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Study Puts Numbers to ART Benefits

The Washington State Institute for Public Policy www.wsipp.wa.gov (US) published a July 12, 2004 study titled "Benefits and Costs of Prevention and Early Intervention Programs for Youth".

Following are excerpts from that study with ART cost/benefit analysis figures highlighted:

Does prevention pay? Can an ounce of prevention avoid (at least) an ounce of cure? More specifically for public policy purposes, is there credible scientific evidence that for each dollar a legislature spends on "research-based" prevention or early intervention programs for youth, more than a dollar's worth of benefits will be generated? If

so, what are the policy options that offer taxpayers the best return for their dollar?

These are among the ambitious questions the 2003 Washington State Legislature assigned the Washington State Institute for Public Policy (Institute). This report describes our findings and offers an overview of how we conducted the analysis. An appendix, published separately, contains a full description of our results and methods.

Summary of Findings: Our principal conclusion is that, as of July 2004, some prevention and early intervention programs for youth can give taxpayers a good return on their dollar. That is, there is credible evidence that certain well-implemented programs can achieve significantly more benefits than costs. **[ART is cited as returning \$12.60 for every single dollar invested.]** Taxpayers will be better off if investments are made in these successful research-based programs.

This good news, however, must be tempered in three important ways. First, we found evidence that some prevention and early intervention programs fail to generate more benefits than

costs. Our research indicates that money spent on these unsuccessful research-based programs is an inefficient use of taxpayer money.

Our second caveat concerns the "marketplace" for rigorously researched prevention and early intervention programs: it is a young market, but it is evolving quickly. Most high-quality evaluations have been completed only in the last two decades, and many new rigorous studies will become available in the years ahead. As the evaluation evidence accumulates, and as the market matures, our relative ranking of programs can be expected to change.

Third, while Washington has taken

significant steps in recent years, many currently funded prevention and early intervention programs in the state have not been rigorously evalu-

ated. Thus, for many programs in Washington, there is insufficient evidence at this time to determine whether they produce positive or negative returns for taxpayers.

The main policy implications of these findings are straightforward and analogous to any sound investment strategy. To ensure the best possible return for Washington taxpayers, the Legislature and Governor should:

- Invest in research-proven "blue chip" prevention and early intervention programs.
- Avoid spending money on programs where there is little evidence of program effectiveness.
- Like any business, keep abreast of the latest research-based findings from around the United States to determine where there are opportunities to use taxpayer dollars wisely.
- Achieving "real world" success with prevention and early intervention programs is difficult; therefore, close attention must be paid to quality control and adherence to original

*Share this information and MORE with colleagues this year at the **2nd International ICART Conference in Amsterdam, Sept. 22-24, 2004.** See page 9*

program designs.

· Consider developing a strategy to encourage local government investment in research-proven programs.

Study Methods

There are two basic steps to this study. First, we quantify the scientific research literature on prevention and early intervention programs that addresses seven outcomes:

1. Reduce crime
2. Lower substance abuse
3. Improve educational outcomes such as test scores and graduation rates
4. Decrease teen pregnancy
5. Reduce teen suicide attempts
6. Lower child abuse or neglect
7. Reduce domestic violence

The goal of this stage of the analysis is to determine if there is credible evidence that some types of programs work. To consider a program for inclusion in our analysis, we require that it have scientific evidence from at least one rigorous evaluation that measures one of the seven outcomes, and that it be a program capable of application or replication in the "real world." These two requirements eliminated numerous evaluations of prevention and early intervention programs for our review.

We conducted the literature review by gathering evaluations of programs conducted, generally in the United States, since 1970. We searched electronic research databases and located study references in narrative and systematic reviews conducted by other researchers, assembling and reviewing a collection of over 3,500 documents.

Study Limitations

First, we limit our focus to the seven outcomes assigned by the Legislature for this study.... The field of prevention and early intervention is vast and extends beyond these seven outcomes. Some areas of prevention are, therefore, beyond our assigned scope. For example, we were not asked to assess prevention programs related strictly to public health outcomes such as low birth weight, child injury, immunizations, and obesity; thus, much of the public health area is not covered in the present study. Our review could be extended to include these other areas of prevention.

