Program Quick Indicator (QI) Packet
Evidence Based and Promising Practice EBP

One form must be must be submitted once for each current program (EBP/PP) and any new/added programs. Download this form and drop in or enter the text needed electronically, then print out completed packet. Send completed packet to proper DHHS Service Area Representative and DHHS Central Office Representative.

Contractor: KVC Behavioral HealthCare Nebraska, Inc.

Name of Program: Aggression Replacement Training

Service Area: Eastern and Southeast

Program Summary/Description: ***A brief overview of what the program is, program model, goals, key components, etc...***

Aggression Replacement Training® (ART®) is a multimodal psycho-educational intervention designed to alter the behavior of chronically aggressive adolescents and young children. The goal of ART® is to improve social skill competence, anger control, and moral reasoning. The program incorporates three specific interventions: skill-streaming, anger-control training, and training in moral reasoning.

1. *Skill-streaming* uses modeling, role-playing, performance feedback, and transfer training to teach pro-social skills.
2. In *anger-control training,* participating youths must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the program they are trained in how to respond to their hassles.
3. *Training in moral reasoning* is designed to enhance youths' sense of fairness and justice regarding the needs and rights of others and to train youths to imagine the perspectives of others when they confront various moral problem situations.

The program consists of a 10-week, 30-hour intervention administered to groups of 8 to 12 juvenile offenders thrice weekly. The 10-week sequence is the "core" curriculum, though the ART® curriculum has been offered in a variety of lengths. During these 10 weeks, participating youths typically attend three 1-hour sessions per week, one session each of skill-streaming, anger-control training, and training in moral reasoning. The program relies on repetitive learning

techniques to teach participants to control impulsiveness and anger and use more appropriate behaviors. In addition, guided group discussion is used to correct antisocial thinking. The ART® training manual presents program procedures and the curriculum in detail and is available in both English and Spanish editions. ART® has been implemented in school, delinquency, and mental health settings.

Topics/Areas of interest: ***Topics or areas of interest this program covers (i.e. substance abuse, parenting, etc...)***

Conflict Resolution/Interpersonal Skills and Cognitive Behavioral Treatment

Outcomes: ***Specified outcomes of the program/EBP***

Communities are Safe:

B.6. 80% Eastern Service Area and 80% Southeast Service Area of delinquent youth discharged from the YRTC will not return (either by parole revocation or recommitment) (12) months from the date of release from the YRTC.

Study Populations: ***Intended population***

Populations for which intervention is valid:
Gender: Both
Race/Ethnicity: Not designed for specific racial/ethnic/cultural groups
Ages: 12-17
Geographic Location (e.g. Urban, Rural, Frontier):
Rural, suburban, urban and tribal. No limitations noted.
Special Populations: Young Offender
Behaviors: Aggression/Violence, incorrigibility

Settings: ***Intended Setting***

ART has been provided successfully in agency, school and residential settings.

Level of Evidence: ***Please check the appropriate box in accordance with the program.***

☐ **Promising Practice**

- All elements of Evidence-Informed/Emerging plus:
  - One study, quasi-experimental design with control or comparison group
  - Model fidelity

AND ANSWERS YES TO ALL THE FOLLOWING QUESTIONS:

- Does the program:
  - Meet all the requirements for Evidence-Informed/Emerging?
  - Have at least one study using quasi-experimental study design with control or comparison group?
  - Demonstrate model fidelity?

Implementation/Research History/References: ***Publications, websites, contact information for a person or entity regarding this program, or any other info regarding the "evidence" of the program.***

Implementation/Research History/References

Barnoski, Robert. 2004. *Outcome Evaluation of Washington State's Research-Based Programs for Juveniles.* Olympia, Wash.: Washington State Institute for Public Policy.

Coleman, Maggie, Steven Pfeiffer, and Thomas Oakland. 1991. "Aggression Replacement Training With Behavior-Disordered Adolescents." Unpublished manuscript. Austin, Texas: University of Texas, Special Education Department.

Curulla, Virginia L. 1990. "Aggression Replacement Training in the Community for Adult Learning-Disabled Offenders." Unpublished manuscript. Seattle, Wash.: University of Washington, Special Education Department.

Glick, Barry. 1996. "Aggression Replacement Training in Children and Adolescents." *The Hatherleigh Guide to Child and Adolescent Therapy* 5:191–226.

