

**A NEW LOOK AT ELECTRONIC SUPERVISION**

**DECISION MAKING IN SOUTH AFRICA**

**BY**

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## 1. Introduction

In South Africa, as elsewhere in the developing world, crime and the effect thereof on society at large is a major problem. Governments of developing countries typically are unable to afford effective programs to deal with this problem. This result in a situation where criminal offenders are apprehended, put in prison, released at some point back into society, only for the majority to recede back into a life of crime, and the cycle repeats itself.

Incarceration, apart from removing the offenders from society, more often than not act as a 'criminal university' where 'skills' are taught or refined and perceptions and attitudes regarding the offenders on the one hand, and society at large at the other are created and reinforced. These perceptions tend to foster attitudes where the 'criminal fraternity' view itself as an alternative society. The resultant behaviour is one where the offender, when released back into society, sees himself as standing apart from the rest of society; experiences limited acceptance, and ultimately rejection. With little to encourage positive behaviour, the majority of released offenders fall back to crime. In fact, the present recidivism rate is an estimated alarming figure of 80%. Better 'equipped', more experienced, probably better organised, the majority of offenders become a larger menace to society than ever before.

The same applies to awaiting trial prisoners. Many are unable to afford even the lowest amount of bail. Long periods of incarceration awaiting trial, creates the exact same situation as described above. It has happened where awaiting trial prisoners have spent a year or more in jail before appearing in court for relatively minor offences. Many of these are first time offenders, and when they appear back into society, they have turned into hardened criminals.

However, at some stage the prisoner has to be released from custody. There are certain mechanisms prescribed by the current act, and administrative initiatives to formally release prisoners from custody. The most popular and well-established form of release is currently vested in parole. However, there are numerous other mechanisms that could be applied by the minister of Correctional Services and the Commissioner of Correctional Services through which the prisoners could be released. Examples of these forms of release are general amnesty and correctional supervision by means of the Criminal Procedure Act (51 of 1997).

In South Africa the release mechanism of prisoners having complete a certain length of their sentence is vested in the granting of parole by a parole board provided that the prisoners have met certain conditions and have responded positively towards rehabilitation and re integration programs. The release of prisoners can be very subjective, because certain prisoner categories can manipulate the process and the release hearing. Therefore, a holistic scientific approach towards the release of prisoners in general, parole and electronic supervision in particular is desirable towards the fulfilment of a sound criminal justice process.

## 2. Defining the problem

### 2.1 Current Prison population

Currently, there are 237 active Correctional Centres in South Africa. They are spread all over the country, some of them highly overcrowded, and others more manageable. The current prison population in South Africa is approximately 159,961, of which about 47,521 are awaiting trial prisoners.

### 2.2 Overcrowding

The South African Prison facilities as it exists today were designed to safely house 112,440 prisoners. The current prison population is therefore 139% of capacity. The overcrowding problem is one of gargantuan proportions, which tend to minimize the effect of rehabilitation programs within the correctional system.

### 2.3 Awaiting Trial Prisoners – A Tragedy?

Approximately 47,521 of the current prison population are awaiting trial prisoners who for the majority could not afford bail. They languish in prison, waiting for the bureaucratic process to bring them to court. They are not subject to any form of rehabilitation and do not participate in any form of meaningful programs while sitting in overcrowded cells.

### 2.4 Negative implications of unnecessary extended incarceration of non violent individuals

- ❑ *High incidence of HIV-Aids infection*
- ❑ *Negative perceptions of society*
- ❑ *Reinforcement of criminal perceptions, attitudes and behaviour*
- ❑ *High cost of housing offenders in prison*
- ❑ *The negative influence of gang formation*
- ❑ *Negative socio economic effect on prisoners and immediate family*

### 3. A solution for objective Electronic Monitoring decision making

Against the stated background of prison overcrowding, high cost of imprisonment and the alarming effect of recidivism (estimated at 80%), a scientific psychometric test was developed to assist decision makers during the selection process of electronic monitoring placing. The Rehabilitation Assessment Profile (RAP) was developed by Psychologists, Penologists and Polygraph Practitioners.

***In short and in layman's terms, the RAP is evaluating the reformability of a person that went astray.*** The RAP is a multiple, independent, objective, structured, professional and well proven *process* that revolves around a valid, reliable and culture fair psychometric test that is, in its very essence, design and development, **dedicated** to this field of specialisation – serving exclusively this purpose only. It consists of a battery of various approaches and instruments to assess the person from different angles in serving this purpose in a comprehensive and all-inclusive way.

