

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

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HISTORY

- 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**

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- 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

Who was the other person?

Co-worker

Supervisor

Family member

Other

What did you do?

Yelled

Talked to someone else

Walked away arguing Ignored it

Used anger control technique

Walked away calmly

Broke something

Talked it out with that person

Used Skillstreaming skill _____

Other

How angry were you?

Burning

Really
angry

Moderately

Mildly angry
but still OK

Not angry
at all

How did you handle yourself?

1

2

3

4

5

Not well

Great

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

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

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

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



CHARACTER EDUCATION



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Character Strengths and Virtues

A HANDBOOK AND CLASSIFICATION

**Christopher Peterson
Martin E. P. Seligman**

1. Self-Regulation

2. Hope

3. Grit

4. Integrity

5. Bravery

6. Social Intelligence

7. Fairness

8. Kindness

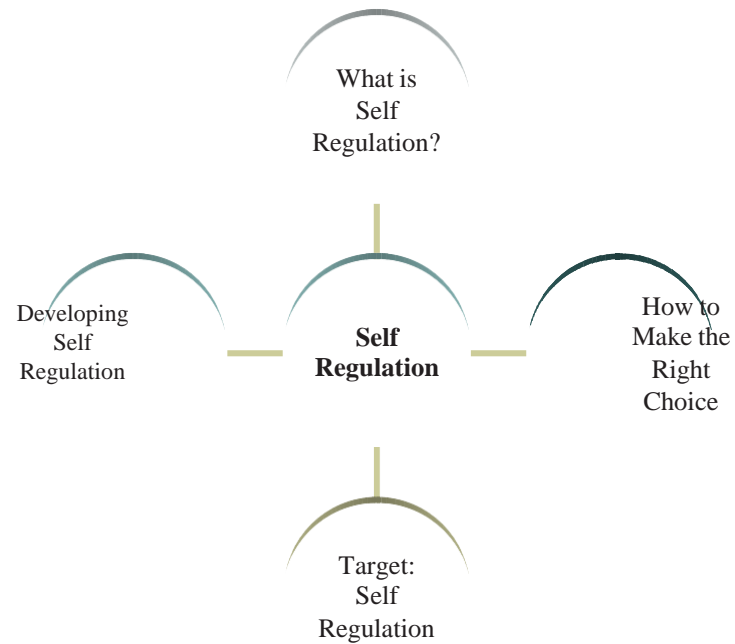
9. Curiosity

10. Optimism

11. Zest

12. Gratitude

Self Regulation



Journal Questions

-

A) Chronicle major events in your life where you did not use self regulation. Be as comprehensive as you can by developing a personal history that goes back as far as you can remember.

1. What happened?

2. What was your response?

3. Pick several situations that you have written about and discuss how if you had used self control there would have been a different outcome. Be specific as to a different outcome. Be specific as to what you could have done differently.