Goldstein, Arnold P., and Barry Glick. 1994. "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming* 25(1):9–26.

———. 1996a. "Aggression Replacement Training: Methods and Outcomes." In Clive R. Hollin and Keith Howells (eds.). *Clinical Approaches to Working With Offenders.* Chichester, England: John Wiley & Sons.

———. 1996b. "Aggression Replacement Training: School-Based Instruction in Prosocial Skills." *The Quarterly Journal of the National Association of School Safety and Law Enforcement Officers.*

———. 1996c. "Aggression Replacement Training: Teaching Prosocial

Behaviors to Antisocial Youth." In Robert R. Ross, Daniel H. Antonowicz, and Gurmeet K. Dhaliwal (eds.). *Effective Delinquency Prevention and Offender Rehabilitation.* Ottawa, Ontario: AIR Training and Publications.

Goldstein, Arnold P., Barry Glick, Wilma Carthan, and Douglas A. Blancero. 1994. *The Prosocial Gang: Implementing Aggression Replacement Training.* Thousand Oaks, Calif.: Sage Publications.

Goldstein, Arnold P., Barry Glick, M.J. Irwin, Claudia Pask–McCartney, and I. Rubama. 1989. *Reducing Delinquency: Intervention in the Community.* New York, N.Y.: Pergamon.

Publications

Goldstein, Arnold P., Barry Glick, and John C. Gibbs. 1998. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (revised ed.).* Champaign, Ill: Research Press.

Goldstein, Arnold P., Barry Glick, Scott Reiner, Deborah Zimmerman, and Thomas M. Coultry. 1987. *Aggression Replacement Training.* Champaign, Ill.: Research Press.

Websites

http://artgang0.tripod.com/

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Adaptations: ***Any adaptations being made to the program model***

None

Description of Measures for each outcome: ***Name, describe, and include a copy the measures used for each outcome indicated previously.***

The measures for each outcome will be the same as required by contract for the respective measure.

Fidelity Measures: ***List, describe, and include a copy of all fidelity tools used, INCLUDING the tool used to ensure fidelity for any adaptations.***

See attached:

Skillstreaming Checklist
Anger Control Checklist
Moral Reasoning Checklist

Processes and any measures used to ensure appropriate implementation: ***This is to include a summary of the processes (list, describe, and a copy of if applicable) used to ensure the proper implementation of the program (manual availability, staff development, supervision, program evaluation) any measures (list, describe, and a copy of) used.***

See below

New Program Implementation Plan/Time line:
If installing a new program, fill in the following questions. New program is defined as an EBP or non-EBP any program that is not fully implemented by the beginning of the DHHS contract period (November 1st).

Broad Tasks	**Subtasks**	**Target completion date**
Selecting/hiring all required staff to implement the program (include the total number of staff and the credentials required: direct service staff, administrative staff, supervisory staff, and so on.)	List specific staff position to be filled: Identify Care Coordinator teams in the ESA and SESA to be trained on Aggression Replacement Training	3-31-10
Initial training of program staff	List training topics: Play/simulation-based training in Skillstreaming (demonstration, trainer/assistant trainer	6-30-10

	tasks, structure/content, coaching skills, role play techniques, transfer training), Play/simulation-based training in Anger Control Training (understanding of course elements, "person-environment" duet, physiological anger signals, external and internal anger cues, successive approximations i.e. shaping of cognitive/emotional/and physical anger reducers, transfer training), Play/simulation-based training in Moral Reasoning Training (use of structured dilemma discussion method).	
Ongoing training of program staff	List training topics: Refresher training as indicated by fidelity measures.	Ongoing
Training for staff supervisors:	List training topics: Overview of ART training as described above.	6/30/10
Collecting data (outcome measures as indicated by the EBP/program)	How collecting data, what tool is being used, how going to analyze and report As the outcomes measures being used are	Ongoing

	outcomes required by the contract, data will be collected and analyzed as per the contract.	
Documenting expectations for how the program will be delivered (such as creating a manual or protocol)	Create protocol Note: Book already exists	2-1-10
Assessing the consistent delivery of the program	What are the fidelity measures, identify at what point will be assessed KVC will use the Skillstreaming Checklist, Anger Control Checklist, and Moral Reasoning Checklist forms. Team Leaders will be observed at least once each cycle.	7-1-10
Other Necessary Tasks		

