

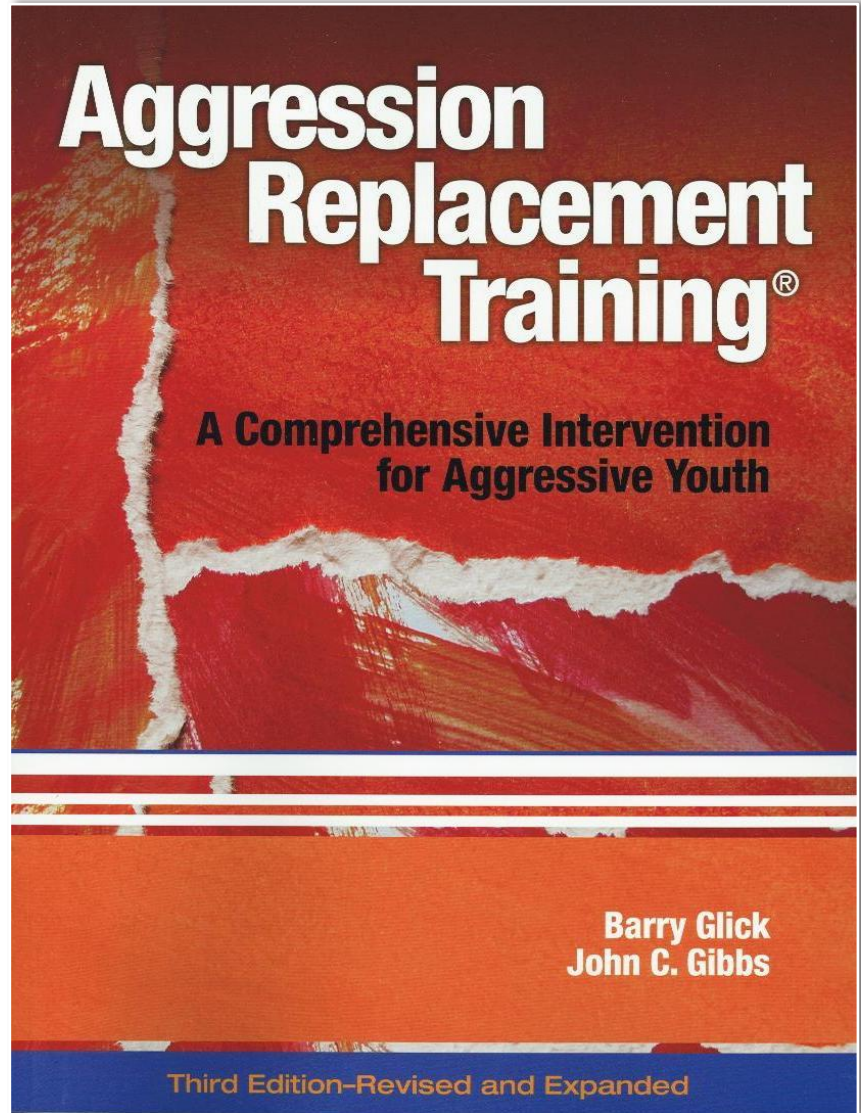
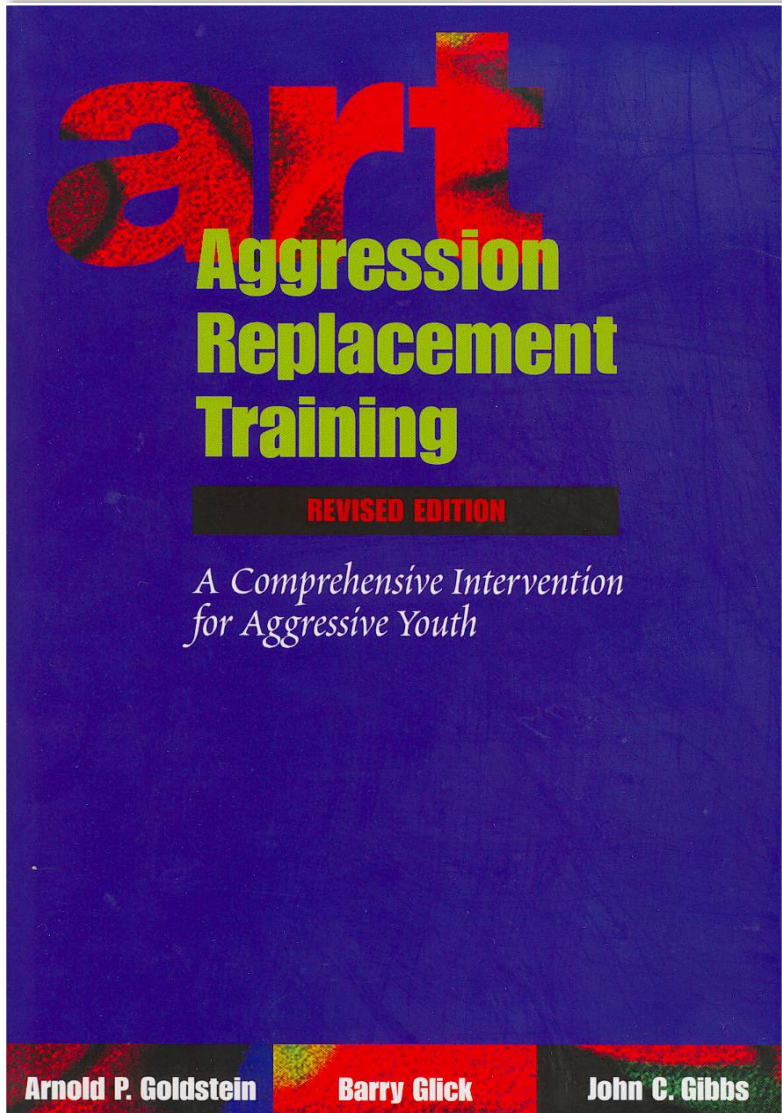
# ***AGGRESSION REPLACEMENT TRAINING®***