Second, as mentioned, we exclude some prevention programs because their research designs do not meet our minimum standards. For example, we were unable to locate studies that meet our design requirements for programs such as crisis/respice nurseries. When research incorporating well-constructed comparison groups is published on programs excluded for

this reason, our benefit-cost analysis can be updated.

Third, some studies are excluded because, at present, we cannot monetize their measured outcomes. We found evaluations with good research designs, but they measured outcomes we do not directly value in our benefit-cost analysis, such as the Child Behavior Checklist or intentions and attitudes. Although these outcomes may be significant, it is not clear whether, or the degree to which, changes in these measurements translate into less substantiated abuse or neglect, less crime, better education outcomes, or any of the other outcomes specified by the legislation for this study....

Fourth, we had to exclude some areas of prevention and early intervention because of resource and time constraints. In particular, we were unable to complete work on domestic violence and school violence, including bullying....

Fifth, we exclude some studies from our benefit-cost analysis when we cannot estimate the costs of the program.

Finally, in our previous work on benefits and costs, we included programs that target adult criminal offenders. In this review, we have not included these programs because they are not prevention or early intervention programs, per se....

Study Results: Estimates of Benefits and Costs

In reviewing the economic results, several findings emerge:

- Investments in effective programs for juvenile offenders have the highest net benefit. Such programs yield from \$1,900 to \$31,200 per youth. [**With a per child cost of \$759, ART returned a net per child benefit of \$8,805**].
- Some forms of home visiting programs that target high-risk and/or low-income mothers and children also are effective, returning from \$6,200 to \$17,200 per youth.
- Early childhood education for low income 3- and 4-year-olds and some youth development programs provide very attractive returns on investment....

Please see table, next page 

Developing Program Selection Criteria: What Programs are Worthy of Investment?

Our study's main finding is that some prevention and early intervention programs for youth can give taxpayers a good return on their dollar. We also found evidence, however, that other prevention and early intervention programs fail to generate more benefits than costs.... Thus, first and foremost, any legislation needs to recognize that not all prevention works and that choosing the right program is the critical first step....

Table 1 (Continued)
Summary of Benefits and Costs (2003 Dollars)

Estimates as of July 12, 2004	Measured Benefits and Costs Per Youth			
	Benefits	Costs	Benefits per Dollar of Cost	Benefits Minus Costs
	(1)	(2)	(3)	(4)
Teen Pregnancy Prevention Programs				
Teen Outreach Program	\$801	\$620	\$1.29	\$181
Programs for Teen Parents*	\$1,772	\$1,763	\$1.00	\$8
Reducing the Risk Program	\$0	\$13	\$0.00	-\$13
Postponing Sexual Involvement Program	-\$45	\$9	-\$5.07	-\$54
Teen Talk	\$0	\$81	\$0.00	-\$81
School-Based Clinics for Pregnancy Prevention*	\$0	\$805	\$0.00	-\$805
Adolescent Sibling Pregnancy Prevention Project	\$709	\$3,350	\$0.21	-\$2,641
Children's Aid Society-Carrera Project	\$2,409	\$11,501	\$0.21	-\$9,093
Juvenile Offender Programs				
Dialectical Behavior Therapy (in Washington)	\$32,087	\$843	\$38.05	\$31,243
Multidimensional Treatment Foster Care (v. regular group care)	\$26,748	\$2,459	\$10.88	\$24,290
Adolescent Diversion Project	\$19,713	\$1,777	\$11.09	\$17,936
Mentoring (in the juvenile justice system)*	\$23,143	\$6,471	\$3.58	\$16,672
Functional Family Therapy (in Washington)	\$16,455	\$2,140	\$7.69	\$14,315
Other Family-Based Therapy Programs for Juvenile Offenders*	\$14,061	\$1,620	\$8.68	\$12,441
Multi-Systemic Therapy (MST)	\$14,996	\$5,681	\$2.64	\$9,316
Aggression Replacement Training (in Washington)	\$9,564	\$759	\$12.60	\$8,805
Juvenile Boot Camps*	\$0	-\$8,474	\$0.00	\$8,474
Juvenile Offender Interagency Coordination Programs*	\$8,659	\$559	\$15.48	\$8,100
Diversion Progs. with Services (v. regular juvenile court processing)*	\$2,272	\$408	\$5.58	\$1,865
Coordination of Services	\$0	\$408	\$0.00	-\$408
Juvenile Intensive Probation Supervision Programs*	\$0	\$1,482	\$0.00	-\$1,482
Juvenile Intensive Parole (in Washington)	\$0	\$5,992	\$0.00	-\$5,992
Scared Straight	-\$11,002	\$54	-\$203.51	-\$11,056
Regular Parole (v. not having parole)	-\$10,379	\$2,098	-\$4.95	-\$12,478
Other National Programs				
Functional Family Therapy (excluding Washington)	\$28,356	\$2,140	\$13.25	\$26,216
Aggression Replacement Training (excluding Washington)	\$15,606	\$759	\$20.56	\$14,846
Juvenile Intensive Parole Supervision (excluding Washington)*	\$0	\$5,992	\$0.00	-\$5,992

