

CHAPTER 8

EVALUATION OF THE DIFFERENT MODELS UTILIZED

8.1 INTRODUCTION

This chapter evaluates the behavioural outcomes (or end products) of the two models utilized in the study, namely the Total Transformation Management Process (Mink et al., 1993) and the Change Cycle (Brock & Salerno, 1994), and their effects on the whole process of research to indicate the interwovenness of processes that is essential in a processual paradigm.

8.2 THE TOTAL TRANSFORMATION MANAGEMENT PROCESS (MINK ET AL., 1993)

The researcher found the Total Transformation Management Process (Mink et al., 1993) to be a guided learning process that facilitated the whole research process.

When the selected rapists indicated their willingness to participate in the treatment programme, they were also indicating their willingness to change (Madanes, 1990). The fact that the rapists had a voluntary choice right from the beginning to either participate or not in the treatment programme, brought about their commitment. This, in turn, mobilized the self-evaluative and self-reinforcing mechanisms that facilitate goal achievement, are developmentally beneficial as well as therapeutic (Winick, 1994), especially in a prison context where prisoners normally have very few choices as all decisions are made for them (e.g., when to get up, to eat, when lights are put out). Like Winick (1994), the researcher found that when people are able to exercise meaningful control over their lives and make choices (even if very limited ones) it increases opportunities to build skills necessary for successful living. This aspect was confirmed by the rapists' participation, as they valued their having a role and responsibility in making important decisions, such as their involvement in the treatment programme.

Their compliance with the treatment plan increased their satisfaction and confidence in the treatment process and was therefore indispensable to the success of the process.

Madanes (1990) states that people come to therapy because they “want to change their behaviour”. The researcher also found that the participating rapists were motivated to come to a treatment programme, voluntarily and willingly, because they wanted to change their behaviour. The fact that they all completed the treatment programme confirmed Madanes’ (1990) finding as they could have stayed away or not participated as one rapist did by just lying at the back of the room. The researcher used that rapist’s behaviour during and at the end of the process as a stark reminder and example of what could happen if one did not utilize opportunities for change when they presented themselves.

The researcher and the psychologist were also positive role models for the rapists (as women and authority figures) throughout the whole process and especially in difficult/trying times as indicated in the roll-call incident (see chapter 7). Furthermore, the relationship with the researcher proved to be an important aspect in the process as there is increasing recognition that in psychotherapy, the therapist-patient relationship plays a significant role in producing positive outcomes (Winick, 1994). The researcher and the psychologists were required to step in and show in a concrete and visible manner (in the roll-call, helping to carry material, explaining issues, etc.) that they were there to help and assist the rapists to bring out the best in themselves in order for them to become useful members of society once again.

During the first session the rapists were asked to determine their goals for the treatment programme, as goalsetting was one of the aspects that needed to be included as part of the process. It was also very important from the outset to note the goals that the rapists wanted to achieve and determine whether their goals and those of the researcher shared common ground. The goals the rapists set at the beginning of the programme were again re-evaluated at the end of the programme and the rapists agreed and indicated that all their needs had been met. This was an important determinant in the research process

because if all their needs had not been met, it could have had a negative effect on the process.

During the treatment process the rapists also received positive and/or negative feedback from group members and the researcher, grew and learned how to make choices and give feedback to others in a meaningful way, and were able to compare their results with one another. It also allowed them to stay on target with the goals they set for themselves at the beginning of the process and to accomplish a shared purpose because they knew what was expected of them at the end of the process.

During the whole process problem solving became easier as they not only learnt from their own experiences but also from an authority figure (the researcher) how to deal with problems that arose unexpectedly (e.g., lack of electricity, roll-call, etc.). Again, it created a positive learning experience, opened up channels of communication and ideas and led to further decisions. As the group began to identify with the task and tried to solve problems, they sometimes succeeded (e.g., asking the researcher to intervene on their behalf, as they wanted to participate in the treatment programme but also did not want to lose their jobs and gratification). The fact that the researcher gave them letters to this effect for their supervisors was seen as a success. Sometimes there were setbacks (e.g., not being able to watch a particular movie on a given day due to a power failure and having to wait until it was fixed), which led the researcher to deal with issues such as success and failures in general (viz., that some failures can be fixed, are not necessarily permanent, etc.). All such incidents were interpreted to them as natural processes and that how they dealt with problems, setbacks and failure was important. They could dwell on the past or worry extensively over the future or do something about it. While some were willing to let go of the past, others were worried about the future and still others were willing to free themselves of both and focus on the present. Therefore change took place for the rapists on different levels and they all had their own development or learning process. For instance, one rapist decided not to be involved at all and was totally stuck in the past. Another was consumed with fear for the future while most of the group decided to focus on the present, which freed energy to learn and grow during the process.