Constructed by Bengt Daleflod May 2006

Checklist for ART session on Interpersonal Skill Streaming

Date: _____ **Head Trainer:** _____

Institution: _____ **Co-Trainer:** _____

Facility: _____ **Observer:** _____

Today's skill_____

Participants (number and name): _____

		Yes	*No*
1.	Participants were welcomed to the session in a positive way	☐ a	☐ b
2.	Questions from the previous session were followed up (difficulties with homework assignments, etc)	☐ a	☐ b
3.	The group was reminded of the rules with emphasis on constructive participation	☐ a	☐ b
4.	All participants had done and completed their homework assignments	☐ a	☐ b
5.	Homework assignments were reviewed at the beginning of the session	☐ a	☐ b
6.	Efforts and achievements regarding homework assignments were recognized and reinforced	☐ a	☐ b
	Step 1: Define the skill		
7.1	A short presentation of the skill was given	☐ a	☐ b
7.2	Specific examples of the skill were given	☐ a	☐ b
7.3	The purpose of the skill was clearly explained	☐ a	☐ b
	Step 2: Model the skill		
8.1	The skill was modelled with two separate examples	☐ a	☐ b
8.2	Steps were followed clearly and specifically	☐ a	☐ b
8.3	The behavioral steps were thought out loud	☐ a	☐ b
8.4	The modelling displays had positive endings	☐ a	☐ b

8.5	Trainees were encouraged to watch and listen carefully	☐ a	☐ b

Step 3: Establish trainee skill need

9.1	Each pupil described when they could have use of the skill	☐ a	☐ b
9.2.	Following was written on the blackboard: Name, with whom? theme/situation	☐ a	☐ b

Step 4: Select a role-player

10.1	Everyone role played "voluntarily"	☐ a	☐ b
10.2	Everyone participated actively ("no exceptions")	☐ a	☐ b

Step 5: Set up the role- play

11.1	Trainees described a situation in detail	☐ a	☐ b
11.2	One or more co-actor was chosen	☐ a	☐ b
11.3	Each participant was given a specific observation task	☐ a	☐ b
11.4	The role play was planned carefully and realistically	☐ a	☐ b

Step 6: Conduct the role- play

12.1	Students were reminded of their roles and tasks before the role-play	☐ a	☐ b
12.2	Main actor was given sufficient help in following the skill steps	☐ a	☐ b
12.3	Co-actor was given adequate instructions	☐ a	☐ b

Step 7: Provide performance feedback

13.1	Feedback was obtained in correct order starting with the co-actor, observers, the trainer, and last the main actor	☐ a	☐ b
13.2	Feedback focused on specific behaviors	☐ a	☐ b
13.3	Trainees were given the opportunity to try again after performance feedback	☐ a	☐ b

Step 8: Assign skill homework

14.1	Specific and suitable homework assignments were given	☐ a	☐ b

Step 9: Select the next role-player (step 8 and 9 can be switched)

15.1 Steps 4-9 were repeated until everyone had role played the skill ☐a ☐b

16. The session was concluded with a summary ☐a ☐b
17. Participants were given new homework assignments ☐a ☐b
18. Problematic behavior during the session was handled properly ☐a ☐b
19. The tempo was such that participants were active and interested ☐a ☐b
20. Participants appeared to understand the session contents ☐a ☐b
21. Interaction between trainer and participants was positive ☐a ☐b
22. Interaction between trainers was good ☐a ☐b
23. Locale, arrangement, and equipment was suitable ☐a ☐b
24. The trainers had prepared for the session properly ☐a ☐b

