

ART Literature Search - Journal Articles (post 2000).

UK

Amendola, A.M. and Oliver, R.W. (2003). LSCI and Aggression Replacement Training: A multi-modal approach. *Reclaiming Children and Youth*, 12(3), 181–185. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

Life Space Crisis Intervention converts a conflict into a meaningful learning experience for the student by discovering what drives his/her behavior and by defining clear outcome goals. Aggression Replacement Training teaches alternatives to problematic behavior. The collaborative use of ART and LSCI is an effective strategy, specifically in stage five of LSCI to present students with new skills needed for behavioral change.

Calame, R., Barile, S., Brown, D., Colantonio, M., Konopa, K., Maas, K., Parker, K., Potter, D. and Williams, C. (2001). Too Angry to Learn? Aggression Replacement Training for Youth and Their Families in a Residential Setting. *Journal of Youth and Child Care Work*, 15-16, 82-94.

No Abstract

Calame, R. and Parker, K. (2003). Reclaiming youth and families with “Family ART”. *Reclaiming Children and Youth*, 12(3), 154–157. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

Aggression Replacement Training (ART) has been introduced and adopted with youth and families at Batshaw Youth and Family Centres in Montreal, Canada. The Batshaw philosophy of "Family Centered Practice" has generated a program which includes parents and significant others in what we call "Family ART" groups. Within the Batshaw umbrella, ART groups are offered to youth in residential treatment settings, school settings, correctional services, community programs, and foster care.

Connolly, J. (2005). Aggression Replacement Therapy (ART): a direction of intervention for managing aggression in a variety of settings. *EISTEACH Journal*, 3(6), 18-21.

No Free Abstract

Hatcher, R.M., Palmer, E.J., McGuire, J., Hounscome, J.C., Bilby, C.A.L. and Hollin, C.R. (in press). Aggression Replacement Training with adult male offenders within community settings: A reconviction analysis. *Forensic Psychiatry and Psychology*.

No Abstract

Hollin, C.R. (2003). Aggression Replacement Training: Putting theory and research to work. *Reclaiming Children and Youth, 12(3)*, 132-135. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

There are many problems posed by aggressive youth, the harm to victims and the loss of young people into the criminal justice system and penal confinement. Aggression Replacement Training (ART) was developed by Arnold Goldstein and his colleagues as a means of working with aggressive young people to help them learn new, pro-social ways of behaving. This paper looks at the theory and the research that underpins the three constituents of ART--skills training, emotional control training, and moral reasoning training. It is shown that ART has a solid theoretical base and that the research evidence favours this type of approach to working with young people.

McGinnis, E. (2003). Aggression Replacement Training: A viable alternative. *Reclaiming Children and Youth, 12(3)*, 161-166. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

Schools have widely used suspension and related punitive practices, in spite of their proven ineffectiveness. This article discusses the role of Aggression Replacement Training as part of a school wide positive behavior support initiative.

McGuire, J. (2008). Review: A review of effective interventions for reducing aggression and violence. *Philosophical Transactions of the Royal Society B: Biological Sciences, 363(1503)*, 2577–2597. Abstract retrieved August 12, 2008, from Royal Society Publishing online.

Abstract:

This paper addresses the question of whether individual violence can be reduced in frequency or severity, if so to what extent and by which methods. It opens with a brief overview of the nature of personal violence and discussion of some key definitional and methodological problems. However, its principal focus is on the findings obtained from a series of meta-analytic reviews of structured programmes for adolescents and adults who have shown repeated aggression or been convicted of personal violence, drawing together the results of studies conducted in prison, probation, youth justice and allied services. Additional results are considered from a systematic review of studies of violence prevention among offenders with mental disorders. This incorporates the preliminary findings of a meta-analysis of controlled trials of psychosocial interventions with that population. Overall, it is concluded that there is sufficient evidence currently available to substantiate the claim that personal violence can be reduced by psychosocial interventions, but that much more research is required to delineate the parameters of effectiveness in this context. Proposals are made for future investigations with reference to the theoretical understanding of causal relationships and the design of experimental trials.

Moynahan, L. (2003). Enhanced aggression replacement training with children and youth with Autism Spectrum Disorder. *Reclaiming Children and Youth, 12(3)*, 174-180. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

An enhanced form of Aggression Replacement Training is being used with children and youth with autism spectrum disorder and particularly those with Asperger's Syndrome who present behavioural challenges. Initial results in a Norwegian centre indicate that, with some modifications and enhancements, the programme is an appropriate strategy for improving social competence and replacement of aggressive responding in this population. Enhancement techniques are described that help tailor standard Aggression Replacement Training to the demands of this population.

Reddy, L.A. and Goldstein, A.P. (2001). Aggression Replacement Training: A multimodal intervention for aggressive adolescents. *Residential Treatment for Children and Youth, 18(3)*, 47-62. Abstract retrieved August 12, 2008, from Haworth Press online website.

Abstract:

This article provides an overview of Aggression Replacement Training (ART), an empirically validated and theoretically grounded multimodal intervention designed to prevent and reduce aggression in adolescents. ART consists of three components: (1) skills streaming, designed to teach a broad range of social skills; (2) anger control training, a method for empowering youth to modify their own anger responsiveness; and (3) moral reasoning education, training to motivate youth to use skills acquired through the other two training components. Implementation issues are presented. Strategies to successfully transfer and maintain acquired skills, as well as enhance trainee motivation, are outlined. Efficacy studies suggest that ART is an effective program for aggressive adolescents in a wide range of treatment settings.

Roth, B.S. and Striepling-Goldstein, S. (2003). School-based aggression replacement training. *Reclaiming Children and Youth, 12(3)*, 138-141. Abstract retrieved August 6, 2008, from Gale online website.

Abstract:

Aggression Replacement Training (ART) is a potent K-12 intervention that responds to many of the developmental and natural needs of aggressive and antisocial students. Woven into the curriculum preventatively or as a stand-alone course in response to an antisocial school climate, ART facilitates the learning necessary to reach and provide lasting change for complex students.

Sugg, D. (2000). *Wiltshire Aggression Replacement Therapy (ART): One-Year Reconvictions and Targeting*. Unpublished Report, London: RDSD, Home Office

No Abstract

USA

Amendola, A.M. and Oliver, R.W. (2003). LSCI and Aggression Replacement Training: A multi-model approach. *Reclaiming Children & Youth*, 12(3), 181-185.

Abstract retrieved August 13, 2008, from

http://www.uscart.org/lsci_aggression_replacement_training.pdf

Abstract:

Life Space Crisis Intervention converts a conflict into a meaningful learning experience for the student by discovering what drives his/her behaviour by defining clear outcome goals. Aggression Replacement Training teaches alternatives to problematic behaviour. The collaborative use of ART and LSCI is an effective strategy, specifically in stage five LSCI, to present students with new skills needed for behavioural change.

Barnoski, R. (2002). *Washington State's Implementation of Aggression Replacement Training for Juvenile Offenders: Preliminary Findings*. Olympia, WA: Washington State Institute for Public Policy.

