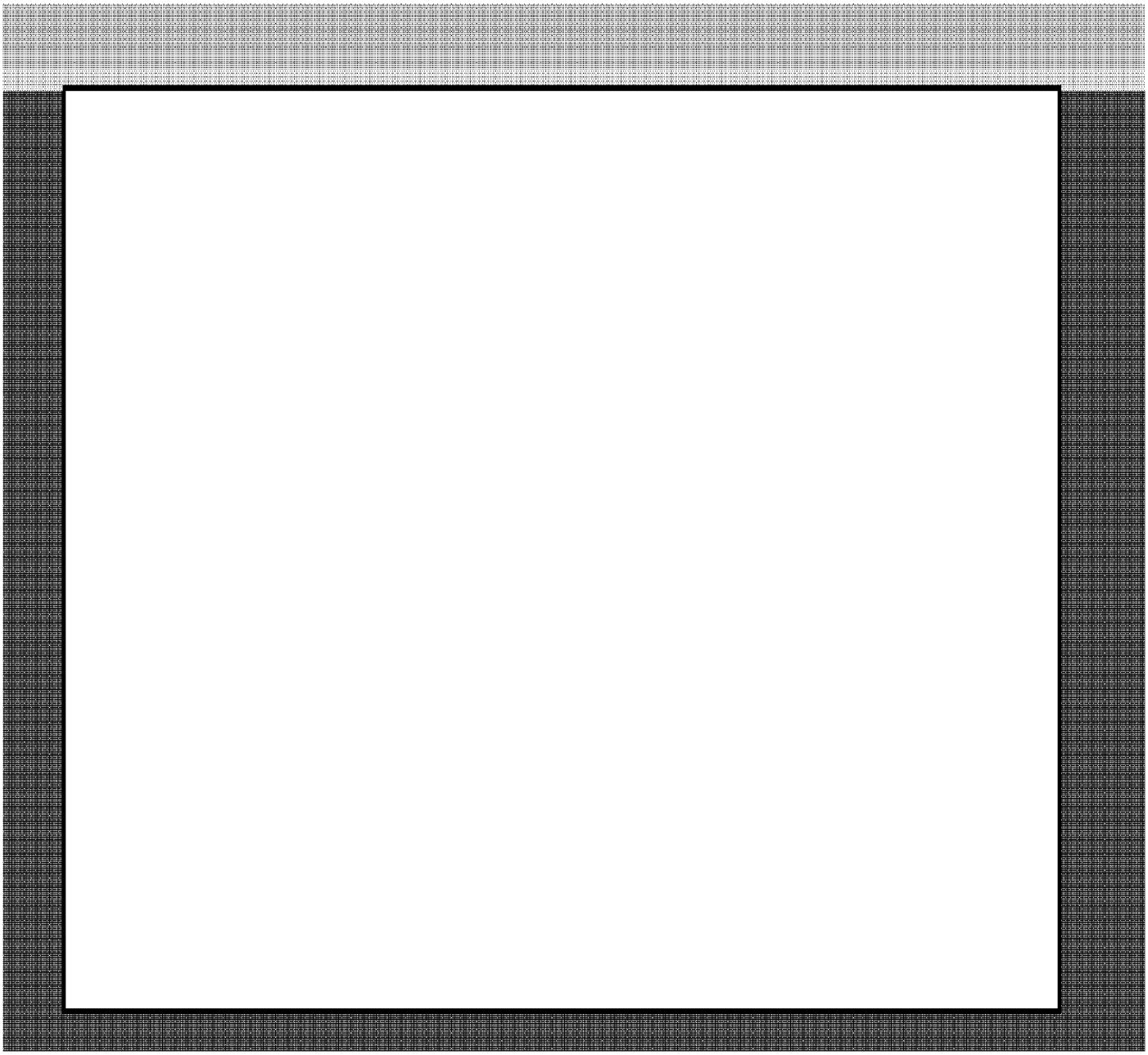
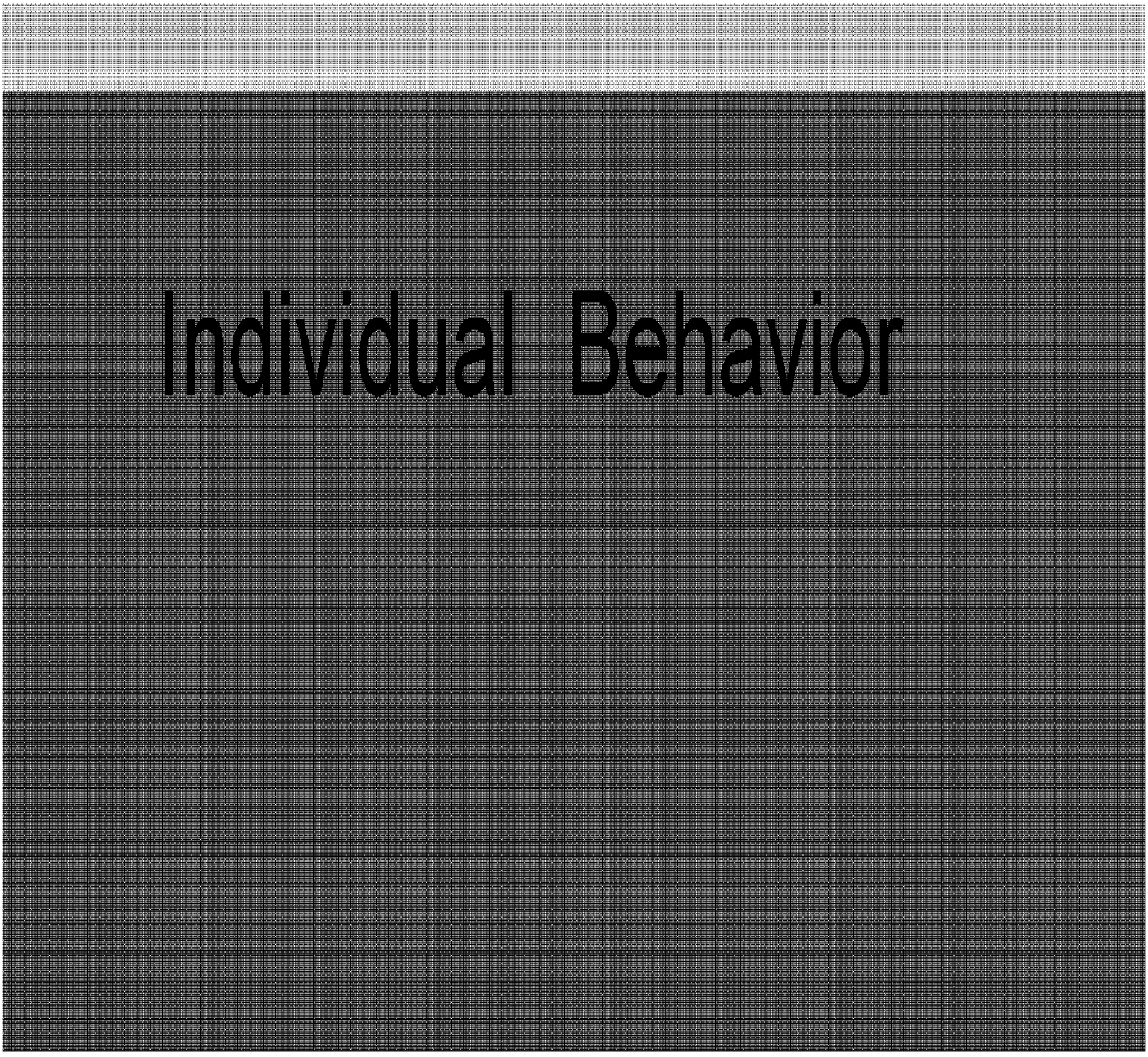


Learning Points

- Understand the calculus of personal identification, radicalization, and rationalization
- Understand group structures
- Understand the affects of the group on the individual's behavior
- Apply the GAP as a government response tool

Behavior



Determinants of behavior

- Social/Situational
  - Cultural, ethnic, religious groups, political, and other interest groups
- Psychological
  - Mental processes and personality that affect behaviors
- Bio/Genetic
  - Physical traits we are born with

Richard G. Graf

Biographical triggers

Life events filtered through, Personal (Biology) + Ideology (Psychology) + Environment (Group/Social) = mind-sets = attitudes=behaviors

Personality Psychology

- Constructing a coherent picture of a person and his or her major psychological processes
- Investigating **individual differences**, that is, how people can differ from one another.
- Investigating human nature, that is, how all people's behavior is similar.

Development of a mindset

- **Personality** can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions (information processing), motivations, and behaviors in various situations.

(Ryckman, 2004)

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Personality psychology

Personality

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Development of a [ ]

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Development of a [redacted]

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True believer's attitude

- **Attitude** represents an individual's like or dislike for an item. Attitudes are positive, negative, ambivalent, or neutral views of an "attitude object."
- Attitudes comes from judgments. Attitudes develop on the **ABC** model (affect, behavioral change and cognition). Most attitudes in individuals are a result of *observational learning* from their environment.

True believer's behavior

- The link between attitude and behavior exists but depends on cognition and filtering through schemas by humans this process is often referred to as rationalizing.

- For example, a person who has a "pro-life" attitude (because all life is sacred) may also be willing to kill an another human (abortion doctor). This makes sense if the person believes they are saving unborn lives, which explains this behavior. Or a person who believes in organ transplants and blood donations can't bring themselves to donate blood.

Rationalization

Rationalization

- **transitive verb**: to bring into accord with reason or cause something to seem reasonable: as
  - **a: *rationalize* a myth ("Its God's Will")**
    to substitute a natural for a supernatural explanation of action
  - **b: *rationalized* his dislike of his brother** (Rapist's belief that "she" wanted it.")
    to attribute (one's actions) to **rational** and creditable motives without analysis of true and especially unconscious motives
  - **c: <*rationalize* the problem> "I am killing infidel's in the name of God."**
    to create an excuse or more attractive explanation for behavior

http://www.merriam-webster.com/dictionary/rationalization

True believer's behavior

- Often the calculus is one based off "necessity."
- Common law of necessity and the ticking time bomb scenario…

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Developing the [redacted]

Group's affect on the individual's [redacted]

Mass movements and fanatics

- Not all mass movements are violent or criminal but...
- All mass movements require:
  - Self-sacrifice
  - Identification with a collective whole
  - Have an "active phase."
  - Men of words (Leaders/Ideologies)
  - Practical Men of Action (Activist Operators/Facilitators)
  - Fanatics (Idealists/Soldiers)

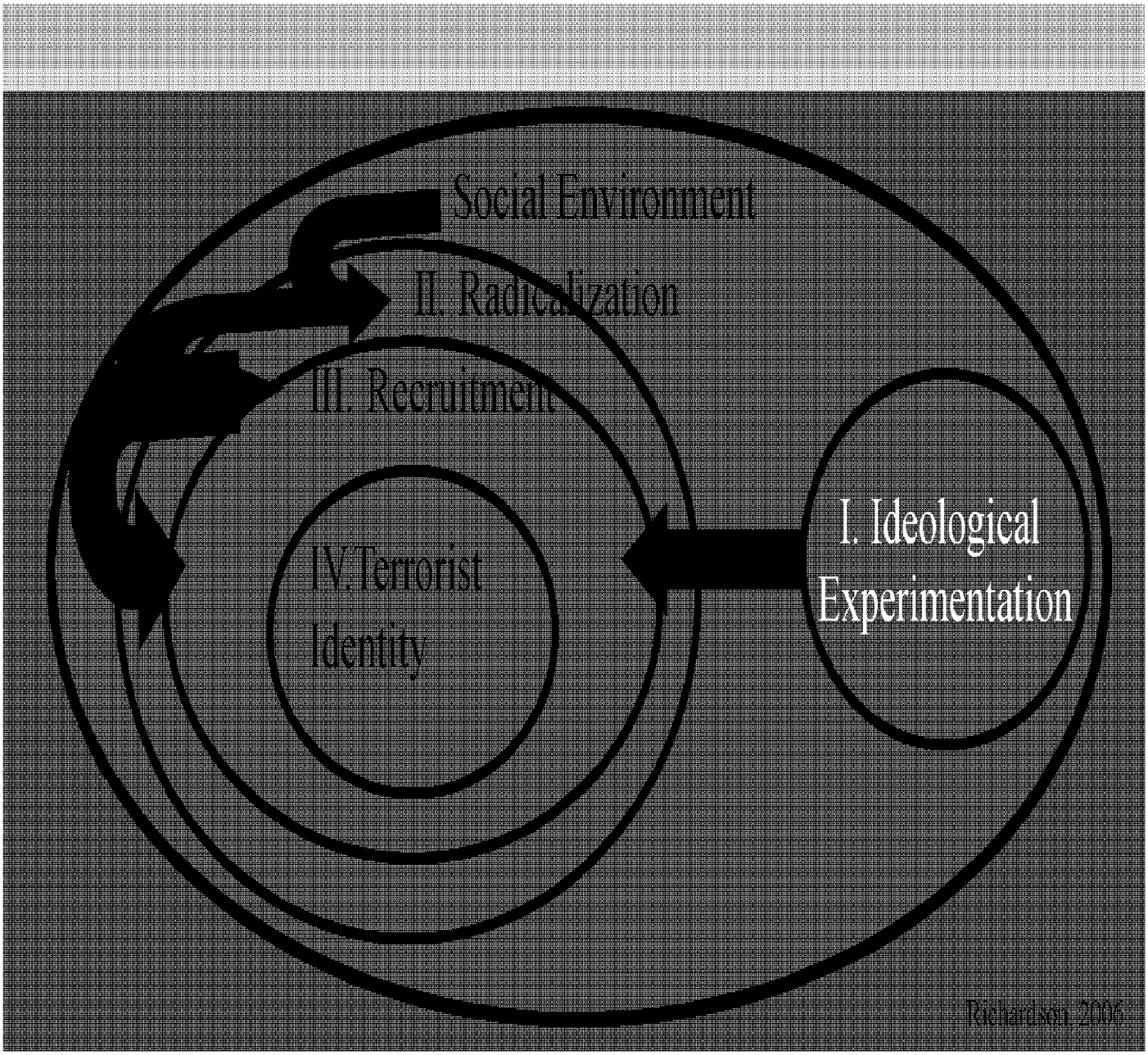
Eric Hoffer (1951)

Radicalization

- Hypothesis – Radicalization is a transformation process of a person's identity and a terrorist identity is the final step of this process.

Uber 2008

Process model radicalization



Differential Association

- ...through interaction with others, individuals learn the values, attitudes, techniques, and motives for criminal behavior.

- Criminal behavior is learned behavior via social interaction with other criminals.

Edwin Sutherland

Differential Association

- Focuses on how individuals learn HOW to become criminals, but not WHY they do so…
- They learn HOW to commit criminal acts; they learn motives, drives, rationalizations, and attitudes = mind-set… through this process one's self image is continuously being reconstructed.

Edwin Sutherland

Pedagogical

- Pedagogical learning is that learning from a child to young adulthood. It is marked by a direct involvement from the instructor and often involves memorization, rote, and repetitive teaching strategies.

