

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Aggression Replacement Training with Adolescents:

A Literature Review

A graduate project submitted in partial fulfillment of the requirements

For the degree of Master of Social Work

By

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## Dedication

I dedicate this project to my family and friends. Thank you for your support and encouragement during my two years in pursuit of my Masters.

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Abstract

Aggression Replacement Training with Adolescents:  
A Literature Review

By

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Master of Social Work

The purpose of this project was to evaluate Aggression Replacement Training (ART) with adolescents using multi-professional resources. This literature review-- explored published research articles, websites, books, and reports to describe youth violence in the U.S. adolescent population and ART as a prevention model. The logic model was also employed to give a structure to assess ART's purpose, resources, activities, and expected outcomes.

Keywords: Aggression Replacement Training, ART, Youth violence

## **Introduction**

Dr. Arnold P. Goldstein and Dr. Barry Glick developed Aggression Replacement Training (ART) to be used on chronically aggressive adolescents ages 12 – 17. ART is a cognitive-behavioral intervention that uses social skills training, anger control, and moral reasoning with aggressive children and adolescents in a 10-week group training program (Goldstien, Glick, & Gibbs, 1998). The first Aggression Replacement Training book was published in 1987. Research has been done on ART finding that it works with this population. Other researched treatment for this population is Generation PMTO, Multidimensional Family Therapy, and Multisystemic Therapy.

### **Youth violence**

According to the Centers for Disease Control and Prevention (CDC)' *Youth Violence Facts at a Glance* 2016, a 2015 nationally representative study on grades 9-12 youth found:

22.6% reported being in a physical fight in the 12 months preceding the survey; the prevalence was higher among males (28.4%) than females (16.5%).

16.2% reported carrying a weapon (gun, knife or club) on one or more days in the 30 days preceding the survey; the prevalence was higher among males (24.3%) than females (7.5%).

5.3% reported carrying a gun on one or more days in the 30 days preceding the survey; the prevalence was higher among males (8.7%) than females (1.6%). (P. 1).

The CDC)' *Youth Violence Facts at a Glance* 2016, continues:

In 2014, 4,300 young people ages 10 to 24 were victims of homicide—an average of 12 each day.

Homicide is the 3rd leading cause of death for young people ages 10 to 24 years old.

Among homicide victims 10 to 24 years old in 2014, 86% (3,703) were male and 14% (597) were female.

Among homicide victims ages 10 to 24 years old in 2014, 86% were killed with a firearm.

Youth homicides and assault-related injuries result in an estimated \$18.2 billion in combined medical and work loss costs (p. 2).

In conclusion, the CDC)' *Understanding Youth Violence* Fact sheet 2015, reports:

Youth violence is widespread in the United States (U.S.). It is the third leading cause of death for young people between the ages of 15 and 24.1 • In 2012, 4,787 young people aged 10 to 24 years were victims of homicide—an average of 13 each day.1 • Over 599,000 young people aged 10 to 24 years had physical assault injuries treated in U.S. emergency departments—an average of 1642 each day. 1 • In a 2013 nationwide survey, about 24.7% of high school students reported being in a physical fight in the 12 months before the survey.2 • About 17.9% of high school students in 2013 reported taking a weapon to school in the 30 days before the survey.2 • In 2013, 19.6% of high school students reported being bullied on school property and

14.8% reported being bullied electronically.<sup>2</sup> • Each year, youth homicides and assault-related injuries result in an estimated \$16 billion (p. 1).

### **Aims and objectives**

This literature review aimed to evaluate the published research, websites, government reports and other bodies of information on youth violence in the U.S. adolescent population and Aggression Replacement Training, ART. This literature review described the prevalence, costs and outcomes of youth violence in the U.S. with adolescents. Given the importance of combating youth violence this project used the logic model to deconstruct ART's mission, background, research, input, output, outcomes, assumptions, and external factors. As ART claims to reduce aggressive behavior in youth it is important to examine the research further to understand if there is enough supporting research to show its usefulness in addressing this national youth crisis.

## **Method**

This literature review used the logic model as a structure to understand the components of ART. Using the logic model the purpose, resources, activities, and expected outcomes of ART was assessed.

### **Purpose**

Information on the purpose of Aggression Replacement Training was attained from Glick and Gibbs (1998; 2010).