Abstract retrieved August 6, 2008, from

<http://www.wsipp.wa.gov/pub.asp?docid=02-06-1201>

Abstract:

The 1996 Washington State Legislature appropriated \$2.35 million to 12 juvenile courts for early intervention programs targeting youth placed on probation for the first time and considered at high risk to re-offend. At the request of the Juvenile Rehabilitation Administration, the Washington State Institute for Public Policy evaluated the program. The primary outcome measure is whether there is a reduction in subsequent court adjudications for youth in the program. This report also examines the level of program success necessary for the state's investment to be cost-effective.

Barnoski, R. and Aos, S. (2004). *Outcome Evaluation of Washington State's Research-Based Programs for Juvenile Offenders*. Olympia, WA: Washington State Institute for Public Policy (section 4, pp. 9-12).

Abstract retrieved August 6, 2008, from

<http://wsipp.wa.gov/pub.asp?docid=04-01-1201>

Abstract:

In 1997, the Washington State Legislature passed the Community Juvenile Accountability Act (CJAA) to reduce juvenile crime by establishing “research-based” programs in the state’s juvenile courts. The CJAA funded the nation’s first statewide experiment concerning research-based programs for juvenile justice. Because selected treatment programs had already been researched elsewhere in the United States, usually as small scale pilot projects, the question here was whether they work when applied statewide in a “real world” setting. This report indicates that the answer to this question is yes— when the programs are competently delivered.

Billings, F.C. (2003). *The effects of the aggression and violence reduction training program on African American adolescent males*. PhD Manuscript. Abstract retrieved August 12, 2008, from

http://getd.galib.uga.edu/public/billings_fay_c_200308_phd/billings_fay_c_200308_phd.pdf

Abstract:

The Aggression and Violence Reduction Training Program (AVT) was implemented with African-American adolescent males referred by probation officers and judges in the Fulton County Juvenile Justice System in Atlanta, Georgia. Twenty-one adolescent males comprised the purposive sample of this research study. The treatment group consisted of ten adolescent males and the control group consisted of eleven adolescent males. The AVT was an eight session program that utilized cognitive-behavioral techniques to reduce low to moderate levels of aggression and violence in adolescent African-American males. The program/intervention addressed social skills training, anger management, and violence education through such methods as group activities, discussions, handouts, video presentations, homework, role playing activities, facilitator feedback, and group feedback. The study utilized a quasi-experimental non-equivalent control group design to evaluate efficacy of the intervention. Questionnaires were completed by the youth and their parent or caregiver at pre and post-testing. The youth completed the Conners-Wells' Adolescent Self-Report Scale (CASS) and the Aggression Questionnaire (AQ). The parent or caregiver completed the Conners' Parent Rating Scales-Revised (CPR-R) and a Behavioral Questionnaire (BQ). Data collected were analyzed using the independent-samples t-test and the paired-samples t-test. Based on the results of the independent-samples t-test, the groups were not found to be statistically significantly different on the pretest prior to the intervention. After the intervention, statistical significance was found based on the results of two of the four measures; the CASS completed by the youth and the BQ completed by the parent/guardian. Differences in the control group were not observed. Of four hypotheses, two were fully substantiated and two were partially substantiated.

Caldwell, M.F. and Van Rybroek, G.J. (2005). Reducing violence in serious juvenile offenders using intensive treatment. *International Journal of Law and Psychiatry*, 28(6), 622-636. Abstract retrieved August 12 2008, from ScienceDirect website.

Abstract:

This study reports on the reduction in violent offending in a population of serious and violent juvenile offenders following an intensive institutional treatment program. The treatment group (N = 101) is compared to a similar group that was assessed but not treated (N = 147). All youth were sent to the program from a juvenile corrections institution where they had received the customary rehabilitation services. The results show a significant reduction in the prevalence of recidivism in the treated group after controlling for time at risk in the community and other covariates. The effects of non-random group assignment were reduced by including a propensity score analysis procedure in the outcome analysis. Untreated comparison youth appeared to be about twice as likely to commit violent offenses as were treated youth (44% vs. 23%). Similarly, treated youth had significantly lower hazard ratios for recidivism in the in

the community than the comparison youth, even after accounting for the effects of non-random group assignment.

Cobb, B., Sample, P.L., Alwell, M. and Johns N.R. (2006). Cognitive-Behavioral Interventions, Dropout, and Youth with Disabilities: A Systematic Review. *Remedial and Special Education*, 27(5), 259-275. Abstract retrieved August 13 2008, from Sage Journals online website.

Abstract:

The relationship between cognitive—behavioral interventions and therapies on the one hand and school dropout outcomes and violent verbal or physical aggression on the other hand for secondary-age youth with disabilities was explored in a systematic review. A total of 16 studies intervening with 791 youth with behavioral disorders, attention-deficit/hyperactivity disorder, and learning disabilities were reviewed. The findings of this review strongly support the efficacy of the use of cognitive—behavioral interventions across educational environments, disability types, age groups, and gender in the reduction of dropout and correlates of dropout. A series of more detailed implications for practice are suggested, as well as directions to the reader to locate more detailed descriptions of how these interventions might be implemented in their secondary education environments.

Hayes, C.J. (2005). *Aggression Replacement Training Quality Assurance Manual*. Washington State. Retrieved August 14, 2008, from www.wsipp.wa.gov/rptfiles/ART_QA_Manual.doc

No Abstract

Hosley, C. (2005). *Aggression Replacement Training: Uniting Networks for Youth evaluation highlights 2003-04*. Saint Paul, MN: Wilder Research Center. Abstract retrieved August 13 2008, from [http://www.wilder.org/reportssummary.0.html?&no_cache=1&tx_ttnews\[cat\]=34&tx_ttnews\[tt_news\]=1848&tx_ttnews\[backPid\]=357&cHash=dada3574c1](http://www.wilder.org/reportssummary.0.html?&no_cache=1&tx_ttnews[cat]=34&tx_ttnews[tt_news]=1848&tx_ttnews[backPid]=357&cHash=dada3574c1)

Abstract:

This summary outlines the results of Aggression Replacement Training for a diverse group of young offenders in Ramsey County. Aggression Replacement Training is a research-tested method for helping youth break out of the cycle of violence and aggression. It is a short-term, intensive program of two to three sessions per week for 10 weeks.

Washington State (2005). *Aggression Replacement Training Program Standards*. Washington. Retrieved August 14, 2008, from www.wsipp.wa.gov/rptfiles/ART_PS.doc

No Abstract

Wilson, D.B., Bouffard, L.A. and Mackenzie, D.L. (2005). A Quantitative Review of Structured, Group-Oriented, Cognitive-Behavioral Programs for Offenders. *Criminal*

Justice and Behavior, 32(2), 172 - 204. Abstract retrieved August 13 2008, from Sage Journals online website.

Abstract:

Prior reviews and meta-analyses have supported the hypothesis that offender rehabilitation programs based on cognitive-behavioral principles reduce recidivism. This article quantitatively synthesizes the extant empirical evidence on the effectiveness of structured cognitive-behavioral programs delivered to groups of offenders. The evidence summarized supports the claim that these treatments are effective at reducing criminal behavior among convicted offenders. All higher quality studies reported positive effects favoring the cognitive-behavioral treatment program. Specifically, positive reductions in recidivism were observed for moral recondition therapy, reasoning and rehabilitation, and various cognitive-restructuring programs. The evidence suggests the effectiveness of cognitive skills and cognitive restructuring approaches as well as programs that emphasize moral teachings and reasoning.