It is in the first instance a *diagnostic* process, but it also forms the basis of a *developmental* process. It provides a profile of the critical areas a person must excel in to 'restore' him or herself. In the instance where a person does not 'make the grade', the giving of the necessary *feedback* in a proper counselling session, is representing the right starting point of a self-involved and structured development process that is based on a mutually established and agreed *Personal Development Programme (PDP)* and towards this end the RAP is well positioned and that is what Correctional Services are all about.

#### What does the RAP Consists of

As mentioned above, the RAP is build around a test with a similar name that forms the pivot on which the entire process revolves and on which the final outcome and resultant action hinges. The test is the central guide and anchoring device and represents in it's design all the critical aspects associated with rehabilitation per sé.

- At the very heart of the RAP, as a process, the RAP psychometric **Test** is positioned as a valid, reliable and culture fair measuring instrument.
- A standard **Questionnaire** that was derived from the test, forms a secondary extension of the information gathering function of the RAP. All the areas the test consists of are covered by the questionnaire and are completed by *peers* (e.g. *co-inmates*) and *superiors* (e.g. staff/wardens) to the person being assessed.
- A standard and **Structured Interview**, covering all the critically important issues of the RAP-process, was also developed from the areas the test consists of. This Structured Interview is conducted by trained professionals as a final information gathering exercise to ensure that all areas are sufficiently covered and that all information necessary is available to produce a comprehensive assessment/profile.
- These various elements the RAP consists of, gives it the distinct character of a **360 degree assessment approach**. The possibility that anything is 'missed' or that a 'wrong' assessment is made based on the RAP-process, is thus remote – virtually humanly impossible, but irrespective of this degree of certainty embodied in the process, the **Polygraph** is also used to ratify and support the results obtained.

This represents the full RAP-range, but it should not be perceived a necessity to use the entire comprehensive process. The RAP-test in itself is a sufficient valid and reliable instrument to base the future-orientated decisions on – especially considering its *predictive validity*, but the reliability and face-validity of the profile is enhanced with the adding of each further element of the above-mentioned process.

## RAP – Descriptive Detail

Each of the elements of the RAP is subjected here to further description.

### RAP : The Psychometric Test

The test consists of **Three Parts**, of which the first part projects more the image of the typical *psychological* tests, the second part the *verifiable* section and the third part the typical *monitoring* section. The first part uses a much more *covert approach* in which the testee does not necessarily knows what is the subject of assessment and in the second part an absolutely *overt style* is utilized.

As a further sub-division, the RAP consists of **Six Divisions** of which the first part boasts four of, with six **Support Factors** each. The second part consists of 16 and the third part of three Support Factors respectively – i.e. 43 Support Factors in total; truly a comprehensive instrument!

#### PART I - COVERT

##### 1. Critical Rehabilitation Indicators

Remorse  
Retribution  
Deterrence  
Mercy, Compassion, Empathy & Amenable  
Reconciliation  
Denial, Projection, Justification, Rationalisation and Defence Mechanism.

##### 2. Integrity

Honesty  
Reliability and Dependability  
Predictability – 'Real-Self'  
Impulsivity & Instant Gratification of Needs  
Leniency – Tolerating Deviant Behaviour in Other  
Work Ethic

##### 3. Relevant Personality Factors

Insight, Discretion, Judgement & Mental Ability  
Self-Esteem, Ego-Strength, Self-Value & Self-Assertiveness  
Rule-Consciousness  
Stress, Tension & Anxiety  
Emotional Stability  
Personality Disorders/Deviant Orientation

#### 4. Dominant Behavioural Dispositions

Responsibility & Sense of Duty  
 Well Developed Conscience  
 Values re Loyalty, Fairness and Respect  
 Risk-Taking Orientation  
 Unethical Behaviour & Self-Centredness  
 Violence, Anger, Hostility & Aggression

#### PART II - COVERT

##### 5. Verifiable Factors

- 5.1 Education
- 5.2 Work/Career History
- 5.3 Previous Convictions
  - 5.3.1 Frequency
  - 5.3.2 Seriousness
  - 5.3.3 Record while serving time
- 5.4 Present Conviction
- 5.5 Family
- 5.6 Social
- 5.7 Economic
- 5.8 Record in Jail
  - 5.8.1 Violent & Aggressive Behaviour
  - 5.8.2 Gang Activities
  - 5.8.3 Participation and Productive use of time
  - 5.8.4 Self-Development
  - 5.8.5 Rules and Regulations
  - 5.8.6 Authority
  - 5.8.7 Visitors
  - 5.8.8 Acceptance by Peers & Friendships
  - 5.8.9 Disciplinary History
  - 5.8.10 Motivation