Source: S. Aos, R. Lieb, J. Mayfield, M. Miller, A. Pennucci. (2004) Benefits and Costs of Prevention and Early Intervention Programs for Youth. Olympia: Washington State Institute for Public Policy, available at <<http://www.wsipp.wa.gov/rptfiles/04-07-3901.pdf>>.

Meta-analytic results, references, and detailed benefit-cost calculations are presented in the Appendix to this report, available at <<http://www.wsipp.wa.gov/rptfiles/04-07-3901a.pdf>>. The economic values on this table are estimates of present-valued benefits and costs of each program from the societal perspective. The benefits are estimated for six types of outcomes: crime, education, substance abuse, child abuse and neglect, teen pregnancy, and public assistance, for each program with statistically significant results for any of these outcomes. Many of these programs have achieved outcomes in addition to those for which we are currently able to estimate monetary benefits.

* Programs marked with an asterisk are the average effects for a group of programs; programs without an asterisk refer to individual programs.



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ART Master Training Session Held in Montreal

On March 17th, 18th, and 19th, 2004 the auditorium at 6 Weredale, Montreal, Quebec, Canada was abuzz with ART activity. Batshaw Youth and Family Centres, in collaboration with the International Centre for Aggression Replacement Training (ICART), hosted an International ART Master Training Workshop. The first day began with welcoming addresses by Michael Udy, Executive Director of Batshaw and Rune Nensen, co-founder of ICART and Executive Director of Barnhemmet Oasen in Aneby Sweden. A special guest, Manny Batshaw at 89 years of age, visited for a few hours, and also contributed to setting the tone for an exciting and productive seminar.

There was a tremendous amount of information shared amongst the 35 enthusiastic ART practitioners, all of whom have been animating ART for a minimum of one year. Fellow educators from Sweden, Illinois, Pennsylvania, Centres de Jeunesse de Montreal and the Lester B. Pearson School Board joined a cross-section of Batshaw staff to work together enriching their ART skills, teaching techniques and curricula.

ART Master Training is about moving skilled ART animators/trainers to the next level where: a) they can become even more proficient animators/trainers b) they can share and network their skills with other ART animators/trainers and, most importantly, c) they can develop the skills needed to train or consult with other ART animators/trainers within their own agency

and with other social service type organizations.

The three-day training consisted of a one day of discussion on ICART training standards, teaching techniques, meeting audience needs, and guided practice led by Mark Amendola and Robert Calame. That was followed by two days of presentations and feedback made by the attendees and trainers. Each presentation was 20-25 minutes in length, allowing for 5-10 minutes feedback. The presentations reflected how one would train other "animators" or "trainers" to teach a section or concept of the ART program or the Prepare Curriculum. Participants demonstrated and developed their skills, as trainers of animators and learned about other aspects of ART planning and delivery.

Many talented ART animators could not attend due to the limited number of spaces available. All ART enthusiasts would be happy to hear that their fellow ART trainers who did attend represented the work very well. The training has had excellent reviews from all who participated. It was a powerful experience!

Many thanks to all who attended, those who dropped in to "check us out", and those who supported the conference from "behind the scenes". As Dave Baillie, our cinematographer said, "You could touch the energy!"