As the treatment model is a modular format (see table 5.1), it also involved careful selection of material, determining of new strategies and which parts of the programme needed to be presented before or after others. The researcher found that the process of selection and determining the sequence happened in a very natural manner because towards the end of a module, the rapists would ask questions that led the researcher directly into the next module. This process was important and required the researcher to listen carefully and pay attention to all questions asked by the rapists as they provided clues as to what was needed next.

Managing the transition of change (i.e., motivating them after the roll-call incident, power failures, etc.) was a daunting task for the researcher as the very nature of the programme, the rapists and the organization were interrelated. The researcher is of the opinion that it was accomplished well because the challenge was to focus not only on the organization as a whole but also on the people (rapists) involved in the change process. The researcher determined that during the process intervention took place on all three levels simultaneously, namely the individual, group and organizational level.

The development of trust on all three levels was also a vital part of the process as the individuals, the group and the organization had to take reasonable risks, share their opinions and keep to simple agreements. That this was done successfully on all three levels was an important factor, which influenced all the different processes that were taking place simultaneously. It allowed mutual trust to develop, respect for one another's unique point of view and acceptance of one another with respect. It also opened communication channels between the researcher and the individual group members as well as between themselves and the organization. The fact that there was open and communicative interaction on all levels and not the normal rigid communication to which they are used also minimized constraints normally created by working in a prison environment.

Mink et al. (1993) point out that monitoring is not the final step but rather an ongoing learning process. At the end of every session, therefore, the rapists were also asked to verbalize what they had learnt from every session. Monitoring change was done in other ways as well during the whole process, such as by saying out loud what they had learnt that day, writing an essay on what they had learnt, writing a letter to a victim, or drawing their future. All the data was used during the treatment programme as it was fed back to them for future goal-setting, reflection and/or feedback and evaluation by the researcher. In addition the group functioned according to Mink et al's (1993) five-step process, thereby indicating a high level of effectiveness. Each member of the group, including the researcher, functioned accordingly. The five-step process by which a high level of effectiveness was created was done by means of

- developing trust
- recognizing and accepting individual differences
- giving and receiving feedback
- solving problems
- letting go of the past

The change processes in the individual, the group and the organization was monitored continually and carefully on a daily basis by documenting everything said and/or done. This contributed to the positive outcome of the study as it provided substantive data, strengthened commitments, and assisted with participative planning, implementation and regular evaluation of the rapists, the treatment programme and the change process.

8.3 THE CHANGE CYCLE (BROCK & SALERNO, 1994)

The process of how the rapists who participated in the treatment programme came to make their choices and where they were at the beginning of and after the treatment programme is illustrated by means of the six stages indicated by Brock and Salerno (1994). See chapter 3.

8.3.1 Stage 1: Loss

It was clear to the researcher that all the rapists were at least in stage 1 and experiencing loss when they started the treatment programme as they were all in prison and all were first offenders. Being in prison was difficult for every individual in the group as they all had a long sentence to serve (between 7 and 10 years). The loss of freedom, family and friends was experienced by each of them.

During preassessment (before the treatment programme was started), the responses of all 20 selected rapists indicated that some loss was experienced when they were incarcerated. All of them were eager to participate in the treatment programme, as they indicated that there was nothing going on in the prison to stimulate them. They were mostly lying around in the prison yards, not taking part in any of the available development and/or treatment programmes through lack of interest and resources; few were doing any work due to lack of facilities and resources; they had limited (if any) contact with their families and, in general, felt cut off from life outside the prison.

The responses on their TAT's as well as the DAP's were generally poor and/or emotionally flat (e.g., the response of rapist F on Card 1 "He is...look like feel sorry." Why? "Maybe one of the wires of the guitar is broken or he think about songs"). It seemed that very few of them had ever been exposed to wax crayons. They were therefore encouraged to use as many or all of the colours available. Even when encouraged, they were very hesitant and cautious and only used one or two colours for their drawings and spoke in a very soft and subdued tone of voice whenever they spoke. It was also difficult to get them to talk openly about their crime and attitudes towards women. The researchers continually had to ask them to speak louder (due to noise levels in the prison environment) and ask them for more information.