*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

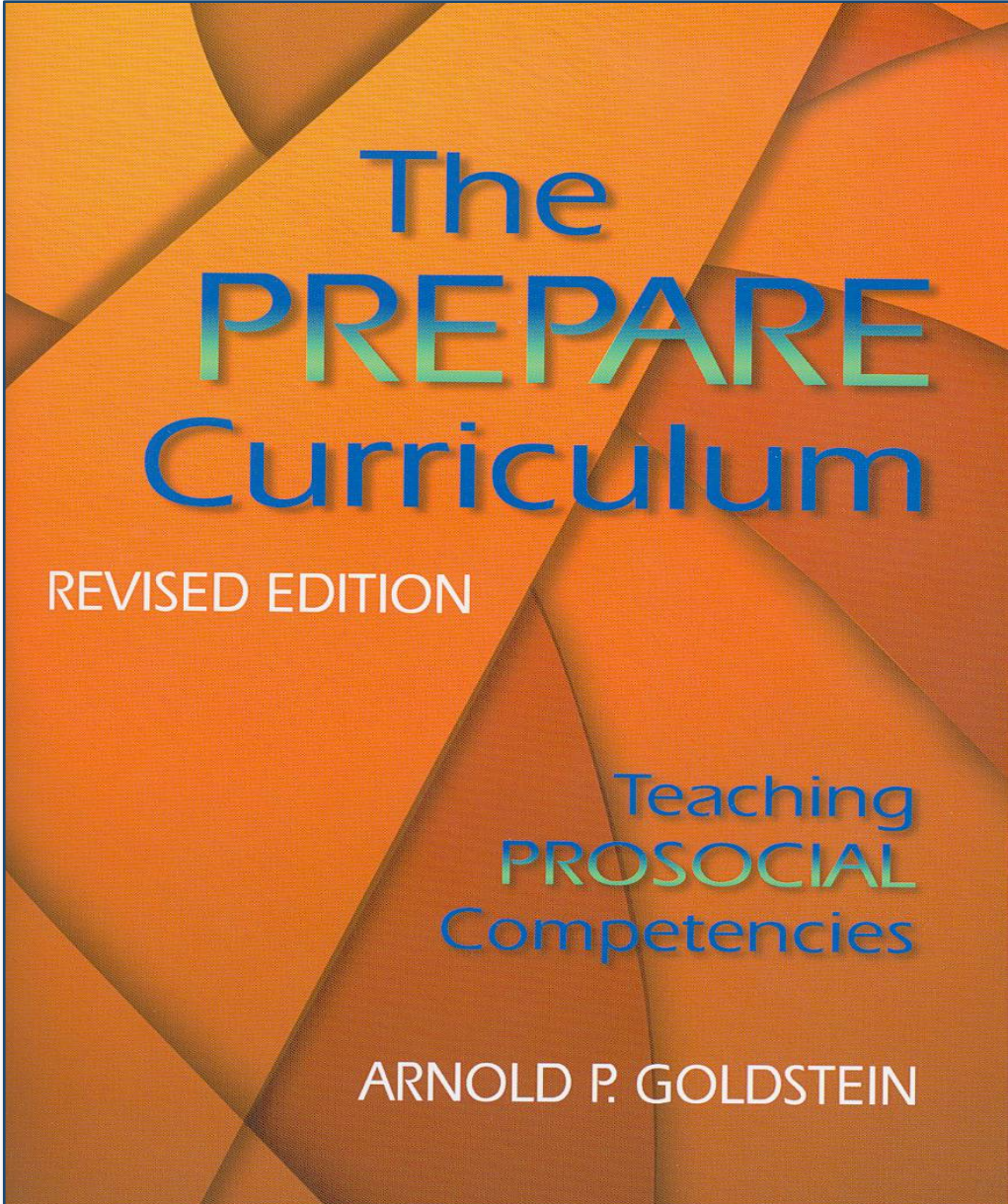
## **Model Approach**

- **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



The  
**PREPARE**  
Curriculum

REVISED EDITION

Teaching  
**PROSOCIAL**  
Competencies

ARNOLD P. GOLDSTEIN