Repeat a lie enough…

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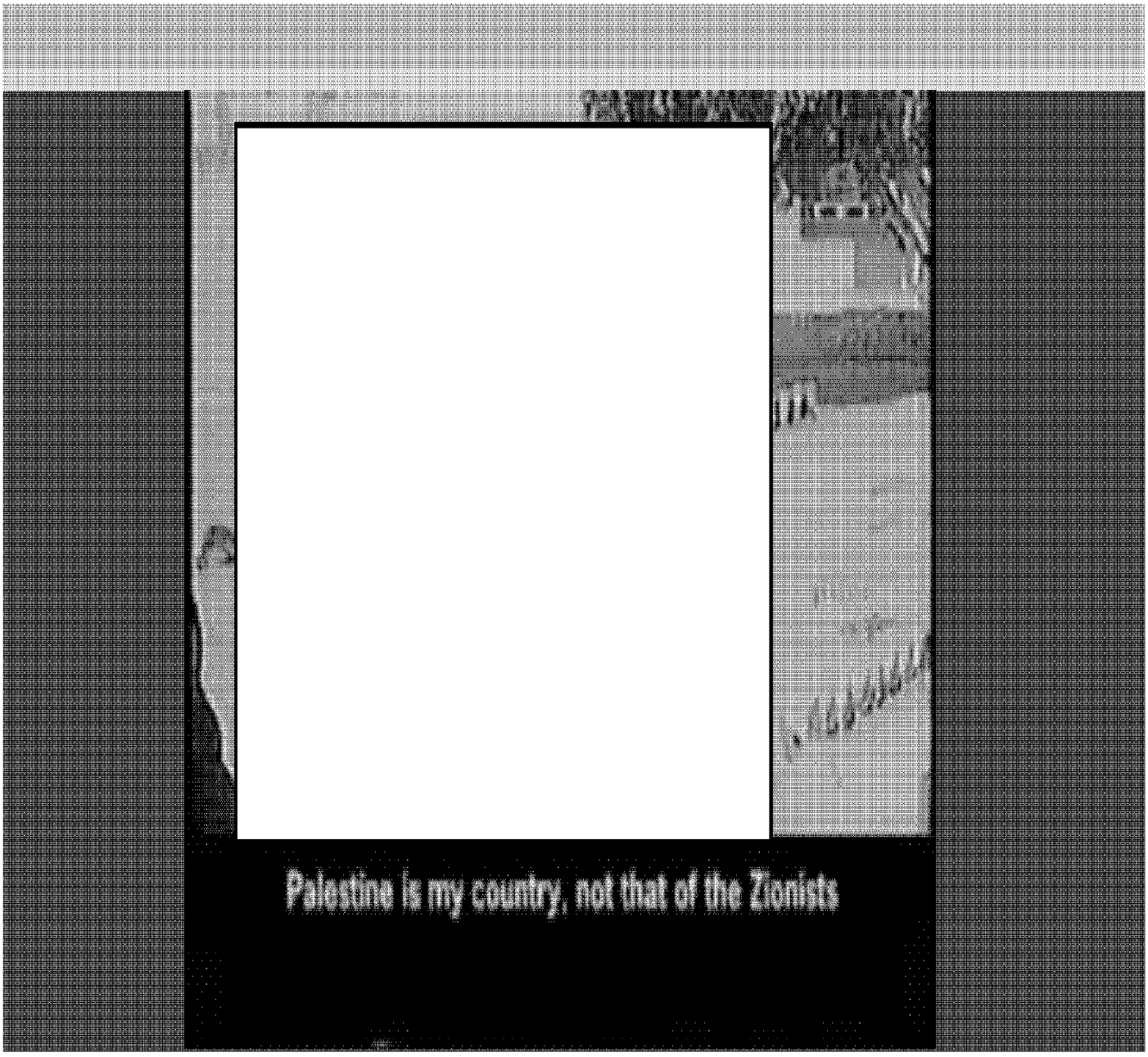
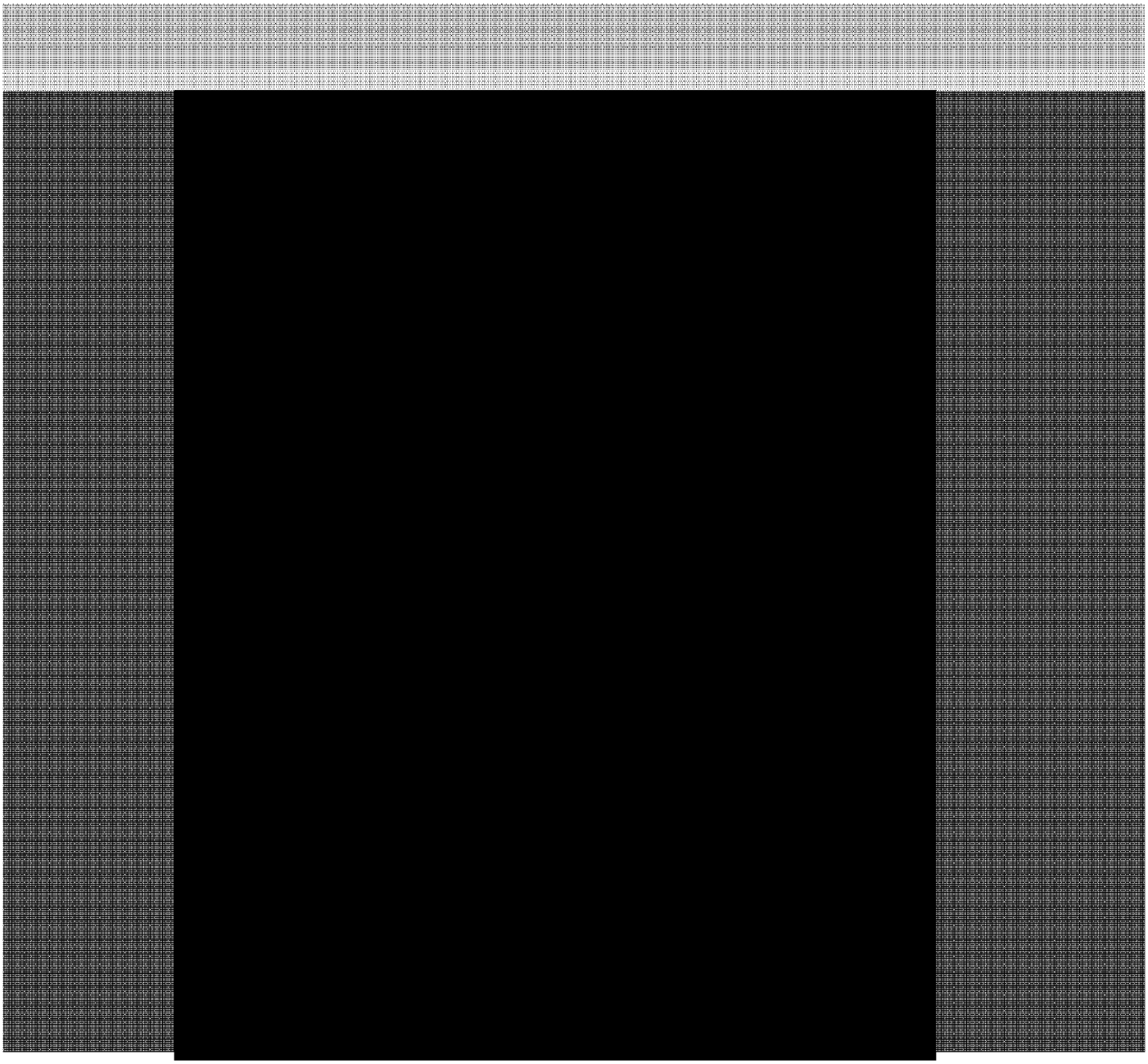


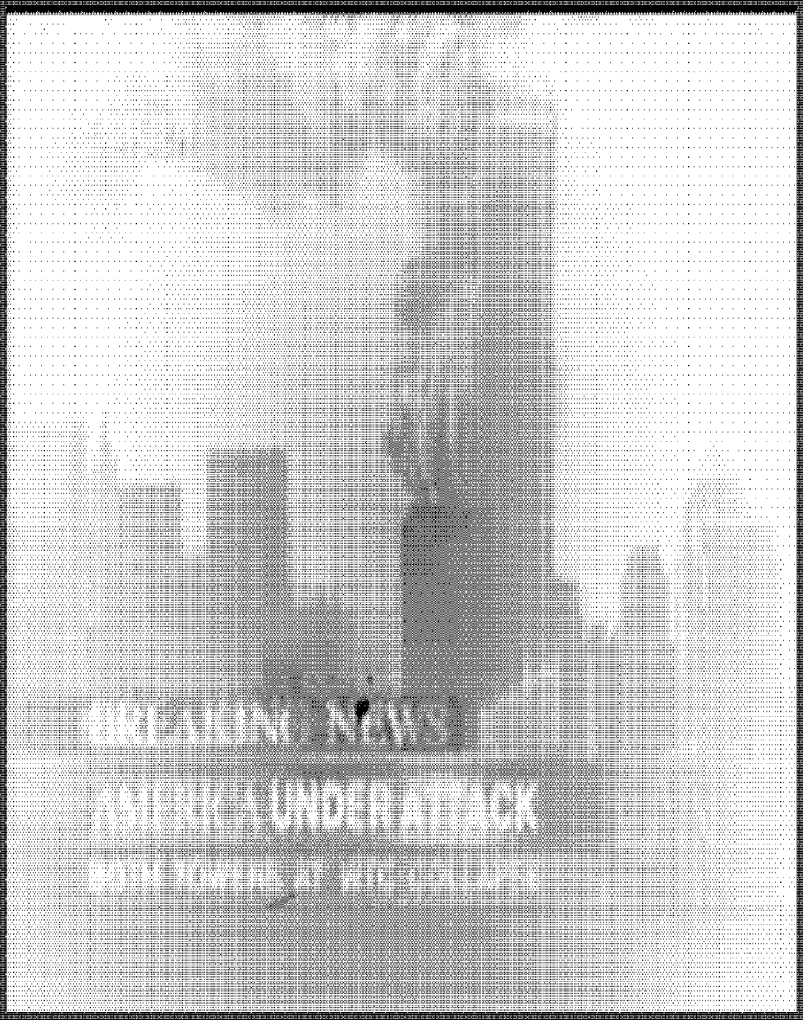
Truth is not absolute

- Truth is what one wants to believe and often what one is told, over and over again.
- We will look at the models the media use to influence mindsets but it is important to know that the same story can be told from very different perspectives, each representing the truth.
- What we believe is not as important as the truths our adversaries believe.

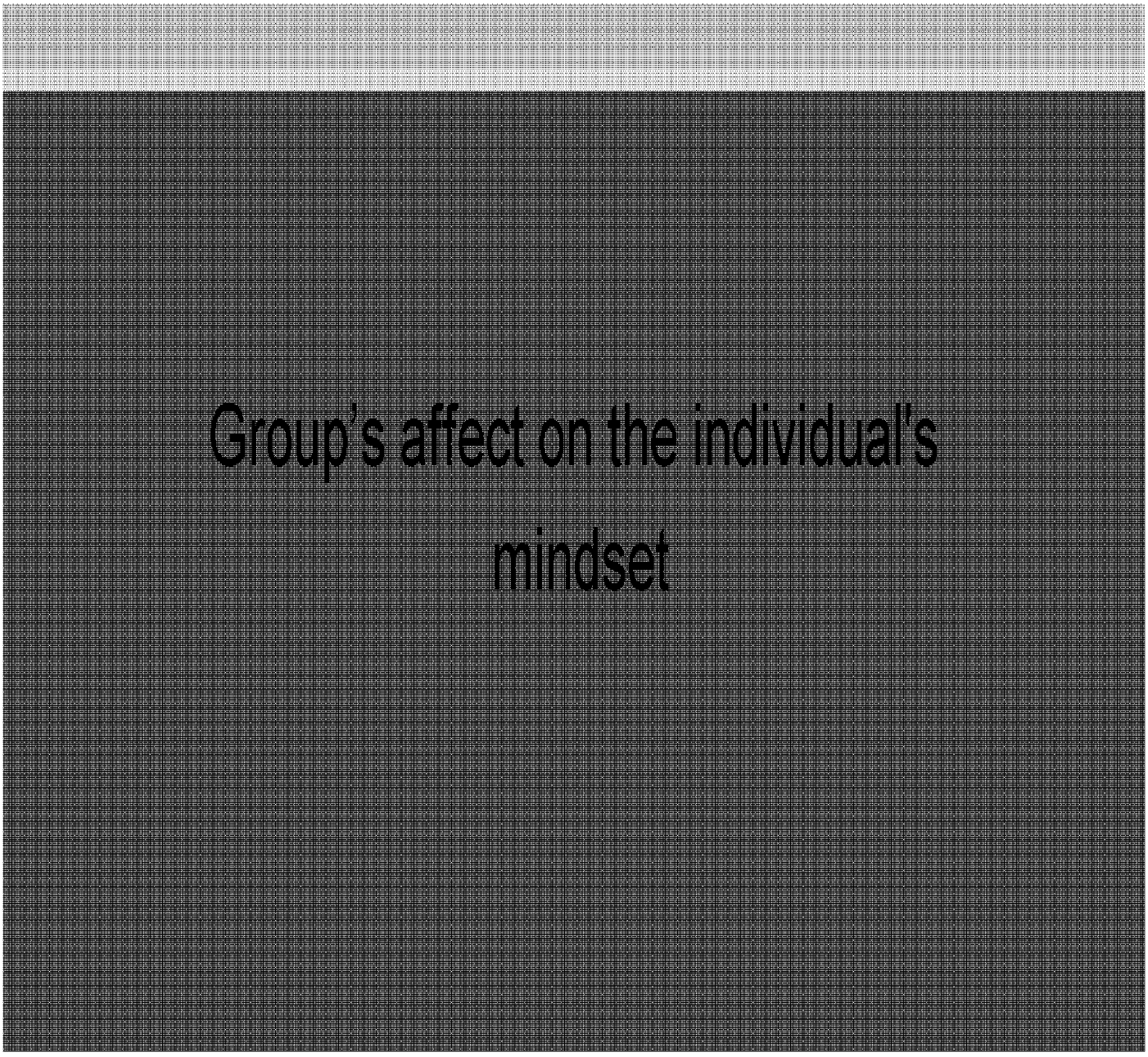
Repeat trigger phrases



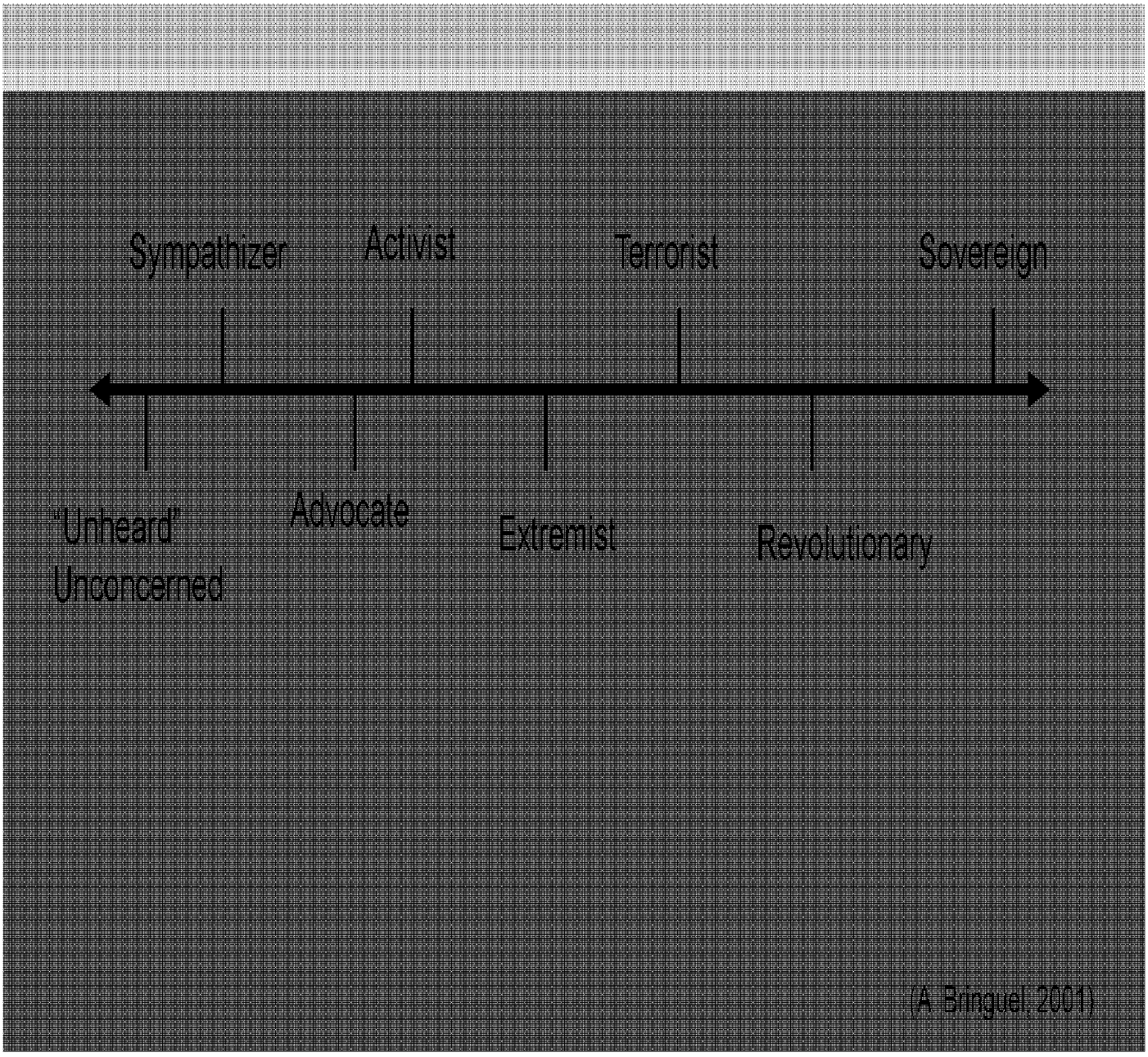
Do good guy groups do the same thing?



Individual Mindset



Exclusive movement continuum



Exclusive mass movement continuum

- **Unconcerned** – Person that has no opinion (neutral attitude) one way or other regarding issue (s).
- **Sympathizer** – Agrees with elements of the "cause" but not motivated to express support openly.
- **Advocate** – Agrees with elements of the "cause" and is willing to express opinion to others (trusted social network) in private with the intent to gain support or advocate the "cause."
- **Activist** – Agrees with the "cause" and is willing to demonstrate, organize, recruit, proselytize, or advertise opinion publicly.