Canada

Leschied, A.W. (2000). Informing Young Offender's Policy in Current Research: What the Future Holds. In L. L. Motiuk and R. C. Serin (eds.), *Compendium 2000 on Effective Correctional Programming*. (Chapter 12). Ottawa, Correctional Service Canada. Retrieved August 13 2008, from http://www.csc-scc.gc.ca/text/rsrch/compendium/2000/chap_12-eng.shtml

McGuire, J. (2000). Defining Correctional Programs. In L. L. Motiuk and R. C. Serin (eds.), *Compendium 2000 on Effective Correctional Programming*. (Chapter 1). Ottawa, Correctional Service Canada. Retrieved August 13 2008, from http://www.csc-scc.gc.ca/text/rsrch/compendium/2000/chap_1-eng.shtml

Europe

Gundersen, K. and Berget, A.M. (2005). *ART (Aggression Replacement Training): An exciting innovation for the creation of social skills*. Abstract retrieved August 13 2008, from http://translate.google.co.uk/translate?hl=en&sl=no&u=http://www.nfunorge.org/view.cgi%3F%26link_id%3D0.15018%26session_id%3D0&sa=X&oi=translate&resnum=3&ct=result&prev=/search%3Fq%3DHusby%2B%2526%2BSagstad,%2B2005%26hl%3Den%26sa%3DG (translation means some of the words below are nonsense).

Abstract:

ART is a program for the training of social skills that first and foremost was designed to reduce behaviour problems in school. The program, which was developed by Arnold Goldstein, Barry Glick and John Gibbs at Syracuse University in New York consists of 3 components; training of social skills, sinnekontrolltrening and training in moral resonnering. In Norway, the program has also been in use and achieved good effect in the kindergarten, primary schools, secondary schools, special schools and barnevernsinstitusjoner. There have also been used in relation to people with mental

and Asperger syndrome. Diakonhjemmet College Maharashtra offers 60 ECTS continuing education focusing on art, and it is also an extensive education of ART - trainers in schools, by barnevernsinstitusjoner and among the personnel who work with handicapped . In a report from research group appointed by the Secondary Education and Health and sosialdirektoratet ART was described as a program with a track record in relation to students with problem behaviour (Nordahl, 2006 116 / id).

Gundersen, K., Moynahan, L. and Strømgren, B. (2005). *Replace Aggression*.

Abstract retrieved August 11, 2008, from

http://66.102.9.104/translate_c?hl=en&sl=no&u=http://www.universitetsforlaget.no/servlets/dispatcher/boker/psykologi/psykologi_og_psykiatri/katalog%3FproductId%3D681616&prev=/search%3Fq%3DHusby%2B%2526%2BSagstad,%2B2005%26hl%3Den%26sa%3DG&usg=ALkJrhickCdjtoE8xHp6WqN8sb5tjdK7nA (translation means some of the words below are nonsense).

Abstract:

Replace aggression provides an introduction to the Aggression Replacement Training (ART) and Positive Behaviour and Støttetiltak (PAST): two programs for the training of social skills that have proven to have a good effect in work with children, young people, their family and social networks. ART-programmet er utviklet i USA, men Erstatt aggresjonen er tilpasset norske forhold, med problemstillinger fra norsk hverdag. ART programme has been developed in the United States, but Replace aggression is adapted Norwegian conditions, on issues from the Norwegian daily life.

Gundersen, K. and Svartdal, F. (2005). Evaluation of a Norwegian postgraduate training programme for the implementation of Aggression Replacement Training. *Psychology, Crime and Law*, 11(4), 435-444. Abstract retrieved August 4, 2008, from IngentaConnect website.

Abstract:

In 2002, Rogaland College—an educational institution for the training of social educators, nurses and occupational therapists in Norway—started a postgraduate training programme entitled “Training of Social Competence”. The main subject of the programme was Aggression Replacement Training (Goldstein, Glick, & Gibbs, *Aggression Replacement Training: A comprehensive intervention for aggressive youth*. Champaign, IL: Research Press, 1998), and the programme's most important purposes were to train students in the identification, treatment, and prevention of aggressive and anti-social behaviour, and to teach them skills for the implementation of ART in organizations. Thus, the programme explicitly addressed factors associated with treatment effects, skills required as an ART trainer and programme implementation skills. The present paper reviews relevant research and briefly describes the positive evaluation results of the training programme.

Gundersen, K. and Svartdal, F. (2006). Aggression replacement training in Norway: Outcome evaluation of 11 Norwegian student projects. *Scandinavian Journal of*

Educational Research, 50(1), 63-81. Abstract retrieved July 28, 2008, from IngentaConnect website.

Abstract:

Eleven groups of students performed a 24-session intervention based on Aggression Replacement Training (ART) as part of their further education programme. Subjects were 65 children and young people with varying degrees of behavioural problems. Forty-seven subjects received the ART programme. Eighteen received standard social and educational services and served as comparison subjects. Social problems and skills were assessed before and after the ART intervention using multi-informant instruments (SSRS, CADBI, HIT, CBCL). Informants in the ART group indicated significant improvement following the intervention, both in terms of increased social skills and reduced behavioural problems; in contrast, informants in the comparison group did not generally indicate improvement.

Holmqvist, R., Hill, T. and Lang, A. (2007). Effects of Aggression Replacement Training in Young Offender Institutions. *International Journal of Offender Therapy and Comparative Criminology*, 1-19. Abstract retrieved August 12, 2008, from Sage Journals online website.

Abstract:

This article reports a study where aggression replacement training (ART), combined with token economy, was compared with relationally oriented treatment at four residential treatment units in a nonrandomized design. In all, 57 adolescents in the ages between 16 and 19 participated. Outcome was measured as weighted indices of sentences and police suspicion reports. The results show no differences between the treatment models. In a separate analysis, the hypotheses were tested that those adolescents would relapse less frequently who admitted their crimes at intake or who could talk about guilt for their criminal acts. These hypotheses were refuted as main effects, but an interaction effect was found that suggests that adolescents with less consciousness of guilt got better results at the ART institutions. Case descriptions suggest that a more individualized approach to treatment, where ART is used for those adolescents who are motivated for it, would give better results.

Hornsveld, R.H.J. (2005a). Evaluation of Aggression Control Therapy for violent forensic psychiatric patients. *Psychology, Crime and Law*, 11(4), 403-410. Abstract retrieved August 4, 2008, from IngentaConnect website.

Abstract:

Aggression Control Therapy is meant for Dutch forensic psychiatric patients and consists of 15 weekly sessions and three follow-up sessions at 5-week intervals after completion. It includes the components: Anger Management, Social Skills, Moral Reasoning and Self-regulation Skills. It has been shown in various forensic psychiatric hospitals that Aggression Control Therapy can be given to both inpatients and outpatients. Inpatients had a 12% dropout rate and outpatients a 34% dropout rate. The self-report questionnaires showed a significant decrease in hostile and aggressive behaviour in both inpatients and outpatients. This decrease was maintained at the

follow-up assessment. Follow-up research with a control condition and with more objective outcome measures is needed to confirm this improvement. No changes in socially competent behaviour were observed, probably because patients reported at the beginning of the therapy less social anxiety and more social skills than a norm group. The therapy turned out to be beneficial for patients who had a comparatively high level of anger as a personality characteristic. It is recommended that the Social Skills component of the therapy focuses on a decrease in “limit-setting” skills like giving criticism and more on an increase of “approaching” skills like giving a compliment. A design for a future controlled study is described briefly.