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

# 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

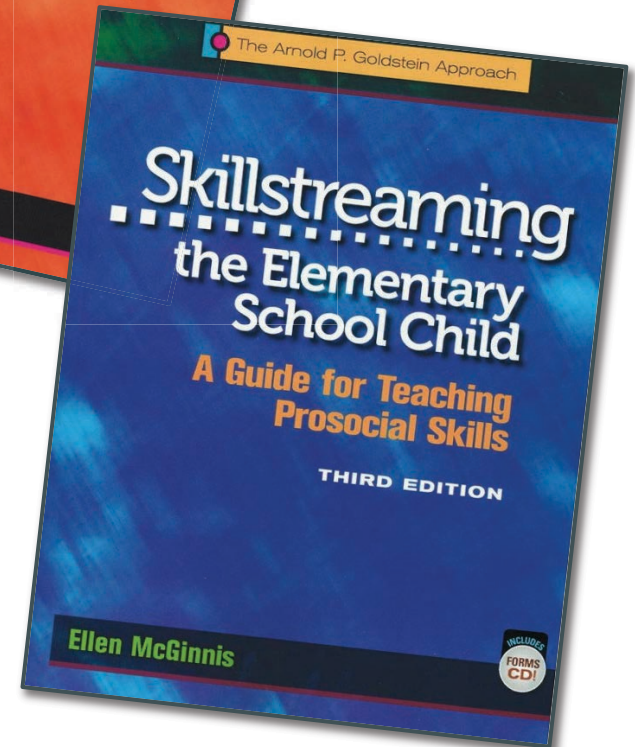
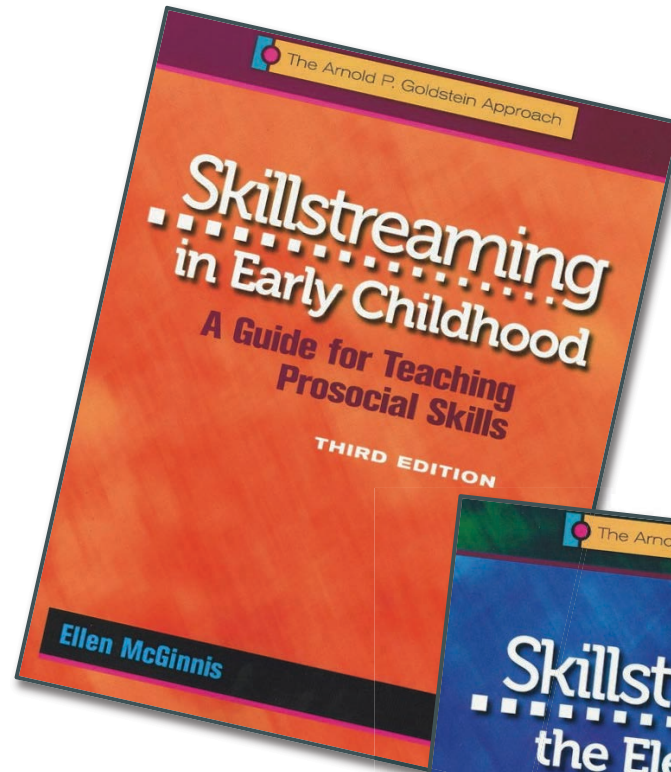
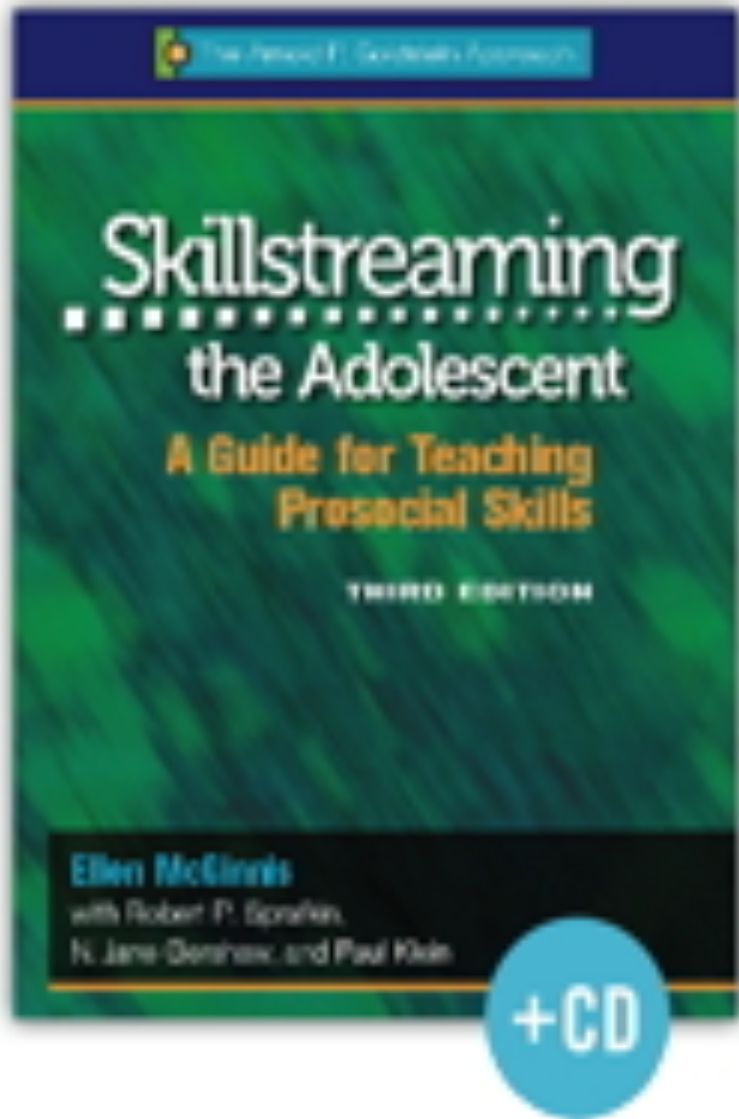
**“thinking about thinking”  
“knowing about knowing.”**

