

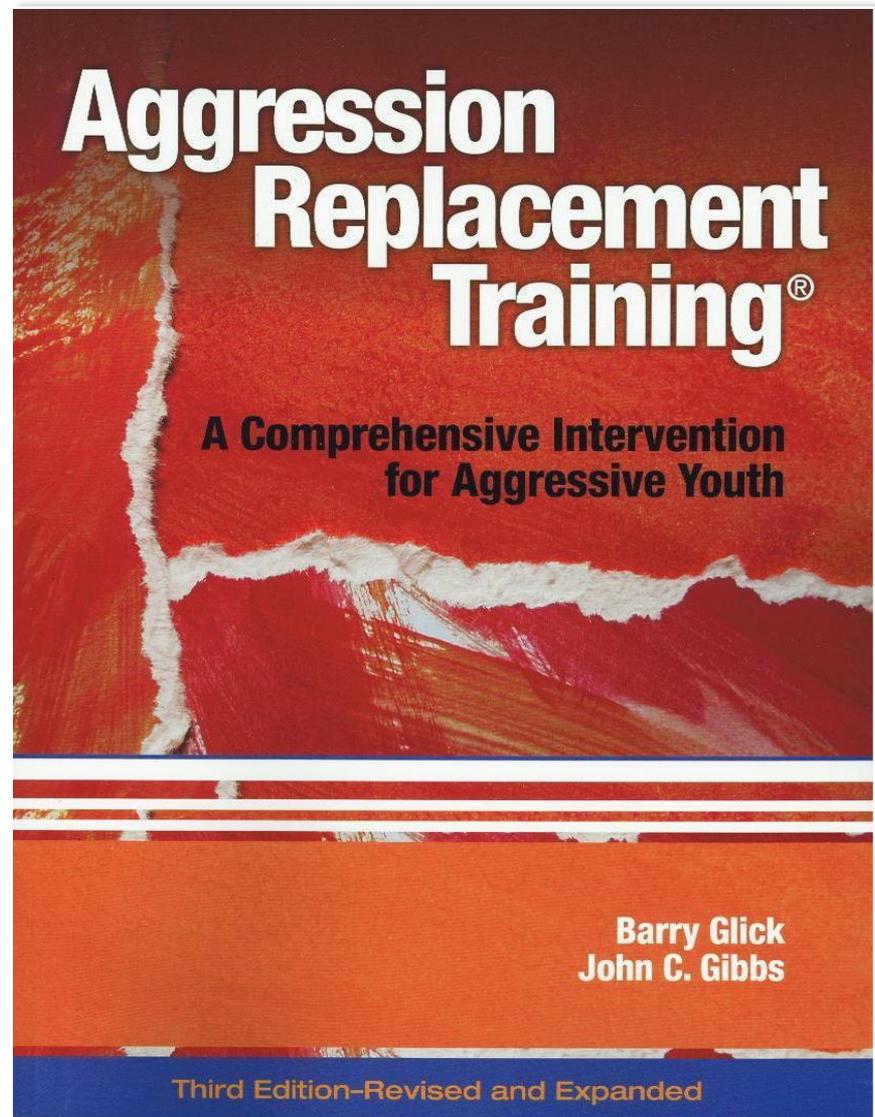
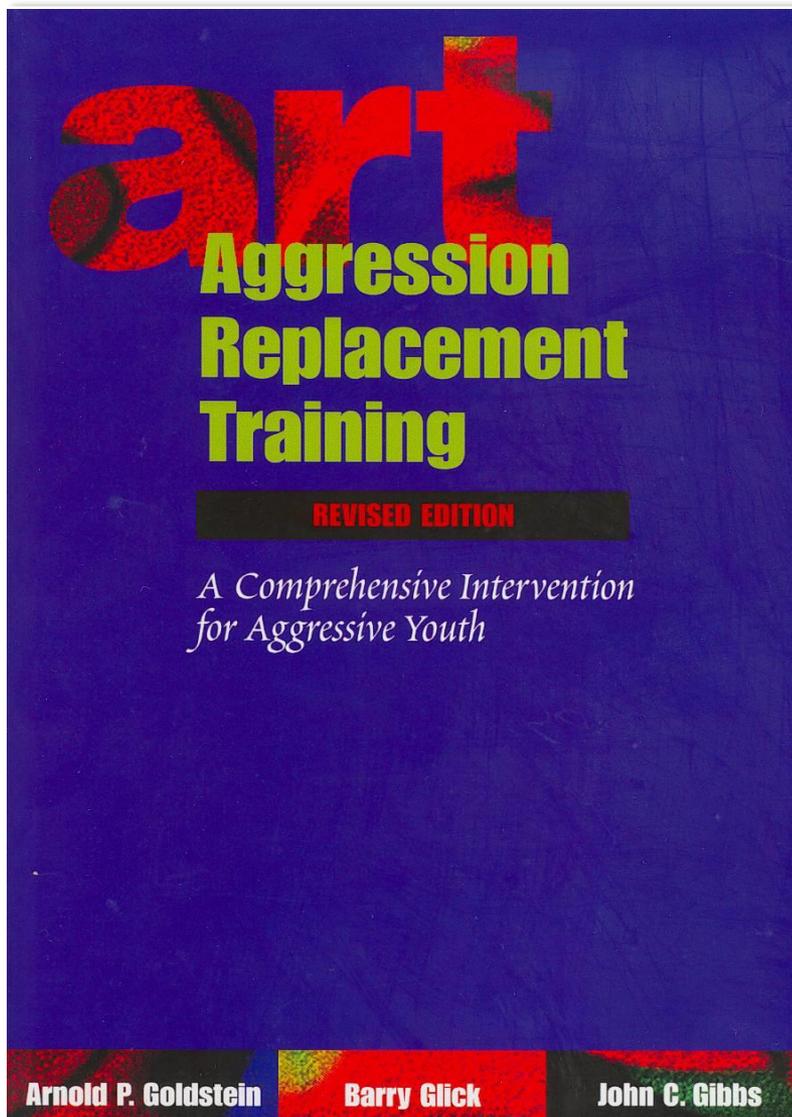
***AGGRESSION
REPLACEMENT
TRAINING®***

Evidence Based Model Overview

ART TRAINING OBJECTIVES

Provide understanding of the theories of aggression, the Angry Behavior Cycle, and the abnormal condition of aggressive behavior in youth.

Provide *experiential training* enabling the “*Facilitator*” to implement Skillstreaming, Anger Control and Moral Reasoning groups.



Aggression Replacement Training

- **Skillstreaming** (the behavioral component)
Teaches what to do
- **Anger Control Training** (the emotional component)
Teaches what not to do
- **Moral Reasoning Training** (the values component)
Teaches why to use the skills

ART[®] Summary

- **Strong theoretical base**
- **Specific applicability for practitioners**
- **Broad empirical support for both theory and method**
- **Specific support for ART**

Evidence-Based

Model Approach

- **U.S. Dept. of Corrections**
- **Office of Juvenile Justice and Delinquency Prevention**

Meta-analysis of What Works

Quality programs that are delivered by caring and professional staff, who use ***therapeutic, cognitive-behavioral and skill-building interventions*** to treat today's youth, are most effective.

