

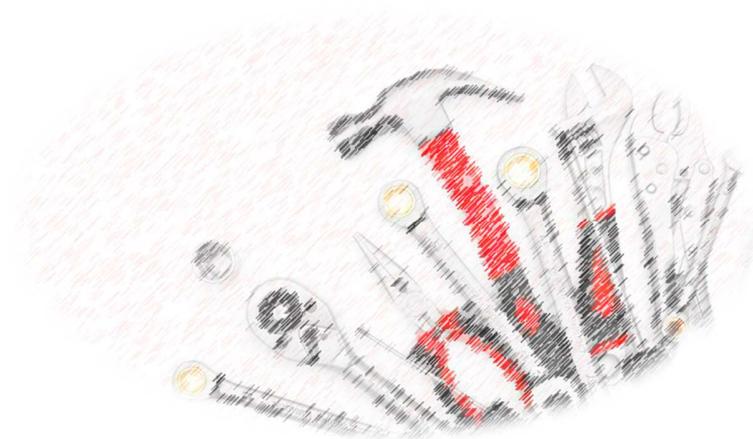
Identifying and Preventing Radicalisation in Prison

Lesson 5: Using assessing instruments

Lesson Outline

Target Group

Prison officers
Prison Management
Psychologists
Social workers
Probation Officer
Parole Officers
Non-Governmental Organisations



Suggested Number of participants

14

Duration

2 hours

Equipment

- ✓ Whiteboard
- ✓ Laptop
- ✓ Data Projector
- ✓ Flipchart
- ✓ Sound projections
- ✓ (Or large TV screen)
- ✓ Handout: Mughaddam pyramid.

Aim

Currently, terrorism and violent extremist behaviour are global challenge. This scourge continues to attract a growing number of psychological and psychiatric contributors to enhance practical counter-terrorism measures. This lesson aims at presenting the instruments developed to identify risk factors of terrorism, extremism, radicalisation and fundamentalism.

Learning Outcomes

Knowledge

Know the theoretical background to the use of the different questionnaires and other tools devised to attempt to identify individuals at risk of participating in terrorist and extremist acts of violence.

To date this subject is still under-researched and this lesson aims at reviewing the strengths and weaknesses of such tools.

Skills

Know how to use some identification tools, the participants will critically appraise the distinct questionnaires, the different rating scales, the inventories, and other tools predicting and assessing psychological markers.

Attitudes

Deal with affinities and attitudes towards terrorism, extremism, radicalisation and ideas conveyed by those concepts. This lesson is to provide an overview of the existing tools developed and their background, to assess their quality, psychometric properties and more specifically their validity and reliability.

Introduction to lesson

Imagine that you are an officer serving in Block C of the prison where you have an inmate who is being more detached from most of the other inmates. When he does interact, he is always sharing extremist views against Muslims. He is so fond of his beliefs that he recently even chiselled a swastika using a razor. How can you assess whether this is a momentary extremist shift or whether this person is becoming increasingly dangerous?

Development

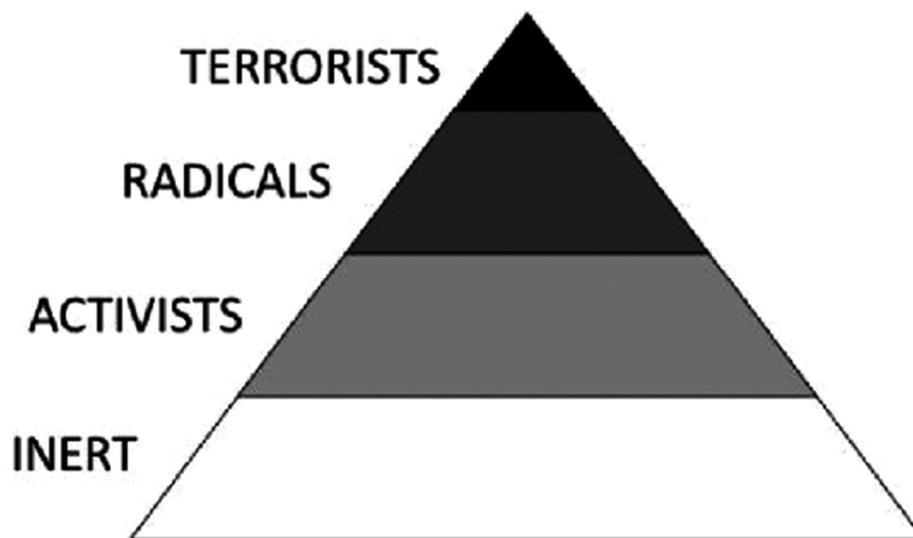
Introductory level

Step 1: If you had to write your own assessment manual, what characteristics /aspects/influential issues would associate with radicalisation?

Step 2: Now, divide these characteristics under the following headings: Education, Family, Personal Traits, and Ideologies

Step 3: How would you measure the risk of the characteristics you have mentioned? (1-5, 5 being most radical).

Step 4: The following is the Moghaddam pyramid. A handout with the pyramid has also been given to you. Add up the characteristics you have measured in the step above. Where would you place the individual on the pyramid? Why?



Step 5: Would you mention a cut-off point which would determine if an individual is potentially radicalised? Why? Why not?

Advanced Level

Step 5: Read the following mini biography:

Tim is a 25-year old student. He is currently enrolled in a prestigious university studying law. He is writing his dissertation on the defence of Nazi veterans, where he alleges that the state shouldn't prosecute due to brainwashing of the group. Therefore, they should be seen as not guilty by reason of insanity. He has a deep fascination with Nazi Germany and fascist states. He says this has originated when he looked up his family tree and found quite a number of fascist descendants in his family. Sometimes he jokes that Hitler had a valid point and that having proper bred families would make for a better world. He doesn't think that society should be so international and diverse and exclaims that different cultures cannot live in peace. However, he has friends who are from different countries and cultures. He explains this by saying that they have become part of his country by living there for so long. Yet, he still feels superior since, he says, he is better educated.

Tim has been trying to get in touch with Neo-Nazis, he alleges in relation to his studies to quite some time. However, he has not yet been successful. His family are rather concerned as he is prone to violence and anger when challenged on his views

Step 6: Use tools to determine if Tim is at risk of radicalisation

Step 7: Could the following man be Tim? Why? Why not?



Conclusion

Introductory level

Would you safely say that any tools that you have used can be 100% confirmatory? Why? Why not?

Advanced Level

Taking the following article from RAN into consideration, how would you determine if the assessments conducted could result in valid evaluations of a radicalised person? Take into consideration gender and age.



RAN - Dealing with radicalisation in a prison and probation context RAN P&P - practitioners working paper

Evaluation

Mention traits you would expect a radicalised individual to have.

Reading Material

Introductory level

Compulsory reading

Dean, G. (2016). The 3 R's of risk assessment for violent extremism, *Journal of Forensic Practice*, 19(2), 91-101

Advanced Level

Compulsory reading:

RAN - Dealing with radicalisation in a prison and probation context RAN P&P - practitioners working paper.

Supplementary reading:

RAN - EX POST PAPER: Risk assessment of lone actors

Information for the Facilitator

The Facilitator should be aware that assessment tools are not freely available and only those who are warranted are allowed to conduct the assessments and hold a copy of the tools. Therefore, no assessment tools could have been added to this lesson plan.