EVIDENCE BASED PRACTICE
SYMPOSIUM
Aggression Replacement Replacement Training®

CIMH
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The Prepare Curriculum

• Revisions to **SkillStreaming** include more descriptive narrative of cognitive portion of **“Self Talk.”**

• Assure assigned feedback is conducted prior to **“Bubble Talk”** in setting up the role-play.

• Focus on **“Co-Actor”** as an opportunity to re-enforce pro-social skills.
• More descriptive narrative of cognitive portion of “Self Talk.”
• Assure assigned feedback is conducted prior to “Bubble Talk” in setting up the role-play.
• Week #5 “Self-Evaluation” and Week #6 “Thinking Ahead” have been flipped.
Triggers
- External
- Internal

Cues
(Physical Signals)

Anger Reducers
- Count Backwards
- Deep Breathing
- Pleasant Imagery

Reminders
- Positive Self-Talk
- Self Instructional Talk

Self-Evaluation
- Self-Coaching
- Self-Rewarding

Thinking Ahead
- Short-term Consequences
- Long-term Consequences

Anger Control Cycle
1. **Define the Sequence**

Establish what sequence you are at in the Anger Control Cycle and solicit definition from group members. For example, “Who can tell me what is a “Reminder?”
2. **Model the Sequence**

Before acting out the scenario, the Facilitator goes through the 1st “Bubble Talk” as if he/she is in the situation.

The Facilitator then models the Anger Control skills up to the sequence point (e.g., show External & Internal triggers, Cues, Reducers and “Reminders” if this is where you are in the Anger Control sequence. While role-playing “Freeze Frame” at the point of anger arousal and go through 2nd “Bubble Talk.”
3. **Establish the Trainee Sequence Need**

Solicit an incident/situation *(Hassle Log)* from each trainee where he/she could walk through there triggered situation up to the Anger Control sequence point.

For example, “Who has a situation in which you have been triggered in the past week, and perhaps didn’t handle it too well?” Write trainees’ situations on a flip chart.
4. **Select the Role-Player (Main Actor)**

Solicit volunteers to role-play their triggered situation from their Hassle Logs.

Everyone is required to role-play.
5. **Set Up the Role-Play (Set the “Stage”)**

Solicit information about the incident (who was involved, where, time, tones/attitudes, etc.).

Have trainee do the “**Bubble Talk**” before involving Co-Actor(s). Assign sequence steps to observing trainees.
6. **Conduct the Role-Play**

Have Main Actor and Co-Actor(s) act out incident as closely as possible. The goal is a pro-social outcome and reduction of the anger. Don’t forget to “**Freeze Frame**” at the point of anger arousal.
7. **Provide Performance Feedback**

Co-actor responds to overall performance.

Solicit response from the trainees with the assigned sequence steps. For example, “John (observing trainee), you were assigned ‘Triggers’ what were his/her (Main Actor’s) External & Internal Triggers?” and did the action match the “bubble talk”.

Trainers and finally main actor.
8. **Select the Next Role-Player**

Ask trainees who have yet to role-play, “Alright, who would like to role-play the next triggered situation?” Facilitators might have to prod/encourage reluctant trainees.

*Everyone is required to role-play.*
9. **Assign the Sequence Homework**

After everyone has role-played their situations, distribute the *Hassle Logs* for the next Anger Control Training group. They have one week to complete it.

Encourage completion of a *Hassle Log* in any triggered situation throughout the week and to practice the sequence.

Assign homework for the assigned session.
Moral Reasoning

- 35 additional Moral Reasoning dilemma discussions.
- Each dilemma has the character trait added and the character trait’s definition.
- Utilize *ASK DON”T/TELL & “benign confrontation”* strategies.
“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.
Effective “Benign Confrontation”
Depends on 3 Conditions

1) Healthy Staff/Student Relationship

2) Student must have a basic level of trust in the Staff.

3) The Staff must have the skill to say what they mean, to mean what they say, and to not say it in a mean way.
• Washington State Institute for Public Policy
• California Institute for Mental Health
• Perseus House Inc.
Washington State Institute for Public Policy (WSIPP)

- N = 1,299 Control = 525 Treatment = 704
- OUTCOMES: 18 month follow-up
- In four of the six areas rated—namely, home and family, peer, legal, and overall, but not school and work-ART®—youths were rated significantly superior at in-community functioning than were youths who had not received ART®.
WSIPP (cont.)

• For the 21 courts rated as either competent or highly competent, the 18-month felony recidivism rate is 19 percent. This is a 24 percent reduction in felony recidivism compared with the control group, which is statistically significant.
CIMH dashboard report

• N= 3482 original cohort group.
• Submitting counties/agencies:
  • Marin, Placer, Riverside, San Bernardino, Santa Clara, Stanislaus, Sutter-Yuba, Washoe, and Yolo counties
  • Martin’s Achievement Place, Penny Lane, River Oak, and Stars Behavioral Health Group.
CIMH (cont.)

- Targeted Skillstreaming increases on post test:
  - Youth 12% Parent 11% Trainer 24%
  - Anger Control 11% decrease on post test
  - Moral Reasoning 9% improvement in thinking errors.
Perseus House Inc.

• N = 749 Successful completion = 549
• 18 month follow-up recidivism rate of successful completers = 7%.
• Skillstreaming – significant increases reported by parents, clients and trainers.
• Anger Control – significant decreases. (AQ)
• Moral Reasoning – significant decreases. (HIT)
Effective National Projects

- Allegheny County Juvenile Probation (Penna.)
- Yakima County Court (Washington)
- Newport News School District (Va.)
- Fauquier County School District (Va.)
- Methodist Home of Detroit (Mi)
- Janesville Juvenile Hall (Wi.)
- Prince Wm. School District (Maryland)
- California Institute for Mental Health (Ca.)
Age Appropriate Implementation

Skillstreaming:
Early Childhood/Elementary/Adolescent
Anger Control & Moral Reasoning-

Peace4Kids is only to be used to augment the model.
Spirit of Goldstein Award

- Alameda County Juvenile Hall
- Contra Costa Juvenile Hall
- San Mateo County
- OTTP
- Five Acres
- STARS Behavioral Health
- Ventura County Juvenile Probation