Aggression Replacement Training® Program Evaluation & Utilization of Metrics

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CIBHS 2018
Why use a metric measure?

* Having a metric allows for a consistent technique to monitor the effect of an intervention strategy in multiple settings or to compare an individual's results with the results of a similar population.

* There are three main metrics that are utilized at the Residential programs to monitor the effect of treatment intervention and assist in treatment.
The Three Metrics

* **Social Skills Checklist** *(Goldstein & McGinnis, 1997)*

* **How I Think Questionnaire** *(Barriga, Gibbs, Potter, & Liau; 2001)*

* **Aggression Questionnaire** *(Buss & Warren, 2000)*
Best setting: Individual or Group?

Be aware to not overwhelm the client with too many forms on admission. This results in a lack of interest and possibly invalid results.

Highlight the importance of HONEST responses. Do not assume understanding, explain test purpose and questions as needed.

Establish a working relationship with the client prior to administering tests.
Social Skills Checklist

- This is a 50 question checklist that is rated on a likert scale ranging from 1 to 5, with: never = 1, seldom = 2, sometime = 3, often = 4, and always = 5.
- Clients, Parents and Trainers each fill out the form on admission and at discharge. (pre/post)
- The scores are summed to get a total at pre and post-testing for comparison analysis.
Skillstreaming the Elementary School Child

Teacher/Staff Skillstreaming Checklist

Student: ________________________________ Class/age: ____________________________

Teacher/staff: ________________________________ Date: ____________________________

Instructions: Listed below you will find a number of skills that children are more or less proficient in using. This checklist will help you evaluate how well each child uses the various skills. For each child, rate his/her use of each skill, based on your observations of his/her behavior in various situations.

Circle 1 if the child is almost never good at using the skill.
Circle 2 if the child is seldom good at using the skill.
Circle 3 if the child is sometimes good at using the skill.
Circle 4 if the child is often good at using the skill.
Circle 5 if the child is almost always good at using the skill.

Please rate the child on all skills listed. If you know of a situation in which the child has particular difficulty in using the skill well, please note it briefly in the space marked “Problem situation.”
### Teacher/Staff Skillstreaming Checklist continued...

1. **Listening:** Does the student appear to listen when someone is speaking and make an effort to understand what is said?
   - Problem situation:

2. **Asking for Help:** Does the student decide when he/she needs assistance and ask for this help in a pleasant manner?
   - Problem situation:

3. **Saying Thank You:** Does the student tell others he/she appreciates help given, favors, and so forth?
   - Problem situation:

<table>
<thead>
<tr>
<th></th>
<th>almost never</th>
<th>seldom</th>
<th>sometimes</th>
<th>often</th>
<th>almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Asking for Help</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Saying Thank You</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
# Skillstreaming in Early Childhood
## Parent Skill Checklist

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child's Name</td>
<td>Birth Date</td>
</tr>
</tbody>
</table>

**Directions:** Based on your observations in various situations, rate your child’s use of the following skills.

- Circle 1 if your child almost never uses the skill.
- Circle 2 if your child *seldom* uses the skill.
- Circle 3 if your child *sometimes* uses the skill.
- Circle 4 if your child *often* uses the skill.
- Circle 5 if your child almost always uses the skill.

<table>
<thead>
<tr>
<th>Almost never</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Often</th>
<th>Almost always</th>
</tr>
</thead>
</table>

1. **Does your child listen and understand when you or others talk to him/her?**

   **Comments:**

| 1 | 2 | 3 | 4 | 5 |

2. **Does your child speak to others in a friendly manner?**

   **Comments:**

| 1 | 2 | 3 | 4 | 5 |

3. **Does your child use a brave or assertive manner when in a conflict with another child?**

   **Comments:**

| 1 | 2 | 3 | 4 | 5 |
This test attempts to quantify different ways of expressing angry/hostile feelings.