Hornsveld, R.H.J. (2005b). *Assessment and treatment of violent forensic psychiatric patients with a conduct or an antisocial personality disorder in the Netherlands*. UB Nijmegen. Abstract retrieved August 13, 2008, http://webdoc.ubn.ru.nl/mono/h/hornsveld_r/asseantro.pdf

Abstract:

Because a Dutch treatment program for so-called terbeschikkinggestelden or violent forensic psychiatric inpatients was lacking, we took to developing an Aggression Control Therapy (ACT) in 2000, which was based on Goldstein, Glick, and Gibbs' Aggression Replacement Training (ART). The ACT program was subsequently also administered in adolescent and adult forensic psychiatric patients referred for obligatory treatment to an outpatient clinic owing to criminal acts of general violence. This thesis consists of a number of separate studies. First, a group of violent forensic psychiatric inpatients was compared to a group of violent prison inmates in order to gain insight into the determinants of verbally and physically aggressive behaviors of the patients. In order to complement existing assessment tools, two new instruments were developed to measure hostility and aggressive behavior on the ward. Following the development and implementation of our ACT program, the intervention was evaluated in a forensic psychiatric inpatient and a forensic psychiatric outpatient sample. Aggressive behaviors as observed in various violent forensic psychiatric subgroups were subsequently investigated to learn whether the content and procedure of the ACT needs to be modified to fit these specific groups. To conclude, we explored the aggressive behaviors and social competence in two related populations, i.e. in forensic psychiatric outpatients convicted of domestic violence or sexual assault.

Hornsveld, R.H.J., Cuperus, H., De Vries, E.T. and Kraaimaat, F.W. (2008). An evaluation of behavioural and personality differences between native and non-native male adolescents in the Netherlands ordered into treatment in a forensic psychiatric outpatient clinic, and their non-violent peers. *Criminal Behaviour and Mental Health*, 18(3), 177 – 189. Abstract retrieved August 13, 2008, from Wiley Inter Science online website.

Abstract:

Background: In a previous study of the dynamic criminogenic needs of violent outpatients we did not differentiate between native and non-native adolescents, but

differences between personality traits and problem behaviours may require adaptations to any treatment programme.

Aim: To compare, in the Netherlands, native and non-native adolescents with and without a violence history on personality traits and problem behaviours.

Methods: Forty-eight native and 71 non-native violent male adolescents were recruited from consecutive referrals to a forensic outpatient clinic after a violent offence and compared with randomly selected male youths in secondary vocational schools, but without a violent history, 82 of whom were from Dutch and 79 from non-Dutch descent. Each took part in an individual interview to complete a range of personality and behavioural rating scales.

Results: Native and non-native adolescent outpatients did not differ from each other on any measure. Overall, the outpatients scored higher than the students on hostility but not aggressive behaviour, but there were differences within the student group according to descent, with the native students having higher agreeableness scores and lower hostility and aggressive behaviour scores than the students of non-Dutch descent.

Conclusion: Our study suggested that any differences in behavioural or personality traits seen in the general adolescent population according to descent are not reflected in a violent offender group of similar age. It therefore seems unlikely to be necessary to run different treatment programmes for native and non-native adolescent offenders.

Hornsveld, R.H.J., Hollin, C.R., Nijman, H.L.I. and Kraaimaat, F.W. (2007). Violent Forensic Psychiatric Patients: Individual differences and consequences for treatment. *International Journal of Forensic Mental Health*, 6(1), 15-27. Abstract retrieved August 13, 2008,

[http://hjem.diakonhjemmeths.no/filer/files/ART/Hornsveld%20Hollin%20Nijman%200%20Kraaimaat%20\(2007\)%20Individual%20differences.pdf](http://hjem.diakonhjemmeths.no/filer/files/ART/Hornsveld%20Hollin%20Nijman%200%20Kraaimaat%20(2007)%20Individual%20differences.pdf)

Abstract:

The literature on differences between aggressive individuals exhibiting reactive and proactive aggression raises the issue whether different treatment programs should be developed for violent forensic psychiatric patients with a conduct disorder or an antisocial personality disorder. In order to study this issue, aggressive behavior of 133 inpatients and of 176 outpatients was analyzed in detail for four subgroups, composed on the basis of the two factors of the Psychopathy Checklist-Revised. Contrary to expectations, there were no differences found in scores on self-report questionnaires for disposition to anger, hostility and aggressive behavior between the four subgroups. Minor differences were found, however, between these four subgroups in the relationship to aspects of aggressive behavior on the one hand, and neuroticism, social anxiety and social skills on the other hand. To some extent, this explorative study appears to confirm recommendations to distinguish between individuals who exhibit reactively aggressive behavior, and those who primarily display proactively aggressive behavior. In line with our clinical experiences and with our findings, it seems advisable to focus especially on anger management and social skills in the

reactively aggressive group and on moral reasoning and prosocial thinking styles in the proactively aggressive group.

Hornsveld, R.H.J., Nijman, H.L.I., Hollin, C.R. and Kraaimaat, F.W. (2008). Aggression Control Therapy for Violent Forensic Psychiatric Patients Method and Clinical Practice. *International Journal of Offender Therapy and Comparative Criminology*, 52(2), 222-233. (First Published 2007). Abstract retrieved August 6, 2008, from Sage Journals online website.

Abstract:

Aggression control therapy is based on Goldstein, Gibbs, and Glick's aggression replacement training and was developed for violent forensic psychiatric in- and outpatients (adolescents and adults) with a (oppositional—defiant) conduct disorder or an antisocial personality disorder. First, the conditions for promoting "treatment integrity" are examined. Then, target groups, framework, and procedure are described in detail, followed by the most important clinical findings during the period 2002 to 2006. Finally, new programme developments are mentioned, with aggression control therapy as a starting point.

Hornsveld, R.H.J., Nijman, H.L.I. and Kraaimaat, F.W. (2008). Aggression Control Therapy for violent forensic psychiatric patients: First results. *Psychology, Crime and Law*, 14(1), 1 – 18. Abstract retrieved August 11, 2008, from Informaworld website.

Abstract:

Aggression Control Therapy (ACT), a treatment programme developed in the Netherlands for violent forensic psychiatric patients with a conduct disorder or antisocial personality disorder, was investigated in two studies. In the first study, the personality traits and problem behaviours of these patients and a normative Dutch population were compared, and then the traits and behaviours of patients who completed the ACT were compared with those who dropped out. In the second study, the ACT was evaluated by comparing pre-treatment, post-treatment, and follow-up data. Two control conditions were added: a waiting-list period for outpatients and a control group for inpatients. The patients who received ACT were psychologically unstable, egoistic, and prone to anger. They reported little social anxiety when exhibiting limit-setting behaviour (e.g. giving criticism) but tended to avoid approaching behaviour (e.g. giving a compliment). Results suggested that ACT diminished aggressive behaviour but did not change socially competent behaviour. The limitations of the two studies are mentioned and suggestions for further research into the effects of ACT are presented.

