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

ROBERT OLIVER
MARK AMENDOLA
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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

- 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>Question</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who was the other person?</td>
<td>Co-worker                  Supervisor               Family member          Other</td>
</tr>
<tr>
<td>What did you do?</td>
<td>Yelled                      Talked to someone else</td>
</tr>
<tr>
<td></td>
<td>Walked away arguing         Ignored it</td>
</tr>
<tr>
<td></td>
<td>Used anger control technique</td>
</tr>
<tr>
<td></td>
<td>Walked away calmly</td>
</tr>
<tr>
<td></td>
<td>Broke something             Talked it out with that person</td>
</tr>
<tr>
<td></td>
<td>Used Skillstreaming skill</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
<tr>
<td>How angry were you?</td>
<td>Burning                     Really                      Moderately               Moderately but still OK</td>
</tr>
<tr>
<td></td>
<td>angry                       angry</td>
</tr>
<tr>
<td></td>
<td>Not angry                   at all</td>
</tr>
<tr>
<td>How did you handle yourself?</td>
<td>1                           2                           3                           4       5</td>
</tr>
<tr>
<td></td>
<td>Not well                    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
_______ 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