

Description of the workshops

October 20, 2016

Room	Author, contact	Workshop title	Workshop description	Stream
11:00				
Mocca/ Frappe	Knut Kornelius Gundersen Email: knut.gundersen@vid.no	From A.R.T.® to AART - The Scandinavian adapted version of the program.	The A.R.T.® program has gone through only minor changes through the years in spite of the fact that Dr. Goldstein suggested that A.R.T.® should be further developed according to newly available research and theory. An author group from Sweden and Norway developed AART (Adapted ART) and this book version is now used as the basis for program education in Sweden, Denmark, England and Estonia. AART includes updated theory for the three programs as well as pedagogical and principal improvements. The main aim is to increase social competence and expand target groups to include younger children and different diagnosis. The rationale and suggestions for improvement of the program will be presented in the workshop.	<i>Introduction to the Prepare® Curriculum</i>
Chili (11:00-11:30)	Shannon Burns, Kelli Pacher Email: Paz_consultz@yahoo.com	Washington State Aggression Replacement Training (WSART) A Juvenile Justice Model with High and Moderate Risk Youth.	We will give an overview of Washington State's model that has resulting research that has determined WSART a research based program that reduces the recidivism in moderate and high risk youth. Learn how Washington has implemented WSART in residential correction facilities well as in community supervision of offending youth. We will discuss how the use of a risk/needs assessment along with motivational interviewing and developing case plans that are criminogenic has shifted Juvenile Justice.	Research and Evaluation
Chili (11:30-12:00)	Katarzyna Nanowska Email: katarzyna.nanowska@wp.pl	"The world without bars - together against violence".	This workshop presents a prevention program carried out among junior high school students and high school students, showing an innovative way to teach social skills with the cooperation of the person on probation. By meeting with a man who served a penitentiary prison sentence, it allows students to get to know the reality of prison and confront new knowledge with their own ideas. The presented method involves the participants in a manner conducive to dialogue and, in a safe environment, helps acquire knowledge and enhance social emotional competence within the Aggression Replacement Training® context. The program aims at showing the effects of anti-social behavior, modeling the attitude of tolerance towards people who at some stage of their lives committed acts resulting in a prison sentence. The goal is to stimulate the motivation to acquire social skills.	Implementation of the Prepare® Curriculum

13:00				
Mocca/ Frappe	Kim Parker, Robert Calame Email: kimberleeparker@live.ca	Problem Solving Training: The “Do It Yourself” Component of the PREPARE Curriculum®	The daily conflict, confusion and difficult choices that youth face, create problems that add additional stress to their lives. It is vitally important, therefore, to provide them with strategies for resolving such problems. Problem Solving Training is designed to teach youth a way of solving their own problems: not taught what to think, but how to think. This structured process is a priceless gift that can help them to solve challenges that will arise in their future lives. This interactive workshop will provide an overview into this Problem-Solving method and demonstrate some activities used in the program.	<i>Introduction to the Prepare® Curriculum</i>
Chili (13:00-13:30)	Tomasz Tokarz Email: t.tokarz@wp.pl	Become the hero of your own life - the importance of intrinsic motivation.	The aim of the workshop is to identify the importance of empowerment of students as creators of their own developmental path. Is devoted to the issue of (auto) motivation - not as a result of external stimulation, but the power flowing from the interior. During the workshop we will learn how to recognize their own potential, opportunities, strengths and how to find them a suitable form of expression. Based on the model of the hero's journey we will analyze the stages we encounter on the way. The workshop is based on the latest knowledge of the theory of motivation.	<i>Engagement and Environment</i>
Chili (13:30-14:00)	Cecylia Bieganowska, Grażyna Kącka Email: todobieganowska@gmail.com	Interpersonal training: helping to build a school’s cohesive environment.	During the workshop we will look at several structures in the field of interpersonal training which, in practice, will show how to effectively introduce social-emotional skills in various areas of school life or that of other organizations. Together, we will consider the areas in which interpersonal training can support the process of building a cohesive team of teachers and other professionals, and how its effects can influence and shape a climate of support and cooperation.	<i>Engagement and Environment</i>
14:30				
Mocca (14:30-15:00)	Asbjørg Merete Berget , Bente Svendsrud Email: berget.a@online.no	Functional assessments as a basis for selecting skills for training.	An important step in the preparations for Skillstreaming is the selection of which social skills will be a part of the training. When planning an interpersonal social skill program it is recommended to use a Skillstreaming checklist (Goldstein, Glick et al. 1998). In addition to the checklist, it is recommended that observations of the student be made prior to the training. A more structured form of observation can happen with the help of functional analysis. The term refers to proving a functional connection between events in the environment and behavior (Skinner 1953). The presentation shows a way to take functional considerations when selecting skills for training.	<i>Implementation of the Prepare® Curriculum</i>
Mocca (15:00-15:30)	Knut K. Gundersen Email: knut.gundersen@vid.no	Network Skills Training including people with intellectual disabilities / autism with deviant behavior.	A traditional program for social skills training focuses on one person or a group of persons with common issues or diagnoses. However, conflicts in real-life situations can only be resolved if both parties change their behavior. Through a process we term network skills training (NST) where role-playing in natural settings (school, home, neighborhood, etc.) is the key component, the parties practice alternative and more functional patterns of interaction that are more amenable to them and which they can integrate into their day-to-day interactions. The	<i>Engagement and Environment</i>