#### PART III - COVERT

##### 6. MONITOR

- 6.1 Lie-Detector
  - 6.2 Consistency Factor
  - 6.3 Unnatural Exaggeration
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#### PART 1 - COVERT

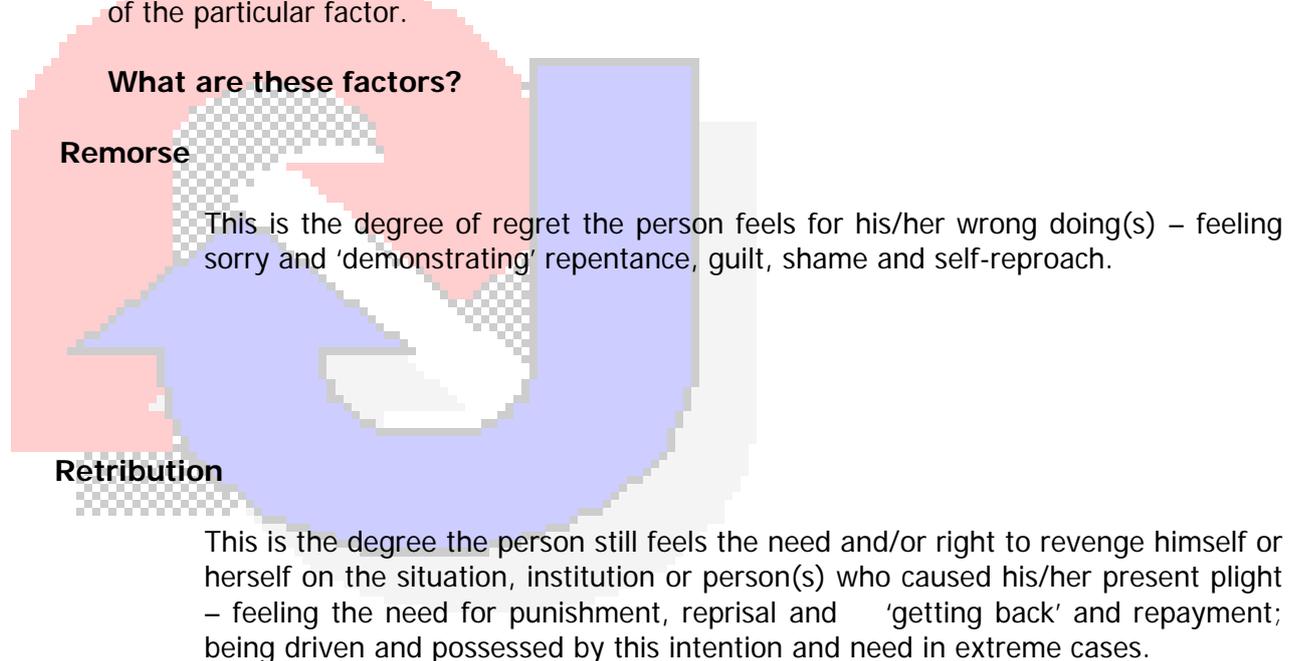
As mentioned before and is clear from the above Summarised Report, this part portrays the typical character of the traditional psychometric test and consists of four important Divisions of six Support Factors each and is presented in a covert style.

##### 1. CRITICAL REHABILITATION INDICATORS

This Division could just as well have been called the 'competency scale' of a test specialising in this particular subject, i.e. Rehabilitation, if this was an ability test – which of course it is not. It, nevertheless, represents the six (what is considered to be) most

important factors indicative of a testee's *readiness/susceptibility* for rehabilitation in practical terms. That is not to say that the other divisions are of lesser or no importance in this regard, but a very close general association is found in practice between factors constituting this division and the probability that exists in general terms of rehabilitation. In statistical terms it can be stated that these factors declare a significant portion of the total rehabilitation variance.

Considering the very nature of these factors, a large degree of inter-correlation and overlapping can be expected between some of them. In some instance the one, to a certain extent, is the opposite of another (like the two sides to the same coin), but the separate inclusion of both is, nevertheless, justified because of the unique area of the variance each is still covering/declaring – irrespective of the relatedness. The importance of these areas are so critical in effectively serving the purpose of this test, that even such small uniqueness in adding to declaring the variance, is justifying the separate inclusion of the particular factor.