(A. Bringuel, 2001)

Exclusive mass movement continuum

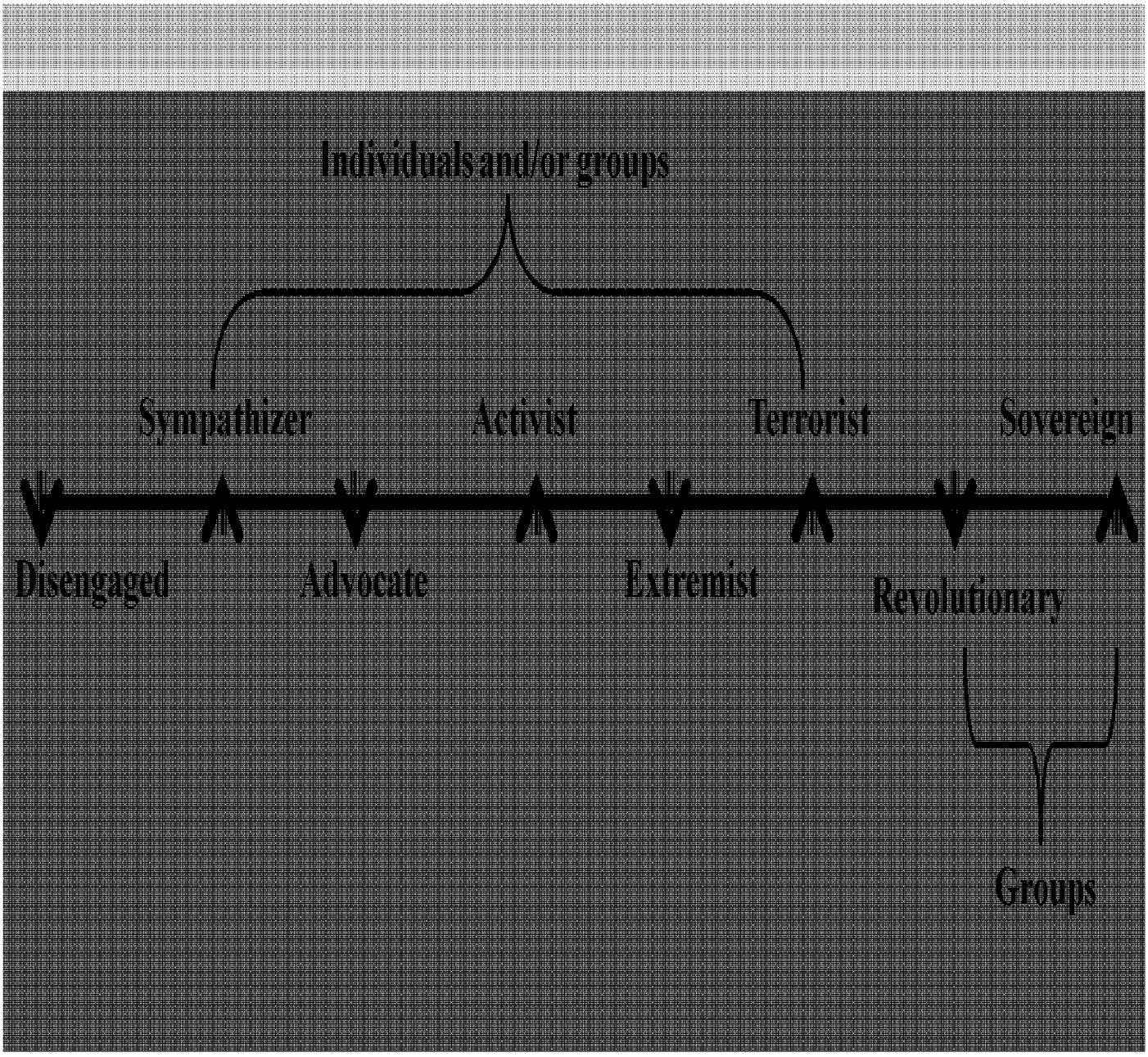
- **Extremist** – Agrees with the "cause," and commits acts of civil disobedience, or non-violent criminal behavior in the name of the cause; and/or is willing to support/provide material aid to others who engage in violence in the name of the cause.
- **Terrorist** - Agrees with the "cause" and is willing to commit violent criminal acts against people or property in furtherance of the "cause."
- **Revolutionary** – Has popular support to further the cause, has been recognized by the ruling government or other governments as a rebel group or revolutionary movement.
- **Sovereign** – Has gained control of the political and social systems through popular support, 3rd party intervention, or violent force.

(A. Bringuel, 2001)

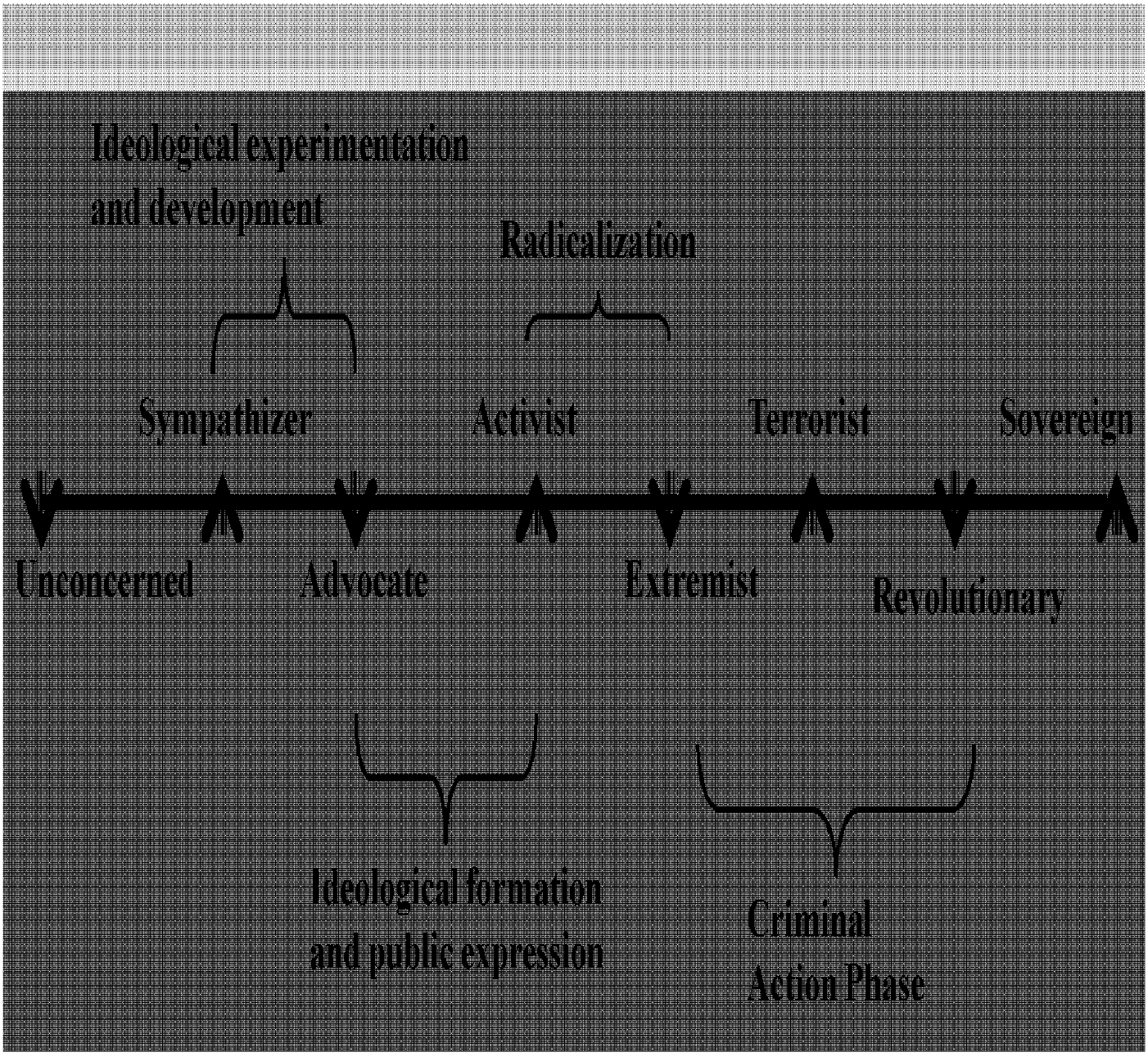
Goals of the Exclusive mass movement

- To change attitudes and recruit and develop violent "true believers..." in order to promote a violent mass movement.
- To provoke the sovereign into restricting liberties and human rights in order to create a Hobbian "state of nature" or social vacuum.
- Goals of the terrorist include gaining support from the unconcerned, sympathetic, advocate, activist, and extremist to develop a revolutionary movement in order to change the social contract or replace the sovereign.

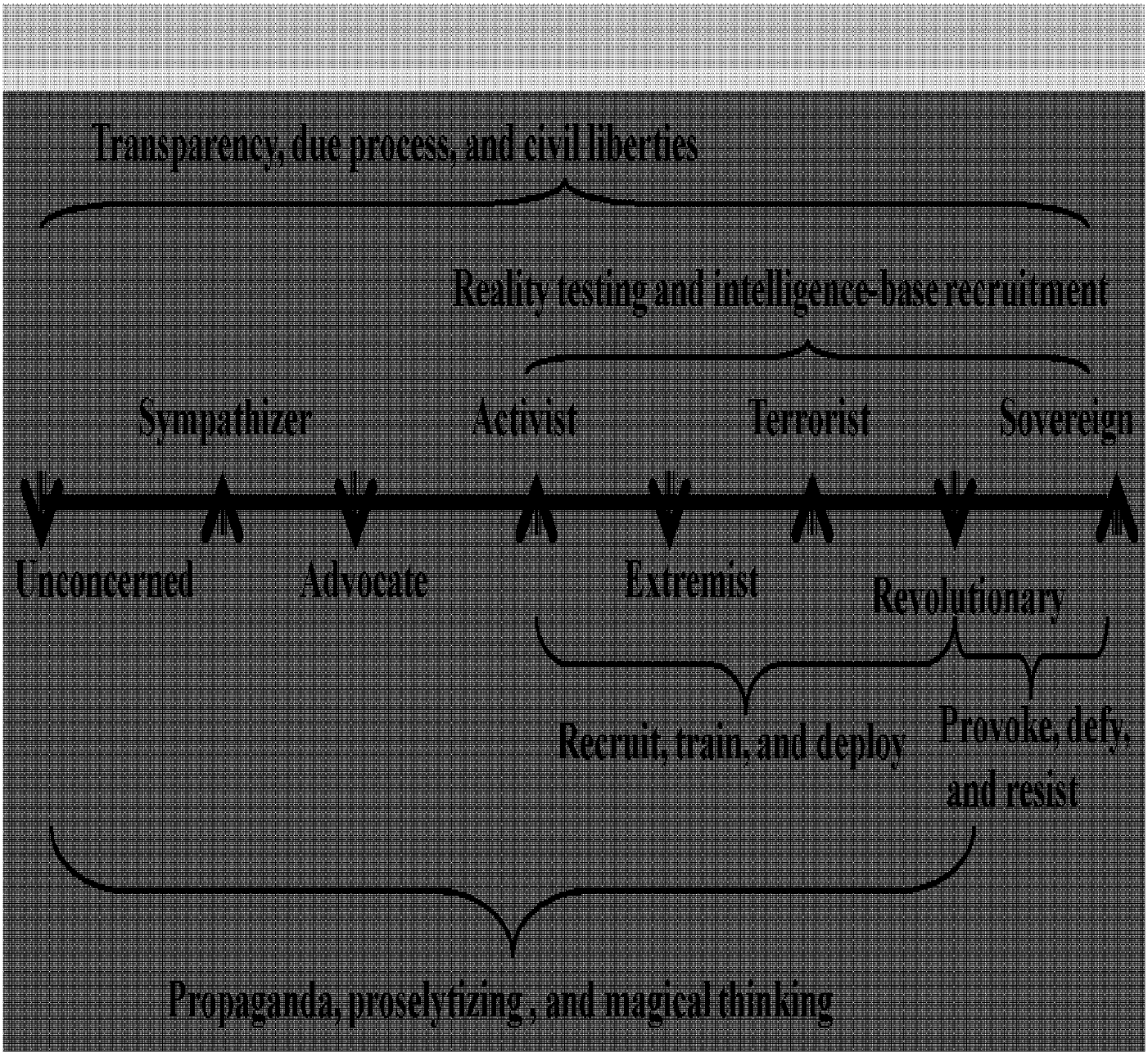
Exclusive/Inclusive mass movement continuum



Exclusive mass movement continuum



Exclusive and Inclusive mass movement continuum



Andragogical learning

- Learning model for the adult learner… little interference from teacher, learner driven instruction…
- Critical thinking!

True Believers...

- "It is a truism that many who join a rising revolutionary movement are attracted by the prospect of sudden and spectacular change in their conditions of life."

  - Eric Hoffer (1951)

True Believers…

- Revolutions are rarely sudden or spectacular…
  - American Revolution – 1764 to 1783
  - IRA/PIRA – Ireland, origins go back as far as 1919 and as recently as 2005 the IRA has stated their "war" is over.
  - ETA – Spain, Euskadi Ta Askatasuna or ETA founded in 1959 still struggling.
  - LTTE – Sri Lanka, 1983 to present
  - FARC – Columbia, 1964 to present

Where do terrorists come from?

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Developing the mindset
Personal Identity

- ... a charismatic leader uses positive actions by true believers (positive anchors) and/or overreaching government response that further alienates the population (negative anchors) to build a shared mindset.

(Eric Hoffer, 1951)

Differential Association continued…

- …from the development of self-image a person sees the world through their experiences (capacity of knowledge), and then generalize those definitions to provide a framework for future behavior…

Differential Association continued…

- Differential association predicts that an individual will choose the criminal path when the balance of definitions for law-breaking exceeds those for law-abiding. In other words the criminal goes through a calculus or cost/benefit…

Sutherland

Differential Association continued…

- Nine key points
  - Criminal behavior is learned
  - Criminal behavior is learned in interaction with other persons in a process of communication
  - The principle part of the learning of criminal behavior occurs within intimate personal groups
  - When criminal behavior is learned, the learning includes techniques of committing the crime, which are sometimes very complicated, sometimes simple and the specific direction of motives, drives, rationalizations, and attitudes.

Sutherland

Differential Association continued…

- Nine key points
  - The specific direction of motives and drives is learned from definitions of the legal codes as favorable or unfavorable.
  - A person becomes delinquent because of an excess of definitions favorable to violation of law over definitions unfavorable to violation of the law
  - Differential association may vary in frequency, duration, priority, and intensity
  - The process of learning behavior by association with criminal and anti-criminal patterns involves all of the mechanisms that are involved in any other learning
  - While criminal behavior is an expression of general needs and values, since non-criminal behavior is an expression of the same needs and values