			workshop will focus on the key elements in the method together with practical examples.	
Frappe	Robert Calame, Kim Parker Email: robertcalame@live.ca	Family TIES: A Family-Based Intervention to Compliment Prepare®, ART® and TIES Youth Groups.	The potential transfer of the learning of A.R.T.® and PREPARE Curriculum® elements is magnified when training targets not only youth, but their parents and/or significant others. Family TIES is a model built upon that understanding. Working together over two decades, Robert Calame and Kim Parker have created a program that supports the social competencies the youth learn, and helps transfer them into their everyday lives. This presentation includes a detailed description of the twelve session model and a brief review of Canadian research.	<i>Introduction to the Prepare® Curriculum</i>
Chili	Vegard Viestad, Thomas Zandstra Helmsgård, Morten Sigurdson Email: post@smart-kompetanse.no	Playfulness - Promoting and reinforcing social and emotional competence through games and activities.	In this workshop we will explore how you can use Character Traits and social skills to establish a common language during social and emotional interactions using games and activities. Through inquiry-based and reflective questioning we will explore which social skills or Character Traits can be useful for solving a task or engaging in an activity. Research points to a correlation between childhood playfulness and adult creativity. Is creativity a fixed trait or can you learn how to be more creative? Can creativity training increase overall playfulness and thus strengthen relationships and social skills? These are questions we will raise during the workshop and explore together. So bring your curiosity and a playful mindset for an engaging workshop which might give you some answers, but hopefully it raises even more questions for you to further explore!	<i>Engagement and Environment</i>
16:00				
Mocca	Knut K. Gundersen , Bettina H. Christensen Email: knut.gundersen@vid.no	Social perception Training: what it is and how it works.	Social Perception Training has 10 topics that in different ways are connected to ability to perceive social situations correctly. These topics are defined by using video clips, pictures, role plays and rehearsals. One main role play that illustrates a conflict or a stressful social situation will be analyzed by reflection over the different perception factors, and participants will propose alternative ways of dealing with the situation. The program will be brief presentation together with sharing 3 years of experience with the program at Hedebocenter in Denmark.	<i>Introduction to the Prepare® Curriculum</i>
Frappe	Grażyna Kačka, Cecylia Bieganowska Email: todokacka@gmail.com	A Contract - you think you know how to use it?	The contract is theoretically a very commonly used tool in working with people. But often it relies on writing slogans with which few can identify and even fewer observe the provisions contained therein. Therefore, we will reinvent the contract, we will restore its meaning and show what to do to successfully build a school community around it. We will refer to the values that stand behind it and show how powerful a tool it is, when it is built in accordance with the value system of the school, organization, and/or community.	<i>Implementation of the Prepare® Curriculum</i>
Chili	John Choi Email: mentoringervices@hotmail.com	Peace Circles & Restorative Justice: “Building a foundation of trust”.	“Restorative practices proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.” The purpose of a Peace Circle is to practice public acknowledgment of appreciation for others’ kindnesses and, in a safe environment, respectfully air small grievances and hurts before they grow to become grudges and full-blown conflicts. The Peace Circle focuses on understanding other perspectives or points of view, teaching the core value : “Treat others as you like to be treated.” Join me as we journey together through a circle process and share our experience, then discuss the practical applications.	<i>Engagement and Environment</i>