ICART (2005). *Minimum standards for ICART recommended ART training. International Center for Aggression Replacement Training (ICART): Member Training and Standards Committee*. Retrieved August 4, 2008, from http://www.aggressionreplacementtraining.org/ICART_Standards.pdf

No Abstract

Leenaars, P.E.M. (2005). Differences between violent male and violent female forensic psychiatric outpatients: Consequences for treatment. *Psychology, Crime & Law*, 11(4), 445-455. Abstract retrieved August 13, 2008, from IngentaConnect website.

Abstract:

Most research on anger and aggressive behaviour management has focused on male offenders. Little is known not only about the types and seriousness of violent female behaviour, but also about the treatment needs of violent female offenders. This article describes a qualitative study on violent females, examining their aggressive behaviour and describing experiences with Emotion Control Therapy (ECT), an adaptation of the Dutch version of Goldstein's Aggression Replacement Training. Firstly, specific issues in treatment needs for developing the programme are examined. After describing the design and content, special attention is given to practical experiences with this ambulant therapy. Then some qualitative results from three ECT groups are presented, in which differences in certain personality and behavioural characteristics between violent females and violent males are described. Recommendations are made for adapting ECT to the specific needs of this population, based on these results.

Moynahan, L. and Strømgren, B. (2005). Preliminary results of Aggression Replacement Training for Norwegian youth with aggressive behaviour and with a different diagnosis. *Psychology, Crime and Law*, 11(4), 411-419. Abstract retrieved August 4, 2008, from IngentaConnect website.

Abstract:

We present a short summary of the efforts to disseminate Aggression Replacement Training (ART) in Norway following an initial seminar held by Arnold Goldstein in 2000. Data from a pilot study conducted into the effectiveness of ART with children and youth with aggressive behaviour and with a different diagnosis are presented. The data indicate that ART can be an appropriate and effective intervention.

Ylisuanto, A. (2004). *ART in the school: A modern society phenomena.*

Norrkoeping. Abstract retrieved August 13, 2008, from <http://www.edu.linkoping.se/strut/filer/filer/ART%20i%20skolan%20den%20R%C3%A4tta1.pdf>

Abstract:

ART; Aggressive Replacement Training, is a quite new method in Sweden which has for a goal to resocialise aggressive juveniles and make them chose other more acceptable behaviours than aggressiveness. In the community of Linköping they have had a project in which ART has been introduced as a way for assistants in the ground –school to do a good job in their meetings with aggressive children. In this study I have tried to answer the question why there is a need for methods like ART in the society today. To reach my purpose I have interviewed ART- educated assistants who are working with children in the school, and an ART –educator. By using the method of hermeneutics I have analysed those interviews in a context of the modern society. Practices of the modern society can be seen in several ways in the method of ART. Aggressiveness by children today can be a result of their difficulties in feeling safe in the modern society of risks. Several of the earlier structures which made people feel

safe has been given another meaning today, for example family, religion and the relation between the generations. In the same time the school of today asks for pupils who can deal with insecurity and fast changes. ART can in this perspective be seen as a way to reshape those mentioned structures in the modern society. The modern thought of subjects as changeable projects and also the modern thought of how to govern those subjects can be seen in the ART- method.

Australia

Sreekumar, U. (2000). *Aggression Replacement Training: Comparing Incarcerated Group Intervention and Community Based Individual Intervention Among Young Offenders*. Winnipeg, Canada: University of Minitoba. Abstract retrieved August 12 2008, from

<http://www.collectionscanada.gc.ca/obj/s4/f2/dsk2/ftp01/MQ53255.pdf>

Abstract:

This practicum examines the factors that lead to the criminal activity of youth. Two of the primary factors cited in the many of the literature, is that delinquent youths tend to be both antisocial and aggressive. This practicum examines these traits and their relationship to crime. The model chosen for this intervention is the Aggression Replacement Training developed by Arnold Goldstein and Barry Glick in 1987. This model has been proven to be effective for this particular population. The model was used to compare two interventions, one using group therapy with incarcerated delinquents in Ottawa, and the other a community based intervention with individuals in Winnipeg. The objectives for the members who took part in this practicum included, decreasing aggression among participants, increasing their social competency and increase their assertiveness. The intervention appeared to be effective for most of the youth, based on the scores of the Aggression Questionnaire and verbal feedback from participants.

Howells, K., Day, A., Bubner, S., Jauncey, S., Williamson, P., Parker, A. and Hesletine, K. (2002). Anger management and violence prevention: Improving effectiveness. *Trends and Issues in Crime and Criminal Justice*, 227. Australian Institute of Criminology. Abstract retrieved August 13, 2008, from <http://www.aic.gov.au/publications/tandi/ti227.pdf>

Abstract:

The management of anger is a crucial issue in the prevention of violent crime. Programs that aim at anger management can be highly cost-effective. The 1990s and early 2000s have witnessed a renaissance of interest in the rehabilitation of offenders in many criminal justice systems throughout the world. The causes of this re-awakening of interest are many, but include the increasing evidence that rehabilitation programs have a significant impact on rates of recidivism (McGuire 1995; Hollin 1999, 2001). As this evidence has accumulated, the notion that “nothing works” in offender rehabilitation has slowly given way to an emphasis on identifying the characteristics of programs that are likely to be effective and, conversely, the

characteristics of those that are likely to have no effect or even an adverse effect on rehabilitation rates (Andrews & Bonta 1998; Howells & Day 1999). This paper focuses on anger and aggression rehabilitation programs within correctional settings in South Australia and Western Australia.

Hong Kong

Fung, L.A. (2004). *Anger Coping Training (ACT) Program with Physically Aggressive Children: A Treatment Outcome Study*. PhD Manuscript, University of Hong Kong. Abstract retrieved August 4, 2008, from <http://sunzi1.lib.hku.hk/hkuto/record/B29869882>

Abstract:

Numerous studies have linked aggression during childhood with long-term maladjustments and anti-social behavior. Despite the alarming rise of aggression and violence in Hong Kong, there has been no evidence-based outcome study on anger control intervention. Aggression hinders development in the child and creates numerous problems in the family, school and community. The researcher reviewed the etiology of childhood aggression from the ecosystemic model, and implemented an indigenous Anger Coping Training (ACT) program for children aged 8-10 with physically aggressive behavior and their parents. Based on cognitive-behavioral therapy, the parent-child parallel group ACT program aimed to help reactively aggressive children in restructuring cognitive characteristics, reducing hostile attributional bias, increasing anger coping methods, and enhancing problem-solving abilities. In addition, the program sought to assist in developing parenting skills and styles in order to manage children aggressive behaviors effectively, and decrease parental stress from dealing with aggressive children.