All the rapists were very cautious and their behaviour clearly indicated that they were in stage 1: Loss. Their cautious behaviour might be attributed to self-protection and a lack of trust in people in general.

From the onset of the treatment programme, the rapists were confronted with the past, namely what has been; that they were in prison for rape and therefore had lost their freedom. Their primary struggle in the initial interviews (pre-tests) was to deal with the losses they experienced as a result of the old behaviour and/or the new changes they were now facing, namely to participate or not to participate in a treatment programme specifically developed for rapists. The fact that they were all eager to participate indicated that they accepted the challenge and did not heed the negative form of paralysis.

It can be assumed that the ten rapists who decided not to participate might have felt that the loss of familiar feelings and their fear of the unknown were too great for them. They might also not have felt safe or secure enough to accept the challenge of change and were more cautious about being involved in the treatment programme. As participation in the treatment programme was voluntary, they were allowed to retreat.

These rapists' behaviour corresponds to the responses recorded by Brock and Salerno (1994) when persons experience fear, namely

- Flee by running away and denying the change.
- Freeze or become paralyzed and stay firmly rooted in Stage 1.
- Fight as a way of defending yourself against the change, which creates or embraces conflict instead of providing safety.

The first two responses were clearly noted in the rapists and especially those who decided not to participate at all as they decided to flee and therefore became rooted in stage 1.

Brock and Salerno (1994) indicate that in order to change behaviour, people need the following skills to move to stage 2:

- Clearly define the change.
- Establish desired outcomes.
- Distinguish between real and imagined fears.

In order to work out and clearly define where the group wanted or needed to go, the rapists who decided to participate were asked to verbalize their expectations of the group in order to establish their desired outcomes clearly from the beginning. According to Brock and Salerno (1994), an outcome is a clear and specific statement of what a person wants if the change should turn out to be according to the person's desire as the ultimate goal creates the needed motivation to change.

The rapists formulated their expectations as follows:

- How to live in a community
- Get to know others and myself
- To be more positive
- Understanding life, family, self and others
- Self-control, self-empowerment and self-esteem
- Respect – to live with people outside, be a happy man outside
- To become what I was
- To learn right from wrong
- Not to have a short temper
- Knowledge and experience
- Honesty (not to be jealous)
- How to communicate
- Humanity
- How to set goals and put goals back into my life
- Achievement for the future (set income)

From their expectations the researcher determined that most of them had experienced a loss in their life. Brock and Salerno (1994) are of the opinion that if these losses stay

unresolved, they will hold people back from moving forward and keep them stuck in stage 1. The fact that the offenders could make a list and were willing to go ahead indicated that they were prepared to go to stage 2.

The list of expectations also made it easy for the researchers to deal with the different aspects recorded by them in the treatment programme. The list of expectations was also necessary and used again at the end of the treatment programme to determine whether these goals and expectations were met and whether change in their lives, feelings, thoughts and behaviour had, in fact, taken place in the course of the treatment programme.

8.3.2 Stage 2: Doubt

This stage deals with doubt and is the stage where people are resentful and stubborn. People will also defend their position and doubt others' motives and experience anger (Brock & Salerno, 1994).

It was very clear that the rapists were in stage 2 when the following behaviour, remarks and feedback were noted during the sessions:

- There was open conflict amongst themselves.
- They expressed conflict against the system, the community, the law, their victims, often with bitterness and anger.
- Some were reluctant and/or hesitant to give permission to be on video.
- Some came late for the sessions.
- One stayed in bed because he was "sick", indicating passive aggression as he indicated the following day that he just did not want to come and "played" sick.
- Constantly having to set the ground rules of the group again and again - at least during the first week.
- Some did not complete homework assignments for the next day.

From the above it is clear that they were assessing whether it was important to change or to stay as they were. They were testing the researcher to see whether they could trust authority, as they had been let down so many times before by figures of authority. They were also trying to regain control over their lives instead of giving control to others.

What was happening in this stage, which is important, was that resistance was preventing forward movement for themselves, the group and the researchers.

Some moved quickly through this stage, however, some did not continue to participate in this overt resistance and they were and stayed focused. Due to their persistence and encouragement, the others regained their composure, focus and positions in the group.