October 21, 2016

Room	Author, contact	Workshop title	Workshop description	Stream
11:00				
Mocca/ Frappe	Cecylia Bieganowska, Grażyna Kačka Email: todobieganowska@gmail.com	How to work with a difficult student- case study.	"Difficult pupil", "difficult youth" - we all meet these terms in our work on a daily basis. During the workshop we will analyze different cases from our work with "difficult" children and young people, and we will show the most effective management strategies. We will also discuss the situations that have not been successful, and we will try to present our critical conclusions. In addition, we will show how to use the moral dilemmas tool to solve difficult situations in the classroom and tell how to create dilemmas that can support educational processes and teach pro-social behaviors.	<i>Implementation of the Prepare® Curriculum</i>
Chili (11:00-11:30)	Marius Rekstad Email: marius.rekstad@osloskolen.no	Implementation of A.R.T.® Components in Special Education Classes: A 360 approach.	Marius Rekstad teaches kids between the ages of 8-12 in at the Special Education School Lønnebakken in Oslo, Norway. He is experienced working with social skills and anger control training in practical ways, as an integral part of the classroom environment, conflict resolution and in the overall school curriculum. He will share thoughts and experiences from his Special Education classroom.	<i>Implementation of the Prepare® Curriculum</i>
Chili (11:30-12:00)	Helena Hammerström Email: info@alltomart.se	AART and Creativity.	Helena loves to use many types of media tin her work with youth. This workshop will explore how to use technology, colours, pictures, cards, and movies to enrich ART-lessons. The goal of this workshop is to inspire you to return to your work place and use creative tools both inside and outside your ART-lessons.	<i>Engagement and Environment</i>
13:00				
Mocca	Bengt Daleflod Email: daleflod@telia.com	Stress Management in A.R.T.®	There are many well-functioning methods to manage stress and to reduce physical responses. Cognitive behavioral therapy (CBT) has been shown to be an effective treatment for many problem areas. Even when it comes to the ability to handle stress, there is an extensive research to support that CBT is effective. Stress management can be anything from simple relaxation exercises, changes in habits and daily behaviors to more comprehensive programs. The workshop will highlight areas that seem relevant to managing stress and give examples of methods that can be applied to better manage stress. As always, you should adapt the methods to the individual or target group that you work with.	<i>Introduction to the Prepare® Curriculum</i>

Frappe	Niels Veirup i pracownicy Hedeboctret Email: hbcnv@herning.dk	Junior ART® Trainers: a Peer to Peer teaching approach.	This workshop will focus on the peer to peer aspect of working with A.R.T.®. As an important contribution to the success of working with the training principle of model learning, youth not only learn from the performance of peers but may also be motivated to start or continue with the training. The workshop will look further into the involved principles and issues that arise in this training method. Participants will have an opportunity to ask questions and/or present their views on the use of the peer to peer principle.	<i>Implementation of the Prepare® Curriculum</i>
Chili	Kim Parker, Robert Calame, John Choi Email: kimberleeparker@live.ca	Problem Solving and developing Executive Function in the Young Brain.	“Executive Function” is a term that encapsulates the brain’s ability to regulate and control cognitive processes. The development of Executive Function begins in childhood and progressively develops through young adulthood. Problem Solving Training favors the development of this function by offering youth opportunities to apply learning through real life experiences. This workshop demonstrates how youth can develop cognitive skills by learning the processes for identifying and defining problems, making plans to solve the problem, executing a plan in an attempt to resolve the problem and evaluating the consequences of that execution. Concrete examples are used to illustrate the process.	<i>Implementation of the Prepare® Curriculum</i>
14:30				
Mocca	Cecylia Bieganowska, Grażyna Kącka Email: todobieganowska@gmail.com	Neuroscience in teaching social and emotional competencies.	To teach social and emotional skills we need not only reliable tools and procedures. It is also necessary to have knowledge about the process of learning and about the kind of changes young brains are dealing with. A solid knowledge about the brain, and the conclusions that it brings comes with help. During the workshop we will tell you about what is necessary for someone to be able to learn. We will also develop lesson topics and plans from a variety of subjects, where you can weave in development strategies for social and emotional competencies, based on the knowledge that comes from neuroscience.	<i>Engagement and Environment</i>
Frappe	Eddie Beaucage Email: athletex@sympatico.ca	Enhancing social skills acquisition with a little help from sport psychology.	The transfer of learning, in programs such as ART and the Prepare Curriculum, can be further encouraged when these skills and behaviors are expressed and observed in everyday life experiences such as sport and play. This workshop will review how observing at-risk youth during competitive sports, games, and activities can offer further opportunities for them to integrate and gain mastery over their positive social skills. Corrective instruction and modeling can have a positive effect on the acquisition and maintenance of pro-social peer relations and behaviors through coaching, modeling and the introduction of simple mental performance skills such as imagery, visualization, and relaxation.	<i>Engagement and Environment</i>
Chili	Robert Calame, Kim Parker Email: robertcalame@live.ca	Family TIES: Potency Possibilities and Prescriptiveness.	Family TIES targets creating potent transfer training strategies and possibilities for families learning elements of the PREPARE Curriculum®. It facilitates improvement in social emotional competency for youth and families considering real life events and issues so families learn together to face life’s challenges in their own particular context. Demonstrations of the pivotal lessons of the Angry Behavior Cycle from Anger Control Training and the Trust Account from PEACE 4 Kids, examine family issues requiring quick, astute consideration by animators. Animators must suggest role play and relevant practice that will serve to help the family internalize the prescriptions they recommend.	<i>Implementation of the Prepare® Curriculum</i>