### **Deterrence**

This is the degree to which a person is discourage by punishment (e.g. imprisonment) to engage himself or herself in deviant behaviour – feeling frighten, 'put off' and/or or restrict by it; opposed to being *hardened* by such punishment and becoming rebellious, obstinate, resistant, resentful and revengeful about the mere idea or in the process of such punishment/imprisonment.

### **Mercy, Compassion, Empathy & Amenable**

This is the degree of benevolence and humanity the person feels (and demonstrates) at this stage – feeling and showing pity, forgiveness, sympathy, mercy, compassion and the willingness to assist and be accommodating towards others.

### **Reconciliation**

This is the degree to which the person shows signs of resolving and settling any differences that might have existed between him/her and family, friends and or the victim of his/her present transgression as well as his/her general disposition regarding 'making peace', harmony, compromise and reconciliatory behaviour.

## **Denial, Projection, Justification, Rationalisation & Defence Mechanism**

This is the degree to which the person denies his/her own weakness, shortcoming and or mistakes by blaming something or someone else for it – not accepting own responsibility or finding a reason for his/her (wrong) action/feelings.

## **2. INTEGRITY**

Integrity is perhaps the second, if not the most, important division in this test. Integrity is a rather complex concept that emphasis the integrated wholeness of a person. Per definition it is the *attitude* of a person to the world around him or her, that represents the heart of this concept – rippling outwards from his/her attitude to his/her family members, thereafter members of the community, society, etc. to 'finally', his/her attitude to the entire world and physical environment he/she lives in. A person with a high integrity, is an honest, truthful and reliable person with good and well developed norms and standards; someone with high appreciation of his own and the interests of others. Such people are assets to any community and organisation; people that will not easily deviate from the set norm, or if they do go astray for whatever reason, these people possess the inherent orientation to re-establish themselves with relative ease – depending on the degree of integrity they possess. It is thus obvious why this concept is included in a test like this – i.e. to assess the degree of integrity the person possesses on selected/critical integrity factors.

### ***What are these factors?***

#### **2.1 Honesty**

That is the degree of sincerity, righteousness and incorruptibility of a person – responsibility and truthfulness as well his or her demonstrating good morals and strong principles, are included under this factor.

#### **2.2 Reliability and Dependability**

This is the degree to which people can be relied on to do what they say they would and, for example, be on time – good timekeeping and time utilisation are also included in this factor.

#### **2.3 Predictability – 'Real Self'**

This is the degree to which people are really what they pretend to be – not showing a false front to others, but to be what you see. You could predict accurately how such people would respond under various circumstances. 'They

are what they are and what you see is what you get'. This statement describes these people well.

## 2.4 Impulsivity & Instant Gratification of Needs

This is the degree to which people put their own needs first and tend to satisfy their needs whenever these needs present themselves without ever considering the consequences or the (negative) effect that it may have on others – their needs and the satisfaction thereof is really all that matters. The degree of Self-Centredness is also coming strongly to the fore in this factor.

## 2.5 Leniency – Tolerating Deviant Behaviour in Other

This is the degree to which a person is allowing others to digress from the norm – to deviate from the accepted behaviour under specific circumstances – i.e. to steal, lie and murder for example.

## 2.6 Work Ethic

This is the degree to which the person is perceiving work, making a significant contribution to the community he or she is part of and earning his or her own living and adhering to a well structured pattern of life, to be a normal element/part of his or her daily life-style. This is making such person a well structured and effective functional part of any house-hold, community, society and citizen of the country he or she lives in.

## 3. RELEVANT PERSONALITY FACTORS

Personality is the result of a person's genetic structure and his/her entire life experience and guides to a large extent his/her decisions/behaviour on a day-to-day basis. Allport's definition of personality in the late thirties structured and guided the research and the scientific perception of this concept to a very large extent. It reads:

"Personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment"  
(Allport, 1937, p.48).

It is thus obvious that a person's personality is playing a significant and determining role in his/her general orientation to life and his/her specific behaviour – especially those relevant factors that will specifically impact on the person under specific circumstances.

*What are these factors?*

### 3.1 Insight, Discretion, Judgement & Mental Ability

This is the degree of cognitive capacity that the person is currently utilising that to a very large extent determines his or her insight, discretion and judgement – the lower the available mental ability, the more the degree of good and sound insight, discretion and judgement is restricted. It is more a case of limiting the possibility of demonstrating these competencies (i.e. of discretion, etc.) than promoting them or ensuring that they will be available when needed. The fact that a person possesses a good degree of cognitive capacity, is not automatically providing him or her with good insight, but the opposite is rather true; if he or she possesses a limited mental ability, it can not be expected of that person to make good decisions/choices – especially on complex matters.

