Aggression Replacement Training (ART)

Alvin Anderson, LCSW, BACS, CSSWS
Molly Bartlett, LMSW
Recovery School District New Orleans
Presentation Objectives

- The participant will be able to:
  
  - Identify core implementation components of ART.
  - Describe the foundational conceptual components of ART.
  - Relay information regarding implementation and outcomes in New Orleans.
  - Experience one week’s contents, featuring a core conceptual feature of ART: the Antecedent – Behavior – Consequence (ABC) cycle.
ART Data - Fights

Before ART  | After ART
---|---
Elementary School | 230 | 60
High School     | 120 | 26
ART Impact Data - Suspensions

Before ART

<table>
<thead>
<tr>
<th>School Type</th>
<th>Before ART</th>
<th>After ART</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>295</td>
<td>93</td>
</tr>
<tr>
<td>High School</td>
<td>173</td>
<td>52</td>
</tr>
</tbody>
</table>
Introduction to ART

- EBP written by A. Goldstein, B. Glick, J. Gibbs, published by Research Press

- Three Components

- 10 week curriculum
  - 3 meetings per week (= 30 sessions)
Aggression Replacement Training

A Comprehensive Intervention for Aggressive Youth

Arnold P. Goldstein, Barry Glick, John C. Gibbs
Establishing Groups

- Referrals to ART
- Homogenous vs. Heterogeneous
- Establishing Group Norms
Skillstreaming

- Outlines steps to develop specific skill
- Pick the skills that are relevant to your group
- Skills have vignettes to role play across settings
Skillstreaming Areas

- Beginning Social Skills
- Advanced Social Skills
- Skills for Dealing with Feelings
- Skill Alternatives to Aggression
- Skills for Dealing with Stress
- Planning Skills
Skillstreaming

- Training Steps
  1. Define Skill
  2. Model Skill
  3. Establish trainee skill need
  4. Select a role-player
  5. Set up the role-play
  6. Conduct role play
  7. Provide performance feedback
  8. Assign skill homework
Skillstreaming Preview

- The Skillstreaming Video: Preview
Moral Reasoning

- Vignettes Exploring Moral Values
  - Stealing
  - Friendship
  - Hurting someone’s feelings
  - Selling drugs
  - Telling on others
  - Lying for others
  - Cheating
Moral Reasoning

• Stages of Development

  1. Power
  2. Deal making
  3. Mutuality
  4. Systems

• Cognitive Distortions
Moral Reasoning Video

- ACT Video
Moral Reasoning

Phases of Sociomoral Development

1. Introduce problem situation
2. Cultivate mature morality
3. Remediate moral developmental delay
4. Consolidate mature morality
Aggressive Behavior

- Antecedents
  - Physiological
  - Cultural Context
  - Modeling
  - Physical Environment
  - Use of Disinhibitors
  - Presence of means
  - Presence of potential victims
Anger Control Training

- Anger Control Training
  - Sequential

- Cognitive Behavioral Theory
  - Triad of Thoughts, Feelings, Actions
  - Negative Attributions
Anger Control Training – Week 1: Introduction

- Explain the goals, rules

- A-B-Cs of aggressive behavior
  - A = Antecedent
  - B = Behavior
  - C = Consequence
Anger Control Training- Week 2: Triggers

1. Review.

2. Introduce the Hassle Log.

3. Discuss & role play triggers.
Hassle Log

Figure 4.1

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

How angry were you?
- Burning  □ Really angry  □ Moderately angry  □ Mildly angry but still OK  □ Not angry at all

How did you handle yourself?
- Poorly  □ Not so well  □ OK  □ Good  □ Great
Anger Control Training - Week 3: Cues and Anger Reducers 1,2,3

1. Review.
2. Identify cues.
3. Discuss anger reducers.
4. Role play.
Anger Control Training - Week 4: Reminders

1. Review.
2. Introduce reminders.
3. Model the use of reminders.
4. Role play.
Anger Control Training - Week 5: Self Evaluation

1. Review.
2. Introduce self-evaluation.
3. Role play.
Anger Control Training
-Week 6: Thinking Ahead (Anger Reducer 4)

1. Review.

2. Introduce thinking ahead.

3. Role play.

4. Review thinking ahead/homework.
Anger Control Training - Week 7: The Angry Behavior Cycle

1. Review.

2. Introduce the Angry Behavior Cycle.

3. Role play.

4. Review the Angry Behavior Cycle/homework.
Anger Control Training Week 8: Rehearsal of Full Sequence

1. Review.

2. Introduce the use of Skillstreaming skills in place of aggression.

3. Hassle Logs.

4. Role play.
Anger Control Training Week 9: Rehearsal of Full Sequence

1. Review.
2. Role play.
3. Homework.
Anger Control Training Week 10: Overall Review

1. Review.

2. Recap anger control techniques.

3. Role-play.

4. Give reinforcement for participation and encourage trainees to continue.
BREAK
ART

- Aggression Replacement Training: Preview Video
Breakout Session: Anger Control Training

- Identify group leader/coleader
- Use handouts to conduct a group session (Week 3: Cues and Anger Reducers)
- Share your group’s experiences
Reflections on Practice

- Likes
- Dislikes
- Challenges
- Concerns
Lessons Learned

- Fidelity to program
- Reinforcing practice
- Planning for interruptions
Overall Impact Data

- 11 schools
  - 7 elementary (K-8)
    - 34 groups
    - 178 students
  - 4 high schools (9-12)
    - 24 groups
    - 122 students
Overall Impact Data

<table>
<thead>
<tr>
<th></th>
<th>Fights</th>
<th>Suspensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before ART</td>
<td>350</td>
<td>468</td>
</tr>
<tr>
<td>After ART</td>
<td>86</td>
<td>145</td>
</tr>
</tbody>
</table>

Legend:
- Blue: Before ART
- Gray: After ART
Questions
References