Lipsey and Wilson

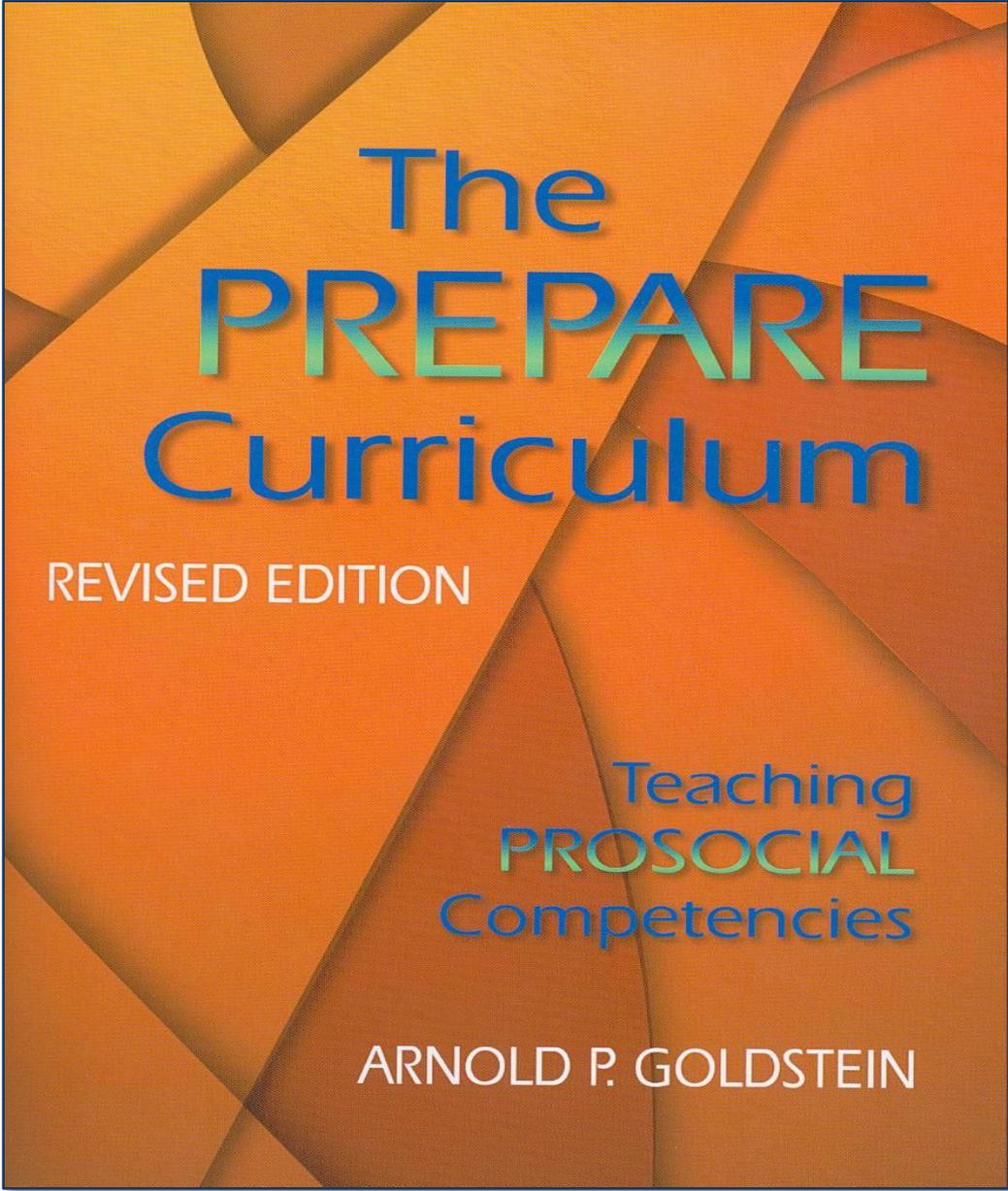
new
perspectives
on aggression
replacement training