### **3.2 Self-Esteem, Ego-Strength, Self-Value & Self-Assertiveness**

This is the degree to which people think highly of themselves – liking themselves and can 'hold their own' in relation to others. Sufficient prove in research exists that people with a low or poor perception/image of themselves are easier influenced by others or accepts the norm of the group – especially if their membership or acceptance to the group is at stake and/or if there are strong manipulative, dominant or influential members present in the group – i.e. stronger than the person with the low self-esteem.

### **3.3 Rule-Consciousness**

This is the degree to which the person is susceptible to rules, regulations and policies – his or her sensitivity, in a positive sense, to the necessity of the existence of and adherence to rules to structure and effectively guide the co-existence and 'performance' of people in a group; corporate harmonious co-existence.

### **3.4 Stress, Tension and Anxiety**

This is the degree to which a person is vulnerable to stress, tension and anxiety as generated by different situations, people and circumstances – how susceptible he/she typically is and how he/she responds to it.

### **3.5 Emotional Stability**

This is the degree of emotional stability the person will typically demonstrate as a behavioural disposition under specific circumstances – some people have, for example, a higher tolerance for aggression and can control their feelings and emotions better than others (even under extreme taxing circumstances) whereas others need only a slight degree of provocation to lose their cool and all reasonability.

### **3.6 Personality Disorders/Deviant Orientation**

This is the degree to which people demonstrate symptoms of certain well defined personality disorders, that are associated with certain deviant behavioural patrons – disorders that can be associated relatively easily with their present deviant behaviour and predicted behaviour in the future. If some symptoms are identified, it must be treated as knock-out factors in the context of this test/purpose.

#### **4. DOMINANT BEHAVIOURAL DISPOSITIONS**

The six Support Factors in this Division were carefully selected in terms of the potentially important role they play in impacting on the probability of people that went astray, to be reformed. In short, it means in practical terms that the lower the level of responsibility, conscientiousness and values on the one side, and the higher the level of risk-taking, self-centredness, violence and aggressiveness on the other side, the lower the potential for the person to be rehabilitated. The probability that this statement is always correct in one of these areas, may be relatively good, but the probability that it is correct as an average over all these areas/factors, is significantly/extremely high over a prolonged period of time – and that is precisely this positive statistical probability that is giving this group of factors such dominant position in determining such person's behavioural disposition in the field of deviant behaviour; it is dominant in determining their probable typical behaviour when confronted with circumstances where deviant behaviour is probably the result/outcome. Under these circumstances and conditions, the group of people that share some of these factors will most probably 'favour' deviant behaviour. The higher the degree of these factors they possess, the higher the probability that they will deviate or not be able to effectively rehabilitate themselves if they already went astray. The opposite is of course also true.

##### ***What are these factors?***

#### **4.1 Responsibility and Sense of Duty**

This is the degree to which a person feels responsible for something – the more so if this is a feeling of a sense of duty towards something 'good'!

#### **4.2 Well Developed Conscience**

This is the degree to which a person established a sense of conscientiousness that will contribute in keeping him or her on the 'straight and narrow' – that will constantly remind him or her of what is right or wrong.

#### **4.3 Values re Loyalty, Fairness and Respect**

This is the degree to which a person developed a sense of loyalty, fairness and respect towards others – and applying this in practical terms as far as his or her behavioural choices are concerned when confronted to these matters in practice (real life).

#### 4.4 Risk-Taking Orientation

This is the degree to which a person is prepared to venture and taking risks to gain certain selected benefits for himself or herself. At the more extreme side of this continuum, the person may tend to become irrational in risk-taking behaviour. This explains to some degree the uncontrollable and irrational behaviour of gamblers once they are 'hooked' to risk-taking.

#### 4.5 Unethical Behaviour & Self-Centredness

This is the degree to which some people are prepared to allow themselves 'unfair' and unscrupulous action and gaining benefits for themselves to the obvious detriment of others – or irrespective of the negative impact it may have on others in specific situations.

#### 4.6 Violence, Anger, Hostility & Aggression

This is the degree of violence and aggression, a person is typically demonstrating under certain circumstances – this is not a once-off kind of behaviour/response, but a well developed behavioural disposition on the part of the person. This is not to say that people who make themselves guilty of this kind of behaviour are more susceptible to deviant action, but they are less accommodating to others and have lower levels of self-control and tend to go to higher extreme levels of aggression and/or violence than their counter-parts. Research also indicated strongly that these types of people are also more difficult to change in terms of their behaviour and attitude to the world around them – especially towards other people.