25. Comments

26. Feedback from non-participating observers

Constructed by Bengt Daleflod May 2006

Checklist for ART session on Anger Control Training

Date: _____ **Head Trainer** _____

Institution: _____ **Co-Trainer** _____

Facility: _____ **Observer** _____

Today's step/skill_____

Participants (number and name) _____

		Yes	*No*
1.	Participants were welcomed to the session in a positive way	☐a	☐b
2.	Questions from the previous session were followed up (difficulties with homework assignments, etc.)	☐a	☐b
3.	The group was reminded of the rules with emphasis on constructive participation	☐a	☐b
4.	All participants had completed their homework assignments	☐a	☐b
5.	Situations from the hassle log were written down on the blackboard	☐a	☐b
6.	Efforts and achievements regarding homework assignments were recognized and reinforced	☐a	☐b
7.	Steps in the chain from previous sessions were repeated	☐a	☐b
8.	The steps were visualized (written down or in some other way)	☐a	☐b
9.	Today's lesson was introduced in an understandable and correct way	☐a	☐b
10.	The purpose with today's step was clearly explained	☐a	☐b
11.	The sequence was modelled with two specific examples with emphasis on the actual step	☐a	☐b
12.	Steps were pointed out during the modelling and role-play	☐a	☐b
13.	Participants role-played the steps as main actors from their own examples	☐a	☐b
14.	Main actors did choose a co-actor (or more)	☐a	☐b
15.	Trainees did give and receive feedback from other participants	☐a	☐b

16. Feedback was obtained in correct order starting with the co-actor, observers, trainer and last the main actor ☐a ☐b
17. The session was concluded with a summary ☐a ☐b
18. Participants were given new homework assignments/hassle logs ☐a ☐b
19. Problematic behavior during the session was handled properly ☐a ☐b
20. The tempo was such that participants were active and interested ☐a ☐b
21. Participants appeared to understand the session contents ☐a ☐b
22. Interaction between trainers and participants was positive ☐a ☐b
23. Interaction between trainers was good ☐a ☐b
24 Locale, arrangement and equipment was suitable ☐a ☐b
25. The trainers had prepared for the session properly ☐a ☐b

26. Comments

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27. Feedback from non-participating observers

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_____

Constructed by Bengt Daleflod May 2006

Checklist for ART session on Moral Reasoning

Date: _____ **Head Trainer:** _____

Institution: _____ **Co-Trainer:** _____

Facility: _____ **Observer:** _____

Today's dilemma_____

Participants (number and name) _____

		Yes	*No*
1.	The dilemma was dealt out and answered individually before the session	☐ a	☐ b
2.	The answers were analyzed before the session in order to identify thought patterns and possible majority decisions	☐ a	☐ b
3.	Participants were welcomed to the session in a positive way	☐ a	☐ b
4.	Questions from the previous session were followed up	☐ a	☐ b
5.	The group was reminded of rules with emphasis on constructive participation	☐ a	☐ b
6.	The group was reminded of the typical "thought traps"	☐ a	☐ b
7.	The problem situation was read aloud in the group	☐ a	☐ b
8.	The dilemma was described and clearly-defined	☐ a	☐ b
9.	Participants could relate to the problem situation in their everyday lives	☐ a	☐ b
	Mature morals were encouraged in the following ways:		
10.1	Mature answers were encouraged first	☐ a	☐ b
10.2	Less mature answers were reworded	☐ a	☐ b
10.3	Reasons were written on the blackboard	☐ a	☐ b
11.	Participants with less mature reasoning were asked to explain their reasons	☐ a	☐ b
12.	Even the immature reasons were noted on the blackboard	☐ a	☐ b
13.	The participants with more mature reasoning were utilized to question the less mature reasoning and "thought traps"	☐ a	☐ b

14.	The list of mature reasons was used to challenge self-centred reasoning and "thought traps"	☐ a	☐ b
15.	Participants were given the possibility to change perspective through questions such as "How would you feel if you were in the same situation?" or "How would it be if everyone did such a thing?"	☐ a	☐ b
16.	Attempts were made to reach positive, unanimous or majority decisions	☐ a	☐ b
17.	Each participant's view was recognized	☐ a	☐ b
18.	The group was applauded for good decisions and mature reasons	☐ a	☐ b
19.	All participants were involved in the discussion	☐ a	☐ b
20.	The session was concluded with a summary	☐ a	☐ b
21.	Problematic behavior was handled properly	☐ a	☐ b
22.	The tempo was such that participants were active and interested.	☐ a	☐ b
23.	Trainers remained objective during the discussion	☐ a	☐ b
24.	Interaction between trainers and participants was positive	☐ a	☐ b
25.	Interaction between trainers was good	☐ a	☐ b
26.	The locale, arrangement and equipment was suitable	☐ a	☐ b
27.	The locale, arrangement and equipment was suitable	☐ a	☐ b

28. Comments

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29. Feedback from non-participating observer

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_____