Sutherland

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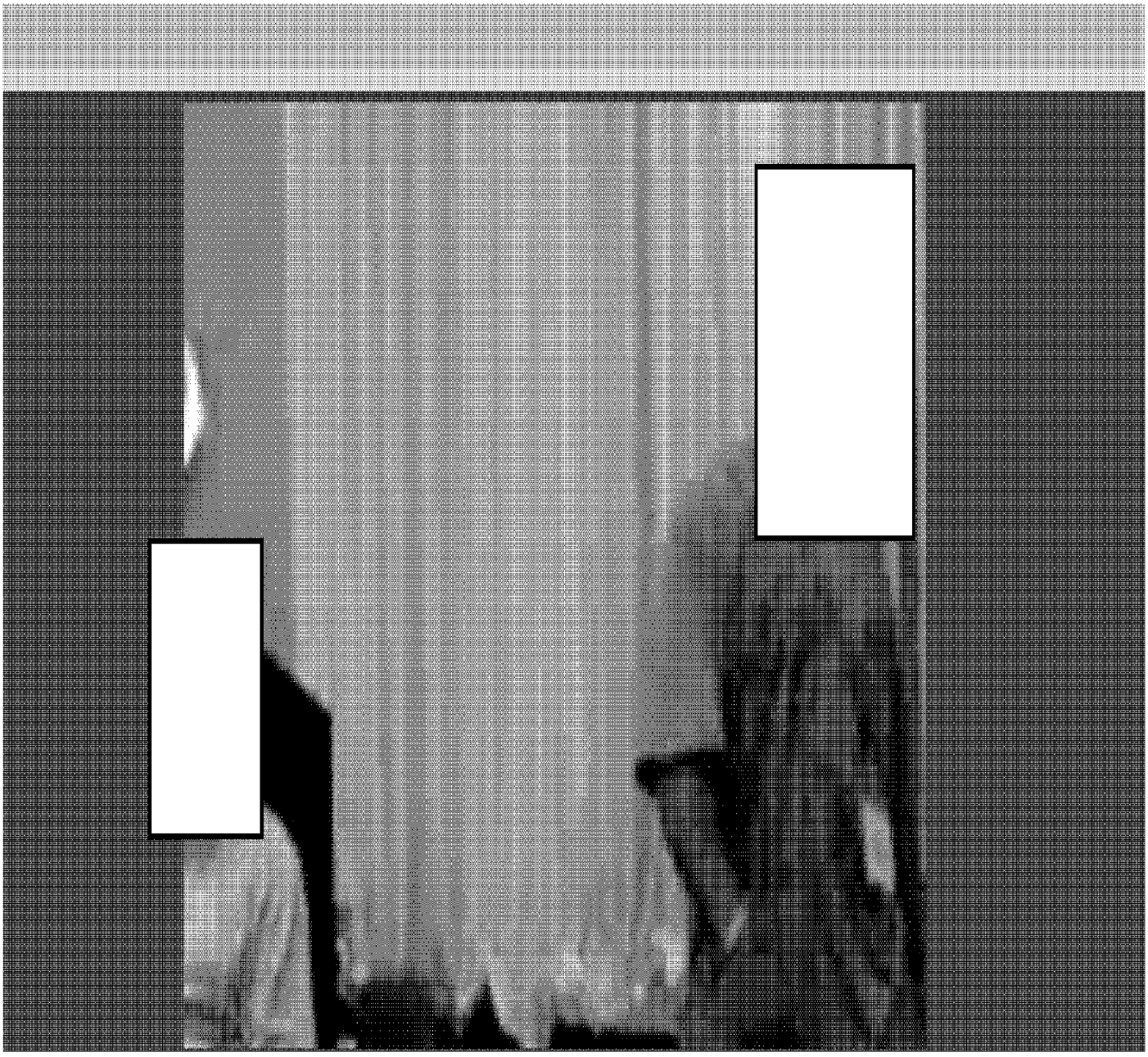
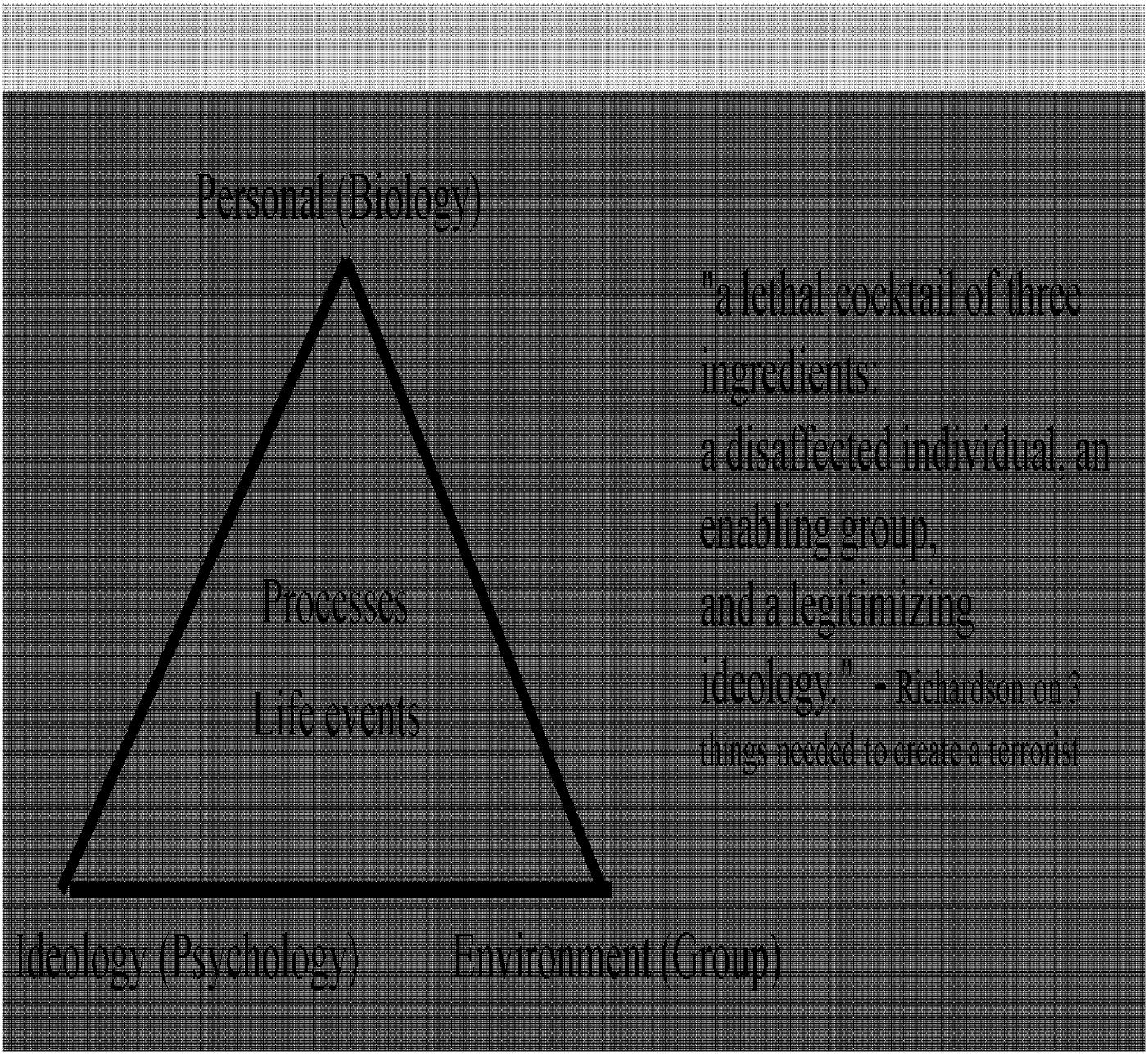
Power of the group



Biographical triggers



Developing the mindset Personal Identity-

- Concept of self identity
  - Role within the group
  - Developmental talks
  - Critical life events
  - Coping strategies
    - Social support systems
    - Ideological faith based support sys

Developing the mindset

- Some people are easier to develop as violent true believers than others because they buy into magical thinking, psychological splitting, they develop pathological emotions, or have maladaptive personalities are – sociopaths, inadequate personalities, or have borderline personality disorders …

Developing the mindset

- … magical thinking is the concept that somehow the destruction of your enemy or target of pathological emotions will somehow cure the ills of the world…

(Navarro, 2006)

- … Eric Hoffer called it "make believe" in that the killing behavior becomes ritualistic, ceremonial, even theatrical …

(Hoffer, 1951)

Developing the mindset

- often times the leader ("Men of Words") will use "magical thinking," and "groupthink" to develop the individual's mind-set.
- ... this particularly effective when the individual's personality allows for "psychological splitting."

(Post, 1992)

Developing the mindset

- Psychological splitting is a primitive way to look at the world, much as a predator…
  - Dividing the world one minute between what one values and devalues… what is useful then becomes useless… it is where the past has no value and where allegiance can quickly turn.
  - Splitting is not that uncommon among criminals where there is little remorse and the world as seen as "with me or against me."

(Navarro, 2006)

Developing the mindset

- Other promising individuals for recruitment into terror organizations are those who coupled with psychological splitting also are pathological narcissists.

- According to Post (2001) pathological narcissism or narcissistic personality disorder is often noted in terrorist leaders and is a personality disorder defined as characteristics or traits which are pervasive, inflexible, maladaptive, impair, or cause distress to the individual. Often seeing themselves as special and unique they believe that they alone have a clear understanding of events or issues. Sometimes their grandiose images allows them to believe they are a prophet or God. In any case these are unwavering true believers.

Developing the mindset

- These people often also have pathologically incomplete personalities. Inadequate personality disorders…
  - Insecure
  - Incomplete
  - Marginalized
  - Feelings of being discarded by society
    - Eric Hoffer called these people "misfits."

These people are particularly susceptible to the idea of becoming a true believer and sacrificing themselves for the greater cause.

7 types of true believers

1. Unwavering true believer
2. Affiliative true believer
3. Opportunistic true believer
4. Criminal true believer
5. Betrayer true believer
6. Psychotic true believer
7. Fledgling true believer

*All could become violent true believer

J. Reid Meloy, Ph.D. (2002)

Value model

Value Model of Media Theory

"If you wish to change the behavior of a person, you must first change the values of the person."

That's done through positive or negative anchors.

- Milton Rokeach (1969)

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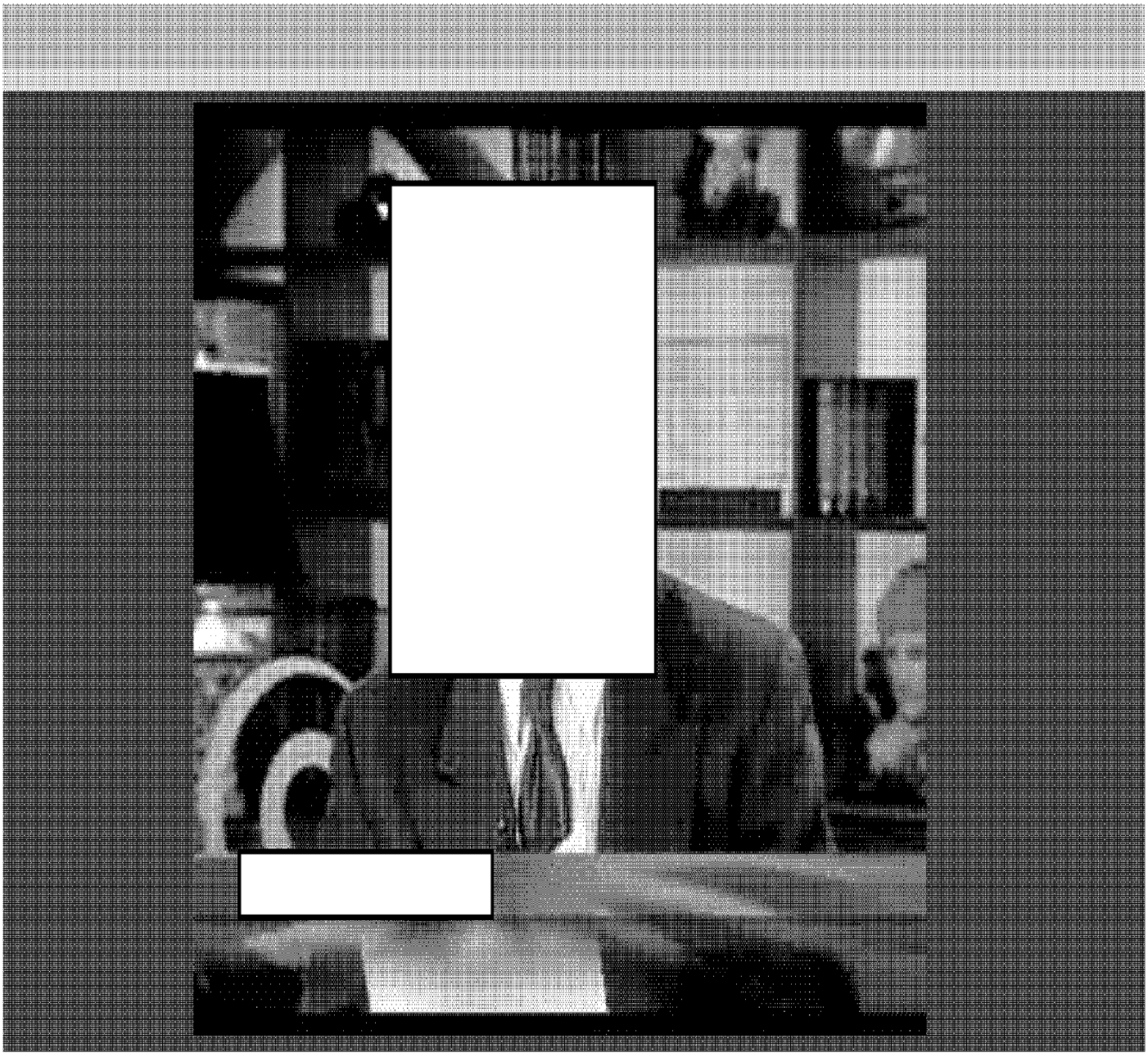
Value modeling for violent True Believers



Where do terrorists come from?

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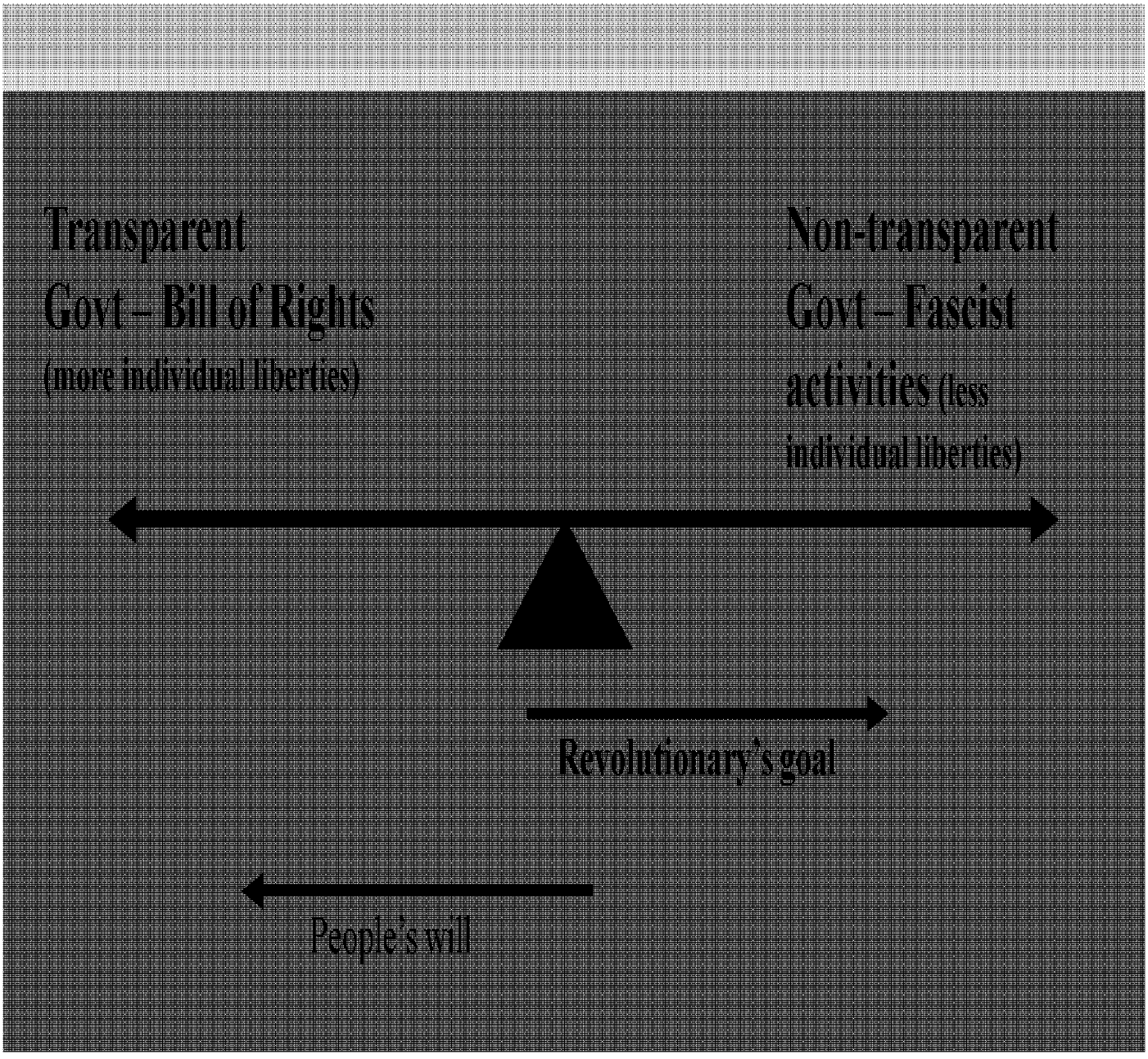
Political Violence Matrix