### **Resources**

The resources needed to implement Aggression Replacement Training were found in Glick and Gibbs (2010) book. Resources were also gathered from the EPISCenter website (EPISCenter, 2015).

### **Output**

Information on outputs were found in Glick and Gibbs (1998; 2010) books; the ART website (Aggression Replacement Training, 2019), and the EPISCenter website (EPISCenter, 2015).

### **Expected Outcome**

Expected outcomes of ART are outlined in Glick and Gibbs (1998; 2010) books; they include reduced recidivism, enhanced prosocial skills proficiency, increased anger control, and advanced levels of moral reasoning.

### **Assumptions**

Assumptions are made through literary review of research on the ART program, rating from the California Evidence-Based Clearinghouse for Child Welfare

(CEBC4CW.org) and the Office of Juvenile Justice and Delinquency Prevention (OJJDP.org), Assumptions are also based on expected outcomes.

## **Results**

### **Purpose**

The purpose of ART is to better manage anger, reduce aggressive behavior, and improve social skill competence and moral reasoning (EPISCenter, 2015).

### **Resources**

To conduct ART there are a few necessary resources. A space which can be accessed during scheduled meeting times that is solely dedicated to ART as recommended as to keep materials such as posters remaining on the walls. The room should be able to comfortably fit at least 14 people. It should be well ventilated, and climate controlled as to maximize participant learning. The room should be protected from interruptions except in cases of emergencies. The room need to be equipped with tables and chairs ideally set up in a u-shaped formation.

ART needs at least one facilitator though two is recommended to carry out ART adequately. The facilitators need to be a trained ART group facilitator. This ensures that the program is carried out with integrity and fidelity. To obtain training to become an ART group facilitator there is a five-day training course offered by Glick, one of the developers of ART. The five-day training course is a 36-40 hour seminar which trains participants in the three components of ART; social skills, anger control, and moral reasoning through didactic and interactive experiences. There is also training available to become a trainer of group trainers and a master trainer. As a group trainer and master trainer is trained to train group facilitators and/ or consultation purposes and not necessary to facilitate the group this paper will not go into detail of their training requirement. (Glick & Gibbs, 2011) (G & G Consultants, LLC, 2003).

The CD provided in the book *Aggression Replacement Training: A comprehensive intervention for aggressive youth* (3rd ed.) by Glick, & Gibbs, include necessary materials such as handouts, posters, skills training cards, and charts that can be printed. For this reason and to consult with the book on how to implement each session it will be necessary to have the book which will come with the accompanying CD.

### **Output**

Activities in ART are social skills training, anger control training, and moral reasoning.

The group meets for 10 weeks 3 times a week.

Participants are youth ages 12 – 17 who show chronically aggressive and violent behavior.

### **Expected Outcome**

The Office of Juvenile Justice and Delinquency Prevention (OJJDP) has given the ART program a rating of effective due to studies showing changes in felony recidivism rates, improvement in social skills, and reduced problem behaviors (OJJDP, n.d.). The CEBC has given ART a rating of 3 out of 5. In their rating scale this indicated that they found ART to have promising research evidence based on their review of the published research on ART. According to *Aggression Replacement Training: A comprehensive intervention for aggressive youth* (3rd ed.) by Glick, & Gibbs, short term outcomes are alterations in participant behavior and learning of moral reasoning and long term outcomes are a decrease in recidivism rates.

### **Assumptions**

See appendix A for Logic Model graphic.

**ART in short-term residential setting.** A study by Nugent, Bruley & Allen (1999) with 522 adolescents in a runaway shelter found ART to be useful in reducing antisocial behavior. A condensed version of ART was used as the average stay at the shelter was 3 weeks. There were 7 to 10 adolescents in each group and groups were run by ART trained shelter staff. A 15-day program was used over 21 days and the moral reasoning portion of ART was not included. The study lasted 519 days and ART was delivered to both female and male residents. The mean age of adolescence was 14.9 years. The daily rate of female anti-social behavior in the shelter decreased by 32%. There was a significant reduction in male anti-social behavior when there were less than 9 male residents in the shelter. The researchers noted some limitations and alternative causes of the results in the study. The study did not use an experimental design so causality between ART and a decrease in anti-social behavior, so the researchers stated correlation should be made with caution. The study also relied on shelter staff reports of anti-social behavior. The shelter staff were trained in the ART program right before it was implemented and thus it could have changed their definition of antisocial behavior. This could be a possible reason for the pre and post ART difference. A cause for more male antisocial behavior occurrence could be that shelter staff saw more behaviors than actually occurred when there were more males. Also, the study used a convenient sample which is a limitation. The researchers state adding empathy skills training and problem-solving skills training could improve the ART program. They also state future research into ART in short term residential facilities need to moderate for the number of males and females.