practice, research, and application

Edited by
Arnold P. Goldstein, Rune Nensén, Bengt Daleflod
and Mikael Kalt

f Wiley Series in
Forensic Clinical
Psychology



The PREPARE Curriculum

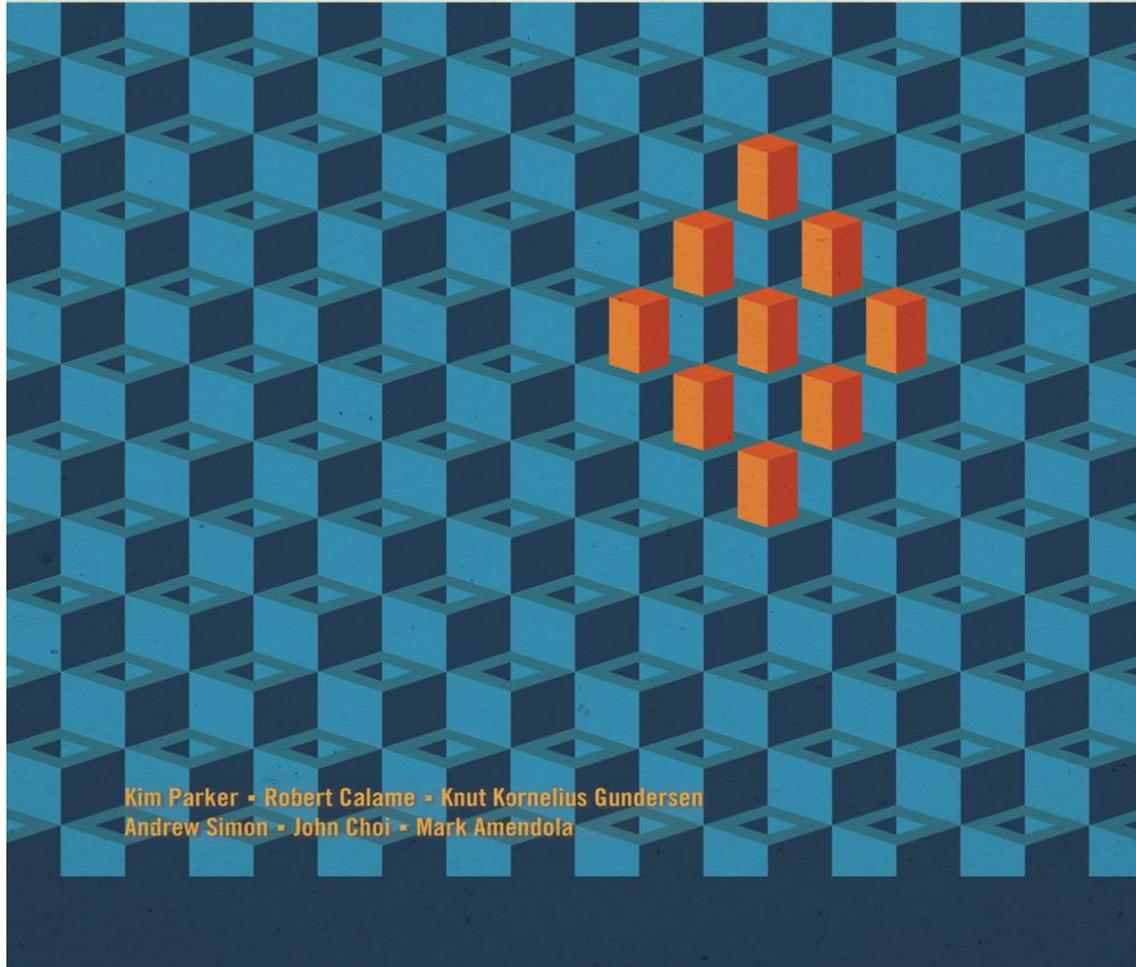
REVISED EDITION

Teaching
PROSOCIAL
Competencies

ARNOLD P. GOLDSTEIN

PROBLEM-SOLVING TRAINING

Mark Amendola & Robert Oliver, Series Editors



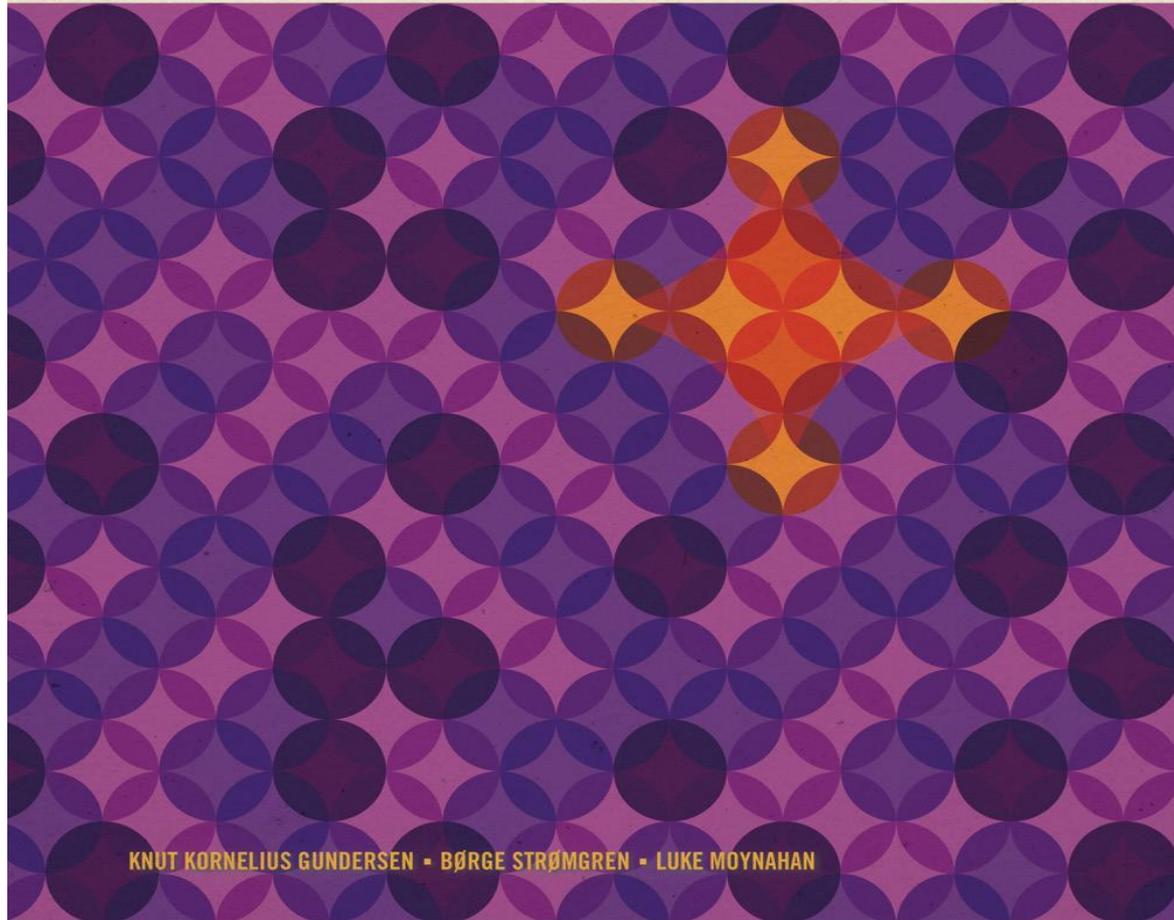
Kim Parker • Robert Calame • Knut Kornelius Gundersen
Andrew Simon • John Choi • Mark Amendola

PREPARE CURRICULUM *Implementation Guide*

The Arnold P. Goldstein Approach

SOCIAL PERCEPTION TRAINING

Mark Amendola & Robert Oliver, Series Editors



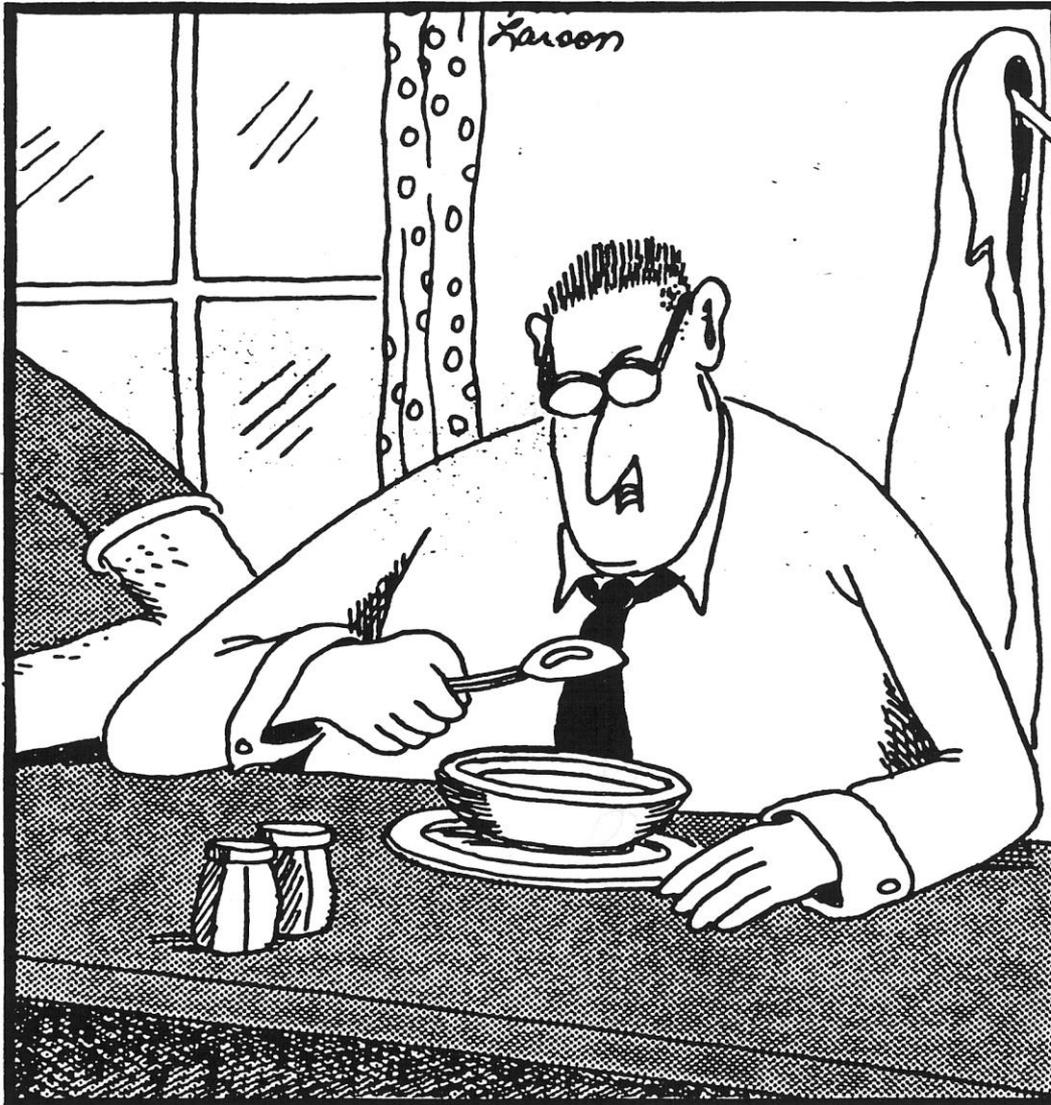
KNUT KORNELIUS GUNDERSEN • BØRGE STRØMGREN • LUKE MOYNAHAN

Social Learning Theory

- People learn new behavior through overt reinforcement or via *observational learning* of the social factors in their environment.
- If people observe positive, desired outcomes in the observed behavior, then they are more likely to model, imitate and adopt the behavior themselves.

Cognitive Theory

- **Cognitive Events:**
 - Stream of Consciousness
- **Cognitive Process:**
 - The way we think – Not what we think
- **Cognitive Structure:**
 - Foundation of basic attitudes and beliefs (**Rational-Irrational**)
 - Cognitive Restructuring
- **Inner Speech:**
 - Self-Talk (**bubble talk**)



It's not the event that causes the feeling, it's what you think about it.

Darrell suspected someone had once again slipped him a spoon with the concave side reversed.

Thinking Errors

Any cognitions that...