Similar to the previous measures, the results can be used in treatment evaluation and individual case conceptualization.

Be aware of the validity indicator (INC score) a score of 5 or greater suggests invalid. If this happens, look at pairs and review with clients to be sure they understood questions. They may change an answer and obtain a valid profile.
Aggression Questionnaire

* Another likert scale: 1 to 5, see manual
* Raw scores are transformed into T-scores by plotting the scores on a profile sheet.
* We use the T-scores for our outcome evaluation results.
* T-scores are standardized, meaning a score of 50 is the mean (50\textsuperscript{th} percentile) and every 10 points is a standard deviation. This helps to identify clinically significant scores.
Name: 

ID:  
(Ask your examiner what to write in this space.)

Last Grade Completed: 
1 ☐
2 ☐
3 ☐
4 ☐
5 ☐
6 ☐
7 ☐
8 ☐
9 ☐
10 ☐
11 ☐
12 ☐
13 ☐
14 ☐
15 ☐
16 ☐
>16 ☐

(Mark one.)

Age:  
Date:

Ethnicity:  
☐ Asian
☐ Black
☐ Hispanic
☐ Native American
☐ White
☐ Other

Gender:  
☐ Male  ☐ Female

Examiner Name:  

Examiner ID:  
(Ask your examiner what to write in this space.)

AutoScore™ Form  
Arnold H. Buss, Ph.D.

Directions  
The statements on the back of this form ask you to describe how you interact with other people. There are no right or wrong answers, so please just describe yourself as honestly as you can. When you are ready to begin, read each statement carefully and decide how well it describes you, using the following response scale. Then circle the number of the one response that best fits your answer.

1  Not at all like me
2  A little like me
3  Somewhat like me
4  Very much like me
5  Completely like me

Please circle only one response for each statement. If you want to change an answer, draw an × through your first response. Then circle the number that shows your new choice.

Please press hard when circling your response.
<table>
<thead>
<tr>
<th>Circle one response number for each statement.</th>
<th>Not at all like me</th>
<th>A little like me</th>
<th>Somewhat like me</th>
<th>Very much like me</th>
<th>Completely like me</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. My friends say that I argue a lot.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Other people always seem to get the breaks.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I flare up quickly, but get over it quickly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I often find myself disagreeing with people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. At times I feel I have gotten a raw deal out of life.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. I can’t help getting into arguments when people disagree with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. At times I get very angry for no good reason.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. I may hit someone if he or she provokes me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. I wonder why sometimes I feel so bitter about things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. I have threatened people I know.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Someone has pushed me so far that I hit him or her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. I have trouble controlling my temper.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. If I’m angry enough, I may mess up someone’s work.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. I have been mad enough to slam a door when leaving someone behind in the room.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. When people are bossy, I take my time doing what they want, just to show them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. I wonder what people want when they are nice to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. I have become so mad that I have broken things.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. I sometimes spread gossip about people I don’t like.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. I am a calm person.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>20. When people annoy me, I may tell them what I think of them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>21. I sometimes feel that people are laughing at me behind my back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>22. I let my anger show when I do not get what I want.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>23. At times I can’t control the urge to hit someone.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>24. I get into fights more than most people.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>25. If somebody hits me, I hit back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>26. I tell my friends openly when I disagree with them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>27. If I have to resort to violence to protect my rights, I will.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>28. I do not trust strangers who are too friendly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>29. At times I feel like a bomb ready to explode.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>30. When someone really irritates me, I might give him or her the silent treatment.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>31. I know that “friends” talk about me behind my back.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>32. Some of my friends think I am a hothead.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>33. At times I am so jealous I can’t think of anything else.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>34. I like to play practical jokes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
This test attempts to quantify self-serving cognitive distortions and behaviors that may result in antisocial behaviors and interactions.

The results may help for both treatment evaluation and individual treatment planning.

Please be aware of the validity score (True AR Score) Greater than 4.25 invalid. Scoring is moderately complex—see manual.