*Robert Calame
Batshaw Youth and Family Centres
Montreal, Quebec, Canada*

Participant Comments:

My experience with the Master Training for Aggression Replacement Training began at the Montreal airport. After a long flight and feeling a bit nervous about entering a new city, I was welcomed by Robert Calame, Kim Parker, and Anna Virgini. Anna was the first to arrive at the airport with her small sign and smiling face. Later we were met by Robert and Kim. I immediately felt welcomed and was received with much hospitality. Anna proceeded to take me out to dinner, chauffeured me to my hotel and then made a second trip back to the airport to pick up the remaining two trainees coming from the same agency in Illinois. Prior to attending the training I spent time on the phone with Robert Calame and Mark Amendola regarding my accommodations and the content of the training. Everyone was extremely helpful and supportive in getting things situated for my excursion to the Batshaw Youth and Family Center in Canada.

The ART Master Training consisted of three days, each building on the next to prepare everyone to be more proficient animators. The first day consisted of general training, while the second and third consisted of trainee presentations and feedback. I found the

first day of training helpful due to the introductions, standards, and criteria. In addition, we also heard information about an extensive ART program being implemented in Sweden. The second and third days of presenters gave me a good idea of how trainees were implementing ART at each of their sites. These presentations sparked questions and feedback in my mind, which I was able to follow up on with each individual. I was able to ask presenters after the secession of the day the intricacies of how they implemented ART in each of their programs. It was interesting how many different programs at various sites were all able to utilize the basic ART curriculum to fit within the framework of their agencies. In addition, everyone at the Master Training was there for the same reason. We all wanted to utilize ART in the most proficient manner, improve our animation skills, and learn to efficiently and thoroughly train others in each of our agencies. It was inspiring to see how creative and animated everyone was with each of their presentations and the care they took in communicating this information to the group. Due to it being an international conference, it was also quite remarkable to observe trainees present in a language that was not

native to their home land. I appreciate their courage and hard work.

I think the environment that was created over those three days was one of support, encouragement, and comradery that we were all present

for the same reason. Meeting individuals and being able to share ideas and gain information to use at my agency was helpful and encouraging. The working lunches and evening activities were a nice way to continue conversations, share ideas, and gain insight. I also appreciated the hospitality and friendship of



Anna. She spent time with the three of us from Illinois by showing us around the city of Montreal.

Overall, the International Master Training was a valuable experience, filled with the opportunity to make connections with people for future consultation and feedback,

as well as provide insight into delivering the ART curriculum to the staff at my agency.

*Shelley Franklin, MS, LCPC
Center for Family Services
Aurora, Illinois*

March 17 - 19, 2004 I had the privilege of participating in an ART master training, hosted by Batshaw Youth and Family Centres and ICART. Having been involved with the ART community for the past 6 years, I was aware of the concept of Master Training and had dreamed of one day being able to attend.

Most aspects of the Prepare Curriculum were presented in 30 minute segments. To have a complete overview of animation techniques for ART, was a true learning experience. It is not often that we, as youth care workers, get a chance to see how creative our co-workers are at developing programs. Once in awhile I would stand back and observe the interaction in the room and be amazed. This is a field where we do not often see rewards but, regardless,

children's lives have to be touched by this kind of energy.

I have animated many ART sessions both to youth and families, however; admittedly the prospect of presenting to peers was quite daunting. As it turned out, they were 35 of the most pleasant and supportive people you'd ever want to speak to! Goldstein believed that, when giving Performance Feedback, one must always include a comment to grow on. I want to thank everyone for helping me to grow from this experience.

*Kim Parker
Batshaw Youth and Family Centres
Montreal, Quebec, Canada*

Significantly below freezing, the temperature in Montreal hurled chilling winds, sideways snow, slippery treads, and slush-bound paths. Yet, we still felt toasty. Coming from Chicago, two of the things that surprised us about the ICART Masters Training were how it was colder there than at home, and how invitingly warm the ART community is.

It was unclear what my two colleagues and I were to expect during our exodus north of the border. Being a psychologist with two social workers, we imagined the training would be somewhere in between a three-day long lecture and a reiteration of group concepts we already retained. Thus, the training blew our expectations away.