The above provides a synopsis only of the Divisions and Support Factors constituting PART I of the RAP. It presents, however, sufficient information to demonstrate the justification for their inclusion in a test like this – with this kind of purpose.

The information to measure each of the Support Factors is gathered through *four test-items* the test consists of. Each of the above Divisions consists of six Support Factors. That means that each Division consists of 24 test-items and that PART I have 96 test-items (i.e. 4 x 24). The 'scores' obtained for each Support Factor is presented in the Summarised Report of the RAP and they provide the weighted 'score' for the Division they form part of. Similarly is PART I's 'score' based on the weighted 'scores' of the four Divisions it consists of – and is reported as such in the Summarised Report of the RAP.

### 5. PART II – OVERT

As mentioned earlier and is clear from the Summarised Report, this part represents the **Verifiable Factors** the test consists of and an absolute overt style is utilised.

The testee is left under no uncertainty as to what information is obtained in this part of the test – the more clear the factors are that are covered here, the better.

## ***What are these factors?***

### **5.1 Education**

The better the person is qualified, the better in general terms would his or her chances be to obtain a job/position and to earn a living for himself or herself, to become independent and to gain self-esteem, etc.

### **5.2 Work/Career History**

The above is also applicable regarding a person's work history, but is going further in that it also reflects on other important factors, like his or her stability, legitimacy, etc.

### **5.3 Previous Convictions**

Under this factor there are three important sub-factors that impact on the prognoses of the probability whether a person will rehabilitate successfully namely:

- 5.3.1 Frequency**
- 5.3.2 Seriousness**
- 5.3.3 Record while serving time.**

It is obviously the *degree* to which the above is negative or positive, that is of importance for the purpose of this evaluation.

### **5.4 Present Conviction**

The more 'serious' the current sentence is, the more negative the impact thereof on the present evaluation.

### **5.5 Family**

The more positive the person's family situation is (i.e. having a family, whether the parents are still alive and whether they 'support' him/her), the more positive the impact thereof is on the present evaluation.

### **5.6 Social**

The better the person's re-entrance to acceptability and support by the society is, the more positive the impact on the present evaluation.

### **5.7 Economic**

The higher the probability for this person to become an economically independent functionary, the more positive the impact thereof is on the present evaluation.

## **5.8 Record during Detention**

The person's situation and behaviour during the period of his/her (present) detention, are considered to be of immense importance for determining him/her probability to become rehabilitated and a wide variety of factors are used to cover and gather information of this period.

### **5.8.1 Violent & Aggressive Behaviour**

This is the extent (if any) to which the person demonstrated violence and aggression – especially not self-initiated.

### **5.8.2 Gang Activities**

This is the extent (if any) to which the person involved himself or herself in gang activities – especially where it was not voluntary involvement.

### **5.8.3 Participation and Productive use of Time**

This is the extent (if any) to which the person took part in all the activities of the jail and to which he or she spent the available time productively, e.g. starting a hobby, become a 'specialist' in a particular activity/function, etc.

### **5.8.4 Self-Development**

This is the extent (if any) to which the person developed himself or herself while in prison – e.g. enrolled and or did a training course, etc.

### **5.8.5 Rules and Regulations**

This is the extent to which the person responded to the rules and regulations as applicable at the particular institution – negatively or positively.

### **5.8.6 Authority**

This is the extent to which the person was accepted by staff and how he or she responded to authority – negatively by opposing it or positively by accepting it.

### 5.8.7 Visitors

This is the 'extent' (if any) to which the person received visitors during his/her stay in the prison.

### 5.8.8 Acceptance by Peers and Friendships

This is the extent to which the person was accepted by his/her peers and developed friendships – especially non-gang related associations.

### 5.8.9 Disciplinary History

This is the 'extent' to which the person was disciplined (if any) while imprisoned – that includes the frequency and seriousness of disciplinary action against him or her.

### 5.8.10 Motivation

This is the extent to which the person proves himself or herself to be a committed and motivated individual who will persevere and persist irrespective of hindrances and obstacles to complete with what he or she started with in practice – especially if it involved a positive or productive project, e.g. training or work.

The above concludes the contents of PART II in a summarised fashion. Each factor is 'scored' separately, but these scores are also integrated and as such reflected in the Summarised Report – i.e. individually per factor, but also an integrated total for item 5.8 (i.e. the Jail Record) and also a total 'score' for the entire Division 5 (i.e. the Verifiable Factors per sé).