Terrorist characteristics

very similar to Hoffer's mass movement characteristics

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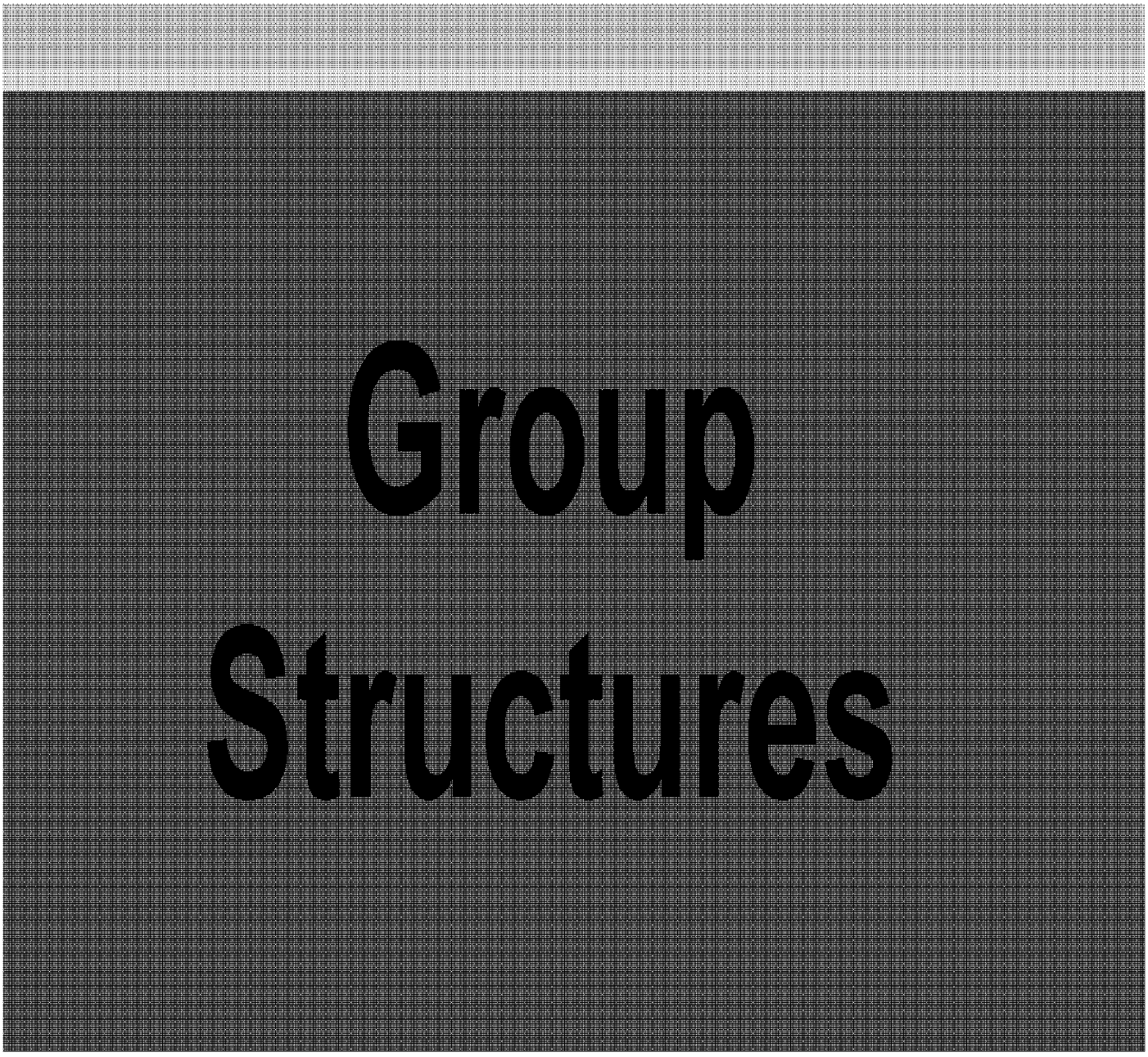
- Terrorists are generally:

William Dyson, Jr.

Environmental factors



Group: Definition

A collection of two or more individuals with a stable pattern of relationships between them, who share common goals and who perceive themselves as belonging to a group

Why Join a Group?

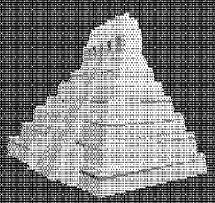
- Goal attainment and task performance
- Satisfy social needs

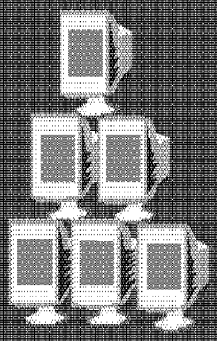
Organizational structure

- Terrorist groups are normally structured in one of three ways:
  - Hierarchal or 'pyramid' structure (The Order)
  - Network or 'cellular' structure (Weather Underground)
  - Combination of hierarchy and cell structure (Al Qaeda)
  - * Leaderless resistance or 'Lone-wolf'/ 'Berserker' (Army of God, Eric Robert Rudolph) (myth – created by Alex Curtis/Tom Metzger)

Characteristics of Hierarchies

- Well-defined command structure
- Task assignments
- Bureaucracy
- Maximize: Size, strength
- Vulnerabilities: Infiltration



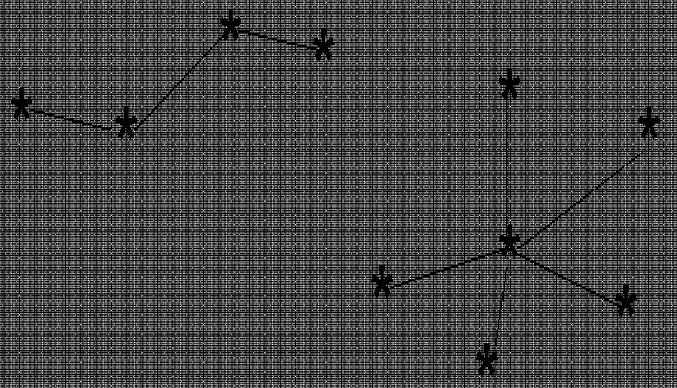


Organizational structure

There are three general structures for networks:

- Chain Network

  (Drug, gun, human, smugglers)

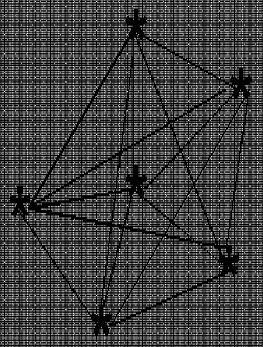


- Star or Hub Network

  (Common terror network)

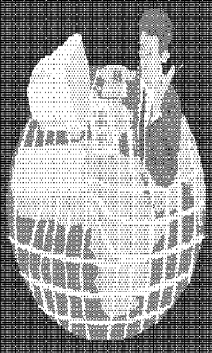
- All-channel Network

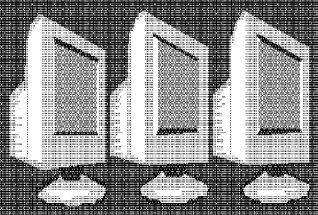
  (Loose affiliation – Earth Liberation Front)



Characteristics of Networks

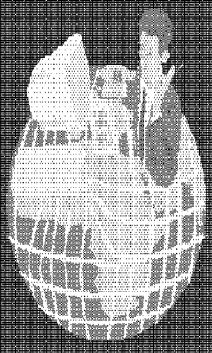
- Loose command structure
- Temporary relationships
- Maximize: Speed, flexibility, "lone wolf"
- Vulnerabilities: Communications, "interesting" coalitions

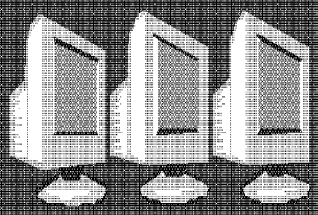




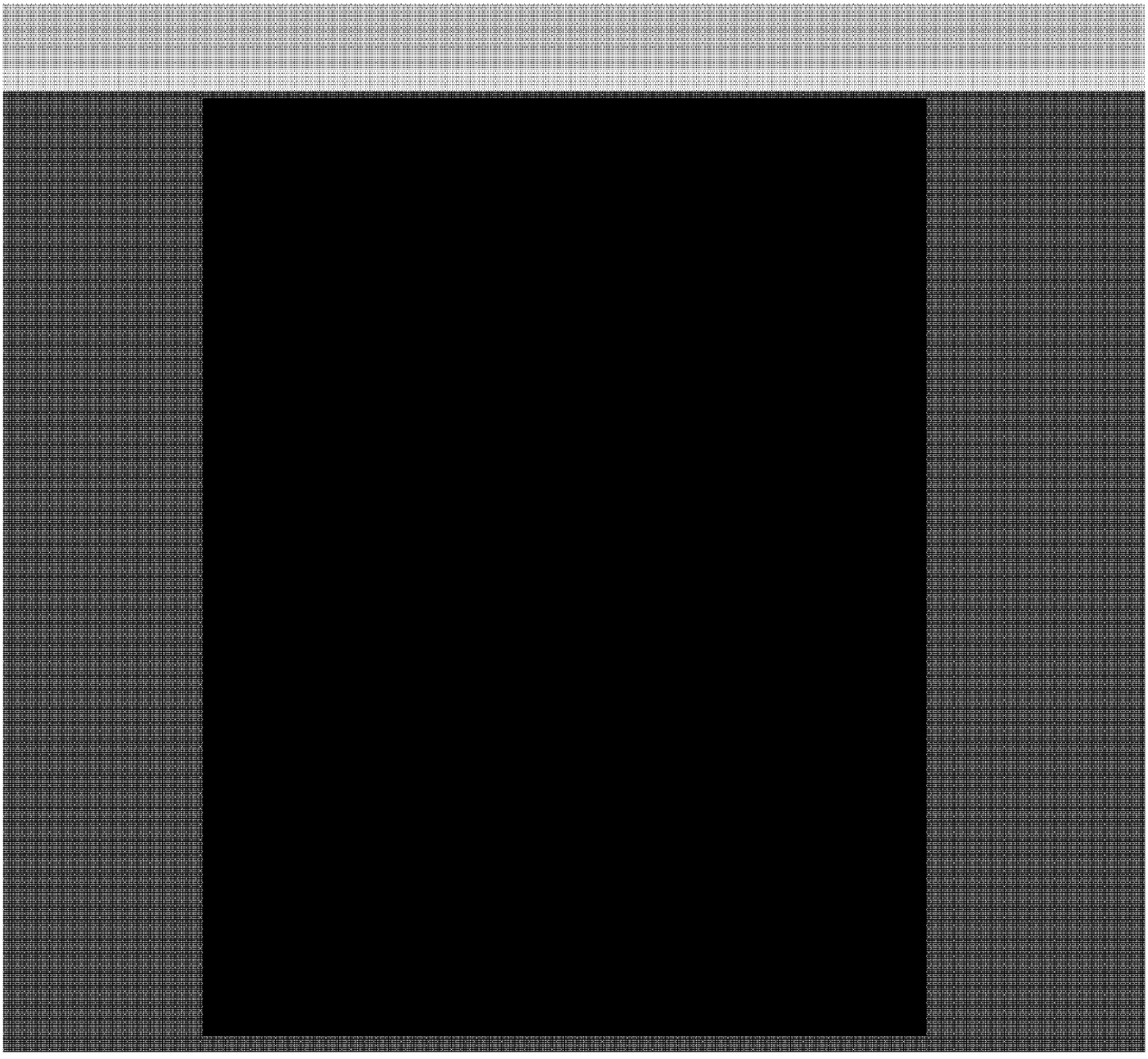
Examples of Networks

- Animal Liberation Front/Earth Liberation Front
- The "new" White Supremacist Movement

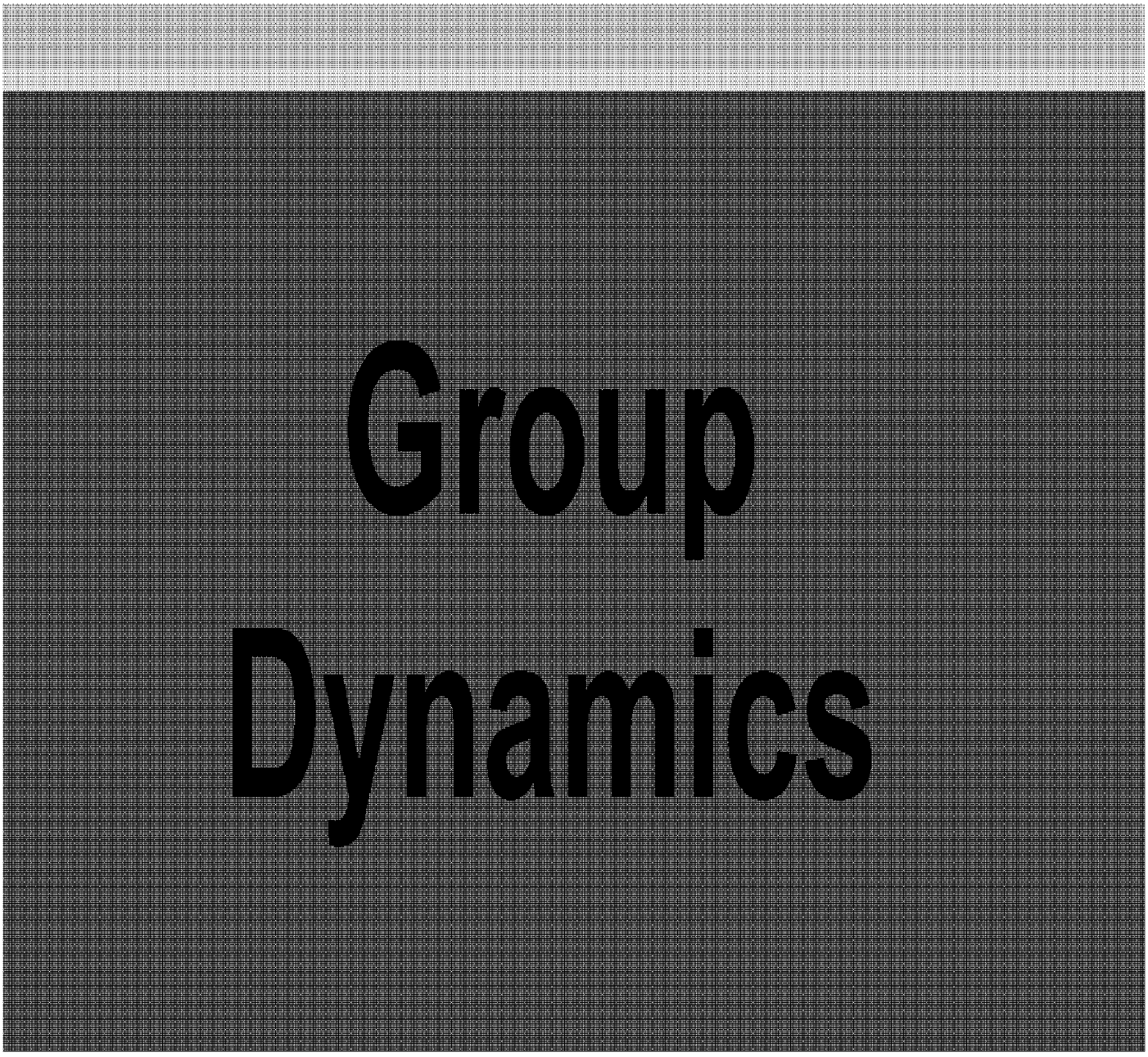




ALF



Roles people play

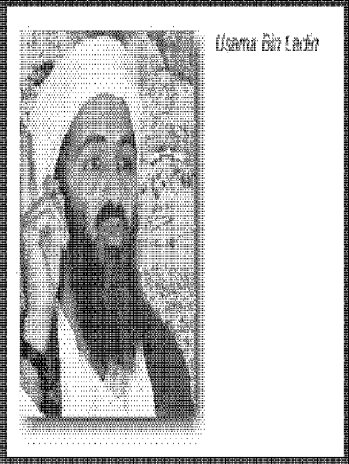


Group Dynamics

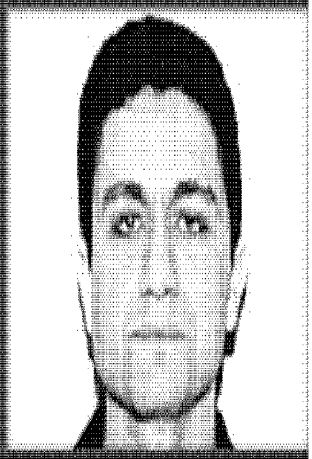
What roles do members play in a group?