- ***Rationalize***
- ***Justify or minimize behavior***

Metacognition

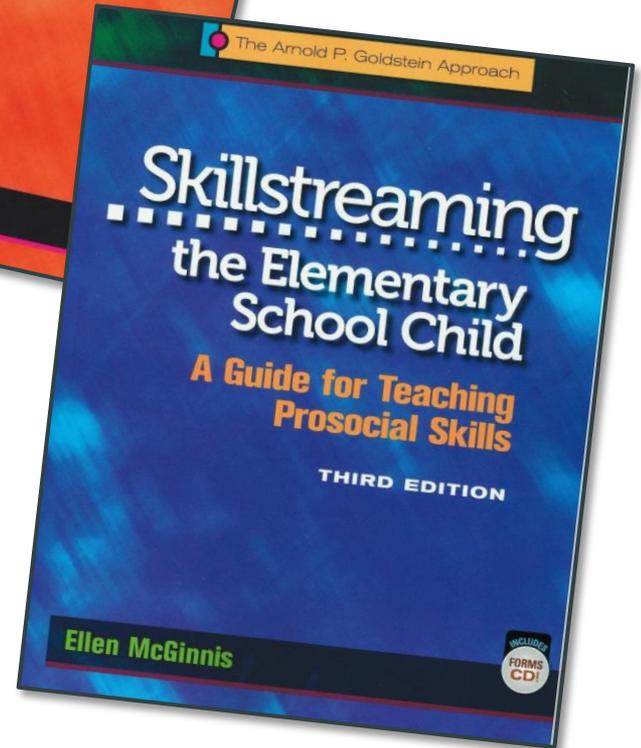
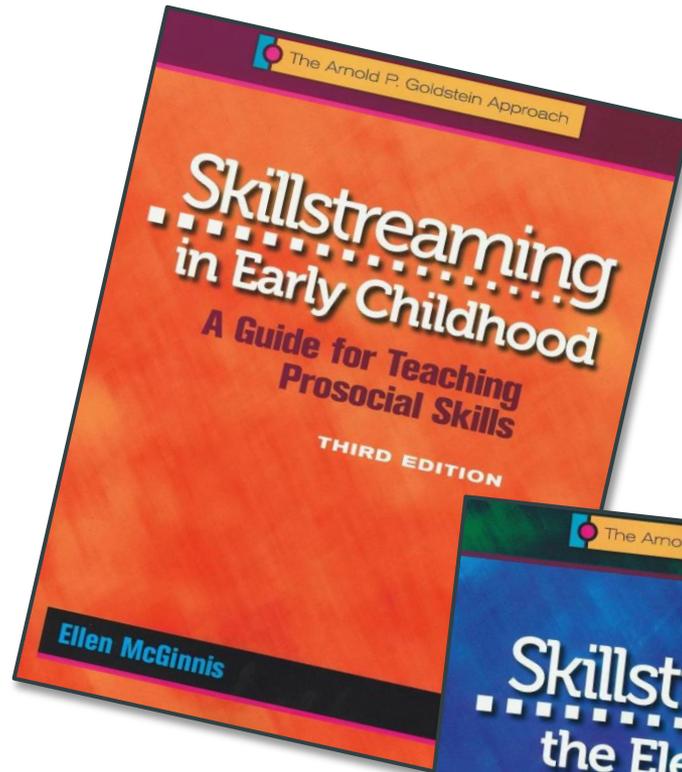
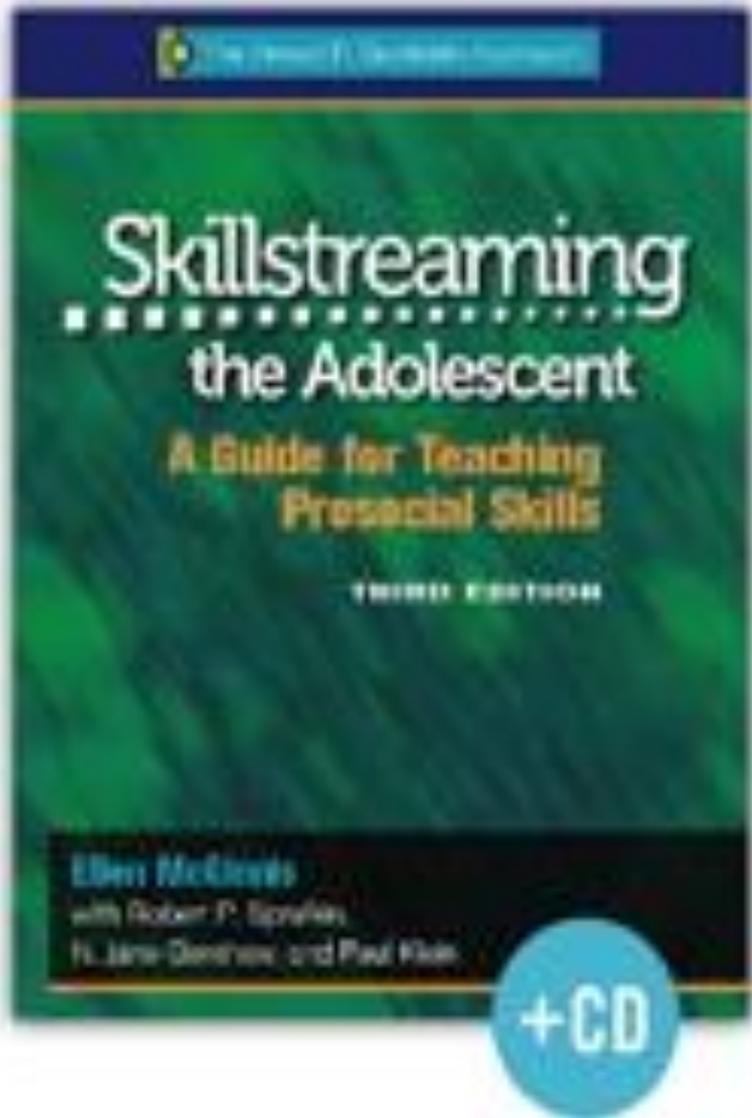
**“thinking about thinking”
“knowing about knowing.”**

**It includes knowledge about when
and how to use particular strategies
for learning or for problem solving.**

METACOGNITION STRATEGIES

- 1. Self-questioning (e.g. "What do I already know about this topic? How have I solved problems like this before?")**
- 2. Thinking aloud while performing a task, and making graphic representations of one's thoughts and knowledge**

(Gammil)



Skillstreaming Procedures

Modeling

(Skill demonstration by trainers)

Role Playing

(Skill rehearsal by youth)

Performance Feedback

(By trainers and youth in group)

Generalization Training

(To increase both transfer and maintenance)

Group I: Beginning Social Skills

1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

Group II: Advanced Social Skills

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others

Skillstreaming the Adolescent

Group III: Skills for Dealing with Feelings

15. Knowing your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else's Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Skillstreaming the Adolescent

Group IV: Skills Alternatives to Aggression

22. Asking for Permission
23. Sharing Something
24. Helping Others
25. Negotiation
26. Using Self-Control
27. Standing Up for Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights

Group V: Skills Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Skillstreaming the Adolescent

Group VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decisions
50. Concentrating on a Task

Skillstreaming the Adolescent

Skill 2: Starting a Conversation



Steps:

1. Greet the other person.
2. Make small talk.
3. Decide if the other person is listening.
4. Bring up the main topic.

Skillstreaming the Adolescent

Skill 6: Introducing Yourself



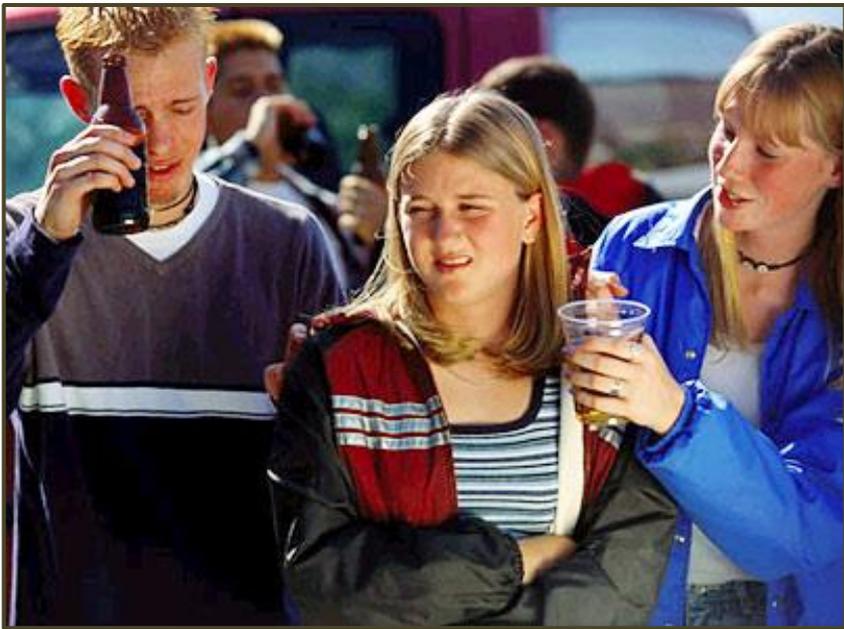
Steps:

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.