**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)

Skillstreaming the Adolescent

# Group I: Beginning Social Skills

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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

Skillstreaming the Adolescent

# Group II: Advanced Social Skills

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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

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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

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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

Skillstreaming the Adolescent

# Group V: Skills Dealing with Stress

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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

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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

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## 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

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### 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.”*

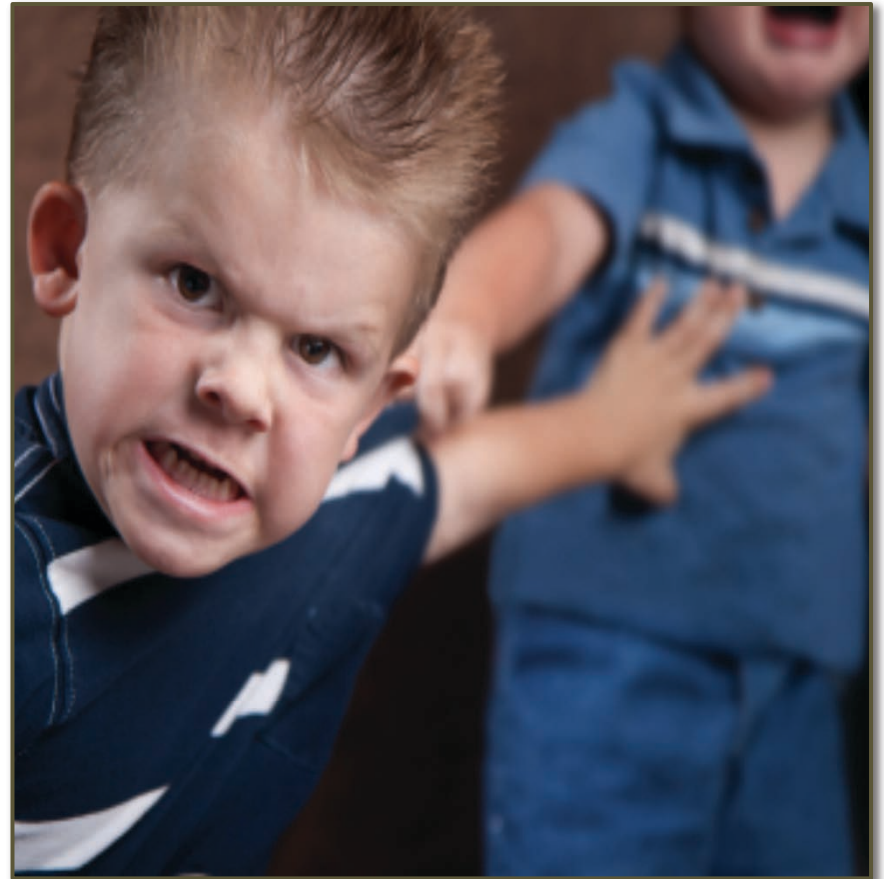
# Anger Control Training

## *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?

Classroom                       Bathroom                       Off grounds  
 Dorm                               Team office                       Hall  
 Gym                               Dining room                       On a job  
 Recreation room                 Outside/grounds                 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?