Groups: Roles

- Leader/ Ideologue
- Activist Operator/ Facilitator
- Idealists/ Soldier



Usama Bin Laden



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Group Dynamics: Social Facilitation

Groups Produce

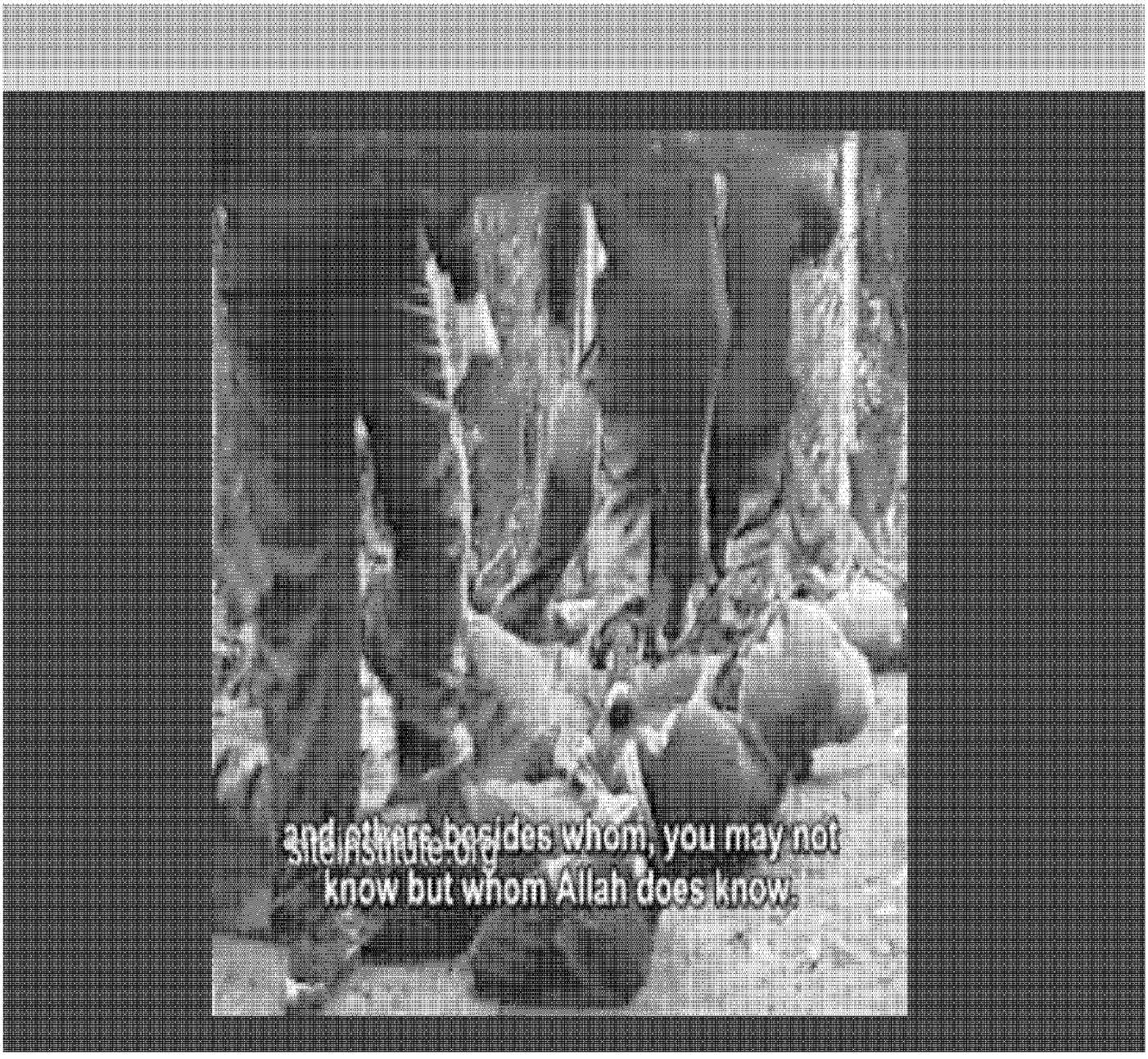
Enhanced Performance

Worringham & Messick: Male runners ran more quickly when observed by females

Group Dynamics: Social Facilitation

- Indoctrination
- New social contract
- Surrender Identity
- Adopt new language (slang)
- Repetitive use of group pledge or oath
- Acts of conformity and loyalty

Social Facilitation: Al Qaeda Training



Group Dynamics: Obedience

Groups Demand Obedience

Milgram Experiments: 65% obeyed the authority figure

Group Dynamics: Obedience

Omerta

Code of silence; unquestioned obedience to one's leader

Group Dynamics: Obedience

Law Enforcement Opportunities

Obedience may be more perceived than real

YOU are an authority figure

Media Theory

- Socio-cultural Model of Media Theory
  - "The values we place on social artifacts (topics or things), determines the correct behavior we assume associated with that artifact."

    - Melvin DeFleur (Theories of Mass Communication, 1982)

Roots of Obedience

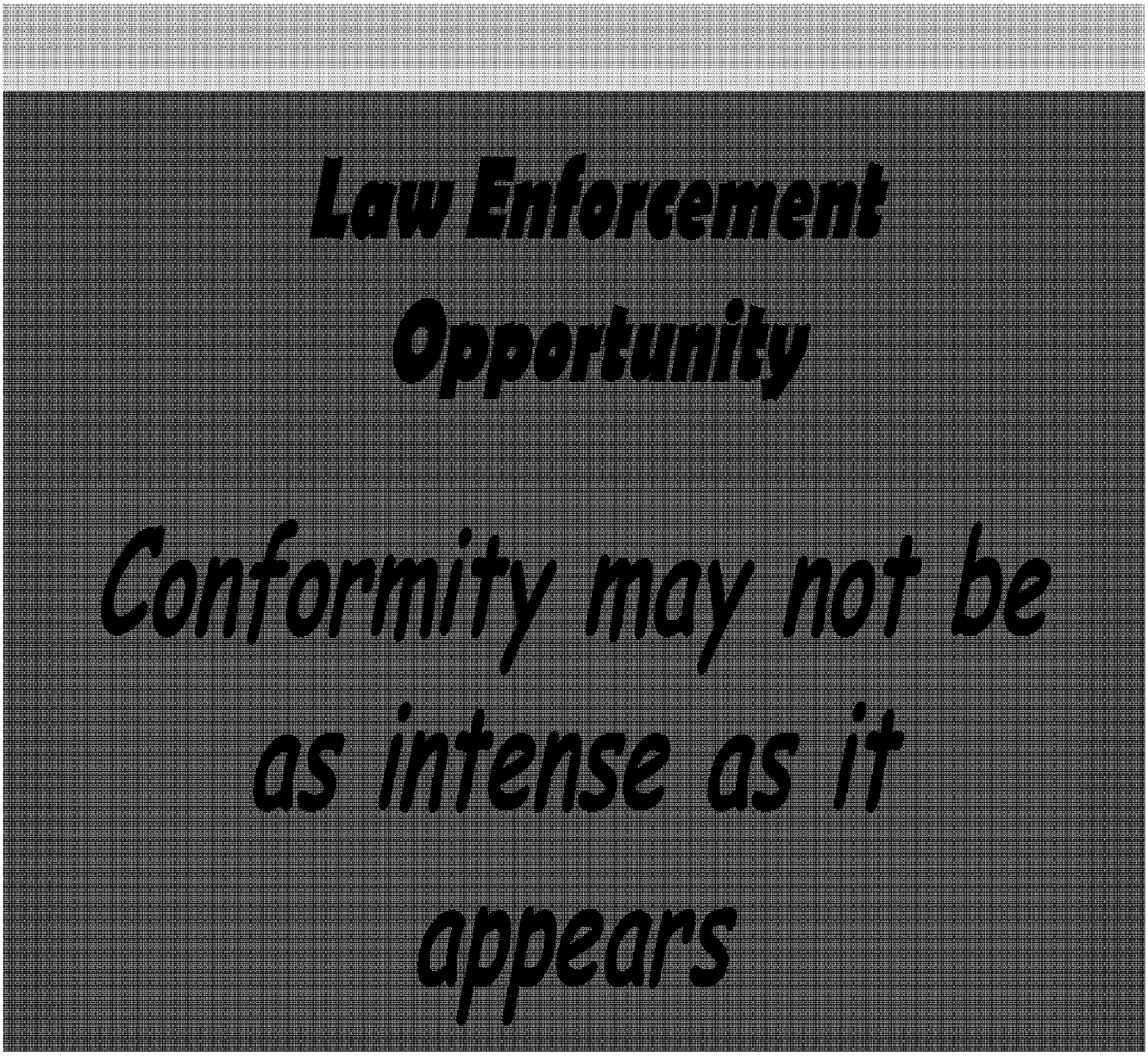
b6
b7C
b7E

Changing values

- Thirteen-year-old twins [redacted] have one album out, another on the way, a music video, and lots of fans.
- They may remind you of another famous pair of singers, the Olsen Twins, and the girls say they like that. But unlike the Olsens, [redacted] are white nationalists and use their talents to preach a message of hate.

Group Dynamics: Conformity

Group Dynamics: Conformity



Groupthink

- Social psychologist Clark McCauley's three conditions under which groupthink occurs:
- Directive leadership.
- Homogeneity of members' social background and ideology.
- Isolation of the group from outside sources of information and analysis.

Groupthink

- **Groupthink** is a type of thought exhibited by group members who try to minimize conflict and reach consensus without critically testing, analyzing, and evaluating ideas. During Groupthink, members of the group avoid promoting viewpoints outside the comfort zone of consensus thinking. A variety of motives for this may exist such as a desire to avoid being seen as foolish, or a desire to avoid embarrassing or angering other members of the group. Groupthink may cause groups to make hasty, irrational decisions, where individual doubts are set aside, for fear of upsetting the group's balance. The term is frequently used pejoratively, with hindsight.

Irving L. Janis (26 May 1918 - 15 November 1990)

Groupthink

- **Symptoms of groupthink**
- In order to make groupthink testable, Irving Janis devised eight symptoms that are indicative of groupthink (1977).
- *Illusions of invulnerability* creating excessive optimism and encouraging risk taking.
- *Rationalizing warnings* that might challenge the group's assumptions.
- *Unquestioned belief* in the morality of the group, causing members to ignore the consequences of their actions.

Groupthink

Stereotyping **those who are opposed to the group as weak, evil or stupid.**

Direct pressure **to conform placed on any member who questions the group, couched in terms of "disloyalty".**

Self censorship **of ideas that deviate from the apparent group consensus.**

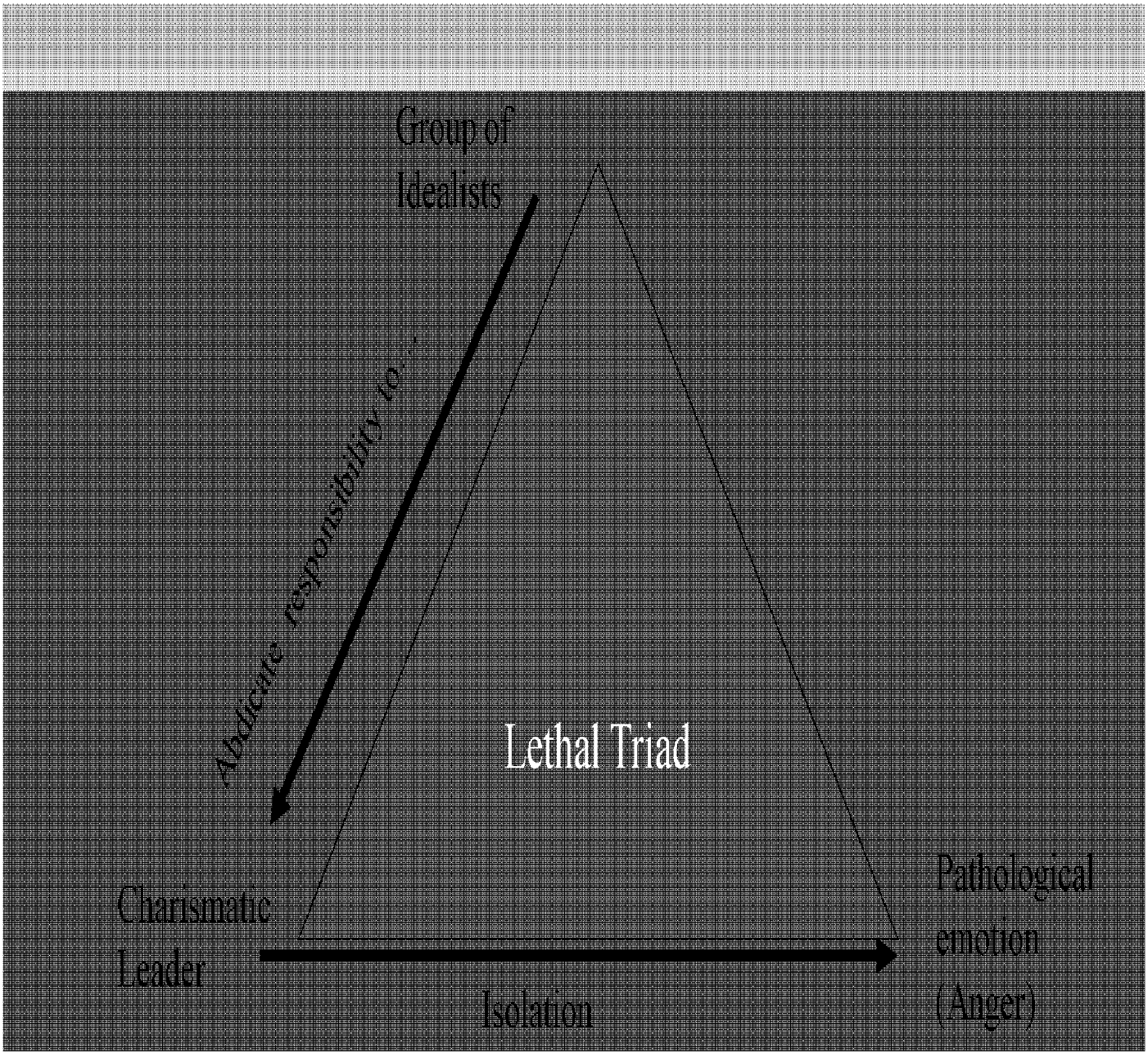
Illusions of unanimity **among group members, silence is viewed as agreement.**

Mindguards **— self-appointed members who shield the group from dissenting information**

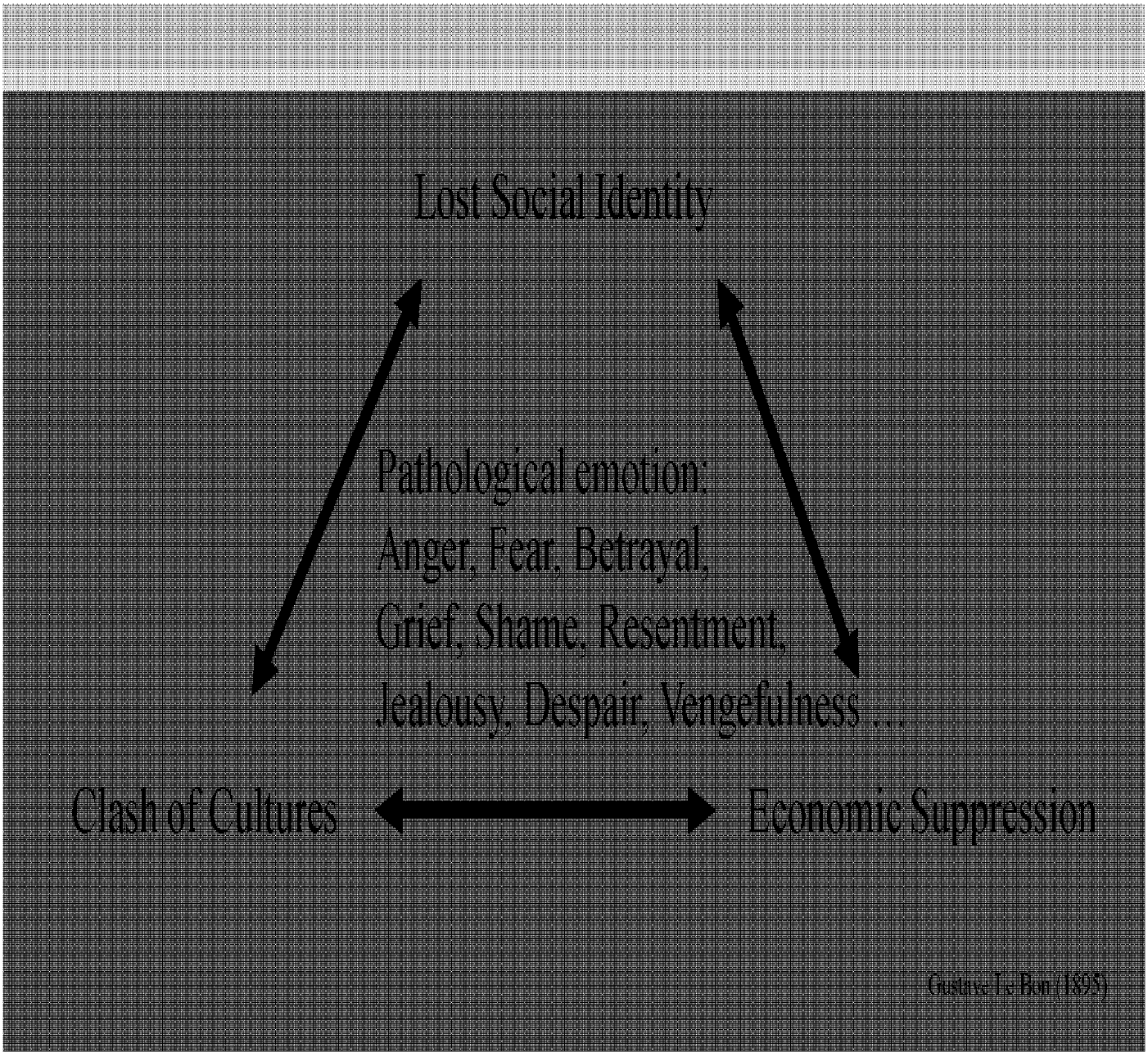
Groupthink

- Occurs when:
  - Highly cohesive group
  - Isolation from alternative sources of information
  - Leader clearly favors a particular option
- Produces
  - Pressure to uniformity
  - Moral superiority
  - Rationalizing away any information that does not fit with the decision

Groupthink


Group of
Idealists
Abdicate responsibility to "
Lethal Triad
Charismatic
Leader
Isolation
Pathological
emotion
(Anger)

Excuses for intolerance



Group Dynamics: Conformity

Group Dynamics: Polarization

Groups May Become

Polarized when there are multiple "men of words" or "men of action", and as they do they often fragment..