This research program involved experimental and control groups with pre- and post-comparison using a mixed model research method. Qualitative data collection of the children behavior, as well as the parenting styles and behaviors were assessed through structured interviews (children, parents and teachers); peer interactions; and the utilization of hypothetical scenarios. Quantitative data collection consisted of the completion of reliable self-report questionnaires, the Child Behavior Checklist (CBCL) and Parent Stress Index (PSI), and the Child Behavior Checklist Teacher? Report Form (CBCL-TRF). Two pilot studies and the main study were conducted in cooperation with a professional team at St. James Settlement, which consisted of two social workers who served as facilitators of the parent and child groups. 18 out of 34 applicants were selected and divided between two experimental groups and one control group in accordance with the rule of randomization. There were no significant differences in the pre-treatment scores, and none of the demographic variables were statistically different among those three groups. Evidence demonstrated that the randomization in this study was effective. The effectiveness of the ACT program has been consistently verified. In post-intervention and follow-up studies the treated children showed a consistent reduction in their physically

aggressive behavior; however, there was no obvious decline in their verbally aggressive behavior. Furthermore, findings showed that physical and verbal pro-social behaviors were increased in treated children. In conclusion, the ACT program was effective in lessening children physically aggressive behavior, but not verbal aggression. For the parent component, the results of the PSI indicated that the ACT program was ineffective in reducing parental stress. The qualitative results showed evidence of changes in the children cognitive characteristics, behavioral presentations, and affective reactions to parental behavior; and changes in parental behaviors, parents expectations toward their child and improvement in parent-child relationships after completion of the ACT program. In conclusion, the study substantiated that the ACT program developed in this research is efficacious in reducing children physically aggressive behaviors, improving the parent-child relationship, and enhancing parental behaviors and skills in dealing with childhood aggression. The research contributes insights and practical help to parents, social workers and teachers concerning childhood aggression in Hong Kong.

Books & Book Chapters

Glick, B. (1996). Aggression Replacement Training in Children and Adolescents". In Hatherleigh Press (eds.), *The Hatherleigh Guide to Child and Adolescent Therapy*. New York: Hatherleigh Press.

No Synopsis

Glick, B. (2003). Aggression replacement training: A comprehensive intervention for aggressive youth. (2003). In B.K. Schwartz, (eds.), *Correctional psychology: Practice, programming, and administration*. (pp. 14-2 to 14-18). Kingston: Civic Research Institute.

Synopsis:

This chapter reviews the history of dealing with youthful, violent offenders and discusses a highly successful approach to helping young people control their violent impulses. Although most of the research on aggression replacement training (ART) has been done with juveniles, many adult programs have adopted this approach as well. This chapter also addresses more traditional approaches to dealing with juvenile aggression, the evolution of cognitive-behavior programs, and the importance of addressing the antecedents of aggressive behavior.

Goldstein, A. P. and Glick, B. (1995). Aggression Replacement Training for Delinquents. In R.R. Ross, D.H. Antonowicz and G.K. Dhaliwal (eds.), *Going Straight, Effective Delinquency Prevention and Offender Rehabilitation* (Chapter 6). Ottawa, Ontario: AIR Training Publications.

Goldstein, A.P. and Glick, B. (1996). Aggression Replacement Training: Methods and Outcomes. In C.R. Hollin and K. Howells (eds.), *Clinical Approaches to Working*

With Offenders. (pp. 151-164). Chichester, UK: Wiley. Synopsis retrieved August 12, 2008, from Wiley online website.

Book Synopsis:

Clinical psychologists, psychiatrists, social workers and nurses working with young offenders will welcome this collection of original chapters which represent the state of the art in this field. Although it is increasingly recognized that the treatment of offenders has an important role in the rehabilitation process, a clinical approach to working with offenders has to be grounded in sound theory, good supporting research evidence and solid experience. This volume continues the tradition of this important series by placing the discussion of best practice with offenders within both a rigorous scientific context and its institutional and social environment. The first part of the book examines the conceptual basis of a clinical approach to working with young offenders, together with research on the developmental aspects of delinquency, as well as the empirical evidence of work to reduce reoffending. The second section deals with the institutional context of treatment and interventions designed to divert young offenders away from the criminal justice system. The third and fourth parts, the core of the book, present reviews of important approaches to treating young offenders, alongside accounts of work with specific types of offence, including substance abuse and sex offences. Throughout the book the concern is to demonstrate the link between empirical evidence and research and the growth of good theory and practice. The overall message is that a clinical approach can pay real dividends in working constructively with even the most demanding of young people who commit serious crimes.

Goldstein, A.P. and Glick, B. (2001). Aggression replacement training: Application and evaluation management. In G.A. Bernfeld, D.P. Farrington and A.W Leschied (eds.), *Offender Rehabilitation in Practice: Implementing and evaluating effective programs*. (pp. 121-148). Chichester: Wiley.

No Synopsis

Goldstein, A.P., Glick, B., Carthan, W. and Blancero, D. (1994). *The Prosocial Gang: Implementing Aggression Replacement Training*. Thousand Oaks, California: Sage. Synopsis retrieved August 11, 2008, from Sage online website.

Synopsis:

An effective gang intervention programme, Aggression Replacement Training (ART), is the subject of this book. Rearrest rates and other outcome results support the success of a project using the ART intervention approach with a series of very aggressive juvenile gangs in New York. Working with gangs as a unit, the goal was not only to teach them anger control and other skills, but to do so in such a way that their real-world reference group (the gang) was turned, as much as possible, into a prosocial rather than an antisocial support group. In addition, the book provides a thorough introduction to the history of gangs, current gang demographics, gang aggression and its etiology, as well as a review and critique of the various interventions that have been tried.

Goldstein, A.P., Glick, B. and Gibbs, J.C. (1998). *ART Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*. Champaign: Research Press. Synopsis retrieved August 4, 2008, from <http://www.researchpress.com/product/item/5004/>

Synopsis:

This powerful intervention program is designed to teach adolescents to understand and replace aggression and antisocial behavior with positive alternatives. The program's three-part approach includes training in Prosocial Skills, Anger Control, and Moral Reasoning. Aggression Replacement Training (ART) has been used successfully throughout the U.S. and Canada. It is a user friendly and teacher oriented program. The manual includes summaries of ART's outcome evaluations and discusses a wide range of applications in schools and other settings. Appendices contain over 100 pages of guidelines, checklists, and more.

Goldstein, A.P., Harootunian, B. and Conoley, J.C. (1994). *Student Aggression: Prevention, Management, and Replacement Training*. New York: Guilford Press. Synopsis retrieved August 11, 2008, from <http://www.ncjrs.gov/App/Publications/abstract.aspx?ID=149815>

Synopsis:

With attention to issues that precipitate student violence, the authors describe attitudes and situations that often contribute to incidents of aggressive behavior and outline methods for management and prevention. Chapters discuss student-oriented interventions, such as psychological skills training, behavior modification, psychodynamic and humanistic interventions, and gang-oriented interventions. Recognizing school violence as a systems problem, the authors address ways to modify each of the elements that contribute to school violence. They offer detailed guidelines for changing the behavior of peers, school personnel, and family members, as well as ways to modify academic curricula and alter a school's physical features. In addition, they describe how to integrate administrative systems, security personnel, family members, community programs, and State and Federal agencies into response and prevention networks. The book could be useful in graduate-level courses that focus on the psychology of violence and aggressive behavior and the development and implementation of school and community safety programs. 800 references and a subject index.

Goldstein, A.P., Nensén, R., Daleflod, B. and Kalt, M. (2004). *New Perspectives on Aggression Replacement Training: Practice, Research and Application*. New York: Wiley. Synopsis retrieved August 4, 2008, from <http://www.researchpress.com/product/item/5004/>

Synopsis:

Aggression Replacement Training (ART) is a cognitive-behavioural intervention targeted to aggressive adolescents and children, which is being increasingly adopted worldwide. The outcome of the first major conference on the growing status of ART

and its future directions, this book's coverage includes the cognitive-behavioural context of ART, the component procedures, various training approaches and program applications, research evaluations and 'extensions and elaborations'.