Within the group, the whole topic of work versus participation in a treatment programme was also discussed and what it would mean not to participate and just continue with work in order to get gratification. It was brought to their attention that just going back to work would solve problems in the short-term, but not in the long-term. That brought them immediately to the law of cause and effect. The fact that the rapists received accurate/correct information, namely that to participate in a treatment programme is also a right and that their gratification could not just be stopped, gave them sufficient trust in the researcher to continue as their needs were also met. They were given information that treatment and work were equally important and that both were necessary in order to continue to grow and learn about themselves and about life. This feedback was supported by the fact that two rapists were given official letters for their supervisors, as already mentioned, informing them that the rapists were participating in a treatment programme for a period of six weeks and would be back at work within six weeks, which satisfied all parties involved.

It can be assumed that if the correct information had not been given to the rapists, and/or steps not been taken to prevent the rapists leaving the group when they wanted to, the rapists would, indeed, have lost their work as it would have been given to other prisoners

because there was a greater demand for work than the prison could accommodate. The researchers would also have lost their credibility and reinforced the belief amongst the prisoners that authority figures could not be trusted and were not interested in their needs. A further loss for these rapists could not be risked as it would influence their behaviour and motivation, lead to future distrust and might have led to negative change.

According to Brock and Salerno (1994), the need to defend a position becomes unimportant while having accurate information is vital. In this instance, the offenders were entitled to correct and accurate information, as well as the supervisors who had not been informed of the policy regarding attendance of treatment programmes. Accordingly, they did not know that both work and attendance of treatment programmes for developmental and rehabilitative purposes are essential during imprisonment.

The fact that the problem areas could be rectified and the researchers were willing to assist, created momentum for the rapists to acquire the skills needed to go to stage 3, namely

- reframing the change
- remembering the law of cause and effect
- gathering of information that creates an accurate picture.

8.3.3 Stage 3: Discomfort

Stage 3 is a crucial part of the process of change because for the first time in the process the person has the opportunity to bring change into his world. It is also the first time in the process that the person can revert back to stage 1 and break up the change process. This ambiguity may cause conflict, discomfort or frustration in the person. The person has to assimilate all that has been accomplished until now, which might lead to anxiety. On the positive side, the person might have feelings of anticipation or excitement over new and better things to come. Mental processes might be confused and the person might feel that he is not comprehending or is slow to understand.

This did, in fact, happen with one of the rapists, who decided that he wanted to opt out as we were moving “too fast for him” and complained that he could not keep up the pace. His confusion, anger and anxiety clearly indicated that we had to work slower, get him back on track and talk him and the others through this process. According to Brock and Salerno (1994), in a case like that, the person’s brain is overloaded and the change and responsibilities are too overwhelming to assimilate. This particular rapist’s behaviour prior to leaving the group was unproductive as he did not take part in any of the verbal activities, was moody, passive and quiet. All of the above indicated that his mind and body were not “in sync” and there was a decrease in energy and motivation. This rapist withdrew and left the group but returned two days later after having had time to work through his confused feelings and thoughts on his own and after sharing them with his family, who encouraged him to go back to the group. During those two days in the prison he was unproductive, resentful and tense and could not sleep. On returning to the group, he was in a better frame of mind, immediately had the support of the group, the researchers and his family, and was more actively involved.

In order to move from stage 3 to stage 4 essential skills need to be incorporated, namely taking mental action, creating mental distraction and committing to physical action.

In order to assist the rapists to go to stage 4 and not return or loop back to stage 1, various exercises and inputs were made. The rapists were asked to draw their families, their crime, play with clay and create something of meaning to them, read magazines, discuss verbally all that was done in the group, discuss their thoughts, behaviour and feelings about their crime and about being victims of crime themselves, mimic various emotions, do role-plays and watch videos on various subjects (e.g., rape, motivation, stress, AIDS).

These activities were combined in different topics, which are included in the treatment programme. The activities allowed them to take mental action and create mental distractions from their current reality to another one. In the process they were working through their emotions on another level and seeing things from a different perspective.

While performing these activities or tasks, distraction from their existing reality was created. They could see what they could accomplish individually and as a group and were allowed to have fun and relax but still take in meaningful information. Since relaxing is an important aspect in this stage, they were also given information on stress and relaxation techniques.

