EVIDENCE BASED PRACTICE SYMPOSIUM
Aggression Replacement Training®

CIMH
June 6 & 7, 2011
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Quality Assurance for Model Delivery
Program Fidelity

Adherence to fidelity protocols as designed by ART® program developers.
**Program Integrity**

Defined as “a delivery of the program as planned and designed.”

Applicable for both “Prevention & Intervention” programs

Sustains model’s effectiveness.
1. Failure to **review homework**: Skill & Written
2. Facilitator/Participants do not **read each step** of the Skill in “**Defining the Skill.**”
3. Facilitator neglect to **assign the steps** of “Feedback” in “**Modeling**”.
4. Facilitator neglect to **assign** “Skill Steps” **prior** to “**Bubble Talk.**”
5. **In SkillStreaming (cont.)**

“Establish Trainee Skill Need”:

Neglecting to **solicit details** “Set the Stage”:

*Who?*

*Where?*

*When?*
Common Fidelity Problems
ANGER CONTROL

1. In “Modeling” assure “bubble talk” is conducted twice and is “frozen” at the point of arousal and “bubble talk” second time.

2. Assign skill sequence prior to “bubble talk” and in both “Modeling” and participant role play.

3. Follow correct order of feedback in participants role play.
Common Fidelity Problems
Moral Reasoning

1. Effective utilization of ASK/DON’T TELL inquiry.
2. Effective utilization of Benign Confrontation strategy.
ART® Implementation Barriers

1. Behavior Management
2. ART as Individual Therapy
3. Role-Plays
4. Use of Fidelity Tools
5. Motivators/Incentives
6. Use of Video-Taping
7. Homework/Hassle Logs
8. Developmentally –delayed clients
9. Open-ended groups
10. Facilitators’ frustration
11. Program Integrity
Methods for Reducing Group Management Problems

**Simplification Methods**

- Reward Minimal Trainee Accomplishment
- Shorten the Role-Play
- Have Trainer “Feed” Sentences to the Trainee
- Have Trainee Read a Prepared Script Portraying the Behavioral Steps
- Have Trainee Play Co-Actor Role First
Methods for Reducing Group Management Problems

**Threat Reduction Methods**

- Employ additional live modeling by the Facilitators
- Postpone trainee’s role-playing until last in sequence
- Provide reassurance to the trainee
- Provide empathic encouragement to the trainee
- Clarify aspects of the trainee’s task which are experienced as threatening
- Restructure aspects of the trainee’s task which are experienced as threatening.
Methods for Reducing Group Management Problems

Termination of Response Methods

• Interrupt trainee ongoing behavior
• Ignore ongoing trainee behavior
• Discontinue contact and turn to another trainee
• Provide “5-minute time-out” for trainee
• Remove trainee from group participation
SKILL TRANSFER

Facilitators as transfer coaches
Parents as transfer coaches
Staff as transfer coaches
Environment is ART friendly
Homework
ART is assimilated into the culture
Model Adherence

For projects 2 or more years since initial implementation how do you maintain program?
SUSTAIN & MAINTAIN

- Ongoing boosters.
- Random videotape.
- Random fidelity checklist review.
- Facilitator collaboration and meetings.
- Client presentations