**ART in a male forensic psychiatric unit.** Hornsveld, Kraaimaat, Muris, Zwets, & Kanters (2015) researched ART in group of Dutch males ages 16 to 21 in a forensic psychiatric outpatient clinic. Treatment was evaluated using self-reported questionnaires at three different points in the study. The questionnaires were done at intake, before the start of ART, and then post ART group. The researchers found that those who completed the program scored significantly lower in psychopathy than those who left early. Also, a significant decrease in hostility, general aggression, and anger were self-reported post ART. The study consisted of 73 patients with a mean age of 17.35 years. They were all convicted by the court for a violent offense and from a psychological evaluation were found to have a mental disorder that would most likely lead to recidivism. Due to this evaluation the court placed them in a forensic psychiatric unit and mandated that they follow a treatment program. Patients in the program either had oppositional defiant disorder or antisocial personality disorder if above 18 years. The ART therapy was done in a 15week program with 5 weekly follow up meetings. The sessions lasted 1 ½ hours each and all three components of ART was delivered.

**ART in Norwegian students.** In a study by Gundersen & Svartdal (2006), 47 students received ART by 11 groups of college students in Norway. Students receiving ART showed significant improvement in increased social skills and reduced behavioral programs compared to the control group. The control group consisted of 18 students who received standard social and educational services. The ART intervention consisted of 24 sessions which included all three components. Students were assessed using a battery of instruments; social skills rating system, Child and Adolescent Disruptive Behavior Inventory, How I Think, and Child Behavior Check List, as well as a custom-made self-

report questionnaire. The participants consisted of 16 girls with a mean age of 14.1 years and 49 boys with a mean age of 12.6 years. Groups consisted of 5 to 8 adolescents per group.

**ART with adolescents in Turkey.** A study by Kaya & Buzlu (2016) done in Turkey found ART to be effective among adolescents with criminal attempts on problem solving, anger and aggressive behavior. The study consisted of 65 adolescents who had attempted a crime in Turkey. The average age of the adolescents were 16.13 years. The study was a pre-test post-test experimental design with a nonrandomized sample group. The control group was very similar to the ART group in age, education level, and substance use. An aggression question are using a Likert scale, a social problem solving inventor, and a self-reported demographic form was used for data collection. Limitations of the study include that it was only done in one prison in Turkey and only adolescents whose parents gave permission were allowed to participate. The study also showed the importance of conducting preventative programs for at-risk youth thus focusing on prior to conviction of serious crimes.

**Washington State ART outcome evaluation.** In 1997 the Washington State Legislature passed an act to conduct an experiment on research-based programs in their juvenile courts. This act was called the Community Juvenile Accountability Act (CJAA), the aim was to reduce crime in juveniles in a cost-efficient manner. One of the research-based programs studied was ART. CJAA used an experimental design with a control group, who received usual services, and the ART group. The sample consisted of 1229 juveniles, of those approximately 80% were 15-year old males. 525 were assigned to the control group and 704 were assigned to the ART group. The study used a pseudo-random

assignment waitlist procedure as county court staff in some areas shared that youth in need of services were prioritized into the ART group preventing a true random assignment. To adjust for the bias in the design the CJAA used multi-variate statistical techniques to control for gender, age, domain risk, and protective factor risks between the control and ART group. The study was conducted in 26 juvenile courts within the state of Washington. The study found that ART, when delivered competently, reduced recidivism by 24% compared to the control group in an 18-month follow up. These results are statistically significant. 5 of the 26 juvenile courts did not competently deliver ART and saw a 6% increase in recidivism versus the control group. Though no statistically significant this is an increase in recidivism when ART is not delivered in the manner it was originally intended.

