EVIDENCE-BASED PRACTICE SYMPOSIUM
The Prepared Adult: Aggression Replacement Training® for Adults

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ART was initially developed in 1988 (Goldstein, Glick & Gibbs) for use with adolescents in institutional settings.

Over time the model was used in schools, community based setting and outpatient clinics.
ADULT UTILIZATION

• More recently, the model has been adapted for use in adult correctional settings. (Milkman & Wanberg, 2007 U.S. Dept. of Corrections, NIC)
• Settings include correctional facilities and re-entry programs.
• Focus has been on skill development and cognitions.
SKILLSTREAMING

• The Social Skills Curriculum has 50 skills.
• We have recommended specific skill sets that pilot sites have had success utilizing.
Group I: Beginning Social Skills
  1. Listening
Group II: Advanced Social Skills
  13. Apologizing
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
Group IV: Skill Alternatives to Aggression

24. Helping Others
25. Negotiating

Group V: Skills for Dealing with Stress

37. Responding to Persuasion
Group VI: Planning Skills
44. Deciding What Caused a Problem
45. Setting a Goal
47. Gathering Information
48. Arranging Problems by Importance
Implementation Concerns

• Make sure role plays are germane to their lives
• Homework is designed to practice the scenario utilized in the role play.
• Assure that feedback is congruent and accurate.
Anger Control Training

• The curriculum is very similar to adolescent materials.
• Curriculum has been modified to reflect adult language and scenarios.
• Hassle Logs have been modified to reflect adult situations and environment.
Hassle Log

- HASSLE LOG
- Name: ____________________________ Date: ________________
- Morning       Afternoon       Evening
- Where were you?
  - Work       Bathroom       Driving
  - Home       Living room       On a job
  - Outside   Bedroom       Other
- What happened?
  - Somebody used sarcasm with me.
  - Somebody took something of mine.
  - Somebody was doing something I didn't like.
  - I did something wrong.
  - Somebody started fighting or arguing with me.
  - Other
<table>
<thead>
<tr>
<th>Who was the other person?</th>
<th>Co-worker</th>
<th>Supervisor</th>
<th>Family member</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>What did you do?</th>
<th>Yelled</th>
<th>Talked to someone else</th>
<th>Walked away arguing</th>
<th>Ignored it</th>
<th>Used anger control technique</th>
<th>Walked away calmly</th>
<th>Broke something</th>
<th>Talked it out with that person</th>
<th>Used Skillstreaming skill</th>
<th>Other</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How angry were you?</th>
<th>Burning</th>
<th>Really angry</th>
<th>Moderately angry</th>
<th>Mildly angry but still OK</th>
<th>Not angry at all</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How did you handle yourself?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not well</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Great</td>
</tr>
</tbody>
</table>
Moral Reasoning

Protocols for the delivery of the social decision meeting are the same.

Adaptations have been made to the dilemma discussions.
Ask…Don’t Tell

• The leader should remember that his or her primary role is to cultivate the group: to guide or stimulate, not to inject statements or instructions.

• Follow-up questions are to challenge thinking errors and provide clarification.
“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.
Dave’s Problem Situation

Dave’s friend Matt is currently involved in drug sales. Once in a while, Matt even gives Dave some drugs for free. Now Matt says to Dave, “Listen, man, I’ve got to deliver some drugs on the south side, but I can’t do it myself. How ‘bout it – will you take the drugs down there for me in your car? I’ll give you some new drugs to try plus $50 dollars besides for just a half-hour’s drive. Will you help me out?”
1. **What should Dave say or do?**

Should Dave agree to deliver the drugs for Matt? (check one)
- [ ] yes, should deliver
- [x] no, shouldn’t deliver
- [ ] can’t decide

2. **What if Dave knows that the drugs Matt wants him to deliver is laced with poison? Should he agree to deliver it? (check one)**
- [ ] yes, should deliver
- [x] no, shouldn’t deliver
- [ ] can’t decide

3. **What if Dave knows that his sister, who lives on the south side, might take some of the laced drugs? Then should he agree to deliver it? (check one)**
- [ ] yes, should deliver
- [x] no, shouldn’t deliver
- [ ] can’t decide
4. Should Dave be taking the free drugs from Matt? (check one)
  ________yes, should take it
  ________no, shouldn’t take it
  ________can’t decide

5. What if Matt says that doing drugs is no big deal, that plenty of his friends use drugs all the time? Then should Dave be taking the free drugs? (check one)
  ___yes
  ___no
  ___can’t decide
6. Let’s say that Dave does make the drug delivery. Since Dave is just helping out Matt, he doesn’t feel he’s doing anything wrong. Should Dave feel he’s doing something wrong? (check one)
   ___yes, wrong
   ___no, not wrong
   _______ can’t decide

7. How important is it to stay away from drugs? (check one)
   ___very important
   ___important
   ___not important