Gray: Students became more extreme in their attitudes and beliefs

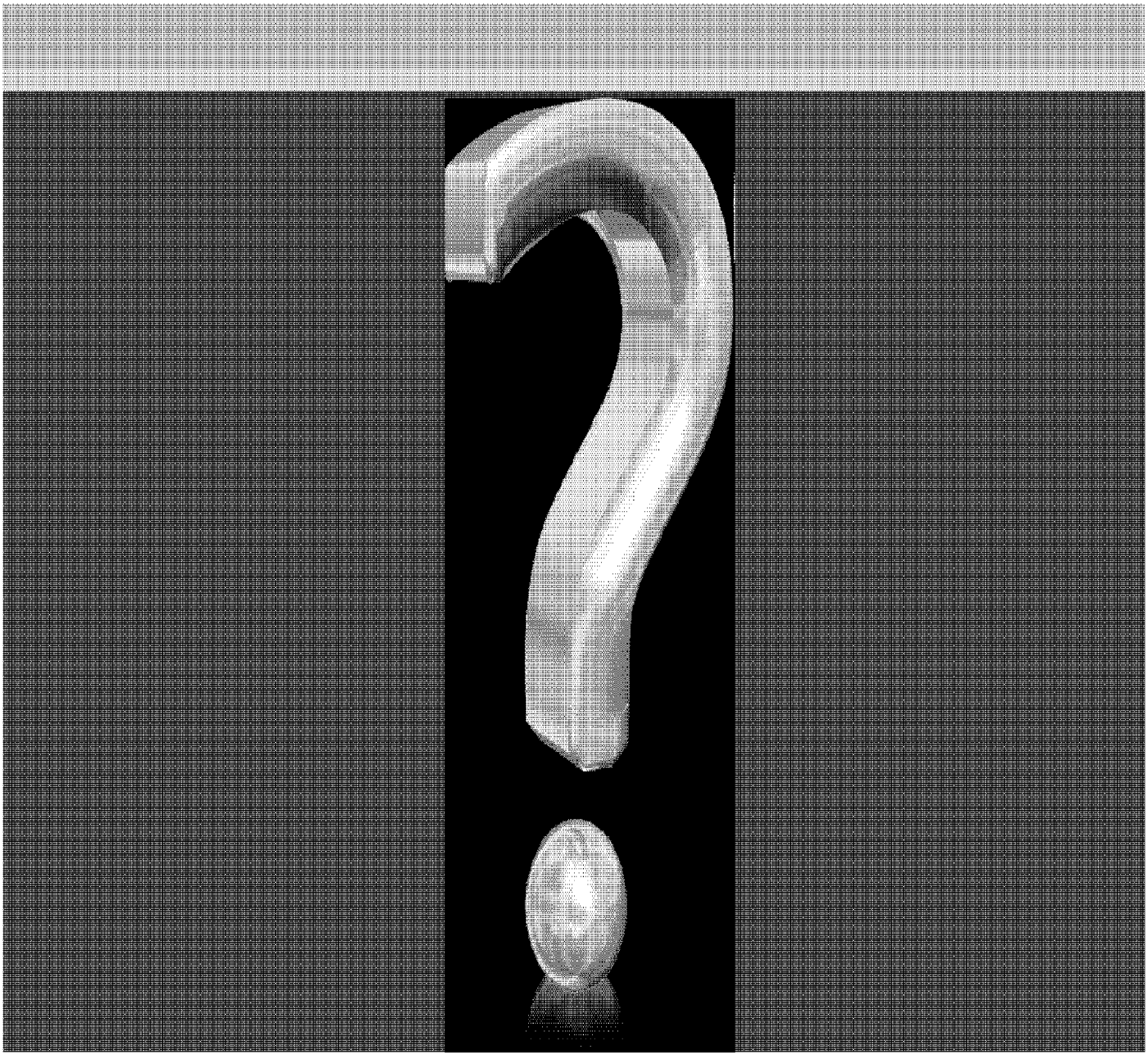
Group Dynamics: Polarization

Evolution of Palestinian Resistance Groups:

- **Fatah (formed 1957)**
- **Popular Front for the Liberation of Palestine (formed 1967)**
- **Abu Nidal Organization (formed 1974)**
- **Islamic Resistance Movement (HAMAS) (formed 1987)**

Group Dynamics: Polarization

Questions



Group Dynamics and Group Dangerousness

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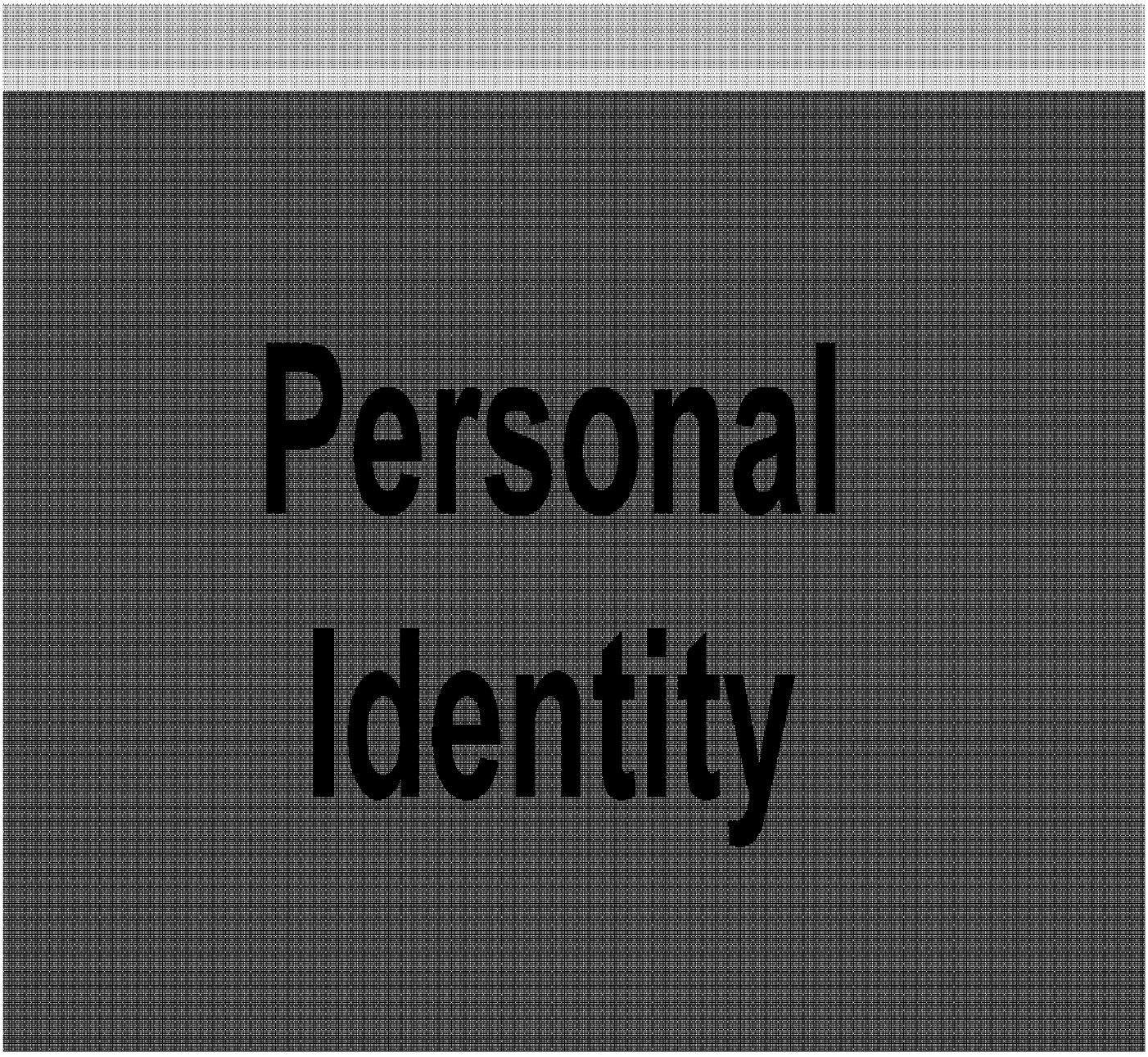
FBI ACADEMY

Learning Points

- Structures of Groups
- Group Dynamics
- Political Violence Matrix
- Group Analysis Protocol Exercise

Internal factors



So how does one become a terrorist?

b7E

Radicalization

- Hypothesis – Radicalization is a transformation process of a person's identity and a terrorist identity is the final step of this process.
  - Uber 2008
- It occurs when the radical believes he owns the absolute truth and is unwilling to accept any alternative truths.

Group Dynamics: Social Facilitation and process of violent radicalization

- Indoctrination
  - Personal motivations for joining group (biographical triggers, personality, and biology)
  - Introduction to group's anchors, definitions, and narratives
  - Introducing a new social contract
  - Repetitive use of group pledge or oath
  - Often assigning a new personal name
  - Often assigning a new group name
- Initiation
  - Isolation of the new recruit in most cases
  - Surrendering personal identity in favor of the group's maybe including a uniform, tattoo, other identifier
  - Tests for standards of behavior/performance including physical and mental
  - Tests of obedience
  - Tests of conformity and loyalty including initiation (hazing) rites, ceremonies, or customs

Borque 2009

Group Dynamics: Social Facilitation and process of violent radicalization

- Education
  - Studying of group's narrative (ideology and social contract)
  - Testing of recruit's knowledge regarding group's ideology and social contract
- Radicalization (levels of belief)
  - Acts of conformity and loyalty (can be activist (legal), extremist (illegal – nonviolent), or terrorist (illegal and violent against people or property))
- Rationalization (reasoning of behaviors)
  - Explanations or reasoning of behaviors for law abiding or law breaking
  - Some believers maybe more influenced by the situation or groupthink (affiliative true believers) than a belief in the cause while others (true unwavering true believer) maybe more influenced by personal conviction to the absolute truth.
  - Often contribute to future anchors used by group

Bringué 2009

Incentives

- Personal vs. Group Identity
- Judging Expressive vs. Instrumental Incentives…
- Transcendent needs (spiritual, loyalty, pride, obedience, etc…) vs. Empirical needs (money, personal services, criminal thrill, position, anger, revenge… etc…)
- Direct Approach (discussion) vs. Indirect Approach (dialogue)

Determents of behavior

- Social
  - Cultural, ethnic, religious groups, political, and other interest groups
- Psychological
  - Mental processes and behaviors
- Bio/Genetic
  - Physical traits we are born with

Group: Definition

A collection of two or more individuals with a stable pattern of relationships between them, who share common goals and who perceive themselves as belonging to a group

Definitions

Radical = A person who believes they possess the "absolute" truth regarding a particular object issue and is unwilling to accept any alternative truth.

Why Join a Group?

- Goal attainment and task performance
- Satisfy social needs

Defining terrorist behavior

b7E

(28 C.F.R. Section 0.85)

Terrorism as a strategy/tactic

b7E

Wikpedia: http://en.wikipedia.org/wiki/Strategy
http://en.wikipedia.org/wiki/Tactic_%28method%29

Terrorism

b7E

Development of a mindset

- **Personality** can be defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions (information processing), motivations, and behaviors in various situations.

(Ryckman, 2004)

Development of a mindset

- A "**mindset**", in decision theory and general systems theory, refers to a set of assumptions, methods or notations held by one or more people or groups of people which is so established that it creates a powerful incentive within these people or groups to continue to adopt or accept prior behaviors, choices, or tools. This phenomenon of cognitive bias is also sometimes described as *mental inertia*, "groupthink", or a "paradigm", and it is often difficult to counteract its effects upon analysis and decision making processes.

True believer's attitude

- **Attitude** represents an individual's like or dislike for an item. Attitudes are positive, negative, ambivalent, or neutral views of an "attitude object."
- Attitudes comes from judgments. Attitudes develop on the **ABC** model (affect, behavioral change and cognition). Most attitudes in individuals are a result of *observational learning* from their environment.

True believer's behavior

- The link between attitude and behavior exists but depends on cognition and filtering through schemas by humans sometimes having irrational results.
- For example, a person who has a "pro-life" attitude (because all life is sacred) may also be willing to kill an another human (abortion doctor). This makes sense if the person believes they are saving unborn lives, which explains this irrationality. Or a person who believes in organ transplants and blood donations can't bring themselves to donate blood.

True believer's behavior

- Often the calculus is one based off "necessity."
- Common law of necessity and the ticking time bomb scenario…

Keep in mind

Belief is different from behavior in that while behavior maybe the manifestation of belief, humans have free will and can/do behave contrary to their beliefs... this is done through rationalization.

Mass movements and fanatics

- Not all mass movements are violent or criminal but...
- All mass movements require:
  - Self-sacrifice
  - Identification with a collective whole
  - Have an "active phase."
  - Men of words (Leaders/Ideologies)
  - Practical Men of Action (Activist Operators/Facilitators)
  - Fanatics (Idealists/Soldiers)

Eric Hoffer (1951)

Mass Movements

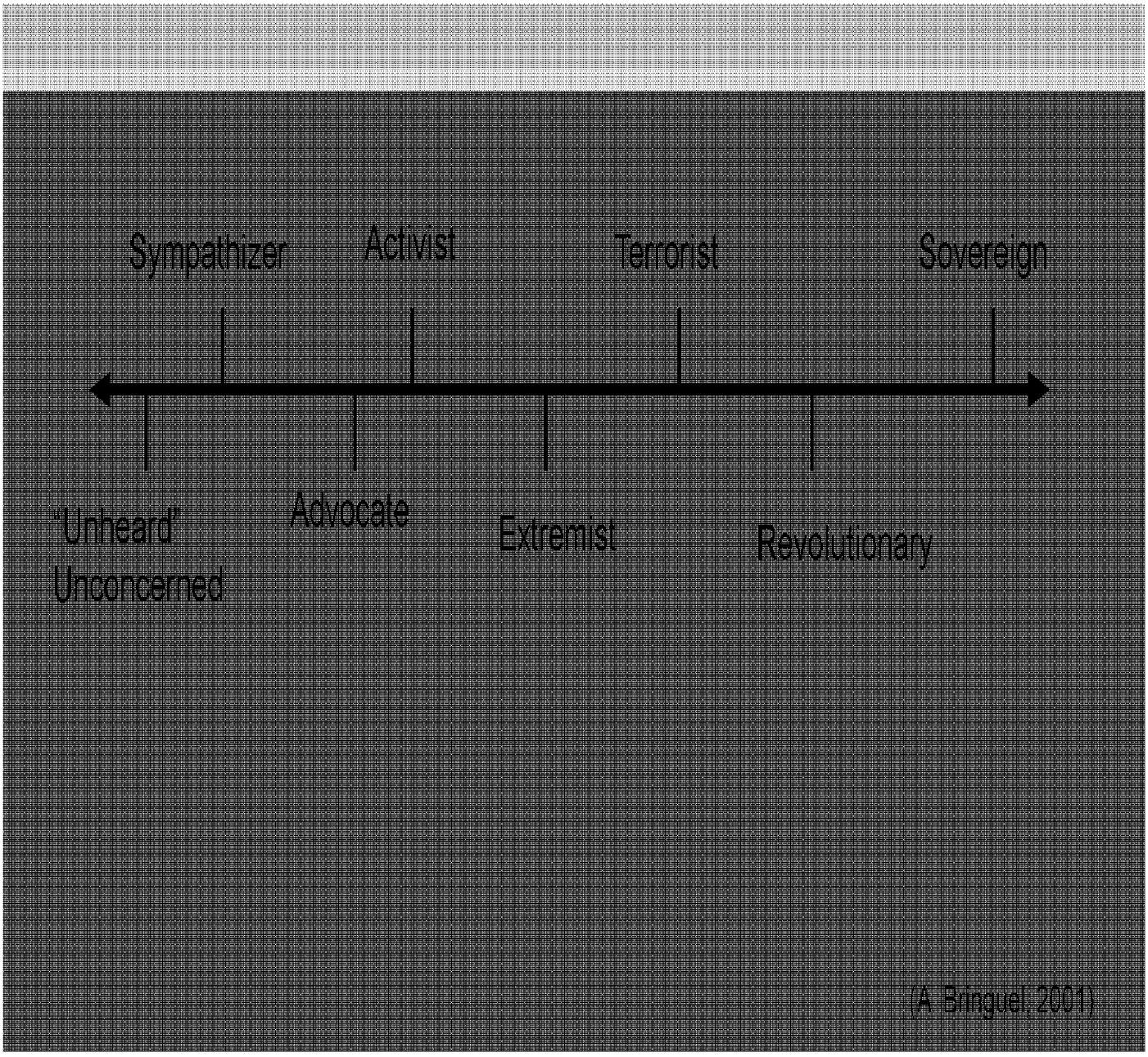
- Inclusive mass movements:
  - Requires actions for the common good, but allow for self-determination or self actualization (in practical organizations)
  - Promote tolerance
  - Discourage hatred
  - Allow for violence only in a "just cause"
  - Allow for violence only as a "last resort"
  - Allow for introspection/reflection and debate that leads to reform and peaceful change
  - Strives to be a "practical organization"
  - Operate with "virtue"
  -

Bringuel 2009

Mass Movements

- Exclusive mass movements:
  - Requires actions for the common good suffer from group think and behavior
  - Promote intolerance
  - Encourage hatred
  - Advocates violence in furtherance of a political or social objective (end state)
    - Not a just cause and not as a last resort
  - Does not allow debate or questioning of "groupthink" change often comes from violence and reform comes from "splintering" leading to factions.
  - Can never be a "practical organization"
  - Operate without "virtue"
    - Bringuel 2009

Violent mass movement continuum



Violent mass movement continuum

- **Unconcerned** – Person that has no opinion (neutral attitude) one way or other regarding issue (s).
- **Sympathizer** – Agrees with elements of the "cause" but not motivated to express support openly.
- **Advocate** – Agrees with elements of the "cause" and is willing to express opinion to others (trusted social network) in private with the intent to gain support or advocate the "cause."
- **Activist** – Agrees with the "cause" and is willing to demonstrate, organize, recruit, proselytize, or advertise opinion publicly.