Hit back     Told peer or adult  
 Ran away     Ignored it  
 Yelled     Used anger control technique  
 Cried  
 Walked away calmly                              \_\_\_\_\_  
 Broke something                                       Talked it out  
 Was restrained                                       Used Skillstreaming skill (*identify*)  
 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

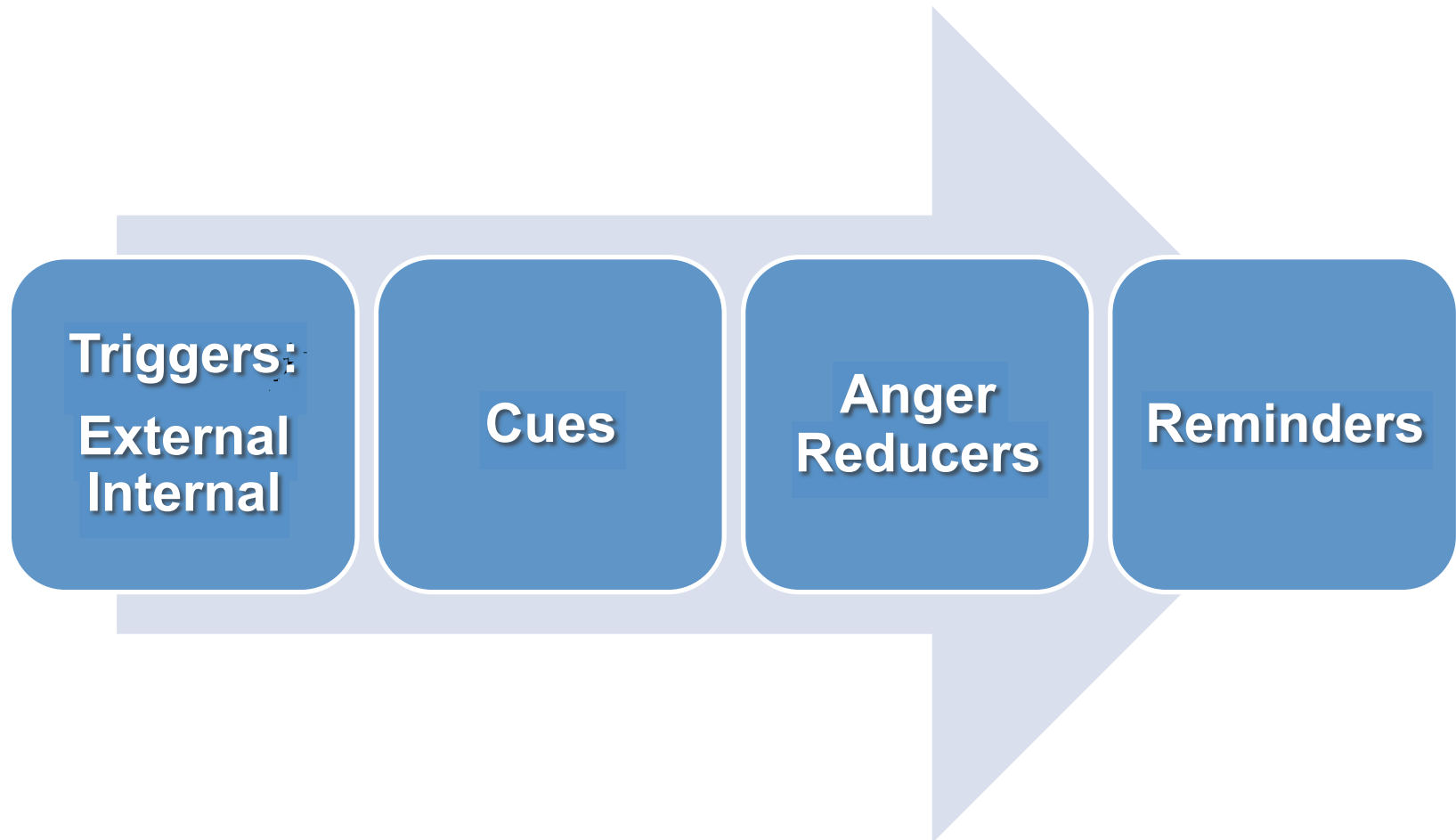
# Week 3: Cues and Reducers

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

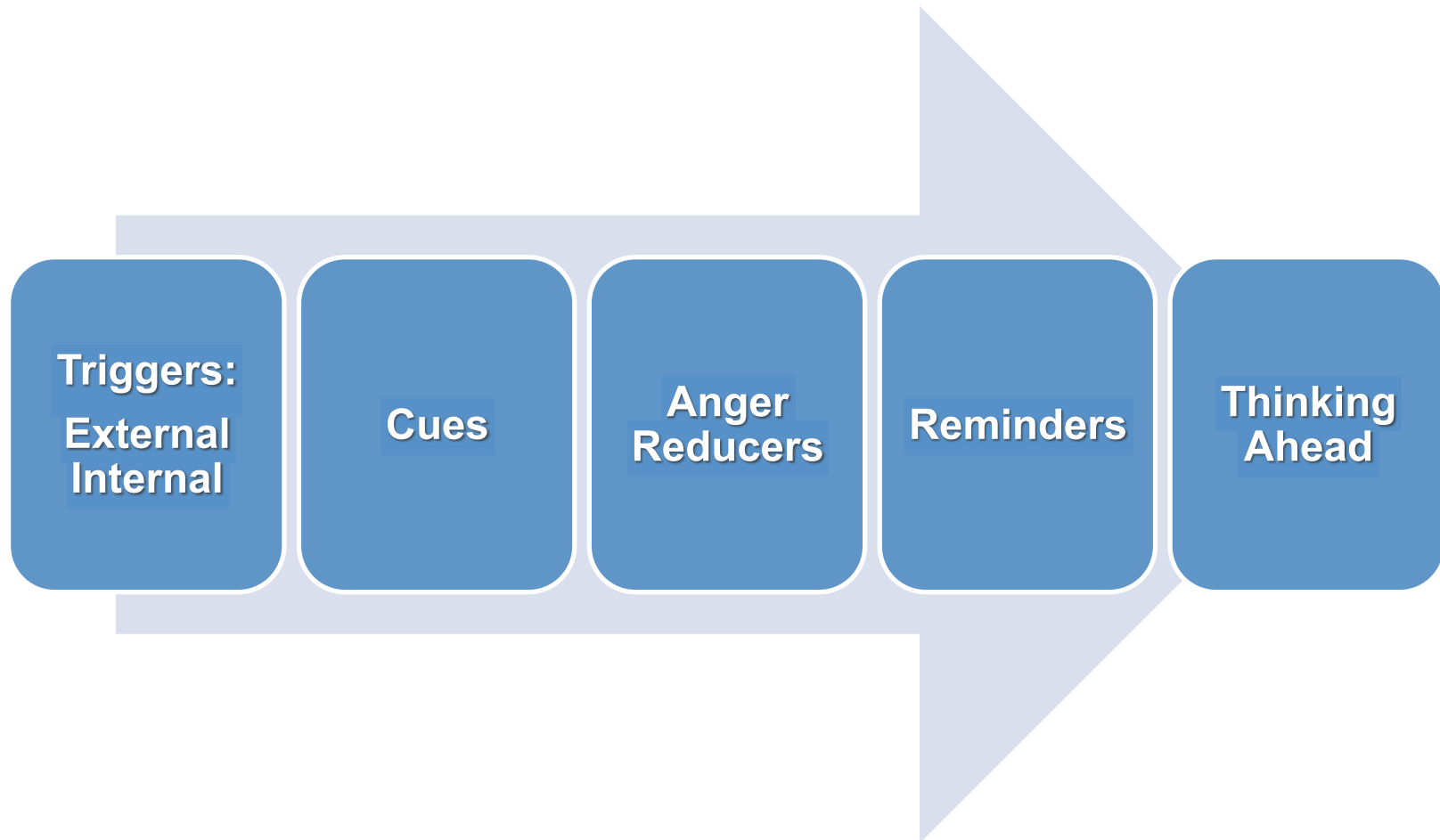


# Week 5: Thinking Ahead

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.



