Aggression Replacement Training (ART)

Program developed by Arnold P. Goldstein, Ph.D., Syracuse University, and Barry Glick, Ph.D., New York State Division for Youth.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University.

Program Components

Skillstreaming
Goal: To teach youth a broad curriculum of prosocial behavior

Anger Control Training
Goal: To teach youth self-control of anger

Moral Reasoning Training
Goal: To raise youth's level of fairness, justice, and concern with the needs and rights of others

Targets

Decrease Risk Factors

Increase Protective Factors

Proximal Outcomes

Decrease in Conduct Problem Behaviors

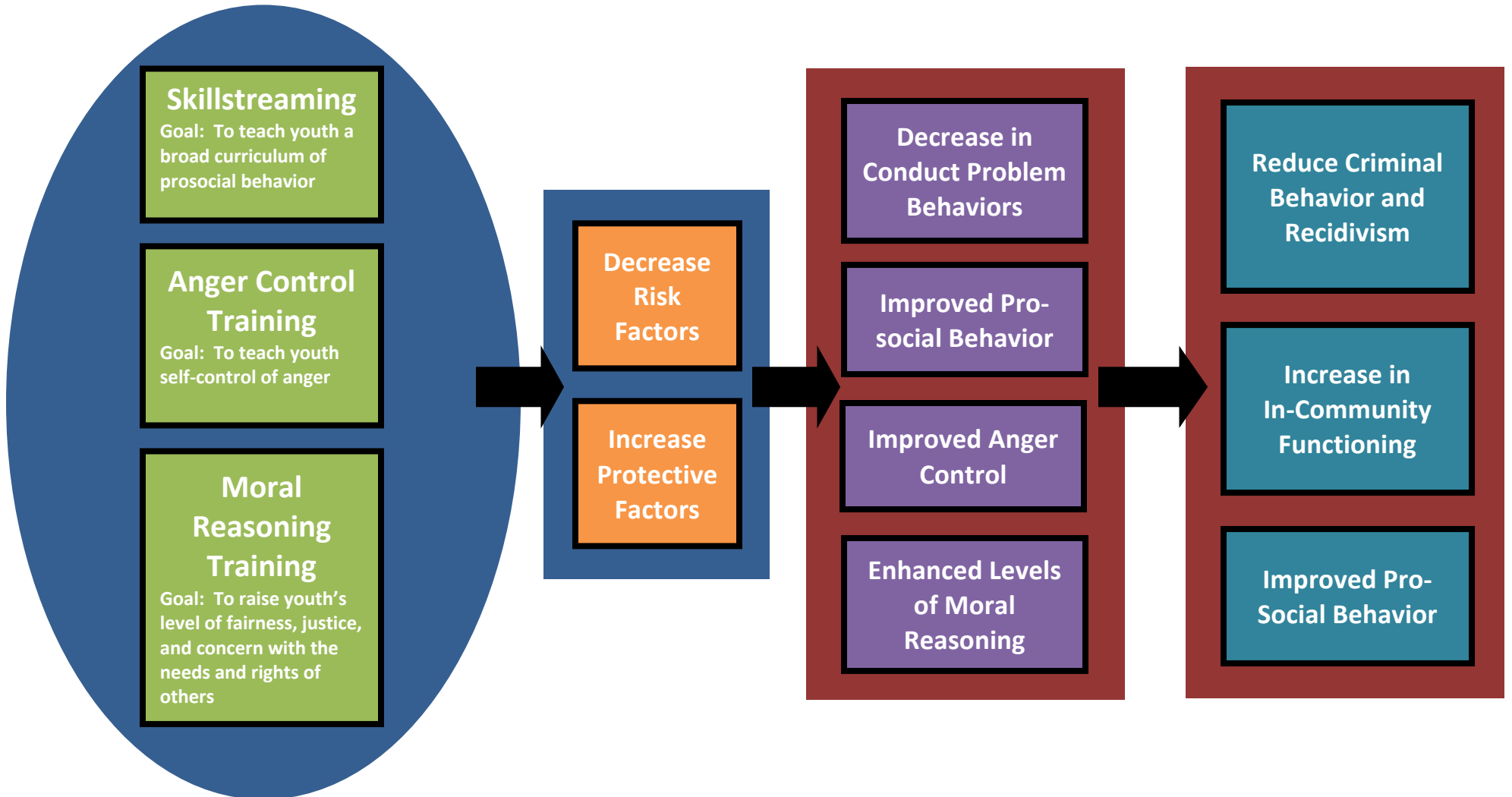**Improved Pro-social Behavior**

Improved Anger Control

Enhanced Levels of Moral Reasoning

Distal Outcomes

Reduce Criminal Behavior and Recidivism

Increase in In-Community Functioning

Improved Pro-Social Behavior

Program Components

Program Modalities

Specific strategies, methods, and techniques are used to accomplish the program goals.

Targeted Risk and Protective Factors

Risk factors, which increase the likelihood of negative outcomes (e.g., drug use, delinquency, school dropout, teen pregnancy, and violent behavior) are targeted for a decrease. Protective factors, which exert a positive influence and buffer against negative outcomes, are targeted for an increase.

Proximal Outcomes

Targeted outcomes that the program is designed to impact _immediately following_ program completion.

Distal Outcomes

Outcomes impacted by the program _months/years following_ program completion that have been demonstrated through research.

Skillstreaming

Goal: To teach youth a broad curriculum of prosocial behavior
(50-skill curriculum of prosocial behaviors)

- Modeling of expert use of behaviors
- Role Playing
- Performance Feedback
- Transfer training (encourage practice outside of program)

Anger Control Training

Goal: To teach youth self-control of anger

- Identify triggers
- Identify cues
- Using reminders (self-statements like "stay calm")
- Use reducers (i.e. deep breathing)
- Using self-evaluation (reflect on whether handled appropriately)

Moral Reasoning Training

Goal: To raise youth's level of fairness, justice, and concern with the needs and rights of others

- Moral dilemmas discussion

Risk Factors:

- Aggressive behavior
- Impulsive behavior
- Poor problem solving skills
- Poor social skills
- Early initiation and persistent antisocial behavior
- Favorable attitudes towards antisocial behavior

Protective Factors:

- Social skills (beginning and advanced)
- Emotional awareness and understanding
- Emotional regulation
- Planning Skills
- Problem solving
- Identify triggers and cues of anger
- Use reminders and reducers
- Using self-evaluation
- Heightened moral reasoning

Decrease in Conduct Problem Behavior:

- Improve relationships with teacher
- Decrease in frequency and intensity in daily acting out behavior incidents
- Decrease in impulsiveness
- Help youth feel more responsible

Improved Pro-Social Behavior:

- Increased knowledge of social skills
- more likely to express a complaint appropriately
- more likely to express a complaint appropriately

Improved Anger Control:

- more likely to respond to anger appropriately
- less likely to initiate a fight

Enhanced Levels of Moral Reasoning:

- more likely to respond to group pressure appropriately

Reduced Criminal Behavior and Recidivism Rate:

- Less likely to be arrested again
- Less likely to commit a felony again
- decrease in conduct problem behavior

Improvement in In-Community Functioning:

- more likely to be rated higher in domains of home and family, peer, legal, and overall adjustment

Improved Pro-Social Behavior:

- Enhanced pro-social skill competency

Reduction in aggressive and delinquent behavior