Due to imprisonment prisoners have very limited sources of recreational activities. All the physical activities (e.g., playing with a ball outside while improving team spirit, learning how to focus and concentrate, doing different role plays, etc.) focused their minds elsewhere and created the necessary movement in an informal way.

This part of the process took the longest but was a very necessary part of helping and assisting them to move into stage 4.

It is important to take note that midway between stages 3 and 4 is the “Danger Zone” (Brock & Salerno, 1994, p. 101). This is where people will either loop back to stage 1 or move on to stage 4.

It so happened that two rapists did get stuck at the danger zone and looped back to stage 1. The one rapist was always on dagga and often lay at the back of the room on one of the benches sleeping. When not on dagga, however, he could give important inputs, make the best of the day and sometimes even surprised everyone with his insight. More often than not, however, he decided to just lie in the room and be passive. Initially, all the group members felt sorry for him and gave him lots of support, but as they took responsibility for themselves, they left him to be passive and unco-operative and focused on themselves and each other.

The other rapist, who looped back to stage 1, took part actively in the beginning. Perhaps the changes expected by him were too great for him to integrate or assimilate and/or the losses too great. As the group process continued, he became increasingly disruptive in

various assignments, became quarrelsome, gave up easily and in so doing often disrupted the group and the process. Throughout the treatment programme he continued to try to negatively influence the group. Whereas he had previously been regarded as one of the role models in the group, he now did not continue with his previous behaviour. During the course of the day he would just disappear during a break for instance, go into the prison and only arrive just before the time was up so as not to be in trouble with the warders. According to Brock and Salerno (1994), this rapist definitely experienced the change process negatively as his peer group did not support him as they had done on previous occasions.

The other members of the group resisted the danger zone by means of the following actions:

- They cared for one another (e.g., for the rapist who was continually on dagga). By caring for one another, they put their circumstances into perspective daily. If they had wanted to they could also have used dagga as it was freely available in prison, but they saw very clearly what he had missed out on when he was lucid the following day or a few hours later. In the beginning this did not bother them, but as they went on with the process of change, the gap between them and him became increasingly wider. This continual awareness of his being unable to change motivated them to continue and keep moving forward.
- As they continued, their self-esteem increased. They started something new and completed it. By finishing even small tasks, they gained a sense of accomplishment, which increased their sense of well-being and self-esteem.
- They did not have to cover up their pain anymore. In sharing their individual stories, circumstances, traumas and fears, they faced them squarely and became aware of the fact that others also had pain.

- They questioned where they were going and how it would influence their future. They were looking towards the future and discussing how they would handle similar or different problems in future.
- Some of them increased their physical activities and took up soccer again or started running in their free time, one started studying, others read some of the available magazines they were given while others increased their social activities in their cells during the evenings.
- They stayed committed to and focused on the skills learned in stage 3.
- They gave each other feedback and found their change partners (Brock & Salerno, 1994) in each other. The group became very close, and especially those who were in the same sections of the prison. They always knew what was going on with the other and even used their free time to discuss what happened in the sessions and to prepare for the following day.
- The fact that the group met with the researchers every day and received positive feedback and support on a daily basis was as important as all the above. Regular positive feedback and contact kept them focused. The roll-call incident early in the treatment programme is an example. This was supported by later interventions of the researchers to get them out of their sections even when other roll-calls were made, which increased the trust and team spirit. As a result, the researchers became important and positive change partners.
- The rapists mastered the skill of creating and reframing meanings for themselves (Brock & Salerno, 1994) and were thereby able to put negatives into positives, which increased their self-esteem and enabled them to visualize their positive goals. This was enhanced by the S.T.E.P.S. programme whose

sole purpose is to change negative attitudes and behaviour, enhance the development of full potential, increase self esteem, set goals for the future and allow the person to affirm his goals.

The fact that the rapists could successfully achieve these aspects led them into stage 4.

8.3.4 Stage 4: Discovery

According to Brock and Salerno (1994), stage 4 is one of the stages where there are still issues that need to be assimilated by the individual. This is the stage where change is internalized and the person integrates the information due to new perspectives.

The feelings, thoughts and behaviour the group was experiencing, showed very clearly that some of them were, indeed, in stage 4. As change is multifaceted, it is important to note that not all the rapists were in the same stage at the same time. Sometimes some of them looped back to a previous stage or stayed stuck in one stage longer than the others did.

