

## Aggression Replacement Training (ART) Successful Completion Policy<sup>1</sup>

For a participant to successfully complete ART, the participant must have participated in (or made up) 20 of the 20 group sessions and have successfully met at least 70% of the session targets for each ART session. Meeting the above requirements will result in a Certificate of Successful Completion being issued during graduation. Any participant not meeting the criteria above for successful completion, but still enrolled in the program at the time of graduation, will be issued a Certificate of Attendance, which will indicate the participant attended XX out of 20 ART group sessions and will not reference successful completion of the ART program. A certificate of attendance will be reported to the Criminal Justice Coordinating Council (CJCC), grant funders, as “unsuccessful”, where as a certificate of successful completion will be reported to CJCC as “successful.”

### *ART Session Learning Targets Description:*

To reach session targets, youth will have to demonstrate their understanding of the skills learned in each component of ART (Social Skills, Anger Control, and Moral Reasoning). Session targets are for youth to attain skills and show they can use the skills. To satisfy this, youth will complete role-plays, homework, hassle logs, and problem situation forms in each session. Each component’s session will involve different procedures.

### *Social Skills Training*

This is the behavioral component of ART used to teach prosocial behaviors. In ART, acquiring skills offers participants the change to substitute prosocial behaviors for their characteristic action of aggression.

Social Skill sessions involve four procedures:

1. Modeling: Youth will observe facilitators demonstrating the behaviors, or skill steps in the correct sequence through a rehearsed situation.
2. Role-playing: Each group member will role-play the steps of each skill, using a real-life situation relevant to them.
3. Performance feedback: Each group member will be provided feedback of their role-play from facilitators and the rest of the group. The feedback will specifically pertain to the youth’s role-playing of the skill steps and not their acting abilities.
4. Transfer training: Each group member is assigned homework and expected to bring it back completed to the next Social Skills session. They are asked to practice the skills learned outside of group and record their experiences on a Skill Homework Report.

The ten skills included in ART social skills curriculum are:

- Week 1: Making a Complaint

---

<sup>1</sup> Glick, Barry, and John C Gibbs. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*. 3rd ed., Research Press, 2011.

- Week 2: Understanding the Feelings of Others
- Week 3: Getting Ready for a Difficult Conversation
- Week 4: Dealing with Someone Else's Anger
- Week 5: Helping Others
- Week 6: Keeping Out of Fights
- Week 7: Dealing with an Accusation
- Week 8: Dealing with Group Pressure
- Week 9: Expressing Affection
- Week 10: Responding to Failure

### *Anger Control Training*

This is the affective component of ART used to show youth what not to do. In Anger Control Training, youth learn to respond to anger-arousing or conflict situations with a chain of behaviors. Similar to Social Skills Training, the anger control techniques and sequence are taught by facilitators through modeling, role-playing, and performance feedback. The transfer training or homework for Anger Control requires each group member to complete a Hassel Log each week to record details of conflict situations encountered. Group members use this situation when role-playing the anger control techniques and sequence.

Anger Control sessions involve youth learning to respond to their Hassel Logs with a chain of behaviors including:

1. Identifying triggers: Youth identify external and internal triggers they experience leading to high levels of anger and aggressive behavior.
2. Identifying cues: Youth identify physical signs that indicate they are becoming angry.
3. Using anger reducers: Youth learn a series of techniques to lower their level of anger.
4. Using reminders: Youth will develop a self-instructional statement to use to help increase success with dealing with conflict situations.
5. Thinking ahead: Youth will evaluate the likely consequence of their behavior with if and then statements.
6. Using self-evaluation: Youth will reflect on how well they responded to a conflict situation by using the chain of behaviors. Based on their response, youth will either reward themselves for effective performance or coach themselves to respond better next time.

The curriculum for the Anger Control Training component of ART is as follows:

- Week 1: ABCs of Anger
- Week 2: Hassle Log and Triggers
- Week 3: Cues and Anger Reducers
- Week 4: Reminders
- Week 5: Thinking Ahead
- Week 6: Self-Evaluation

- Week 7: Angry Behavior Cycle
- Week 8: Using a Social Skill and Rehearsal of Full Anger Control Chain
- Week 9: Rehearsal of Full Anger Control Chain
- Week 10: Overall Review and Rehearsal of Full Anger Control Chain

### *Moral Reasoning Training*

This is the cognitive component of ART used to raise group members' level of fairness, justice, and concern with the needs and rights of others. In Moral Reasoning, youth are challenged to discuss problem situations relevant to their life with other group members who are at differing levels of moral reasoning. Youth are expected to answer questions for each problem situation each week and discuss as a group.

Moral Reasoning sessions involve four phases:

1. Introducing the problem situation: One group member reads the situation aloud to the group. Individually, group members answer the questions on the handout pertaining to the situation.
2. Cultivating moral maturity: Facilitators will assess each group members' stage of moral development and cultivate conversations with the group's more mature members. As the discussion continues, the whole group will eventually participate to discuss the problem situation.
3. Remediating moral development delay: Facilitators will assist group members in remediating moral delay with further discussion.
4. Consolidating moral maturity: Facilitators attempt to guide group members toward a unanimous response to the problem situation.

The curriculum for the Moral Reasoning component of ART includes the following problem situations<sup>2</sup>:

- Week 1: Jim's Problem Situation
- Week 2: Jerry's Problem Situation
- Week 3: Mark's Problem Situation
- Week 4: George's Problem Situation
- Week 5: Sam's Problem Situation
- Week 6: Leon's Problem Situation
- Week 7: Reggie's Problem Situation
- Week 8: Alonzo's Problem Situation
- Week 9: Juan's Problem Situation
- Week 10: Antonio's Problem Situation

---

<sup>2</sup> There are alternate problem situations in Appendix D, located in the ART book. Depending on the demographic of group members, these may be more appropriate for the group.