

AGGRESSION REPLACEMENT TRAINING IN CLINICAL SETTINGS 2009

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Presentation Overview

- Problem description: Youth aggression
- Developmental trajectory
- Components of anger reactions
- Traditional approaches to aggression control
- CBT theory and treatment approach
- Assessment of anger and aggression
- Treatment components

Types of Aggression

- Physical aggression
- Property damage
- Verbal aggression
 - Name-calling
 - Hostile teasing
 - Threats of physical aggression

Social Aggression

- Direct social
 - Relationship manipulation
 - Spreading rumors
 - Social exclusion
- Indirect methods
- Verbal and non-verbal

Problems with behavior modification

- Lack of maintenance and generalization
- Competing reinforcement contingencies
- Lack of powerful reinforcers
- Low frequency and covert behaviors
- Inconsistent behavior change agents
- Developmental influences

DEVELOPMENTAL HISTORY

- Infancy: difficult temperament
- Toddlerhood: Active and hyperactive
- Early Latency: Overt conduct problems
- Late Latency: Academic difficulties
- Middle School: Behavior problems and deviant peer groups
- High School: Risk taking and antisocial behavior

CONTEXTUAL FACTORS

- Troubled family relationships
- Exposure to domestic violence
- Victims of aggression
- Insecure and disorganized attachment
- Lack of parental supervision
- Aversive parent control strategies

EMOTION DYSREGULATION

- Unusual pattern of affect labeling
- Overinterpretation of physiological arousal as anger
- Anticipates fewer sadness and fear responses
- Role of shame and guilt

YOUTH WITH CALLOUS AND UNEMOTIONAL TRAITS

- Low levels of temperamental fearfulness
- Unresponsive to parental discipline strategies
- Lack of response to punishment cues
- Preference for thrill seeking activities
- Low behavioral inhibition
- Limited empathic concern

Anger and Aggression

- What role does anger play in aggressive behavior?
- Most anger is not accompanied by aggression
- Some aggression is not accompanied by anger

POSITIVE VS NEGATIVE ASPECTS OF ANGER

- Reframe anger as an energizer and as a resource.
- Controlled anger can command attention.
- Anger may in fact be justified and it's expression may be quite valid.

COMPONENTS OF AN ANGER REACTION

- Physiological Arousal
- Cognitive Reaction
- Behavioral Response
 - Prosocial
 - Antisocial

Physiological Aspects

Cognitive Aspects

- Externalization of blame
- Overattribution of hostile intent
- Misinterpretation of social cues
- Poor social judgment and decision making
- Beliefs endorse aggression
- Poor problem solving and conflict negotiation skills
- Negative rumination and retaliatory thinking

Behavioral Aspects

- Prosocial skills training
- Problem solving
- Conflict negotiation
- Assertiveness
- Communication strategies

PSYCHOEDUCATIONAL SKILLS TRAINING APPROACH

- ART includes:
 - Prosocial skills training
 - Anger management training
 - Moral reasoning training

What role does anger play?

A Antecedent

B Behavioral response

C Consequence

Prosocial Skills Training

- 1. Making a complaint
- 2. Understanding feeling of others
- 3. Getting ready for difficult conversation
- 4. Dealing with someone else's anger
- 5. Keeping out of fights
- 6. Helping others

- 7. Dealing with accusation
- 8. Dealing with group pressure
- 9. Expressing affection
- 10. Responding to failure

Anger Management Training

GENERAL TREATMENT PROTOCOL

Step 1: Referral

- Types of referrals and presenting problems
- Appropriateness of referrals
- Individual, group or family treatment
- Adjunct treatment

Step 2: Establish the therapeutic alliance

- Address motivation for change
- Interfering attitudes and beliefs
- Validate experiences of anger
- Therapeutic strategies for resistance

Step 3: Hassle Log Completion

- Compliance probe
- Examples of scenarios for role play
- Identification of triggers, patterns and sequences
- Evaluate self appraisals
- Enhance generalization

AGGRESSION REPLACEMENT TRAINING HASSLE LOG

Date: _____

- A. When did this happen? Morning Afternoon Evening
- B. Where were you?
 School Home Friend's House
 At Work Mall Restaurant
 Street Another's House Other _____
- C. What happened?
 Somebody teased me I did something wrong
 Somebody took something of mine Somebody started a fight with me
 Somebody told me to do something Somebody was bothering one of my friends
 Somebody was doing something I didn't like Other: _____
- D. Who was that somebody?
 Friend/Associate Parent Teacher
 An adult authority Stranger Another youth
 Brother/Sister Step-parent/Guardian Other: _____
- E. What did you do?
 Hit back Broke something Told peer
 Ran away Was restrained Ignored other person
 Yelled Told parent Cried
 Used profanity Used sarcasm Used Anger Control
 Other: _____
- F. How did you handle yourself?
 Poorly Not well Okay Good Great
- G. How angry were you?
 Burning Really angry Moderately angry
 Mildly angry Not angry at all

Anger Control Concepts Involved in This Hassle:

- External trigger:
- Internal trigger:
- My Cues:
- My Anger Reducers:
- My reminders:
- How I thought ahead:
- My self-evaluation:

Notes:

Step 4: Arousal Reduction

- Body Inventory
- Recognize anger and identify triggers
- Time out or kickback
- Deep breathing
- Relaxation strategies

Step 5: Cognitive Interventions

- Self instructions for coping with provocation
- Learning to ignore
- Incorporate empathy and forgiveness
- Identify themes and cognitive distortions
- Introduce alternative attributions
 - Power in vs. Power out
 - All the Reasons Why

Step 6: Prosocial Anger Management Training

- Communicating negative affect
- Assertion skills
- Problem solving
- Conflict negotiation

Assertion Techniques

- “I” messages
- Empathic assertion
- Escalating assertion
- Broken record
- Fogging

Step 7: Relapse Prevention

- Successive approximations via role play
- Generalization enhancement
- Prepare for failure
- Self reinforcement
- Identify sources of support for change
- Working within the context

MORAL REASONING TRAINING

- Immature Moralities:
 - Stage 1: POWER
 - "Might makes right"
 - Stage 2: DEALS
 - "You scratch my back, I'll scratch yours"
- Mature Moralities:
 - Stage 3: MUTUALITY
 - "Treat others as you would hope that they treat you"
 - Stage 4: SYSTEMS
 - "Are you contributing to society?"

PHASES OF SOCIOMORAL DEVELOPEMENT

- Phase 1: Introduce the problem situation
- Phase 2: Cultivate mature morality
- Phase 3: Remediate moral development delay
- Phase 4: Consolidate mature morality

Transfer of Training

- Provision of general principles
- Overlearning; maximizing response availability
- Stimulus variability
- Mediated generalization: self monitoring, self instructions, self reinforcement

Maintenance of Behavior Change

- Fading prompts
- Providing booster sessions
- Preparing for non-reinforcement in the natural environment
- Using natural reinforcers
- Programming reinforcement in the natural environment
- Learn through teaching