Hollin, C.R. and Bloxson, C.A.J. (2007). Treatments for angry aggression. In T.A. Gannon, T. Ward, A.R. Beech and D. Fisher (eds.), *Aggressive Offenders' Cognition*. (pp. 215-229). Chichester: Wiley.

Hornsveld, R.H.J. (2004). *Held zonder geweld: Behandeling van agressief gedrag (draai en werkboek) [Hero without violence: Treatment of aggressive behavior (treatment manual and workbook)]*. Amsterdam: Boom. Synopsis retrieved August 11, 2008, from <http://translate.google.co.uk/translate?hl=en&sl=nl&u=http://www.tijdschriftvoorpsychiatrie.nl/register/boekbesprekingen/2005/35/&sa=X&oi=translate&resnum=2&ct=result&prev=/search%3Fq%3DHeld%2Bzonder%2Bgeweld:%2BBehandeling%2Bvan%2Bgressief%2Bgedrag%26hl%3Den%26sa%3DG>

Synopsis:

Held without violence is a detailed manual for professionals who deal with aggressive and / or violent clients. It is a treatment of eighteen meetings that can be applied to aggressive students in secondary education, perpetrators of domestic violence and offenders with violent. The application to patients in mental health, substance abuse or forensic psychiatry requires a thorough knowledge of psychopathology and cognitive-behavioural methods. Aggression seems now to the offender more positive than negative consequences, such as the acquisition of prestige and respect in their own subgroup. For many years, known previously aggressive conduct the best predictor for further aggressive manifestations.

Marcus, R.F. (2007). *Aggression and Violence in Adolescence*. Cambridge: Cambridge University press.

No Synopsis

Williams, E. and Barlow, B. (1998). *Anger Control Training*. Bicester: Speech mark Publishing.

No Synopsis

Other Sources

Presentations

Barnoski, R. (2005). *Washington State's Experience with Research-Based Juvenile Justice Programs*. Presented at the Los Angeles County Juvenile Justice Conference May 19, 2005. Abstract retrieved August 13, 2008, from www.wsipp.wa.gov/rptfiles%5CLA_5192005.pps

Abstract:

A Power Point presentation on research-based juvenile justice programs. This presentation describes Washington State's experiences implementing research-based programs in juvenile justice. The presentation includes a history of the research-based effort in Washington State, program outcome evaluations, quality assurance principles, and cost benefit meta-analyses.

Barnoski, R. (2007). *Washington State's Experience With Evidence-Based Juvenile Justice Programs and Their Effectiveness with Minority Youth*. Presented at the Honouring Cultural Communities in an EBP World conference, held December 4, 2007 in Tacoma. Retrieved August 12, 2008, from <http://www.wsipp.wa.gov/pub.asp?docid=07-12-1201>

No Abstract

International Centre for Aggression Replacement Training (2008). *Presentations ICART-Conference 2008*. Retrieved August 12, 2008, from <http://hjem.diakonhjemmeths.no/artk/english/handouts/>

Including:-

Arnesenm, K.E. and Øyen, A.R. (2008). *ART in Kindergartens*. Presented at the ICART-Conference 2008, Sandnes, Norway.

Berget, A. and Ravndal, T. (2008). *Results from a ART training with a young male with mental disabilities*. Presented at the ICART-Conference 2008, Sandnes, Norway.

Calme, R., Parker, K. and Choi, J. (2008). *Family ART*. Presented at the ICART-Conference 2008, Sandnes, Norway.

McGinnis-Smith, E. (2008). *Implementation of Skill Streaming, workshop*. Presented at the ICART-Conference 2008, Sandnes, Norway.

Sørensen, J.M.A. and Hjelmén, S. (2008). *ART training - children with asperger syndrome*. Presented at the ICART-Conference 2008, Sandnes, Norway.

Strømngren, B. (2008). *ART and Autism Spectrum Disorder*.
Presented at the ICART-Conference 2008, Sandnes, Norway.

(ICART also produce a newsletter. Retrieved August 12, 2008, from
<http://www.aggressionreplacementtraining.org/communicator.htm>)

Oliver, R. and Amendola, M. (2005). *Aggression Replacement Training and Life Space Crisis Intervention: A Multi-Modal Approach*. Retrieved August 13, 2008, from <http://cimh.org/downloads/EBJJ3-4/CBT1.ppt>

Film

(2007). *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*. Abstract retrieved August 13, 2008, from
http://www.lib.unc.edu/house/mrc/films/full.php?film_id=10315

Abstract:

Instructional Documentary. Behavioral Studies. Aggression Replacement Training [ART]. Aggression and Adolescents. "This video demonstrates the interventions presented in the book, *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth*, by Arnold P. Goldstein, Barry Glick, and John C. Gibbs. It show adolescents participating in group training sessions for each of ART's three interventions: Skillstreaming, Anger Control Training, and Moral Reasoning Training." The film uses interviews with practitioners of ART theories in their school systems. Among those interviewed: A. Mark Amendola, L.S.W [Perseus House, Inc. Erie, PA.], Ellen McGinnis, Ph.D [Des Moines, IA. Public Schools], Eva L. Feindler, Ph.D [Long Island University, C. W. Post Campus], Robert Oliver [Ed.D, Schold District of the City of Erie, PA.]. Notes: Text included with video program. Presented by the School District of the City of Erie, Pennsylvania.

Useful Non-Journal Articles & Background Literature Sources

Aos, S., Miller, M. and Drake, E. (2006). *Evidence-Based Public Policy Options to Reduce Future Prison Construction, Criminal Justice Costs, and Crime Rates*. Olympia: Washington State Institute for Public Policy. Summary retrieved August 13, 2008, from <http://www.wsipp.wa.gov/rptfiles/06-10-1201.pdf>

Summary:

Under current long-term forecasts, Washington State faces the need to construct several new prisons in the next two decades. Since new prisons are costly, the 2005 Washington Legislature directed the Washington State Institute for Public Policy to project whether there are "evidence-based" options that can:

- reduce the future need for prison beds,
- save money for state and local taxpayers,
- contribute to lower crime rates.

We conducted a systematic review of all research evidence we could locate to identify what works, if anything, to reduce crime. We found and analyzed 571 rigorous comparison group evaluations of adult corrections, juvenile corrections, and prevention programs, most of which were conducted in the United States.

We then estimated the benefits and costs of many of these evidence-based options. Finally, we projected the degree to which alternative “portfolios” of these programs could affect future prison construction needs, criminal justice costs, and crime rates in Washington. We find that some evidence-based programs can reduce crime, but others cannot. Per dollar of spending, several of the successful programs produce favorable returns on investment. Public policies incorporating these options can yield positive outcomes for Washington. We project the long-run effects of three example portfolios of evidence-based options: a “current level” option as well as “moderate” and “aggressive” implementation portfolios. We find that if Washington successfully implements a moderate-to-aggressive portfolio of evidence-based options, a significant level of future prison construction can be avoided, taxpayers can save about two billion dollars, and crime rates can be reduced.