## PART III – COVERT

### 6. MONITOR

The third part embodies all the 'checking' elements to the test. It is also presented in a covert style because of the very nature and purpose of these factors – if they are to 'check' whether the testee is acting accordingly to the norm, it is the last thing the administrator wants is that the testee would know that the adherents to the norm is being tested! **Three factors** are used to monitor the testee.

#### ***What are these factors?***

#### 6.1 Polygraph

This is the degree to which the testee tried to manipulate the outcome of the test. This is a *self-reporting* instrument and it is only human to present oneself as best one can. The instructions to the test are warning the testee that the test contains a Polygraph and that if an effort is made to deviate from accurately and truthfully

providing the requested information, it **will** be picked up and reported on. The Answer Sheet also expects of the testee to sign an undertaking not to supply inaccurate information and to acknowledge the fact that if any inaccurate information is deliberately provided, it will automatically disqualify the testee from the process.

## 6.2 Consistency Factor

This is the extent to which the person completes the test consistently – i.e. constantly and reliably providing the same information to the same or like questions. Research showed clearly that if a person manipulates/forces information, the consistency with which such information is provided with, will vary – especially over many questions (as is the case in this test).

It is also an indication of whether the person had a good *understanding* of the instrument and had sufficient command of the language it was presented in.

## 6.3 Unnatural Exaggeration

This is the extent to which the person tends to elaborate and *inflate* his or her answers – it is not necessarily an effort to lie, but an established way of talking/expressing oneself. Whatever the reason for it, the interpreter of the test must take note of the degree the results are *inflated* and adjusts his/her evaluation accordingly.

The above Monitor-Factors are 'scored' and reported on separately, but an integrated 'score' of all three is also reflected in the Summarised Report.

The *Monitor Factors* as well as the *Verifiable Factors* contribute largely to the reliability of this instrument, but the *independent information* that is provided by other people on the same areas as covered by the test, is enhancing the validity and reliability in the test even further.

## 7. REHABILITATION ASSESSMENT PROFILE (RAP) QUESTIONNAIRE

As mentioned earlier, the **RAP Questionnaire** was devised as an information gathering extension to the RAP-test. It covers the same areas as the test, but differs from the test in that it is a totally overt instrument in the form of a questionnaire.

The first division of part I of the Questionnaire (and by implication the test) is added to this document to serve as a practical *demonstration* of its format and the way the areas are covered – especially as to how the questions are phrased and the standard

structuring of the answers to be provided, i.e. usually provided by a warden and/or a peer who knows the candidate, submitted to the evaluation process, well (Addendum A).

The person who completes the Questionnaire must fill the name in of the person being assessed as well as mentioning his or her capacity relative to the assessee – i.e. being a warden/staff, a co-inmate or any other capacity applicable.

The instructions are carefully explained to the person completing the Questionnaire.

The questions are presented in the Questionnaire in the same order as the factors are portrayed in the test.

In order to assist the person completing the Questionnaire, the **questions are phrased** in the following fixed way:

- The **subject** on which information must be supplied is provided as a boldly printed heading.
- The **core** of the above-mentioned subject is repeated in the question as a boldly printed word.
- **Equivalent** words/concepts to the main subject are also provided in italics in the question to ensure that the person, reading the question, understands it perfectly well.

The person to provide the **answer** must do it in the following standard way:

- The answer must be provided by marking a 10-point scale.
- It is only in the case where the person, completing the questionnaire, feels a need to supply **Supportive Information** to expand, explain or provide examples, that he or she can make use of a relatively small space provided for that purpose under each 10-point scale.

The above completed Questionnaire are made available to the interpreters of the RAP-test in order to have a second opinion from different 'assessors' who know the person, submitted to the assessment process, personally in practice. This adds significantly to the comprehensiveness, validity and reliability of the final profile.

## 8. REHABILITATION ASSESSMENT PROFILE (RAP) : THE STRUCTURED INTERVIEW

As mentioned earlier, the **RAP-Structured Interview** was devised as a further information gathering extension to the RAP-test.

The Interview covers the areas of the test in a broad sense as is clear from the partial presentation thereof in Addendum B.

The Interview is only conducted after the information gathered through the Test and Questionnaires is available and was studied by the interpreter. The main purpose of the Interview is to ensure that all answers are 'scored' and no gaps are left in the comprehensive set of information that is needed in providing a sound and solid profile that will be used to base the final decision on – it very much performs the role of the '*boundary sweeper*' in cricket or the '*goal-keeper*' in soccer.