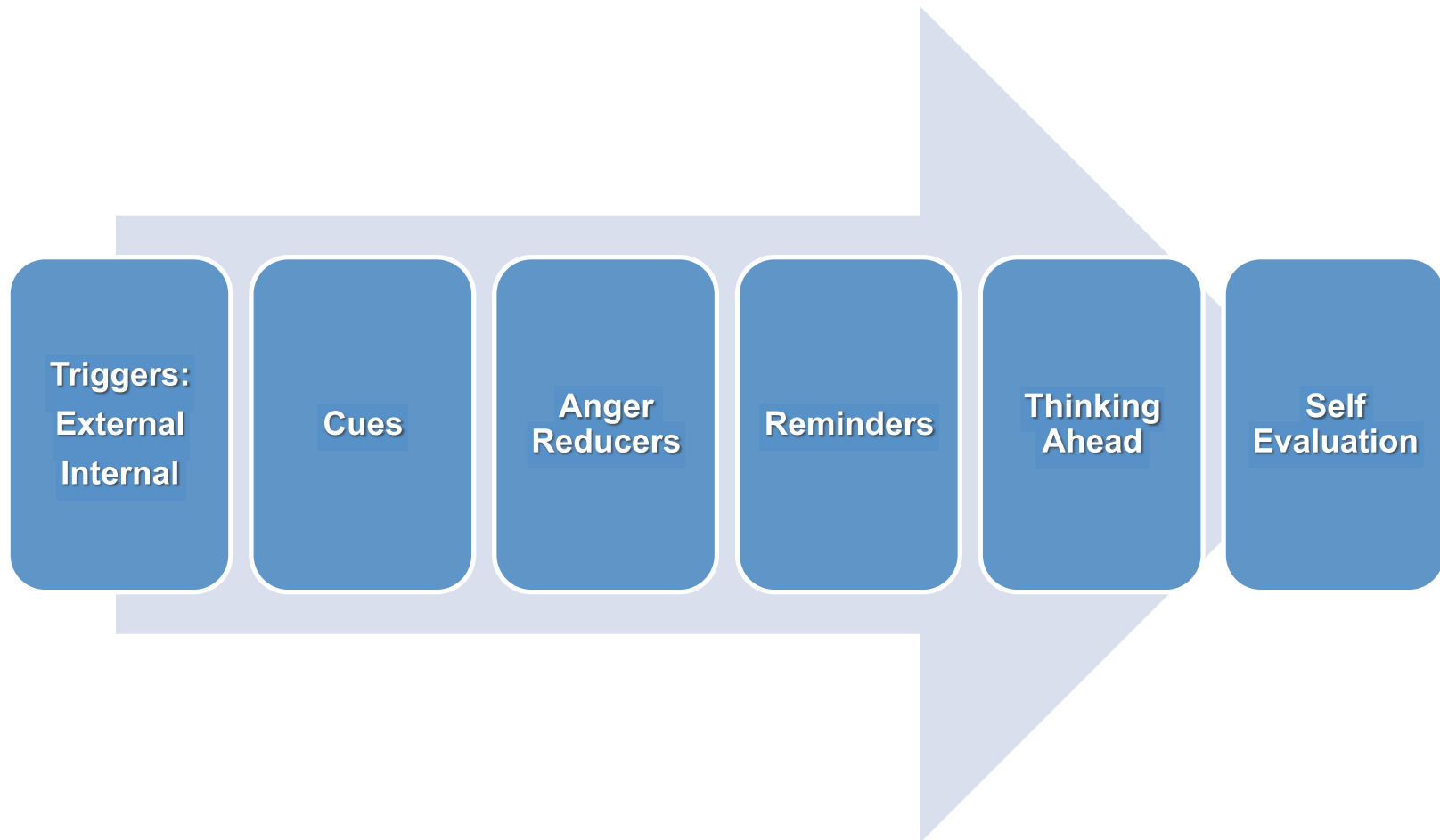
# Role Play



# 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



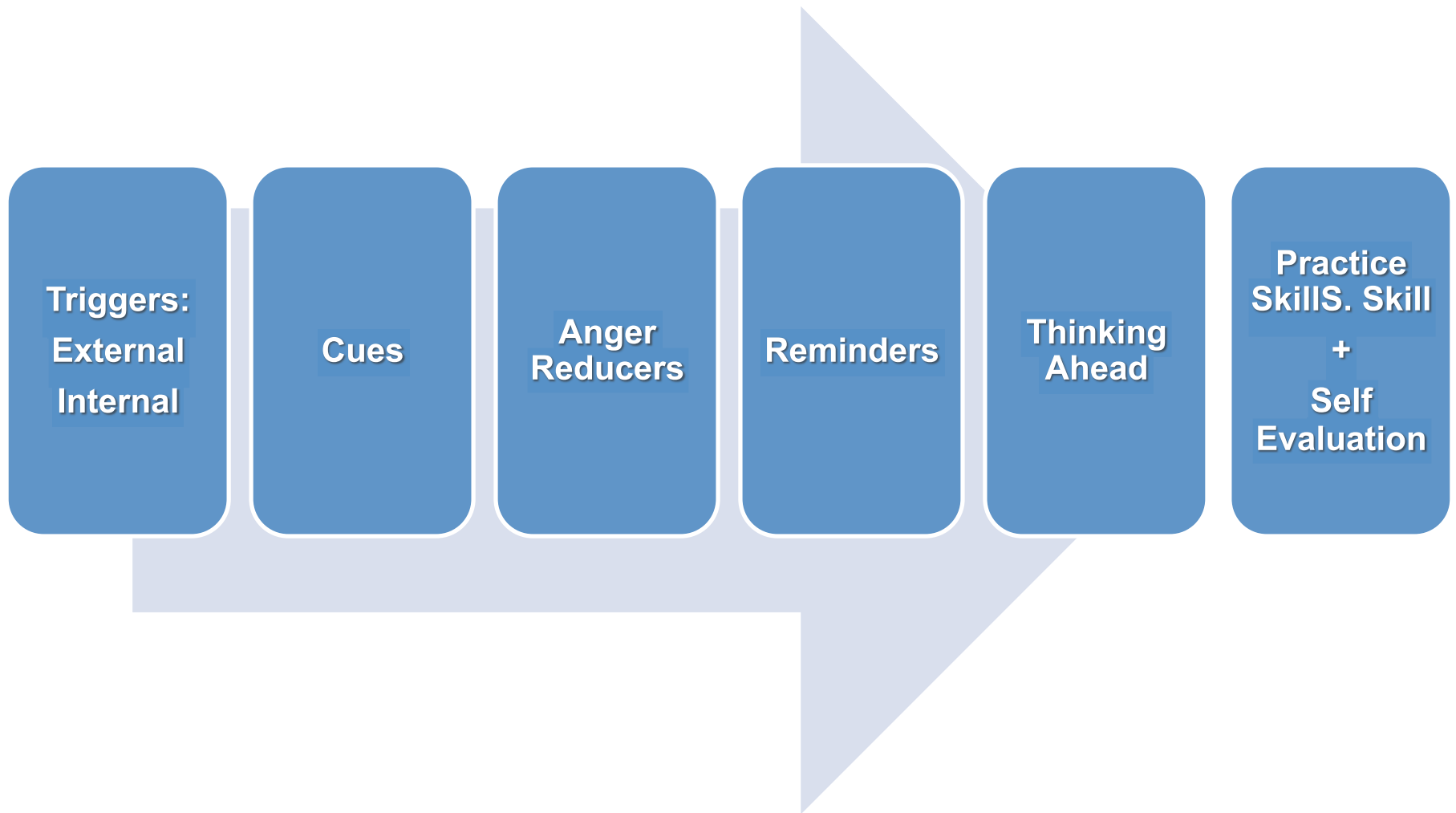
# Week 7: Angry Behavior Cycle