Skillstreaming the Adolescent

Skill 42: Dealing with Group Pressure

Steps:



1. Think about what the group wants you to do and why.
2. Decide what you want to do.
3. Decide how to tell the group what you want to do.
4. Tell the group what you have decided.

Skillstreaming Training Steps

1. Define the skill.
2. Model the skill.
3. Establish trainee skill need.
4. Select role-player (main actor).
5. Set up the role-play (co-actor, set the “stage”).
6. Conduct the role-play.
7. Provide feedback (order: co-actor, observing trainees, trainers, main actor).
8. Assign skill homework
9. Select next role-player.

***ANGER
CONTROL
TRAINING***

Anger Control Training

Designed to serve two related purposes:

- To help make the arousal of anger in chronically aggressive youth a less frequent occurrence
- To provide such youths with the means to learn self-control when their anger is aroused

Anger-Arousing Thinking Errors

- Self-centeredness
“What are you looking at?!”
- Attribution of hostile intent
“He’s trying to make me look like a wimp.”
- Mislabeleding
“I have to defend myself.”
- Assuming the worst
“If I don’t hit him I’m a wimp.”
- Blaming others
“He’s asking for it.”

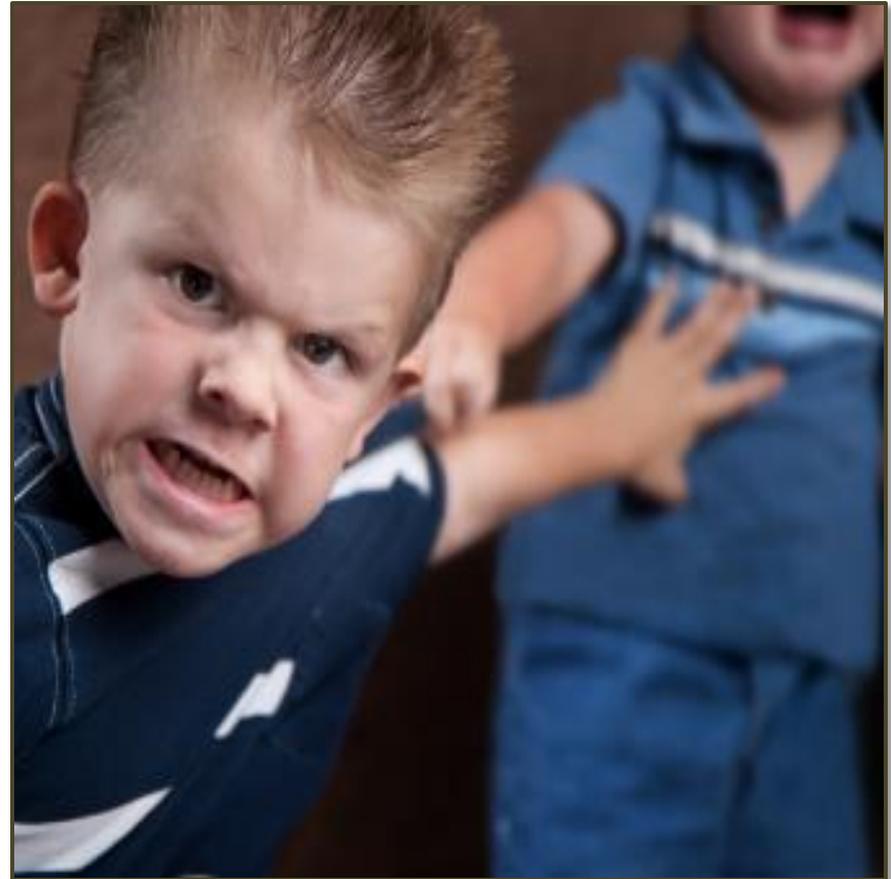
Anger Control Training

The Emotional Component of ART

Original studies conducted by ***Donald Meichenbaum et al. (1969)*** looked at the relationship between impulsivity and poor verbal control of overt behavior.

What to change?

Could hyperactive, impulsive youngsters be trained systematically to alter their problem-solving styles, to think before they act, or to talk differently to themselves?



Multi-step Sequence

1. Trainees are first helped to understand how they typically perceive and interpret the behavior of others in ways that arouse anger.
2. Focus is given to outside occurrences and inner perceptions that initiate the anger experience.

Overview of a 10 Week Anger Control Training Sequence

Week 1: Introduction

1. Explain the goals of Anger Control .
2. Explain the rules for participation.
3. Give initial assessments of the A-B-C's:

A=What led up to it?

B=What did you do?

C=What were the consequences?

4. Review the entire sequence.

Week 2: Triggers

1. Review the first session.
2. Introduce the Hassle Log.
3. Discuss what makes you angry (**triggers**).
4. Role-play triggers.
5. Review the Hassle Log and Triggers.

HASSLE LOG

Name: _____ Date: _____

- Morning Afternoon Evening

Where were you?

- | | | |
|--|--|--------------------------------------|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Bathroom | <input type="checkbox"/> Off grounds |
| <input type="checkbox"/> Dorm | <input type="checkbox"/> Team office | <input type="checkbox"/> Hall |
| <input type="checkbox"/> Gym | <input type="checkbox"/> Dining room | <input type="checkbox"/> On a job |
| <input type="checkbox"/> Recreation room | <input type="checkbox"/> Outside/grounds | <input type="checkbox"/> Other |

What happened?

- Somebody teased me.
 Somebody took something of mine.
 Somebody was doing something I didn't like.
 I did something wrong.
 Somebody started fighting with me.
 Other

Who was the other person?

- Another youth Aide Teacher Counselor Other

What did you do?

- | | |
|---|--|
| <input type="checkbox"/> Hit back | <input type="checkbox"/> Told peer or adult |
| <input type="checkbox"/> Ran away | <input type="checkbox"/> Ignored it |
| <input type="checkbox"/> Yelled | <input type="checkbox"/> Used anger control technique |
| <input type="checkbox"/> Cried | _____ |
| <input type="checkbox"/> Walked away calmly | _____ |
| <input type="checkbox"/> Broke something | <input type="checkbox"/> Talked it out |
| <input type="checkbox"/> Was restrained | <input type="checkbox"/> Used Skillstreaming skill (<i>identify</i>) |
| <input type="checkbox"/> Told aide or counselor | _____ |

How angry were you?

- Burning Really angry Moderately angry Mildly angry but still OK Not angry at all

How did you handle yourself?