The conductor of the Interview will have the information, obtained through the Test & Questionnaire, to his or her disposal and conduct the Interview accordingly. The format of the Interview will thus be largely determined by trained and seasoned interviewer during his or her studying of the available collected information and preparing himself or herself accordingly for the interviewee. The interviewer will have the advantage of being 'armed' and conducting the interview by adapting his/her approach in accordance to the need of the life situation – and for this he/she will be fully trained.

## 9. CONCLUSION

This concludes in short the basic lay-out of the entire RAP-Process and how it functions. The instrument itself and the technical and professional detail of the working and interpretation associated therewith, form the subject of a separate report – suffice to note here that one of the results of the process is the **classification** of the person that was subjected to the evaluation in an A and B category, as follows:

### Classification of Parole Candidates

A	A1	High	POSITIVE Good Prognosis for REHABILITATION
	A2	Low	
B	B1	Poor	NEGATIVE Poor Prognosis for REHABILITATION
	B2	Not	

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ADDENDUM A

# RAP

## REHABILITATION ASSESSMENT PROFILE

# QUESTIONNAIRE

Profile Completed For : .....

Person Completing Profile (Optional): .....

Capacity of Above : 

Warden	Co-Inmate	Other*
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\*Describe : .....

Institution : .....

Date : .....

Please answer the following questions regarding the above person to the best of your ability in an objective way. Mark each of the questions on the 10-point scale and provide further *descriptive information* if you so wish. You are under no obligation to provide this information. It forms part of a wider initiative/programme and wrong/false information can only harm the person and contribute to his/her disqualification from the process.

Answer the questions on how you *know* the person, or what he/she *says* and/or *do*. Try to answer all the questions; but if you are uncertain or do not know the answer, rather do not provide an answer.

**PART 1**

**1. Critical Factors**

**Remorse**

Does the person shown **remorse** of his/her convicted wrong doings by *regretting* it or feeling *sorry* about it?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :

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**Retribution**

Does the person show little or no signs of **retribution** towards the person who caused his/her present conviction by *planning punishment, revenge or 'pay-back action'*?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :

---



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**Deterrence**

Is the person **deterred** by the jail sentence by being *frightened, scared and put off* by it or has it an opposite effect on him/her by hardening and making him/her more obdurate, stubborn and obstinate?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :

---



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**Mercy, Compassion & Empathy**

Does the person shows **mercy, compassion and empathy** by showing *pity, forgiveness and empathy* towards others?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :

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**Reconciliation**

Does the person show signs of **reconciliation** by *making up, making peace and settling* all differences or hard feelings that might have existed between this person and his/her family, friends and/or victim of his/her transgression.

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :

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**Denial, Projection, Justification, Rationalisation & Response Mechanisms**

Does the not **deny** his/her own weaknesses and/or wrong doings by *blaming something or someone else* for it?

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Supportive Information :



ADDENDUM B

**RAP**

# REHABILITATION ASSESSMENT PROFILE

## STRUCTURED INTERVIEW

Interviewee (Name) : .....

Institution (Name) : .....

Interviewer (Name) : .....

Date of Interview : .....

### Instructions

1. **Arrange** well in advance an interview with the interviewee as identified above.
2. **Prepare** yourself well for this interview by studying all available information on the said interviewee.
3. Determine where any **gaps** or shortcomings are in the information to present a fully comprehensive profile on the interviewee.
4. Determine where any **doubts** may exist about the correctness of information supplied/available.
5. **Prepare questions** to cover the abovementioned gaps and/or uncertainties regarding the available information.
6. **Open the interview** by greeting the interviewee, making him or her feel at ease and by explaining the purpose of the interview.
7. **Be alert** for any detail in the person's action, attitude and spoken or unspoken words that may add to the completeness and accuracy of the assessment of the interviewee's reformability potential – especially 'hidden' knock-out factors.
8. Allow the interviewee to **speak freely** and use the opportunity to 'read' him or her well.
9. **Cover** at least the six areas in the RAP-Test comprehensively by using the Summarised Report and RAP-Questionnaire as guides/check-lists.
10. Use your prepare-questions at the most **appropriate** occasions/times during the interview.
11. **Conclude** the interview by make certain that you covered all relevant issues, by thanking the interviewee for his or her time and effort and by explaining what will most probably happen next.
12. **Prepare a 'report'** by capturing the results of the interview immediately while it is still fresh in your mind and add it to this document with your signature at the bottom.