To see what they had learnt approximately three weeks into the treatment programme the researchers asked them to write short notes on what they had learnt so far. The following was noted by some of the rapists:

- I have learnt from myself.
- How useful I am in this world.
- I have learnt how important I am.
- I have a goal and I have to challenge and think in the coming 15 months what I may become or what I want to be, but I have to study first.
- I have many unused skills.
- I am not entirely bad.
- I can solve problems without violence.

- The importance of love, hearing and respecting other people's feelings and opinions.
- I have learnt to see things that I have never seen before.
- I think in the coming 4 weeks I will learn more and more about life."

According to Brock and Salerno (1994), stage 4 is the phase where people are open to new ideas, are able to take risks, can learn to create the best solution, see all available options and can decide on a plan of action for the future.

Brock and Salerno (1994) maintain that the following skills are necessary to go through stage 4:

- Never say "no" to an idea or suggestion.
- Understand and practise perspectives.
- Identify and use their strengths.
- Be willing to take risks.

Due to the process and their change as the treatment programme continued, it was clear that the rapists were ready to discuss their crime of rape, and to introduce relapse prevention and victim empathy.

After going through the process of their own pain of being victims (and not perpetrators) of crime, they were willing to talk about their own crime (as perpetrator) and explore how their victims felt during the crime. When requested to write a letter to their victim, the rapists did not say "no" to the idea of writing a letter to their victims. They were all willing and participated freely, although some were reluctant. It is assumed that because they were allowed to share their own feelings of being a victim in any way they were prepared to, they were for the first time aware of and could understand how it felt to be a victim. Their perspectives had changed. Some of them even offered support in future for their victims (see chapter 9, letter to victim 9.1 and 9.2), as they were willing to contribute their time in future to help other victims of crime, rape and/or violence. They

were prepared to use their strengths instead of focusing on their weaknesses. For them to write a letter to the victim was a great risk – especially for those who until then still did not fully admit raping their victims.

8.3.5 Stage 5: Understanding

Stage 5 is the stage where the person enters the stage of understanding why it was necessary to go through such a painful process and to determine whether the benefits of change are worthwhile.

The offenders' feelings and what they had learnt finally from the programme indicated that some of them were, indeed, in stage 5. The self-esteem they had learnt was there. They indicated gratitude for those who helped them and had appreciation for their own perseverance. Their thoughts were more practical and they had the energy to do many different things.

For them to move successfully through stage 5, they needed to acquire the following skills:

- Identify the benefits of change.
- Give credit where credit is due.
- Celebrate their progress.

That some rapists had, indeed, moved into stage 5 was illustrated clearly from the notes they had written at the end of the treatment programme, specifically when asked to write what they had learnt about themselves. The following examples are given as illustration:

- I have changed from being aggressive to being assertive.
- That in order to change my self-image, I must change my thinking (i.e., my self-talk) which will have an enormous impact on my actions.
- Now I am getting along very well with my class because of the motivation I

have received from the programme.

- All that I have acquired from the programme is building, strengthening and empowering, if well nurtured, it will bring forth highly desired fruits.
- It is only the correct application e.g. 'step-by-step' of the ingredients, which will bring about quality results .
- You must change from within yourself and not from the outside in.
- If you don't change right now, you will be in prison and you will be in and out of jail.
- When you plan your future, start off small and end big. This programme made me look at life day-by-day.
- Affects me as well, becoming a sportsman and a businessman, it is challenging me to challenge the future and fight crime, child abuse, and physical abuse and to stop violence.
- It has helped met to become what I was before I came in prison and it showed me that crime doesn't pay and how to manage my anger.
- It has taught me to believe in my dreams and allow them to come true.
- That the negative input can keep me in the darkness.

In order to celebrate what they had achieved, the participating rapists were given a certificate at the end of the treatment programme. This gesture was really appreciated by all of them as few of them had ever received positive and/or concrete feedback. In turn, they wrote a letter of thanks to the researcher, which they all signed. Brock and Salerno (1994) view this celebration as very important because people can hardly believe they have achieved so much and it creates new momentum and energy to carry on with the change process. Celebration is therefore seen as a positive anchoring of the change experience. The celebration creates the possibility when a similar achievement/accomplishment is repeated, of bringing back the positive memory of the first accomplishment. Celebration therefore keeps the attention on all that has been gained through the change process (Brock & Salerno, 1994).