### **California Evidence-Based Clearinghouse for Child Welfare**

The California Evidence-Based Clearinghouse for Child Welfare (CEBC.org) is an online website providing information on evidence-based practices in the field of children and families. The CEBC has given ART a rating of 3 on their platform. A rating of 3, meaning it has promising research evidence, according to the CEBC.

The ART program did not respond to the CEBC's inquiry to gain information on their program. For this reason, the CEBC has given ART a red flag as a non-responder. A study by Dishion, McCord, Poulin (1999), found that in peer group deviancy training programs delinquent behavior in adolescents can worsen. The researchers found that delinquent peers worsened the problem behaviors of each other and these problematic behaviors continued into adulthood. It is important to note that since there is research showing the negative effects of group delinquency training it is important to hear from

the ART program. The ART program is a group delinquency training program and for them to refuse inquiries from a research-based website designed for child welfare professionals is concerning. The scoring given to them by the CEBC is concluded from publicly available sources.

## **Discussion**

The ART program did not respond to the CEBC's inquiry to gain information on their program. For this reason, the CEBC has given ART a red flag as a non-responder. Also, the OJJDP gave ART the rating of effective, based on them having more than one study showing its effectiveness. One of those studies being the study in Washington State. The Washington State, CJAA study (2003), saw an increase in recidivism when ART was not properly delivered. A study by Dishion, T.J., McCord, J., Poulin, F. (1999), found that in peer group deviancy training programs delinquent behavior in adolescents can worsen. The researchers found that delinquent peers worsened the problem behaviors of each other and these problematic behaviors continued into adulthood. It is important to note that since there is research showing the negative effects of group delinquency training it is important to hear from the ART program. The ART program is a group delinquency training program and for them to refuse inquiries from a research-based website such as the CEBC, designed for child welfare professionals is concerning.

The studies mentioned did not have any long-term follow up. None of the studies look at the participants after a substantial amount of years had passed making it difficult to determine the lasting effects of ART if any. One study looked at recidivism rates 18-months after ART had been delivered, though this is an acceptable amount of time to determine if ART worked this researcher would like to see the impact of ART in recidivism rates after more times such as 5- and 10-year marks.

This literature review is limited. Only published research was found and used in this literature review. Only research articles with the words Aggression Replacement

Training and adolescent or youth or teens were used in the inclusion criteria and those that used all three components of ART without taking out or adding on to ART.

ART has research showing its effectiveness in reducing recidivism rates in adolescents. Though this research has seen improvement, a true experimental random control study is ideal and necessary to conclude ART causes reduction in recidivism in chronically violent adolescents. Upon reading the literature on ART, it looks to be a promising intervention for aggressive youth, but the designs of the experiments leave room for errors and/or variables to effect positive outcome on recidivism. For this reason, I would recommend researchers to conduct randomized controlled trials of ART. I would recommend that all steps of ART be delivered as designed and there is no deviation from the program.

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## Appendix A

Title the Document here

<b>NAME OF PROGRAM/PROJECT:</b>
Aggression Replacement Training (ART)
<b>SITUATION (context of your agency)</b>
ART is a researched based 10-week group intervention for aggressive youth. It consists of three components; social skills training, anger control, and moral reasoning.
<b>Purpose:</b>
Reduce aggressive and violent behavior through social skills training, anger control training, and moral reasoning.

INPUTS	OUTPUTS		OUTCOMES		
	Activities	Participants	Short-term	Medium-term	Long-term
Space: A space large enough to fit 14 people, well ventilated, climate controlled, and free from interruptions except emergencies.  ART workbook and CD  Whole group display such as posters  Staff: Two effective facilitators	1. Social Skills Training  2. Anger Control Training  3. Moral Reasoning	1. Chronically aggressive youth ages 12-17  2. Chronically aggressive youth ages 12-17  3. Chronically aggressive youth ages 12-17	1. Alterations in participant behavior  2. Alterations in participant behavior  3. Will learn moral reasoning		1. Lower recidivism rate  2. Lower recidivism rate  3. Lower recidivism rate