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



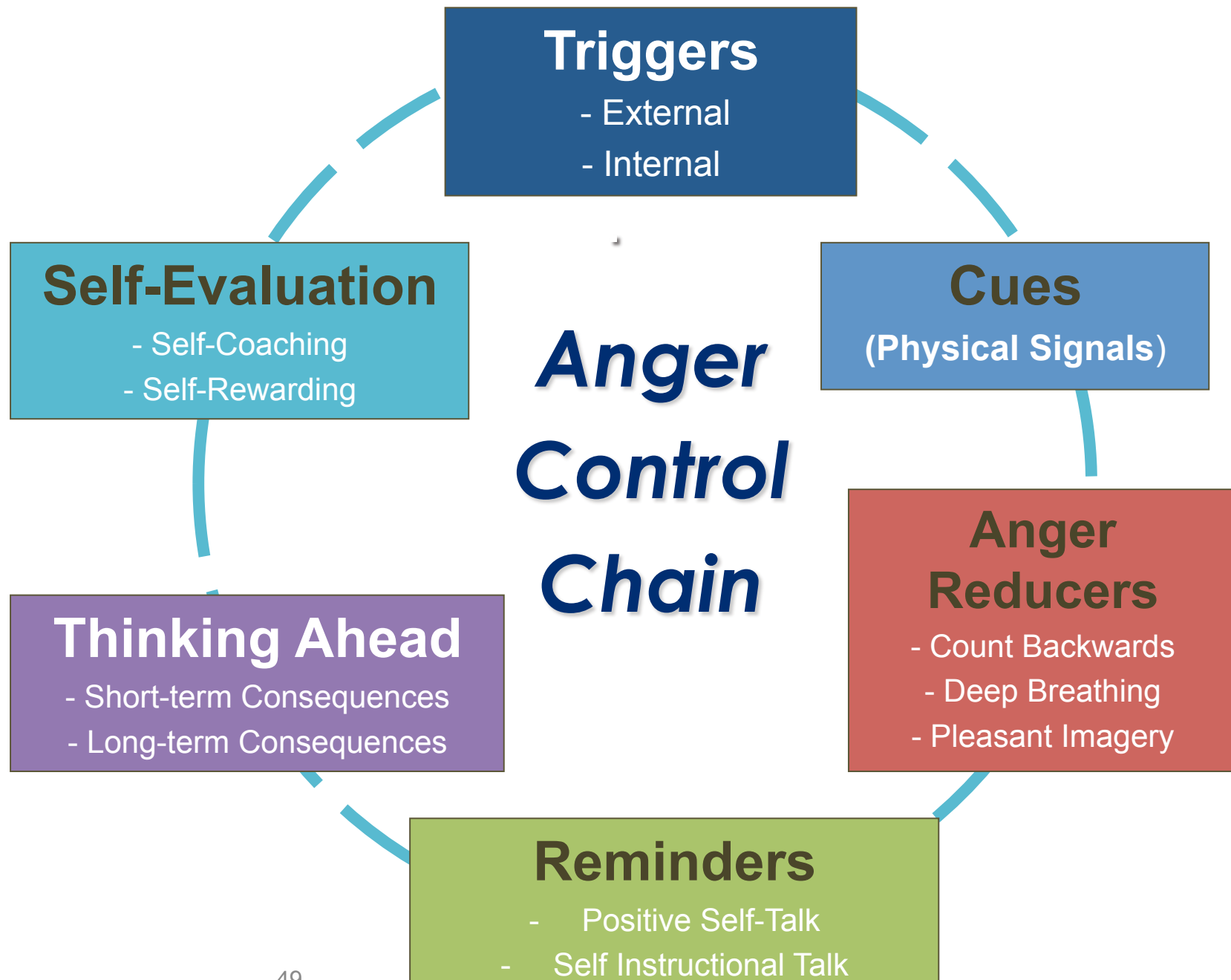
# Week 9: Rehearsal of Full Sequence

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?**