The next slide reviews score profiles for interpretation.
# FIGURE 2

**HIT Questionnaire Profile Form**

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Administered by</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>%ILES</th>
<th>SUMMARY SCORES</th>
<th>COGNITIVE DISTORTIONS</th>
<th>BEHAVIORAL REFERENTS</th>
<th>%ILES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HIT</td>
<td>OV</td>
<td>COV</td>
<td>SC</td>
</tr>
<tr>
<td>------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>100</td>
<td>4.79</td>
<td>4.74</td>
<td>4.85</td>
<td>4.89</td>
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<tr>
<td>98</td>
<td>4.07</td>
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<td>4.00</td>
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<td>96</td>
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<td>3.78</td>
<td>3.86</td>
<td>3.78</td>
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<tr>
<td>94</td>
<td>3.54</td>
<td>3.62</td>
<td>3.58</td>
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<td>3.42</td>
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<tr>
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<td>3.35</td>
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<td>3.37</td>
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<td>2.35</td>
<td>2.37</td>
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<tr>
<td>50</td>
<td>2.36</td>
<td>2.39</td>
<td>2.31</td>
<td>2.33</td>
</tr>
</tbody>
</table>

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How I Think (HIT) Questionnaire

Name ___________________________________________ Date __________________________

Age _____  Circle one: MALE / FEMALE  Administered by ____________________________

Please don’t turn this page until it’s time to begin.

Each statement in this questionnaire may describe how you think about things in life. Read each statement carefully, then ask yourself, “Is it fair to say that this statement describes my thinking during the last 6 months?” Your answers will be kept private.

Mark your answers on the sheet. Don’t say them out loud.

Any questions?

OK, turn the page and begin.
1. People should try to work on their problems.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

2. I can't help losing my temper a lot.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

3. Sometimes you have to lie to get what you want.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

4. Sometimes I get bored.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

5. People need to be roughed up once in a while.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

6. If I made a mistake, it's because I got mixed up with the wrong crowd.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

7. If I see something I like, I take it.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

8. You can't trust people because they will always lie to you.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

9. I am generous with my friends.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

10. When I get mad, I don't care who gets hurt.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE

11. If someone leaves a car unlocked, they are asking to have it stolen.

AGREE
AGREE
AGREE
DISAGREE
DISAGREE
DISAGREE
HIT Considerations

* A likert scale: disagree strongly=1, disagree=2, disagree slightly=3, agree slightly=4, agree=5, agree strongly=6. (Be careful entering #s)

* It has been our experience that many clients do not score in the clinical range or even borderline clinical range despite having a valid profile.

* The results are still useful by interpreting the Peaks on the profile and reviewing Post-test results for, hopefully, a decline.
CICTP Outcomes FOR SUCCESSFUL COMPLETION
N=843
CICTP Outcomes
Grade Point Average
(Clients who successfully completed the program)
N=739, Sig. Diff. = 0.41
CICTP Outcomes
Social Skills Scores
(Clients who successfully completed the program)

- **Client**: N=761, Sig. Diff. = 20.0
- **Family**: N=578, Sig. Diff. = 16.0
- **Trainer**: N=834, Sig. Diff. = 19.8

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Client</strong></td>
<td>167.6</td>
<td>187.6</td>
</tr>
<tr>
<td><strong>Family</strong></td>
<td>156.3</td>
<td>172.3</td>
</tr>
<tr>
<td><strong>Trainer</strong></td>
<td>144.2</td>
<td>163.9</td>
</tr>
</tbody>
</table>
CICTP Outcomes
Aggression Testing T-Scores
( Clients who successfully completed the program )