Seeing the faces of the rapists when they received their certificates was reward in itself. The rapists were amazed at first that they were receiving a certificate for attending the treatment programme. They were happy and laughed and some even had tears in their eyes. They jumped up and hugged each other and applauded the researcher. On discussing their jubilation, it became clear that they were very proud of themselves as until then, not one of them had ever received such positive feedback in their lives from a significant authority figure before and especially not since coming to prison. Imprisonment is regarded as negative feedback from the community who wanted them removed from society because of their specific offences. Receiving a certificate acknowledging that they had completed a treatment programme was something they had not expected at all. It can be assumed that if other achievements are accomplished in future, the positive feelings will bring them back to this initial and important time in their lives and increase their self-esteem.

8.3.6 Stage 6: Integration

This stage is an indicator of whether the internalizing of the change has become completely part of the person. If this stage were skipped, a person would be at risk due to the fact that the integration has not become part of his/her life. All the pieces need to be put together and should be integrated.

According to Brock and Salerno (1994), the following skills needs to be acquired to complete stage 6:

- Gain new knowledge and look forward to the future. (This they did and instead of being scared as they were in the beginning, they were looking forward to their release from prison.)
- Offer assistance to others.
- Be flexible (in the little but so important things).

The rapists who successfully arrived at stage 6 at the end of the treatment programme manifested the following behaviour:

- They were taking advantage of new growth opportunities (one even wanted or requested to be sent back to the prison close to his family whom he had not seen for four years because during that time he had had no contact with his family, no letters or visits, etc.).
- Offering assistance to others. One rapist intended to take what he learnt in the treatment programme back to the other prisoners and share his learning experience with them.
- Being open to what the future holds.
- Having appropriate adult responses. (This was clearly indicative in their verbal discussions, notes, and letters.)
- Made change a part of their growth.

The rapists' positive change was also clearly noted during the "Where do we go to from here?" exercise, where their responses to this question were as follows:

- *Self-improvement*
 - Going to be a new person
 - Going to release my potential
 - To take little knocks differently
 - Avoid things that may lead to my coming back to prison
 - Plan my future

➤ *Further education*

Attend outside school

Learn

➤ *Interpersonal relationships*

Treat others with dignity and respect

Socialize

Tell parents the whole story of what happened and not keep it secret

Going to teach others what I have learnt

To show family what is wrong and is right

Be aware of the bad friends

➤ *Treatment of women in future*

Handle females differently – more gently

Going to follow my wife

➤ *Community involvement*

Work

Live with the community

➤ *Recreation*

Do art

➤ *Future goals*

Teach my children not to come to jail

Be a success in life

➤ *Spiritual level*

Go back to church.

In order to see whether their expectations had been met in the treatment programme, they were also asked the question: “Were all your expectations met?”

The fact that their initial expectations were met indicated that at least for the majority of rapists, they went through all the stages/processes of change that could lead them to becoming successful changers (Brock & Salerno, 1994).

Some rapists, however, found it more difficult than others to move from one stage to the next. One of the rapists is probably still stuck in stage 1. He verbalized that he was sorry that he had not participated more and indicated that some of his friends had changed while he had not. He went on to say that later he actually did not follow what was going on which demotivated him. The others did not comment on his response as they had really tried during the whole process to get him to participate and had later given up as he chose to lie at the back of the room under the influence of dagga. It was clear to him and to them that those who took the challenge and took responsibility for themselves learnt the most. For them, there will be new changes and possibilities in future. This rapist might therefore never be given such an opportunity again, especially if he does not do something on his own and opportunities such as this one rarely arise in the prison context.

When the researchers saw the group one month later during a feedback session – the change processes had continued for some of the rapists. This indicated to the researcher that some offenders had, in fact, changed for the better and they used this opportunity to reaffirm what they had learnt and needed to focus on in future. At least they had exposure to and a positive experience of a change cycle, which could motivate them to continue to change and become successful changers.

8.4 CONCLUSION

The researcher, as a processualist, found that the two specific models, namely the Total Transformation Management Process (Mink et al., 1993) and the Change Cycle (Brock & Salerno, 1994), both worked well in the whole research process. Both models deal with a

series of natural stages which brought about development, transformation and/or change on three levels, namely in the rapists, the researcher and the organization. It was determined that both these processes were happening within another bigger process (the research process) and were closely influenced by and interwoven with each other. It can therefore be reasoned that one process was taking place within another one, with other small processes going on simultaneously.