Aos, S., Phipps, P., Barnoski, R. and Lieb, R. (2001). *The comparative costs and benefits of programs to reduce crime*. Olympia, WA: Washington State Institute for Public Policy. Abstract retrieved August 12, 2008, from <http://www.wsipp.wa.gov/rptfiles/costbenefit.pdf>

Abstract:

This report describes the “bottom-line” economics of programs that try to reduce crime. For a wide range of approaches—from prevention programs designed for young children to correctional interventions for juvenile and adult offenders—we systematically analyze evaluations produced in North America over the last 25 years. We then independently determine whether program benefits, as measured by the value to taxpayers and crime victims from a program’s expected effect on crime, are likely to outweigh costs. This procedure allows direct “apples-to-apples” comparisons of the economics of different types of programs designed for widely varying age groups. Our overall conclusion is one of good news: In the last two decades, research on what works and what doesn’t has developed and, after considering the comparative economics of these options, this information can now be used to improve public resource allocation. These estimates can assist decision-makers in directing scarce public resources toward economically successful programs and away from unsuccessful programs, thereby producing net overall gains to taxpayers, even in the absence of new funding sources. This report provides a snapshot of the Institute’s cost-benefit findings as of May 2001.

DiGiuseppe, R. and Tafrate, R.C. (2006). Anger Treatment for Adults: A Meta-Analytic Review. *Clinical Psychology: Science and Practice*, 10(1), 70-84. Abstract retrieved August 12, 2008, from Wiley Interscience online.

Abstract:

We included 50 between-group studies with control groups and 7 studies with only

within-group data in a meta-analysis of adult anger treatments. Overall, we examined 92 treatment interventions that incorporated 1,841 subjects. Results showed that subjects who received treatment showed significant and moderate improvement compared to untreated subjects and a large amount of improvement when compared to pretest scores. In the group of controlled studies significant heterogeneity of variance and significant differences among effect sizes for different dependent variable categories were found. Anger interventions produced reductions in the affect of anger, reductions in aggressive behaviors, and increases in positive behaviors. An analysis of follow-up data suggested that treatment gains were maintained.

Harper, G. and Chitty, C. (2005). *The Impact of Corrections on Re-Offending: A Review of 'What Works', Third Edition. Home Office Research Study 291*, London: Home Office. Retrieved July 23, 2008, from <http://www.homeoffice.gov.uk/rds/pdfs04/hors291.pdf>

No Abstract

Hollin, C.R., McGuire, J., Palmer, E.J., Bilby, C., Hatcher, R. and Holmes, A. (2002). *Introducing pathfinder programmes in to the probation service: An interim report, Home Office Research Study 247*. London: Home Office. Retrieved July 23, 2008, from <http://www.homeoffice.gov.uk/rds/pdfs2/hors247.pdf>

No Abstract

Home Office (2002). *Probation offending behaviour programmes – Effective Practise Guide, Home Office Development and Practise Report, 2*. London: Home Office. Retrieved July 23, 2008, from <http://www.homeoffice.gov.uk/rds/pdfs2/dpr2.pdf>

No Abstract

Landenberger, N.A. and Lipsey, M.W. (2005). The Positive Effects of Cognitive-Behavioral Programs for Offenders: A Meta-Analysis of Factors Associated with Effective Treatment. *Journal of Experimental Criminology, 1(4)*, 451-476. Abstract retrieved July 23, 2008, from http://www.vanderbilt.edu/VIPPS/ER&M/Landenberger_Lipsey.pdf

Abstract:

A meta-analysis of 58 experimental and quasi-experimental studies of the effects of cognitivebehavioral therapy (CBT) on the recidivism of adult and juvenile offenders confirmed prior positive findings and explored a range of potential moderators to identify factors associated with variation in treatment effects. With method variables controlled, the factors independently associated with larger recidivism reductions were treatment of higher risk offenders, high quality treatment implementation, and a CBT program that included anger control and interpersonal problem solving but not victim impact or behavior modification components. With these factors accounted for, there was no difference in the effectiveness of different brand name CBT programs or generic forms of CBT.

Lipsey, M.W., Landenberger, N.A. and Wilson, S.J. (2007). Effects of Cognitive-Behavioral Programs for Criminal Offenders. Nashville: Center for Evaluation Research and Methodology. Abstract retrieved August 11, 2008, from http://www.campbellcollaboration.org/doc-pdf/lipsey_CBT_finalreview.pdf

Abstract:

Cognitive-behavioral therapy (CBT) is among the more promising rehabilitative treatments for criminal offenders. Reviews of the comparative effectiveness of different treatment approaches have generally ranked it in the top tier with regard to effects on recidivism (e.g., Andrews et al., 1990; Lipsey & Wilson, 1998). It has a well-developed theoretical basis that explicitly targets “criminal thinking” as a contributing factor to deviant behavior (Beck, 1999; Walters, 1990; Yochelson & Samenow, 1976). And, it can be adapted to a range of juvenile and adult offenders, delivered in institutional or community settings by mental health specialists or paraprofessionals, and administered as part of a multifaceted program or as a stand-alone intervention. Meta-analysis has consistently indicated that CBT, on average, has significant positive effects on recidivism. However, there is also significant variation across studies in the size of those treatment effects. Identification of the moderator variables that describe the study characteristics associated with larger and smaller effects can further develop our understanding of the effectiveness of CBT with offenders. Of particular importance is the role such moderator analysis can play in ascertaining which variants of CBT are most effective. The objective of this systematic review is to examine the relationships of selected moderator variables to the effects of CBT on the recidivism of general offender populations.

National Probation Service (2002). Reducing Reconviction Rates, Service Briefing National Probation Service Issue 4, London: National Probation Service

Stevens, A., Kessler, I. and Steinack, K. (2006). *A Review of Good Practises in Preventing the Various Types of Violence in the European Union*. European Commission. Retrieved August 13, 2008, from <http://www.eucpn.org/gpdocs/Good%20practice%20document7.pdf>

No Abstract

A Sample of Non-English Articles

Andersson, G. and Hansen, U. (2004). *ART (Aggression Replacement Training) - En resurs i grundskolan?. Högskolan Kristianstad/Enheten för lärarutbildning*. Retrieved August 13, 2008, from <http://eprints.bibl.hkr.se/archive/00000341/>

Kron, A. (2005). *Teoretisk syn på inläring inom ART: En kvalitativ textanalys av ART, [Aggression Replacement Training: A Comprehensive Intervention for Youth]*. Samt skolans styrdokument, Lpo 94. Retrieved August 13, 2008, from <http://urn.kb.se/resolve?urn=urn:nbn:se:liu:diva-6451>

Lennborg, A. and Zuber, K. (2008). *Jag har blivit en lugn kille: Upplevelser av [Aggression Replacement Training]*. Retrieved August 13, 2008, from <http://urn.kb.se/resolve?urn=urn:nbn:se:miun:diva-87>

Nilsson-Ström, I. (2007). *Att möta olika beteenden i klassrummet [To encounter different behaviours in the classroom]*. Retrieved August 13, 2008, from <http://urn.kb.se/resolve?urn=urn:nbn:se:mdh:diva-323>

Skaret, B. and Agdur, L. (2006). *[Aggression Replacement Training] En studie av ART - projektet på Engelbrektskolans särskola i Örebro kommun*. Retrieved August 13, 2008, from <http://urn.kb.se/resolve?urn=urn:nbn:se:oru:diva-474>