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**Editorial** by Robert Calame, Kim Parker and Knut Gundersen, editors, March 2015

In August 2014, twenty one PREPARE Curriculum master trainers, from 7 countries were gathered for 3 days in Fjand, Denmark to share, learn and network at the first ever PREPSEC International Symposium. During 2013 and 2014, several new implementation guides/manuals have been published by Research Press: Family TIES, Social Perception Training, Problem Solving Training and Anger Control Training. Sara Salmon's manual on Empathy & Social Competence Training has just been published and authors from Norway and Sweden are writing a new adapted version of ART to be known as (AART). Simultaneously a lot of effort has been put into improvement of the ART and PREPARE curriculum programs, including techniques for generalization and assessment. The result of the Symposium's call for articles is presented in these symposium proceedings. The articles will be published, 2 or 3 each month, between March and June of 2015.

The articles are being set into one volume of symposium proceedings to honour our mentor and leader, the late Dr. Arnold Goldstein. Dr. Goldstein explained to the international body of professionals using his methods in 2001, that he would be disappointed if the work in pro-social competency development which he began in the 70's did not continue to evolve and be improved. Mark Amendola and Bob Oliver, Goldstein's successors in the USA, have been collecting and editing the New PREPARE Curriculum Implementation series mentioned above. PREPSEC International seeks to acquire and publish articles from all over the world, based on improvements and developments to Dr. Goldstein's work, and then to make them available internationally via their website [www.prepsecinternational.org](http://www.prepsecinternational.org) or [www.prepsec.no](http://www.prepsec.no)

The following volume of articles reflects the current thinking of PREPARE Curriculum program developers and Master trainers of PREPSEC International. Much has taken place over the past 13 years since Dr. Goldstein's passing, in terms of development and expansion of Dr. Goldstein's work aimed at teaching prosocial competencies to troubled youth and their families.

For example, in the Nordic countries of Norway and Sweden, a team of writers has taken up the task of writing a new and adapted version of ART to be known as AART. Their work stems from an agreement between Research Press and a Norwegian publisher to publish an adapted version of ART based on new research, pedagogical improvement and adjustment to the Scandinavian condition. In the article appearing in these proceedings, Gundersen, Olsen and Daleflod clarify some of the changes. The book is expected to be published in Norwegian by August 2015. A careful overview of new adaptations, updated techniques and strategies are included in the AART curriculum.

Also of concern to trainers in pro-social competency development is the successful transfer of the learning. PREPARE Curriculum users need to consider how, after receiving training, the vast majority of young trainees will encounter reoccurring problems as well as new situations and challenges. One must also be prepared for a return to old habitual patterns of behavior. Psychologist, Bengt Daleflod, provides insight and proposes tools for use in order that the transition to the community be carefully planned. This should be a gradual process put into place that focuses on preparing young people for increased responsibility and freedom.

Calame and Parker maintain the importance of recruiting the family of a troubled youth to work with their child in the training of PREPARE Curriculum programs. Families This should be considered a most powerful agent for change and transfer of learning. Assuming an understanding of the Family TIES model, an enclosed article discusses responding to specific family issues. The program proposes careful examination to look at which skills can be used to resolve family problems. Different possibilities are presented to the facilitator so he/she can be prescriptive when assisting the family to find a relevant and potent skill response to improve the family's functioning.

A very promising enhancement in the social competency training field is the Social Perception model which is a new upgrade or expansion to Dr. Goldstein's Situational Perception training. Lack of ability to make a precise interpretation of the social environment is one of the most important sources of conflict. Goldstein suggested that SPT should be one of 4 programs (together with the ART-components) addressing deviant behaviour. Gundersen and Christensen give a brief introduction to the SPT model and present experiences of the program from the perspective of the Hedebo Center in Herning, Denmark.

One must consider the similarities between the disciplines of Stress Management and Anger Regulation in social competency development when finding remedies to alleviate stressors and bouts of anger. Both approaches look at causes of emotional distress (stressors or triggers) and prescribe action for calming strategies. The main goal of Anger Control Training's session 1 is to "sell" the program to the youth. Adolescents need to realize that anger is OK and that angry feelings are acceptable and normal, but resulting angry and aggressive behavior is unacceptable and leads to trouble. Jokinen and Lampinen from Finland discuss how trainers use their own anger experiences to encourage youth in discussing their anger triggers as a basic approach to the first lesson of Goldstein's Anger Control Training. Massé, Plusquellec and Laporte shed light on the co-construction of a new and effective stress management program, De Stress for Success for youth in residential care. DeStress for

Success is a brief Stress Management Program that has produced promising and significant results in research. This exciting model was presented by Sophie Massé to PREPSEC International's Fjand symposium in August 23, 2014. Research yielded self-reported decreased levels of stress and levels of depression, less recognition of fearful incidents, higher recognition of expressions of joy, and increased self-esteem.

Asbjorg Berget discusses the use of functional analysis for selecting Skillstreaming skills in ART from the premise that all behavioral activities, including deviance, have a specific function for the individual and the aim of programs like ART is to replace aggression with prosocial behavior. One of the criteria to achieving this goal is that trainers know which function the deviant behavior serves and then choose to train youth in relevant prosocial skills which can serve the same function. Berget further addresses how the use of functional analysis can aid in applying the appropriate selection of skills.

Parker, Calame and Choi propose that some of the steps of Problem Solving can help youth in the challenge of developing their brain's Executive Function. Executive function begins to develop in childhood, through adolescence, all the way to early adulthood. "In order for young brains to retain information, they need to apply it." (Willis, 2014 p.1). The notion that the Problem Identification step of Problem Solving Training is useful in learning to apply the information corresponding to youths' Executive Function is worth careful examination.

Finally Veirup, Groenne and Christensen look at the experience of a model process for implementing ART and its expansions in the Danish Context of Herning, Denmark. Hedeboencentret is a Danish residential care institution with extensive outreach services for teenagers and young adults. Interest in ART began in 2008, when some staff members went on a study tour to Diakonhjemmet Hogskole in Norway. This article explains the implementation plan modeled after Dean Fixsen et al. and provides examples of the authors' experiences in each step along the way.

The proceeding of the first ever PREPSEC International Symposium in Fjand Denmark has enlivened the efforts of the participants to share information about the exciting improvements and expansions of the work Dr. Arnold Goldstein began in the 70's. Our knowledge continues to grow and approaches continue to be refined while research is telling us we are on the right track to improving the lives of troubled youth and their families. And so we go on!

Please consider joining the organization and networking to share news and innovations. It is an opportunity to interact with the large network of people still using and improving these cognitive behavioral and cognitive developmental models for work in assisting troubled youth everywhere.