- | | | | | |
|--------|-------------|----|------|-------|
| 1 | 2 | 3 | 4 | 5 |
| Poorly | Not so well | OK | Good | Great |

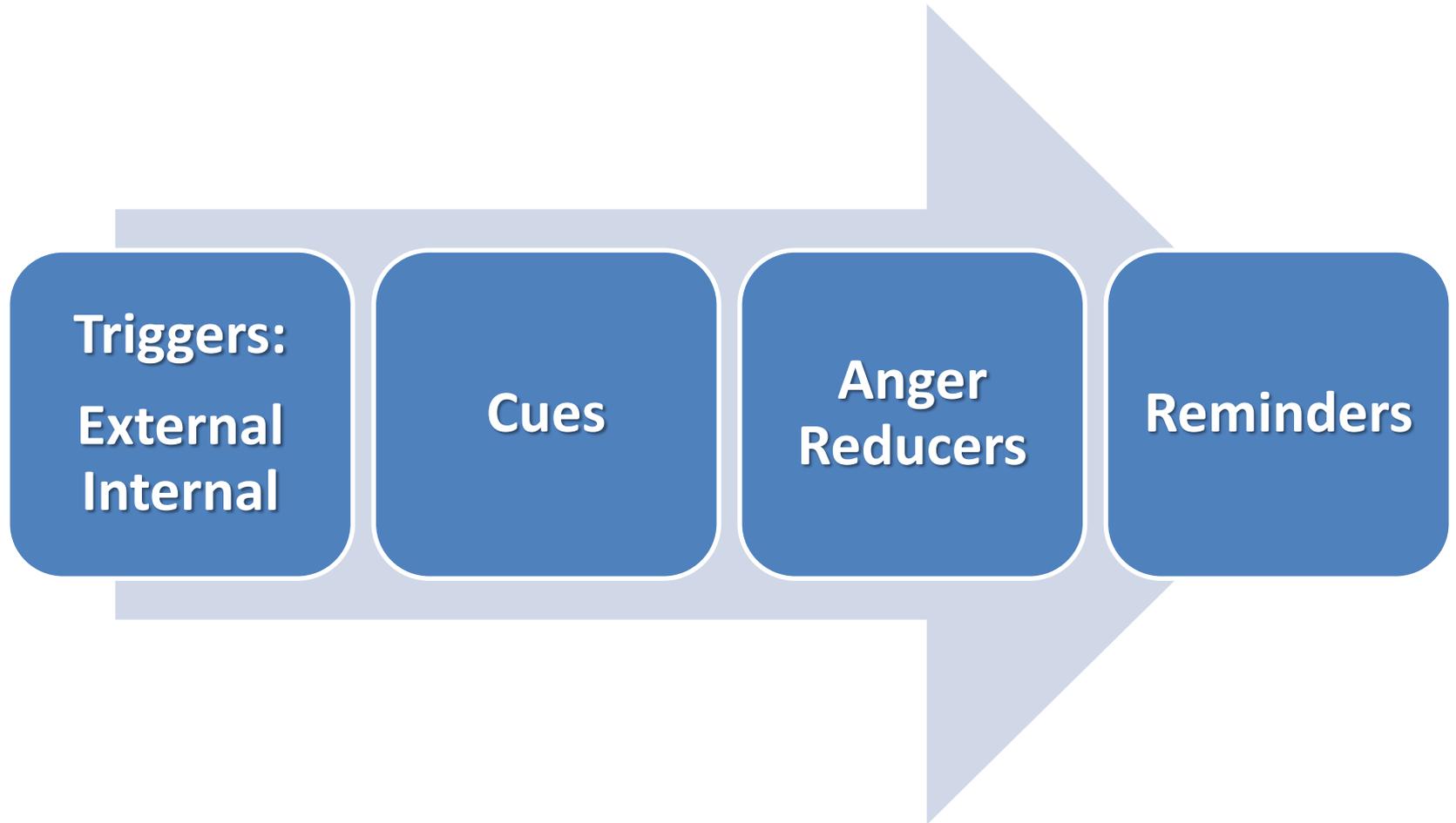
Week 3: Cues and Reducers

1. Review the first two sessions.
2. Discuss how to know when you are angry (**cues**).
3. Discuss what to do when you are angry:
 - **Deep Breathing**
 - **Pleasant imagery**
 - **Backward Counting**
4. Role-Play triggers + cues + anger reducers.
5. Review the Hassle Log

Week 4: Reminders

1. Review the sequence.
2. Introduce reminders.
3. Model using reminders.
4. Role play triggers + cues + anger reducer(s) + reminders.
5. Review reminders.

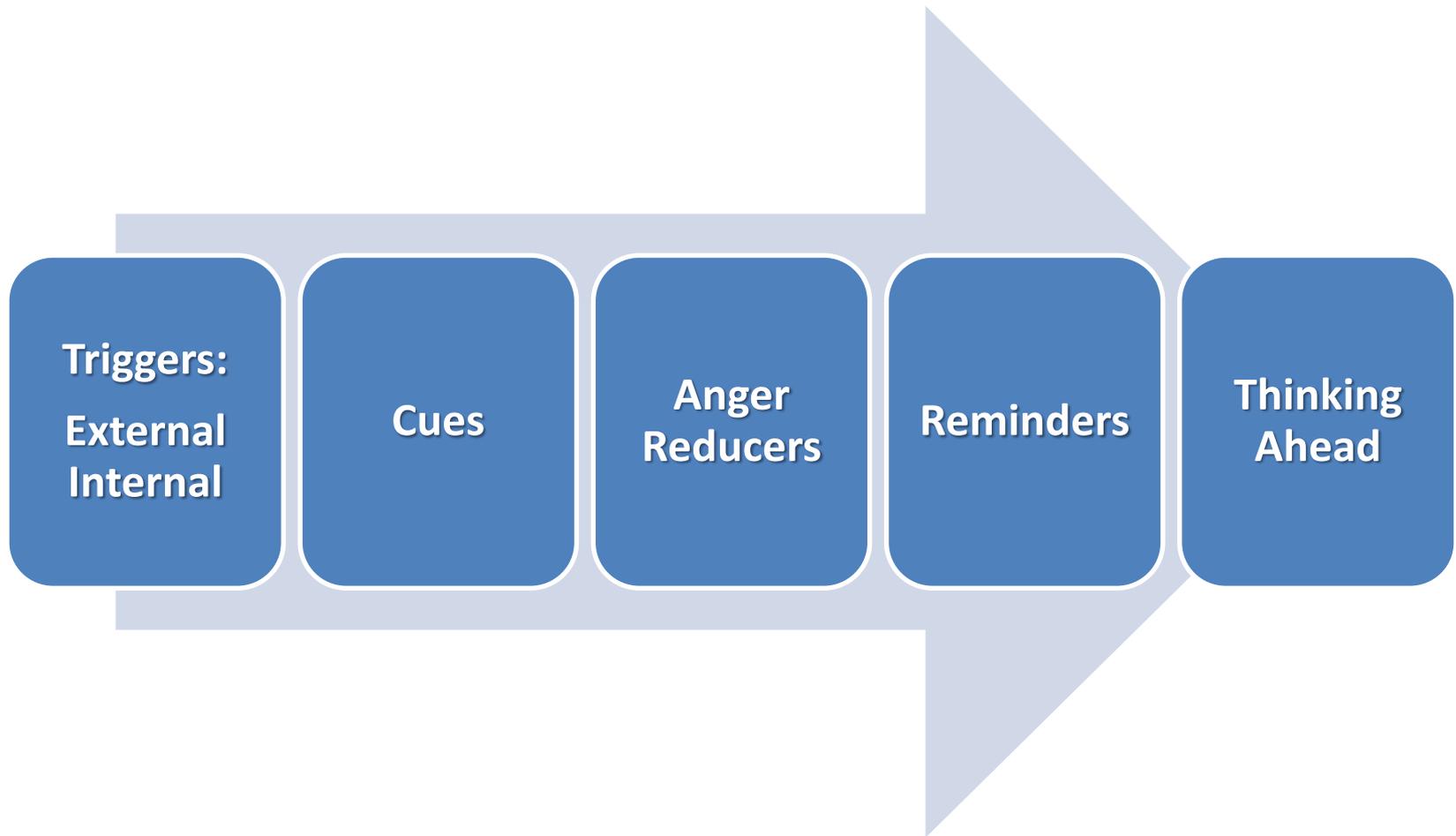
Role Play



Week 5: Thinking Ahead

1. Review the sequence.
2. Introduce thinking ahead.
 - **Short and Long term Consequences.**
 - **Internal and External Consequences.**
3. Role play *“if-then”* thinking ahead.
4. Role play triggers + cues + anger reducer(s) + reminders + thinking ahead.
5. Review Thinking Ahead.