16:00				
Mocca	Johan Björkehed Email: johan.bjorkehed@stat-inst.se	The “Perfect” A.R.T.® Institution and The Swedish National Board of Institutional Care.	The National Board of Institutional Care (Statens institutionsstyrelse, or SiS) is a Swedish government agency that delivers individually tailored compulsory care for young people with psychosocial problems. In this workshop I am going to try to take the audience on a journey through SiS’s history of A.R.T.® and show an example of how the “perfect” A.R.T.® institution might look. I have worked with the method for 10 years and I will point to some things that I have learned during my years that really work when it comes to motivating youth who are in institutional care.	<i>Engagement and Environment</i>
Frappe	Shannon Burns, Kelli Pacher Email: Paz_consultz@yahoo.com	We Teach Peace Program - Empathy and Character Education Components.	We will give an overview of the PEACE Program, developed by Dr. Sara Salmon, who worked closely with Dr. Arnold Goldstein, and The Prepare Curriculum® an expanded version of Aggression Replacement Training®. There will be discussion on implementation of a program based on the "Tier" or risk of your youth population. We will then specifically focus on the Empathy Training and Character Traits and the idea of "Can Empathy really be taught?" This will involve an open discussion and an opportunity to ask questions in exploring empathy training. We hope you will gain a few simple/easy ways to incorporate Empathy and Character Education into your system.	<i>Introduction to the Prepare® Curriculum</i>
Chili (16:00-16:30)	Grażyna Kačka, Cecylia Bieganowska Email: todokacka@gmail.com	Digital revolution - what have two years of research on cyber bullying taught us?	The workshop will be a presentation of more than two years of work with children, youth, parents and teachers in the subject of cyber bullying. We will present the authors’ studies showing the scale of the phenomenon in schools and the level of knowledge of adults. We will show practical tools that we use during the workshop for the students and tell how, with the help of exercises that shape social skills, schools can cope better with the digital revolution affecting them. We will try to explain emotional and social mechanisms that shape violent behavior on the Internet among young people and to answer the question of how to better cope with the growing wave of hatred and aggression on the network.	<i>Research and Evaluation</i>
Chili (16:30-17:00)	Gry Elisabeth Gåsnes, Sigve Berg Email: gry.gasnes@ude.oslo.kommune.no	How A.R.T.® components changed a classroom environment saturated by behavioral problems and bullying.	In this workshop we will present a case from reality that demonstrates how we – as teachers – work with A.R.T.® components. The case shows how A.R.T.® components were used in one particular class (pupils age 12 to 13) in a Norwegian public school. As a result of a lack of adult presence and guidance, the class environment was saturated by behavioral problems and bullying, creating an unsafe learning environment. Analysis of individual interviews and socio-metrics were used to map the social interaction patterns in class. By working with emotional management and social competence, we sought to further develop the pupils’ social competence skills and capability to handle peer pressure and understand peers’ feelings and reactions.	<i>Engagement and Environment</i>