(A. Bringuel, 2001)

Violent mass movement continuum

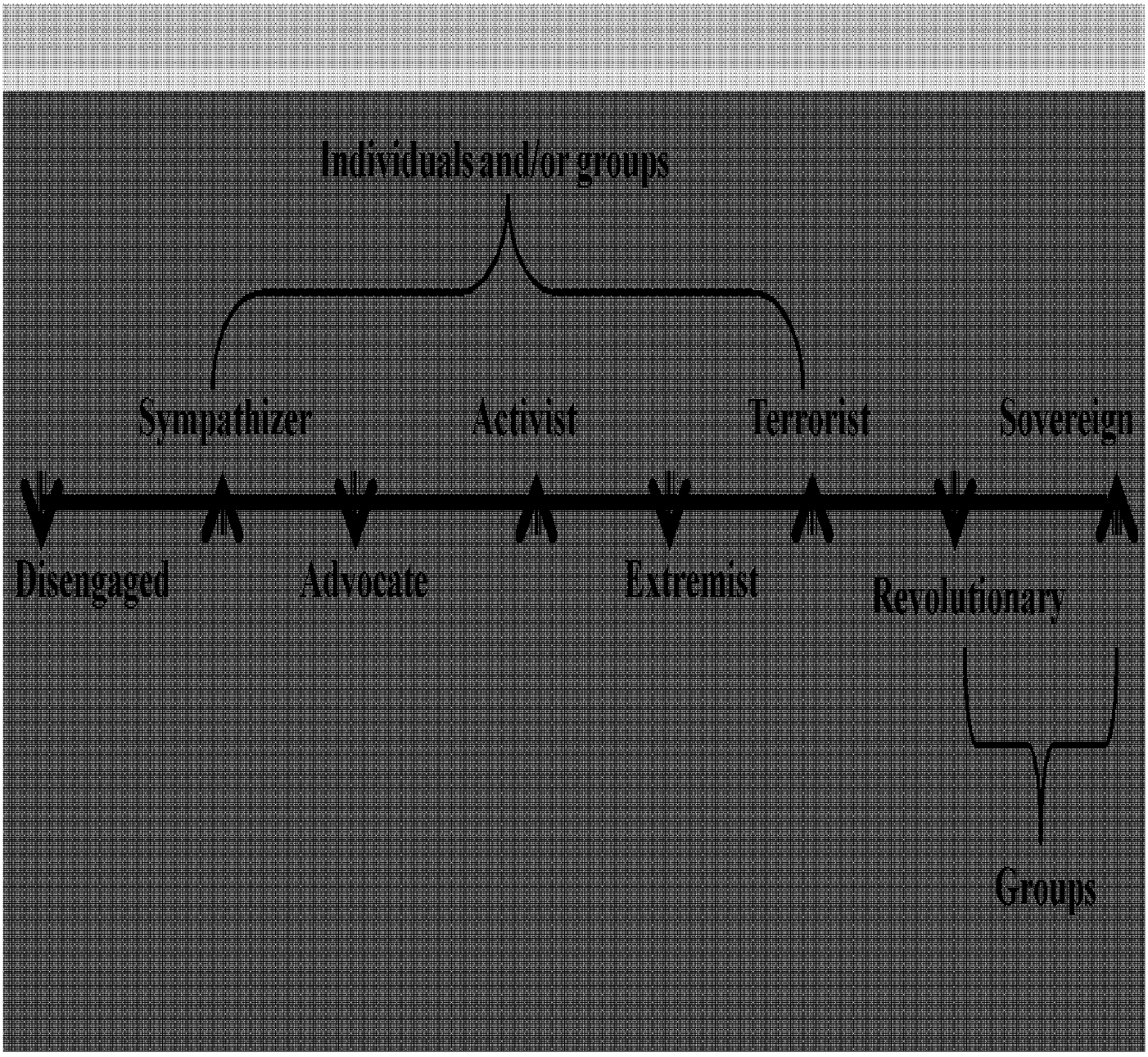
- **Extremist** – Agrees with the "cause," and commits acts of civil disobedience, or non-violent criminal behavior in the name of the cause; and/or is willing to support/provide material aid to others who engage in violence in the name of the cause.
- **Terrorist** - Agrees with the "cause" and is willing to commit violent criminal acts against people or property in furtherance of the "cause."
- **Revolutionary** – Has popular support to further the cause, has been recognized by the ruling government or other governments as a rebel group or revolutionary movement.
- **Sovereign** – Has gained control of the political and social systems through popular support, 3rd party intervention, or violent force.

(A. Bringuel, 2001)

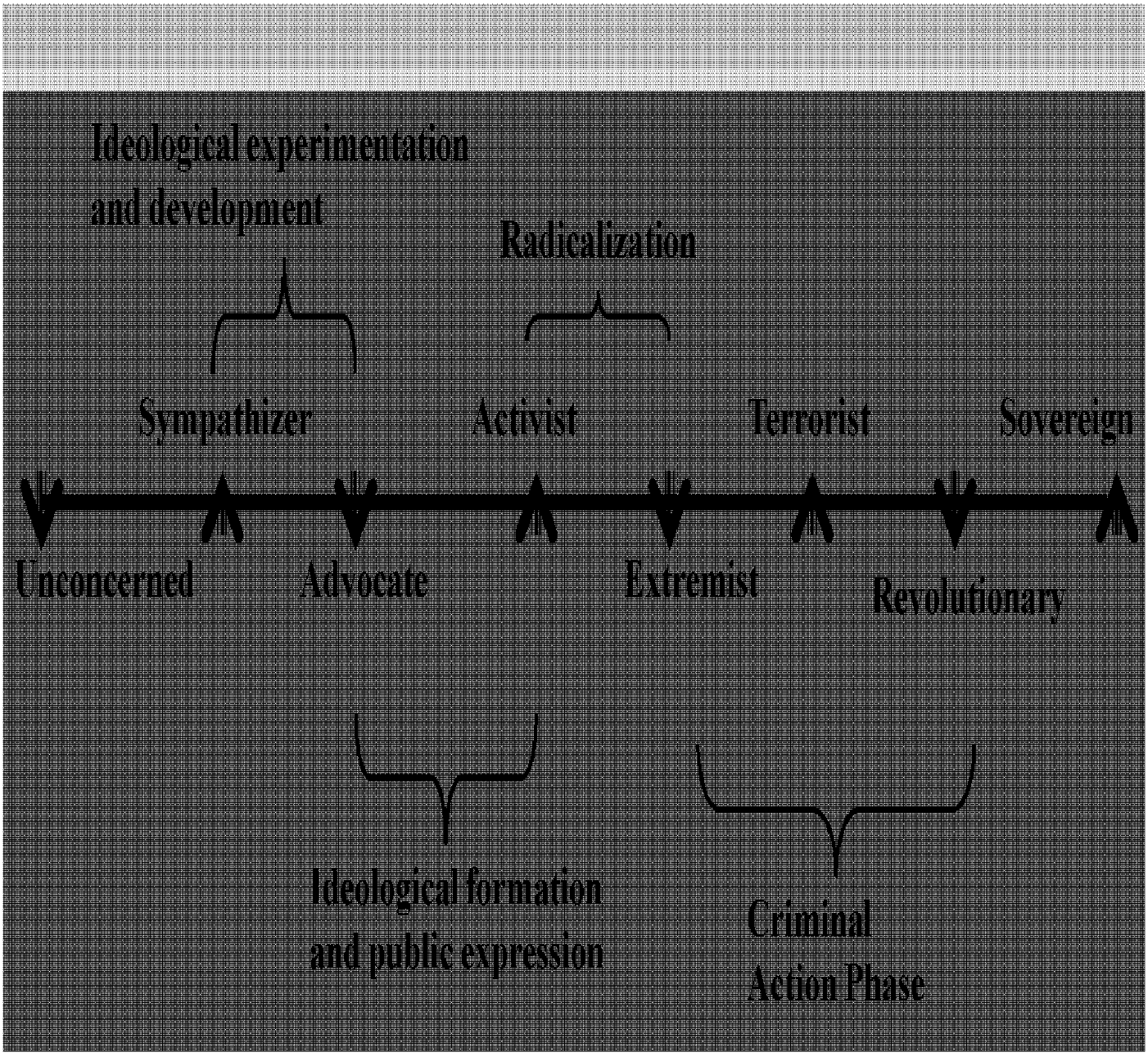
Goals of the violent mass movement

- To change attitudes and recruit and develop violent "true believers..." in order to promote a violent mass movement.
- To provoke the sovereign into restricting liberties and human rights in order to create a state of nature or social vacuum.
- Goals of the terrorist include gaining support from the unconcerned, sympathetic, advocate, activist, and extremist to develop a revolutionary movement in order to change the social contract or replace the sovereign.

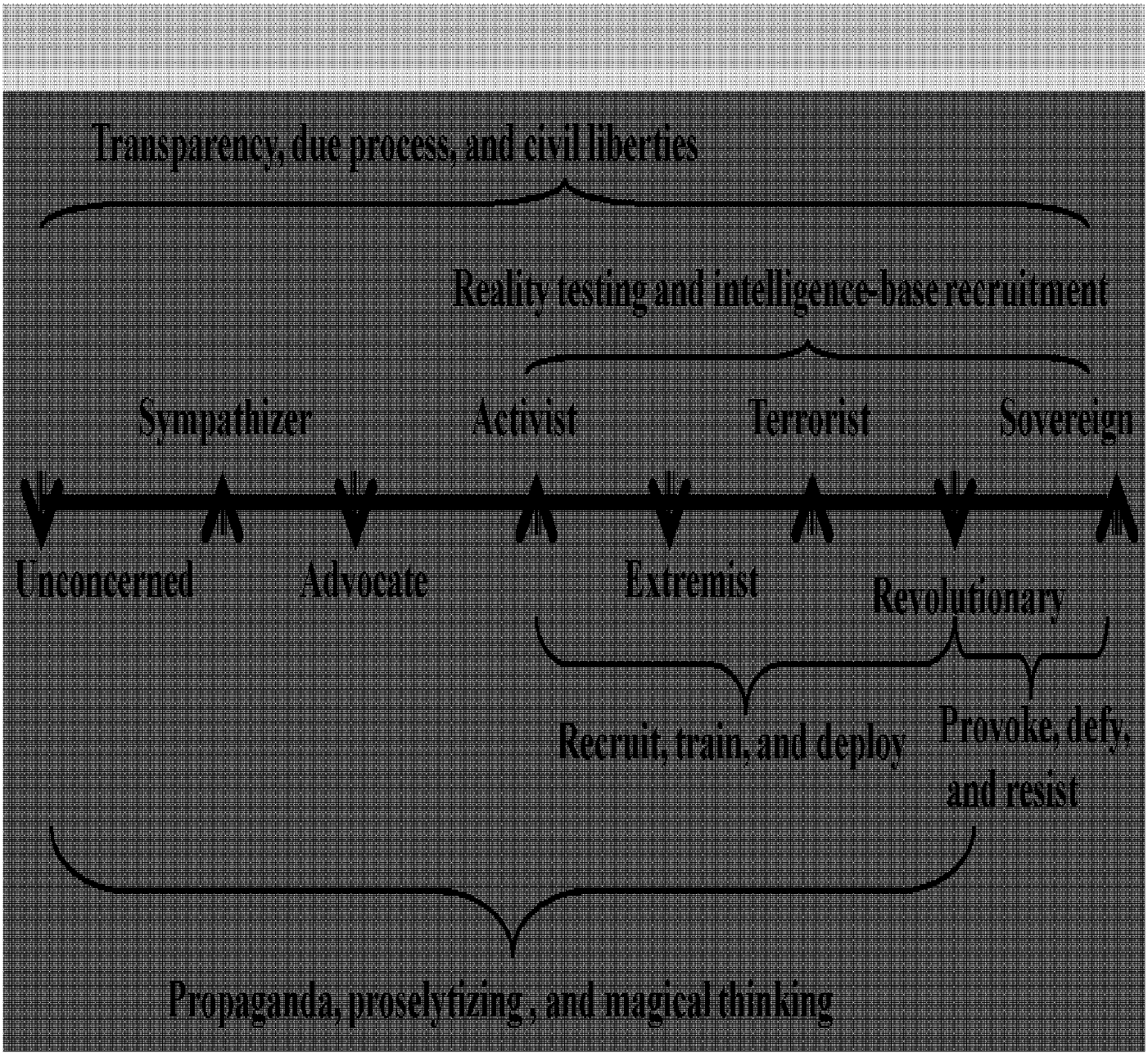
Violent mass movement continuum



Violent mass movement continuum



Violent mass movement continuum



True Believers...

- "It is a truism that many who join a rising revolutionary movement are attracted by the prospect of sudden and spectacular change in their conditions of life."

- Eric Hoffer (1951)

True Believers…

- Revolutions are rarely sudden or spectacular…
  - American Revolution – 1764 to 1783
  - IRA/PIRA – Ireland, origins go back as far as 1919 and as recently as 2005 the IRA has stated their "war" is over.
  - ETA – Spain, Euskadi Ta Askatasuna or ETA founded in 1959 still struggling.
  - LTTE – Sri Lanka, 1983 to present
  - FARC – Columbia, 1964 to present

Where do terrorists come from?

- Often the marginalized are recruited because the way they process outside influences.
- Radicalization often begins as individual isolation (psychology of terrorism) and develops into violent criminal behavior through group isolation (group dynamics).

Developing the mindset

- … a charismatic leader or positive actions by true believers (positive anchors) and/or overreaching government response that further alienates the population (negative anchors).

Developing the mindset

- Some people are easier to develop as violent true believers than others because they buy into magical thinking, psychological splitting, suffer from pathological emotions, or have maladaptive personalities – sociopathic, borderline personality disorders, or inadequate personalities…

Developing the mindset

- … magical thinking is the concept that somehow the destruction of your enemy or target of pathological emotions will somehow cure the ills of the world…

(Navarro, 2006)

- … Eric Hoffer called it "make believe" in that the killing behavior becomes ritualistic, ceremonial, even theatrical …

(Hoffer, 1951)

Developing the mindset

- often times the leader ("Men of Words") will use "magical thinking," and "groupthink" to develop the individual's mind-set.
- ... this particularly effective when the individual's personality allows for "psychological splitting."

(Post, 1992)

Developing the mindset

- Psychological splitting is a primitive way to look at the world, much as a predator…
  - Dividing the world one minute between what one values and devalues… what is useful then becomes useless… it is where the past has no value and where allegiance can quickly turn.
  - Splitting is not that uncommon among criminals where there is little remorse and the world as seen as "with me or against me."

(Navarro, 2006)

Developing the mindset

- Other promising individuals for recruitment into terror organizations are those who coupled with psychological splitting also are pathological narcissists.

- According to Post (2001) pathological narcissism or narcissistic personality disorder is often noted in terrorist leaders and is a personality disorder defined as characteristics or traits which are pervasive, inflexible, maladaptive, impair, or cause distress to the individual. Often seeing themselves as special and unique they believe that they alone have a clear understanding of events or issues. Sometimes their grandiose images allows them to believe they are a prophet or God. In any case these are unwavering true believers.

Developing the mindset

- These people often also have pathologically incomplete personalities. Inadequate personality disorders…
  - Insecure
  - Incomplete
  - Marginalized
  - Feelings of being discarded by society
    - Eric Hoffer called these people "misfits."

These people are particularly susceptible to the idea of becoming a true believer and sacrificing themselves for the greater cause.

7 types of true believers

1. Unwavering true believer
2. Affiliative true believer
3. Opportunistic true believer
4. Criminal true believer
5. Betrayer true believer
6. Psychotic true believer
7. Fledgling true believer

*All could become violent true believer

J. Reid Meloy, Ph.D. (2002)