- Pre
- Post

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
<th>Sig. Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>54.2</td>
<td>53.7</td>
<td>-2.7</td>
</tr>
<tr>
<td>Physical</td>
<td>51.4</td>
<td>51.1</td>
<td>-2.7</td>
</tr>
<tr>
<td>Hostile</td>
<td>51.3</td>
<td>51.3</td>
<td>-2.0</td>
</tr>
<tr>
<td>Verbal</td>
<td>54.2</td>
<td>52.2</td>
<td>-1.4</td>
</tr>
<tr>
<td>Indirect</td>
<td>50.9</td>
<td>50.0</td>
<td>-2.2</td>
</tr>
<tr>
<td>Anger</td>
<td>52.2</td>
<td>50.0</td>
<td>-2.2</td>
</tr>
</tbody>
</table>

N=471
CICTP Outcomes

How I Think Percentile Scores
( Clients who successfully completed the program)

- Pre
- Post

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>72.7</td>
<td>75.4</td>
</tr>
<tr>
<td>Overt</td>
<td>66.6</td>
<td>68.0</td>
</tr>
<tr>
<td>Covert</td>
<td>70.7</td>
<td>71.1</td>
</tr>
<tr>
<td>Self-Centered</td>
<td>65.6</td>
<td>64.2</td>
</tr>
<tr>
<td>Blaming</td>
<td>67.6</td>
<td>74.6</td>
</tr>
<tr>
<td>Minimizing</td>
<td>66.9</td>
<td>74.3</td>
</tr>
</tbody>
</table>

N=190
Sig. Diff.:
Total: -6.0
Overt: -7.4
Covert: -5.0
Self-Centered: -6.9
Blaming: -7.0
Minimizing: -7.3
CICTP Outcomes

How I Think Percentile Scores

(Clients who successfully completed the program)

- **Assuming the Worst**: Pre = 74.1, Post = 68.7, Sig. Diff. = -5.4
- **Opposition-Defiance**: Pre = 76.0, Post = 68.6, Sig. Diff. = -7.4
- **Physical Aggression**: Pre = 74.6, Post = 68.2, Sig. Diff. = -6.4
- **Lying**: Pre = 72.5, Post = 65.7, Sig. Diff. = -6.8
- **Stealing**: Pre = 71.2, Post = 65.7, Sig. Diff. = -5.6
CICTP Outcomes
Balanced Empathy Score
(Clients who successfully completed the program)
N=83, Sig. Diff. = 8.5
RESIDENTIAL OUTCOMES DATA
TOTAL N=1072
Residential Outcomes
Successful Completion of Program
Total N=1072

Yes
N=861
80%

No
N=211
20%
Residential Outcomes
Clients' Recharged
(Clients who successfully completed the program)
N=861, Missing 297

Yes
N=34
6%

No
N=530
94%
Residential Outcomes
Clients' Placed
(Clients who successfully completed the program)
N=861, Missing=297

No
N=429
76%

Yes
N=135
24%
Residential Outcomes FOR Past Residential Placement Clients
N=565
Residential Outcomes
Past Residential Placement
N=1072, Missing=13

No
N=494
47%

Yes
N=565
53%
Residential Outcomes
Past Residential Placement
Successful Completion of Program
N=565

Yes
N=432
76%

No
N=133
24%
Residential Outcomes
Past Residential Placement - Clients' Placed
(Clients who successfully completed the program)
Total N=432, Missing=136

Yes
N=79
27%

No
N=217
73%
Residential Outcomes
Past Residential Placement - Clients' Recharged
(Clients who successfully completed the program)
Total N=432, Missing=136

Yes
N=20
7%

No
N=276
93%
RESIDENTIAL Outcomes FOR SUCCESSFUL COMPLETION
N=861
Residential Outcomes

Grade Point Average

(Clients who successfully completed the program)

N=657, Sig. Diff. = 0.7

Admit GPA: 2.2
Exit GPA: 2.9
Residential Outcomes
Social Skills Scores
( Clients who successfully completed the program)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Client</td>
<td>171.1</td>
<td>189.8</td>
</tr>
<tr>
<td>Family</td>
<td>142.0</td>
<td>172.2</td>
</tr>
<tr>
<td>Trainer</td>
<td>134.9</td>
<td>172.5</td>
</tr>
</tbody>
</table>