ASSUMPTIONS	EXTERNAL FACTORS
<p>[1]. Aggression replacement training: A comprehensive intervention for aggressive youth (3rd ed.). Glick, B., &amp; Gibbs, J. (1998).</p> <p>[2]. Aggression replacement training: A comprehensive intervention for aggressive youth (3rd ed.). Glick, B., &amp; Gibbs, J. (1998).</p> <p>[3]. Aggression replacement training: A comprehensive intervention for aggressive youth (3rd ed.). Glick, B., &amp; Gibbs, J. (1998).</p> <p>Reduction of aggressive and violent behavior (Glick &amp; Gibbs, 2011)</p>	<ul style="list-style-type: none"> <li>• Other outside influences can impact youth aggressive behavior</li> </ul>

## Appendix B

### ART sessions: step-by-step

Session	Materials	Objectives
1 – Making a Complaint	Easel pad, marker, making a complaint skills cards, making a complaint skill homework report copies, and posters: ART, group rules, social skills, making a complaint	- Explain purpose and content of ART program. – Establish group behavior rules. – Introduce social skills training component and rationale for skill learning. – Introduce procedures for social skills training sessions and teach making a complaint skill. – Explain the skill homework report.
2 – ABC’s of Anger	Easel pad, marker, optional ABC’s report copies, posters: anger control and ABC’s of anger	- Explain goals of the anger control training component and rationale for learning the anger control sequence. – Introduce procedures for anger control training sessions. – Group members understand ABC’s of anger.
3 – Jim’s (or Emilio’s) Problem Situation	Easel pad, marker, Jim’s problem solution copies, Jim’s problem situation decision chart	- Introduce moral reasoning component and explain procedures for moral reasoning sessions. – Provide rationale for achieving more mature thinking and facilitate members’ ability to see others’ perspective on specific problem situations. – Promote perspective taking, mature moral reasoning, and responsible social decision making on friendship, honesty, and respect for property situations.
4 – Understanding the Feelings of Others	Easel pad, marker, understanding the feelings of others skill cards, understanding the feelings of others skill homework report copies, poster: understanding the feelings of others	- Time to process experiences practicing making a complaint. – Understand the importance of understanding the feelings of others skill. – Participants learn and roleplay skill steps and encourage outside use of skills.

5 – Hassle Log and Triggers	Easel pad, marker, hassle log copies, poster: Triggers	- Introduce hassle log. – Understand internal and external triggers. – Roleplay group members anger triggers.
6 – Jerry’s (or Latoya’s) Problem Situation	Easel pad, marker, Jerry’s problem situation copies, Jerry’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on relationship and loyalty to friends and to groups situations.
7 – Getting Ready for a Difficult Conversation	Easel pad, marker, getting ready for a difficult conversation skill cards, getting ready for a difficult conversation skill homework report copies, poster: getting ready for a difficult conversation	- Process experiences practicing understanding the feelings of others. – Understand importance of getting ready for a difficult conversation skill. – Learn and role-play skill steps and encourage outside use.
8 – Cues and Anger Reducers	Easel pad, marker, optional my anger cues handouts, poster: anger reducers	- Recognize own anger cues. – Provide response options to calm themselves down. – Role-play sequence triggers.
9 – Mark’s (or Ishan’s) Problem Situation	Easel pad, marker, Mark’s problem situation copies, Mark’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on relationship and respect situation.
10 – Dealing with Someone Else’s Anger	Easel pad, marker, dealing with someone else’s anger skill cards, dealing with someone else’s anger sill homework report copies, poster: dealing with someone else’s anger conversation	- Process experiences practicing getting ready for a difficult conversation. – Understand importance of dealing with someone else’s anger skill. – Learn and role-play skill steps and encourage outside use.
11 - Reminders	Easel pad, marker	- Introduce concept of reminders. – Role-play triggers.
12 – George’s (or Enzo’s) Problem Situation	Easel pad, marker, George’s problem situation copies, George’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on family, loyalty, quality of life, and life itself situation.

