Teaching Prosocial Skills

developed by
Robert Oliver Ed.D.
Mark Amendola C.S.W.
Aggression Replacement Training®
(Goldstein, Glick, & Gibbs, 1998)

- Skillstreaming
  - (the behavioral component)
    • Teaches what to do.
- Anger Control Training
  - (the emotional component)
    • Teaches what not to do.
- Moral Reasoning Training
  - (the values component)
    • Teaches why to use the skills

ART® Summary

- Strong Theoretical Base
- Grounded in Broad Models of Violence
- Specific Applicability for Practitioners
- Broad Empirical Support for Both Theory and Method
- Specific Support for ART
Evidence-Based Approaches

- **Promising Approach**
  - Dept. of Education Safe and Drug Free Schools

- **Model Approach**
  - U.S. Dept. of Corrections
  - Office of Juvenile Justice and Delinquency Prevention

Evidenced-Based Approaches

- **Model Approach**
  - Programs that demonstrate rigor in their outcome protocols that include randomization of client selection.
  - Also includes longitudinal impact of practice.

- **Promising Approach**
  - Programs that demonstrate effective outcomes relative to the amount of time a participant is engaged in the program.
Meta-analysis of What Works

Quality institutional programs that treat youths humanely and that are operated by caring and professional staff who use **therapeutic, cognitive-behavioral, and skill-building interventions** are effective at reducing recidivism for serious juvenile offenders.

Lipsey and Wilson (1998)

Skillstreaming

- **Skillstreaming**
  - psycho educational approach
  - teaching an array of pro-social skills
- Small groups of trainees with shared pro-social deficiencies are:
  - shown several examples of expert use of the behaviors constituting the skills in which they are weak or lacking (modeling)
  - given several guided opportunities to practice and rehearse these interpersonal behaviors (role-playing)
Skillstreaming

– provided with the praise, reinstruction, and related feedback on how well their role-playing of the skill matched the expert model’s portrayal of it (performance feedback); and

– encouraged to engage in a series of activities designed to increase the chance that skills learned in the training setting will endure and be available for use when needed in the school, home community, institution, or other real-world setting (transfer training)

Anger Control Training

• Designed to serve two related purposes:
  – To help make the arousal of anger in chronically aggressive youth a less frequent occurrence and
  – To provide such youths with the means to learn self-control when their anger is aroused
In order to be effective, treatment programs for antisocial youth must have a moral component (Gibbs, Potter, & Goldstein, 1995)

Assist youth who have significant sociomoral developmental delay, to develop more mature social perspective-taking within interpersonal relationships
ART Theoretical Summary

- Aggression is the Product of a Person x Environment Interaction

- Change Can be Brought About by Social and Environmental Change

- ART Focuses Primarily on the Individual for Professionals who Work With children and youth who are aggression.
Cognitive Theory

- **Cognitive Events:**
  - Stream of Consciousness

- **Cognitive Process:**
  - The way we think – Not what we think

- **Cognitive Structure:**
  - Foundation of basic attitudes and beliefs (Rational-Irrational)
  - Cognitive Restructuring

- **Inner Speech:**
  - Self-Talk

Urie Bronfenbrenner

- Well known developmental psychologist said we can not understand the kids we work with unless we understand the **ecology** or circle of family, school and peers.

- Adults give up on kids very early when the adults are conceptualizing kids behavior superficially.
ALBERT BANDURA

...developed a social learning map ....

He asserted that aggression is *acquired* via both direct observation, experience and observation of others....to address these problems there needed to be a combination of cognitive-behavioral counter-interventions.
Alfred Adler

.....important for adults to look at the “private logic” of kids ......
....for the adults to go beyond the surface of the presented behavior and to understand strengths and deficits.
SOCIAL INTEREST
Adler’s key to the meaning of life
adler

BESTSELLING AUTHOR OF
Emotional Intelligence

DANIEL GOLEMAN
The Revolutionary Book by the Author Who Redefined What It Means to Be Smart

Social Intelligence
The New Science of Human Relationships
Social Neuro Science
John Cacioppo & Gary Bertston

….our social interactions play a role in reshaping our brain through **neuroplasticity**…..