N=850
Sig. Diff. =18.8

N=372
Sig. Diff. =30.1

N=847
Sig. Diff. =37.6
Residential Outcomes
Aggression Testing T-Scores
( Clients who successfully completed the program )

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>53.9</td>
<td>53.8</td>
</tr>
<tr>
<td>Physical</td>
<td>52.8</td>
<td>52.3</td>
</tr>
<tr>
<td>Hostile</td>
<td>49.7</td>
<td>49.4</td>
</tr>
<tr>
<td>Verbal</td>
<td>48.5</td>
<td>50.8</td>
</tr>
<tr>
<td>Indirect</td>
<td>53.1</td>
<td>49.9</td>
</tr>
</tbody>
</table>

N=802
Sig. Diff. = -4.2

N=802
Sig. Diff. = -5.3

N=802
Sig. Diff. = -3.4

N=803
Sig. Diff. = -1.5

N=803
Sig. Diff. = -1.8

N=802
Sig. Diff. = -3.2
Residential Outcomes

How I Think Percentile Scores

( Clients who successfully completed the program )

- **Pre**
- **Post**

<table>
<thead>
<tr>
<th>Category</th>
<th>Pre</th>
<th>Post</th>
<th>Sig. Diff.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>66.1</td>
<td>67.3</td>
<td>-9.5</td>
</tr>
<tr>
<td>Overt</td>
<td>56.6</td>
<td>57.9</td>
<td>-9.4</td>
</tr>
<tr>
<td>Covert</td>
<td>64.9</td>
<td>65.3</td>
<td>-8.6</td>
</tr>
<tr>
<td>Self-Centered</td>
<td>65.3</td>
<td>57.1</td>
<td>-8.2</td>
</tr>
<tr>
<td>Blaming</td>
<td>66.8</td>
<td>57.7</td>
<td>-9.1</td>
</tr>
<tr>
<td>Minimizing</td>
<td>66.4</td>
<td>57.6</td>
<td>-8.8</td>
</tr>
</tbody>
</table>

N=420

*Note: Sig. Diff. indicates the significance difference between pre and post scores.*
Residential Outcomes

How I Think Percentile Scores

(Clients who successfully completed the program)

- Assuming the Worst: N=420, Sig. Diff. = -9.8
- Opposition-Defiance: N=420, Sig. Diff. = -10.3
- Physical Aggression: N=420, Sig. Diff. = -8.7
- Lying: N=420, Sig. Diff. = -8.8
- Stealing: N=420, Sig. Diff. = -7.7
Residential Outcomes

Balanced Empathy Score

(Clients who successfully completed the program)

N=179, Sig. Diff. = 13.8

Pre

Post

32.1

46.0
Residential Outcomes

Trauma Symptom Checklist for Children (TSCC)
(Total Scores for clients who successfully completed the program)

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anxiety</td>
<td>54.3</td>
<td>57.7</td>
</tr>
<tr>
<td>Depression</td>
<td>47.5</td>
<td>47.1</td>
</tr>
<tr>
<td>Anger</td>
<td>52.9</td>
<td>43.8</td>
</tr>
<tr>
<td>Post Traumatic Stress</td>
<td>56.8</td>
<td>47.5</td>
</tr>
<tr>
<td>Dissociation</td>
<td>56.5</td>
<td>50.9</td>
</tr>
<tr>
<td>Sex Concerns</td>
<td>57.8</td>
<td>47.0</td>
</tr>
</tbody>
</table>

N=52
Sig. Diff. = -6.8

N=52
Sig. Diff. = 10.7

N=52
Sig. Diff. = -9.0

N=52
Sig. Diff. = -9.3

N=51
Sig. Diff. = -5.5

N=50
Sig. Diff. = -10.8