13 – Helping Others	Easel pad, marker, helping others skill cards, helping others skill homework report copies, and poster: helping others	- Process experiences practicing dealing with someone else’s anger. – Understand importance of helping others skill. – Learn and role-play skill steps and encourage outside use.
14 – Thinking Ahead	Easel pad, marker, optional types of consequences handouts, poster: thinking ahead	- Introduce thinking ahead and teach “if-then” formula. – Discuss different types of consequences. – Role-play triggers.
15 – Sam’s (or Carmen’s) Problem Situation	Easel pad, marker, Sam’s problem situation copies, Sam’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on a honesty and respect for property situation.
16 – Keeping Out of Fights	Easel pad, marker, keeping out of fights skill cards, keeping out of fights skill homework report copies, poster: keeping out of fights	- Process experiences practicing helping others outside. – Understand the importance of keeping out of fights skill. – Learn and role-play skill steps and encourage outside use.
17 – Self-Evaluation	Easel pad, marker, poster: self-evaluation	- Introduce self-evaluation. – Role-play triggers.
18 – Leon’s (or Cheri’s) Problem Situation	Easel pad, marker, Leon’s problem situation copies, Leon’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on a friendship, quality of life, and life itself situation.
19 – Dealing with an Accusation	Easel pad, marker, dealing with an accusation skill cards, dealing with an accusation skill homework report copies, poster: dealing with an accusation	- Process experiences practicing keeping out of fights. – Understand importance of dealing with and accusation. – Learn and role-play skill steps and encourage outside use.

20 – Angry Behavior Cycle	Easel pad, marker, index cards, posters: anger control chain angry behavior cycle, exit the angry behavior cycle: do something different	- Introduce anger behavior cycle. – Role-play triggers, cues, reminders, thinking ahead, EXIT, and self-evaluation. – Realize own behavior can be a trigger for others’ anger and change own behavior.
21 – Reggie’s (or Big Bear’s) Problem Situation	Easel pad, marker, Reggie’s problem situation copies, Reggie’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on a family loyalty, honesty, and fairness situation.
22 – Dealing with Group Pressure	Easel pad, marker, dealing with group pressure skill cards, dealing with group pressure skill homework report copies, poster: dealing with group pressure.	- Process experiences practicing dealing with an accusation. – Understand the importance of dealing with group pressure skill. – Learn and role-play skill steps and encourage outside use.
23 – Using a Social Skill and Rehearsal of Full Anger Control Chain	Easel pad, marker, skill cards and skill posters, posters: ART social skills, exit the angry behavior cycle: use a social skill	- Use a social skill instead of aggression. – Role-play triggers, cues, anger reducers, reminders, thinking ahead, EXIT, and self-evaluation.
24 – Alonzo’s (or Tara and Lashonda’s) Problem Situation	Easel pad, marker, Alonzo’s problem situation copies, Alonzo’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on an honesty and loyalty to friends’ situation.
25 – Expressing Affection	Easel pad, marker, expressing affection skill cards, expressing affection skill homework report copies, poster: expressing affection	- Process experiences practicing dealing with group pressure. – Understand importance of expressing affection skill. – Learn and role-play skill steps and encourage outside use.
26 – Rehearsal of Full Anger Control Chain	Easel pad, marker, skill cards and skill posters	- Practice using a social skill to exit angry behavior cycle. – Role-play triggers, cues, anger reducers, reminders, thinking ahead, EXIT, and self-evaluation.

27 – Juan’s (or Lin’s) Problem Situation	Easel pad, marker, Juan’s problem situation copies, Juan’s problem situation decision chart	- Promote perspective taking, mature moral reasoning, and responsible social decision making on a loyalty to friends and life itself situation.
28 – Responding to Failure	Easel pad, marker, responding to failure skill cards, responding to failure skill homework report copies, poster: responding to failure.	- Process experiences practicing expressing affection. – Understanding importance of responding to failure skill. – Learn and role-play skill steps and encourage outside use.
29 – Overall Review and Rehearsed of Full Anger Control Chain	Easel pad, marker, skill cards and skill posters, optional anger control chain review copies	- Review all the anger control chain techniques. – Practice using a social skill to exit angry behavior cycle. – Role-play triggers, cues, anger reducers, reminders, thinking ahead, EXIT, and self-evaluation.
30 – Antonio’s (or Emma’s) Problem Situation	Easel pad, marker, Antonio’s problem situation copies, Antonio’s problem situation decision chart, certificate of ART completion copies	- Promote perspective taking, mature moral reasoning, and responsible social decision making on an honesty, fairness, and negative peer pressure situation. – Conclude and celebrate ART group.