….our repeated experiences sculpt the shape, size and number of neurons and their synaptic connectedness.

Cultural Compatibility

• Whether culture is defined by geography, nationality, social class, sexual orientation, age, religion or some combination thereof, for ART to be meaningful it must be viewed in a multicultural context and practiced in a manner responsive to this context.
Why is it important to understand the culture of the “kids” & families we work with…….

……Cultural differences may cause children from diverse backgrounds to respond to environmental events in different or non-productive ways and cause their actions to be misperceived by peers and adults who do not share the same cultural orientation.

(Cartledge & Johnson, 1997)

ART is most effective when:

1. It is delivered in a manner appreciative and responsive to culturally relevant notions that attend to:
   a. Skill strengths and differences vs. skill deficits, differential or tailored training strategies that are not prescriptive to the identified culture.
B. Trainer sensitivity and access to communication styles, cultural differences and culturally associated qualities of the trainees.

C. Staff match to cultural populations.

D. Trainee knowledge, skill, and sensitivity are required to minimize the influence of cultural differences.
Skillstreaming Procedures

Modeling
(Skill Demonstration by Trainers)
+ Role-Playing
(Skill Rehearsal by Youth)
+ Performance Feedback
(By Trainers and All Youth in Group)
+ Generalization Training
(To Increase Both Transfer and Maintenance)
1. Listening
2. Starting a Conversation
3. Having a Conversation
4. Asking a Question
5. Saying Thank You
6. Introducing Yourself
7. Introducing Other People
8. Giving a Compliment

9. Asking for Help
10. Joining In
11. Giving Instructions
12. Following Instructions
13. Apologizing
14. Convincing Others
Group III: Skills for Dealing with Feelings

15. Knowing your Feelings
16. Expressing Your Feelings
17. Understanding the Feelings of Others
18. Dealing with Someone Else’s Anger
19. Expressing Affection
20. Dealing with Fear
21. Rewarding Yourself

Group IV: Skills Alternatives to Aggression

22. Asking for Permission
23. Sharing Something
24. Helping Others
25. Negotiation
26. Using Self-Control
27. Standing Up for Your Rights
28. Responding to Teasing
29. Avoiding Trouble with Others
30. Keeping Out of Fights
Skillstreaming the Adolescent
Group V: Skills Dealing with Stress

31. Making a Complaint
32. Answering a Complaint
33. Being a Good Sport
34. Dealing with Embarrassment
35. Dealing with Being Left Out
36. Standing up for a Friend
37. Responding to Persuasion
38. Responding to Failure
39. Dealing with Contradictory Messages
40. Dealing with an Accusation
41. Getting Ready for a Difficult Conversation
42. Dealing with Group Pressure

Skillstreaming the Adolescent
Group VI: Planning Skills

43. Deciding on Something to Do
44. Deciding What Caused a Problem
45. Setting a Goal
46. Deciding on Your Abilities
47. Gathering Information
48. Arranging Problems by Importance
49. Making a Decisions
50. Concentrating on a Task
Skillstreaming the Adolescent

Skill 2: Starting a Conversation

Steps:
1. Greet the other person.
2. Make small talk.
3. Decide if the other person is listening.
4. Bring up the main topic.

Skillstreaming the Adolescent

Skill 6: Introducing Yourself

1. Choose the right time and place to introduce yourself.
2. Greet the other person and tell your name.
3. Ask the other person his/her name if you need to.
4. Tell or ask the other person something to help start your conversation.
1. Define the skill.
2. Model the skill.
3. Establish trainee skill need.
4. Select role-player (main actor).
5. Set up the role-play (co-actor, set the “stage”).
6. Conduct the role-play.
7. Provide feedback (order: co-actor, observing trainees, trainers, main actor).
8. Assign skill homework.
9. Select next role-player.