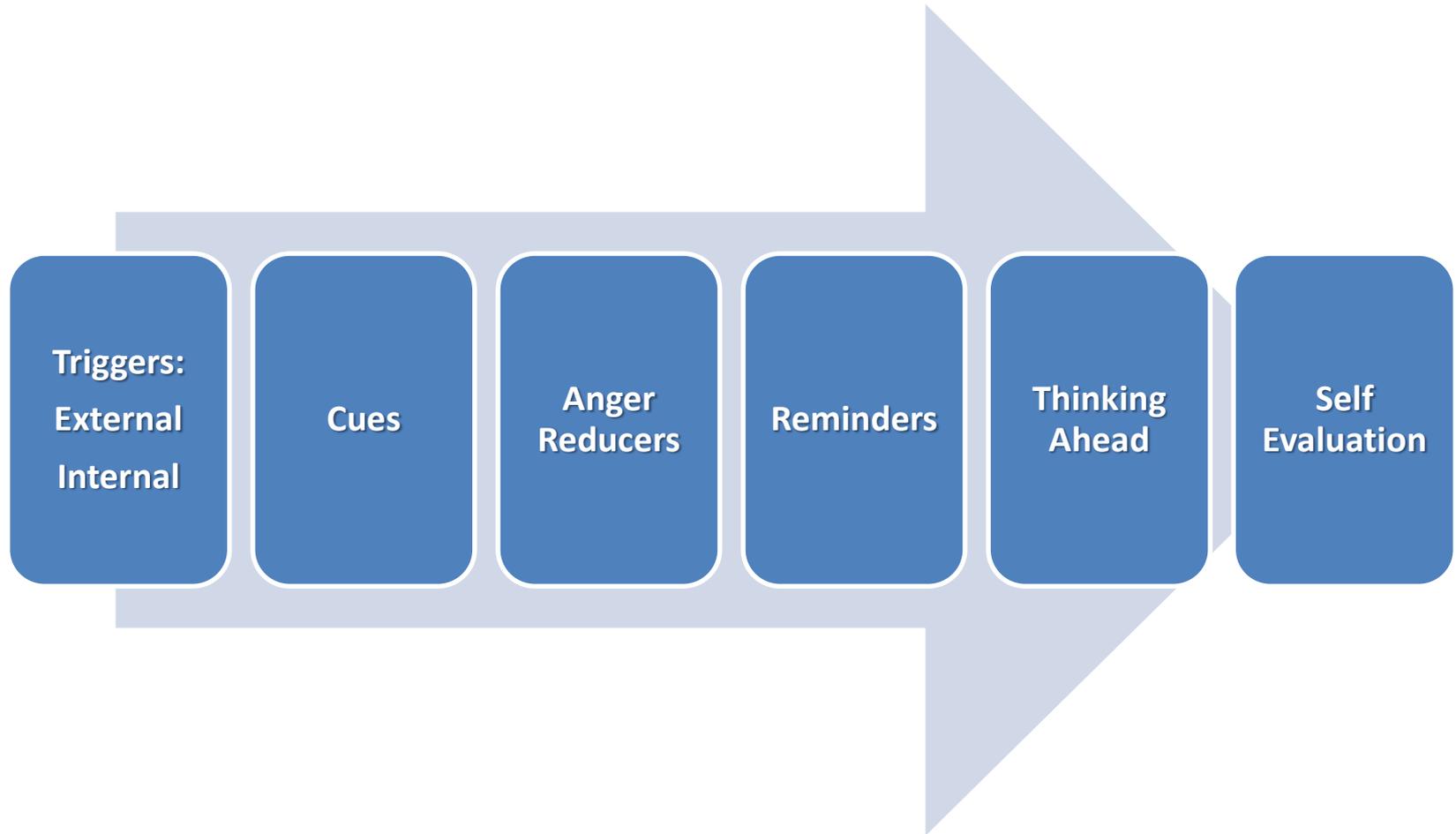
Role Play



Week 6: Self-Evaluation

1. Review the sequence.
2. Introduce self-evaluation: ***Self-Rewarding Self-Coaching***.
3. Role-play triggers + cues + anger reducer(s) + reminders + thinking ahead + self-evaluation.
4. Review self-evaluation.

Role Play



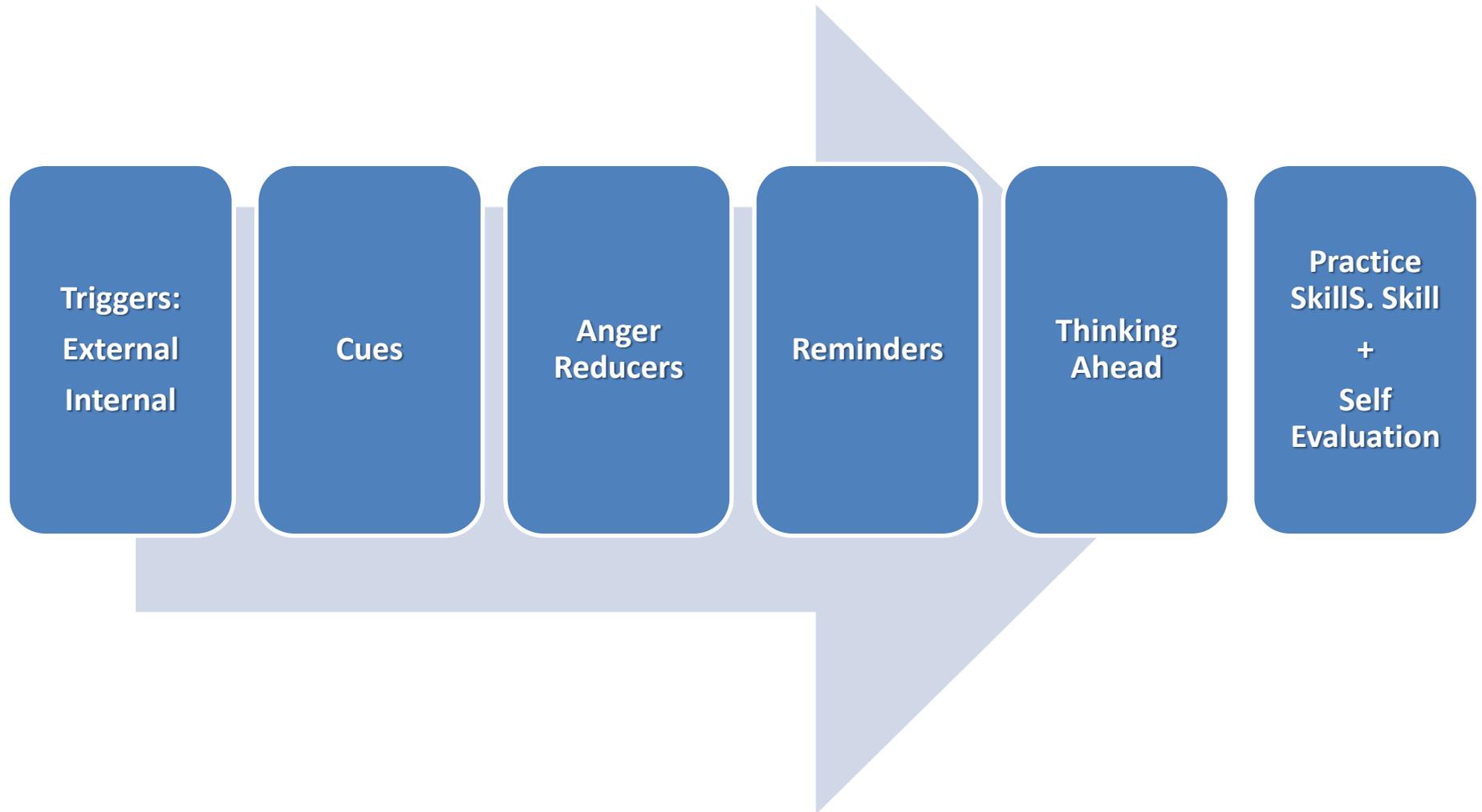
Week 7: Angry Behavior Cycle

1. Review the sequence.
2. Introduce the ***Angry Behavior Cycle***.
3. Identify your own anger-provoking behavior.
4. Change your own anger-provoking behavior. Role-play triggers + cues + anger reducer(s) + reminders.
5. Review the Angry Behavior Cycle.

