

### Q. What is ART?

- A. Aggression Replacement Training®
- A. ART is a co-facilitated, group-based, skill-building therapy.

### Q. What is the main goal of ART?

- A. To reduce aggression and violence among youth by providing them with opportunities to learn prosocial skills in place of aggressive behavior.

### Q. Is ART evidence-based?

- A. The evidence-based ART model was developed by Goldstein, Glick, and Gibbs. Glick and Gibbs published the Third Edition in 2011.
- B. Crimesolutions.gov reports it as “Effective,” which means it has strong evidence to indicate the program achieved its intended outcomes when implemented with fidelity.

### Q. How effective is ART?

- A. In terms of recidivism, a study conducted by Washing State Institute for Public Policy (2004) found a *24% reduction in felony recidivism* among youth who participated in an ART, compared to those who did not receive treatment.
- A. In regards to social skills, a 2006 study conducted by Gundersen and Svartdal showed *significant improvements* (as reported by parents) in Social Skills Rating System (SSRS) scores among youth who participated in ART relative to those who did not; teacher-reported scores showed a *significant increase* in SSRS scores.
- A. For Moral Reasoning, How I Think scores *improved significantly*.  
{Emphasis added}

### Q. How long is the ART program?

- A. 10-week, 30-hour intervention
- B. 1-hour session each week for each of the three components (or 2 hour sessions twice a week)
  1. Social Skills Training
  2. Anger Control Training
  3. Moral Reasoning Training

*Note:* If the program decides to adopt the two session per week schedule, the following schedule should be maintained:

*Day 1:* Complete Social Skills Training Session (60-90 minutes) and 30 minutes of Moral Reasoning

*Day 2:* Second 30 minutes of the Moral Reasoning group (same problem situation for that week), followed by the complete Anger Control Training session (60-90 minutes).

### Q. What does co-facilitated mean?

A. T4C is to be facilitated by two individuals who are formally trained in the model. The *same* two facilitators are to complete the cohort, or facilitate together all 25 sessions. Professional rapport is an important part of group-based therapies, and consistency in facilitators will also ensure continuity in the lessons.

### Q. What is the attendance policy for ART?

A. Zero tolerance. If due to exigent circumstances a youth misses a session, it is the staff's responsibility to provide the information missed, and it is the youth's responsibility to make-up this session before the next session occurs.

### Q. What is the target population for ART?

A. Youth ages 11-17 assessed as having deficiencies in prosocial skills, anger control, and moral reasoning capacity.

### Q. Can youth join ART at any time?

A. No. ART is to be operated as a closed-group as the skills build upon one another.

### Q. What is the suggested group size for ART?

A. No more than 12 youth, with 8 to 10 being preferred as to allow for some attrition.

### Q. How do I get trained in ART?

A. In-service training or workshops are available by Master ART Trainers.

B. Comprehensive training may be provided at the following levels<sup>1</sup>:

(1) Group Facilitator

- a. Pre/post test to assess knowledge and skill sets acquired through formal training
- b. Three-months technical assistance after initial training

(2) ART Trainers for Group Facilitators

- a. Participants attend seminar providing instruction to prescreened applicants who wish to train ART group facilitators. Seminar combines facilitator skill development sessions with ART facilitator sessions.

(3) ART Master Trainers

- a. Individualized, independent learning for those staff who apply and are accepted to be Master Trainers of ART. Master Trainers are certified to

---

<sup>1</sup> As per Third Edition manual, pgs. 25-26.

participate in activities relating to program development, curriculum innovation, and independent ART consultation.

### Q. What materials are needed to deliver ART with fidelity?

- A. ART Third Edition Manual; skill cards; posters  
(<https://www.researchpress.com/books/409/aggression-replacement-training>)
- B. Group facilitators should be prepared for every lesson; they should review each lesson and prepare materials (flip charts, copy handouts/homework sheets, rehearse modeling displays, before each session.
- C. Dedicated space for group session, free from distraction; U-shape arrangement of chairs and tables/desks
- D. Easel pad or whiteboard, markers; copier/printer for handouts; binder/folder for each participant

### Q. What are the qualities of effective facilitators?

- (1) Have the ability to work with youth, and more specifically have the ability to show sensitivity toward youth with the understanding adolescence is a difficult time of life, often expressed through impulsive and immature behaviors.
- (2) Can apply appropriate consequences to difficult or disruptive behaviors without demeaning the youth, while maintaining the scheduled agenda for the group.
- (3) Competency in program's content and ability to deliver curriculum with fidelity to the model.
- (4) Facilitators must be culturally sensitive, or possess the knowledge, skill, and sensitivity to diversity amongst group members.

### Q. What is the expectation for parental involvement for ART?

- A. Collaboration between group facilitators and youth's parents, teachers, and other significant adults should be sought whenever possible.
- B. In Social Skills Training, facilitators should send home the Staff/Caregiver Social Skills Training Home Note each time a new skill is introduced. This Note includes the purpose and value of the skill, its steps, and any homework assigned.
- C. Forms are also available for Anger Control Training and Moral Reasoning sessions.

### Q. How many counties are using ART in Georgia?

- A. Through the Juvenile Justice Incentive Grant, 4 counties are currently providing ART.

Q. What is the Ten-Week ART Curriculum?<sup>2</sup>

Week	Social Skills Training	Anger Control Training	Moral Reasoning Training
1	Making a Complaint	ABCs of Anger	Jim (or Emilio's) Problem Situation
2	Understanding the Feelings of Others	Hassle Logs and Triggers	Jerry (or Latoya's) Problem Situation
3	Getting Ready for a Difficult Conversation	Cues and Anger Reducers	Mark (or Ishan's) Problem Situation
4	Dealing with Someone Else's Anger	Reminders	George (or Enzo's) Problem Situation
5	Helping Others	Thinking Ahead	Sam (or Carmen's) Problem Situation
6	Keeping Out of Fights	Self-Evaluation	Leon (or Cheri's) Problem Situation
7	Dealing with an Accusation	Angry Behavior Cycle	Reggie (or Big Bear's) Problem Situation
8	Dealing with Group Pressure	Using a Social Skill and Rehearsal of Full Anger Control Chain	Alonzo (or Tara and Lashonda's) Problem Situation
9	Expressing Affection	Rehearsal of Full Anger Control Chain	Juan (or Lin's) Problem Situation
10	Responding to Failure	Overall Review and Rehearsal of Full Anger Control Chain	Antonio (or Emma's) Problem Situation

To learn more about ART, please visit the [Program Profile](#)

To purchase the ART curriculum and additional resources, please visit [Research Press Publishers](#)

<sup>2</sup> As per Third Edition manual, Table 1.1, p. 17