Week 8: Rehearsal of Full Sequence

1. Review the sequence.
2. Introduce the use of Skillstreaming skills in place of aggression.
3. Role-play triggers + cues + anger reducer(s) + reminders + thinking ahead + Skillstreaming skills + self-evaluation.

Role Play: Skill Sequencing

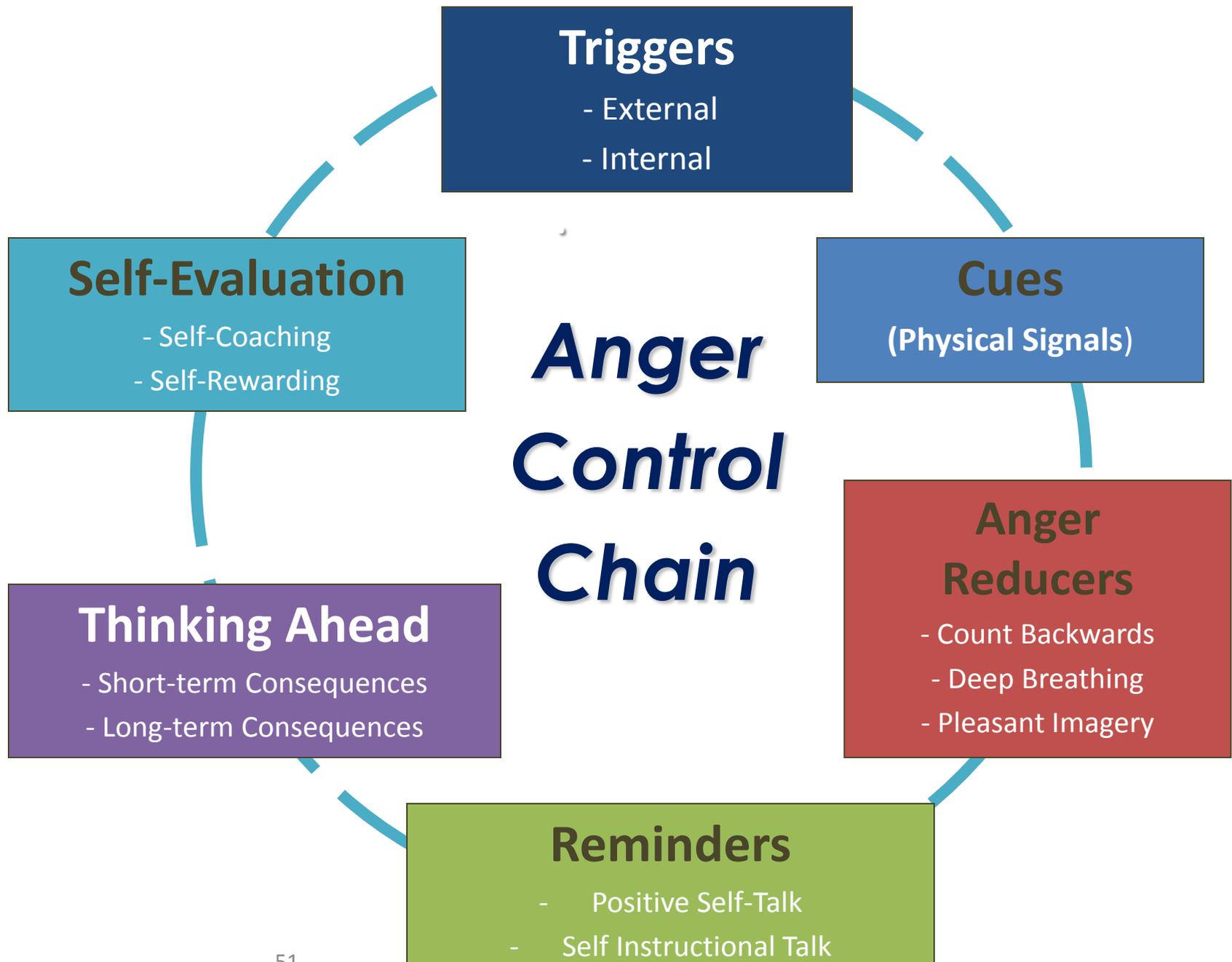


Week 9: Rehearsal of Full Sequence

1. Review the sequence.
2. Role-play triggers + cues + anger reducer(s) + reminders + Skillstreaming skills + self-evaluation.

Week 10: Overall Review

1. Review the Hassle Logs.
2. Recap anger control techniques.
3. Role-play triggers + cues + anger reducer(s) + reminders + Skillstreaming skills + self-evaluation.
4. Give reinforcement for participation and encourage trainees to continue



Anger Control Training Steps

1. Define the sequence concept
2. Model the sequence
3. Establish trainee needs/Review hassle logs
4. Select role-player assign feedback steps. **(bubble talk each step of the sequence)**
5. Select the co-actor
6. Conduct the role-play
7. Provide feedback **(Order: co-actor, trainees, trainers, main actor)**
8. Select the next role-player
9. Assign homework

***MORAL
REASONING
TRAINING***

Moral Development

All children are born with a running start on the path to moral development. A number of inborn responses predispose them to act in ethical ways. For example, ***empathy*** – **the capacity to experience another person's pleasure or pain** – ***is part of our native endowment as humans.***

Damon, 2006

The Moral Development of Children.

Moral Development

- This capacity for empathy stagnates or even diminishes for many people if it is not reinforced, continuously learned and refined through social experience.
- Other moral emotions that make an early appearance include shame, guilt, and indignation.

Delay in thought and behavior

- Antisocial youth show prolonged immaturity in the stage of moral judgment.
- They also demonstrate persistent and pronounced egocentric bias.

Moral Reasoning Training

Dilemma discussion groups designed to teach children how to:

1. Think about moral issues.
2. Deal with moral situations that do not have clear-cut solutions.
3. Use principles of fairness and justice in their interactions with others.

Ask...Don't Tell

- The leader should remember that his or her primary role is to cultivate the group: to guide or stimulate, not to inject statements or instructions.
- Follow-up questions are to challenge thinking errors and provide clarification.

“Benign Confrontation”

- Initial *questioning strategy* that allows the facilitator to *confront* initial participant *responses* that may be contradictory.
- Benign confrontation is *a sophisticated skill that encourages* a student to examine his or her behavior without “boiling over” or moving away.

Michael's Problem Situation

1. Michael is walking along a side street with his friend James. Michael has just been released from a juvenile facility. James stops in front of a new car . He looks inside and says, “Hey! The keys are still in this thing. Let’s see what it can do! Come on let’s go!” What should Michael say or do? Should Michael try to persuade James not to steal this car?
 - should persuade
 - should let steal
 - can’t decide (circle one)

Michael's Problem continued

2. What if James says to Michael that the keys were left in the car, that anyone that careless deserves to get ripped off. Then should Michael try to persuade James to not to steal the car?
 - should persuade
 - should let steal
 - can't decide (circle one)
3. What if James says to Michael that the car's owner can probably get insurance money to cover most of the loss?
 - should persuade
 - should let steal
 - can't decide (circle one)

Michael's Problem continued

4. What if James tells Michael that stealing a car is no big deal – that plenty of people do it all the time.
 - should persuade
 - should let steal
 - can't decide (circle one)
5. What if Michael knows James has a girlfriend and a one year old baby, who will suffer if James gets caught, loses his job and goes to jail? Then should Michael try to persuade James not to steal the car?
 - should persuade
 - should let steal
 - can't decide (circle one)

Michael's Problem continued

6. Let's say the car is your car. Michael is James's friend, but Michael is also your friend. Michael knows it is your car. Should Michael try to persuade James not to steal the car?

- should persuade
- should let steal
- can't decide (circle one)

Michael's Problem continued

7. Let's say that Michael tries to persuade James not to take the car, but he goes ahead and takes it anyways. Michael knows that James has been partying and is extremely drunk and shouldn't be driving?

What should Michael do?

8. In general, how important is it for people not to steal things that belong to you?
9. In general, how important is it for people not to take things that belong to others?