We were pleasantly surprised to find out that we were three of the only Americans at the Masters Training. While we knew that ART was worldwide, we did not quite understand the breadth of its use

and expertise across the globe. Comparing ART concepts and social service systems across Sweden, Canada, and the U.S. were eye-opening, not to even mention the presentations. Each invariably unique presentation established a novel means of thinking and using a similar ART curriculum. The drive, creativeness, and expansion of such key concepts were characterized through the motivation of each presenter. From the powerful imagery CD we received for Stress Management Training, to new outlooks on Empathy Training, and the insight into methods of training the trainers, each presentation had a life and usefulness of its own. Moreover, the freedom to express our personal experiences with ART via our own presentation simply reinforced our feelings of support and inclusion from the ART world.

The concept of "Creating a culture of ART" became an understatement as we continued to learn more

about each trainer and their experiences during activities outside of the training hours. Between St. Patrick's Day celebrations, and the sights of Old Montreal, we understood that we can always reference others in the ART family to lend their knowledge and support as we embark upon taking back what we have learned.

Since the Masters training, the creative spark has initiated two successful training sessions for me thus

far, with others to come. It was an incredible feeling to be a part of a group with such strong dedication to at-risk youth. The message was clear: ART does work, we can help the youth with which we work, and we can have fun and be creative doing so.

*Marc Fagan, Psy.D.
Thresholds
Chicago, Illinois*

ART Committee Proposes Draft Minimum Standards

ICART board member, Luke Moynahan, who serves the organization's "Member Training and Standards Committee", recently issued a call for agreement on setting minimum ART training standards. Program integrity is the driving force behind standards setting to ensure that ART, as planned and designed, is not only consistently and correctly carried out, but that it is maintained and generalized over the course of time. *Moynahan's suggestions for accomplishing this are excerpted here:*

According to Research Press, Arnold Goldstein has sold over 1,200,000 copies of his books around the world. The two editions of ART have sold approximately 500,000 copies. The Malmö conferences have revealed that ART is practiced in over 20 countries in the Americas, Europe, Oceania and Asia.

This means that with the help of the ART, Prepare and Skillstreaming books dedicated teachers, therapists and social workers around the world are already implementing and conducting Aggression Replacement and Prepare Training with an unknown number of conduct disordered children and youth in schools, special school units, correctional facilities and psychiatric services. We know that between 4 and 7 percent of all children and youth who attend school present behavioral problems that require systematic treatment. There is no evidence that the number is declining. In a Norwegian study (Sørli, 2000) 1 to 2 percent of pupils were found to engage in serious acts of violence such as assaults on teachers. Again there is no evidence for a decline in these numbers.

ICART, I strongly suggest, has a historically important role to play in ensuring quality delivery of Aggression Replacement Training (as the program stands) to a population specifically targeted for, and satiated by, (multi-)media violence (AMA, 1996; Anderson & Bushman, 2002; APA, 1993; Bushman & Anderson, 2001; Johnson et al, 2002). This same population is plagued by chronic absence of adequate proximal role models who can demonstrate that while it may be okay to get angry it is never okay to get violent. The world's children and youth are being explicitly taught, every day, that violence is an acceptable and effective solution for interpersonal disputes and conflicts (National Television Violence Study, 1996).

I suggest that there is a present and increasing need for courses that provide teachers, therapists and other concerned professionals with high quality training programmes that enable and empower them to conduct Aggression Replacement Training to good effect with their chosen population and in accordance with accepted standards of treatment fidelity.

I therefore provide The ICART advisory board with the following proposals as an aid to discussion and adoption of minimum standards of training for the effective dissemination of ART....

The basis for the following proposals are:

- i) Comparison with programs devoted to helping conduct disordered children and youth, delinquency prevention, violence prevention. These programs have all received a rating as exemplary from the US Department of Health Promotion and Education - Strengthening Americas Families project (1999) (Appendix 1).
- ii) Comparison with training programs conducted in the nationwide establishment of Parent Management Training - Oregon (Patterson et al, 1999) and Multisystemic Therapy (Henggeler et al, 1998) in Norway 1999 - 2001.
- iii) Continuing evaluations of post-graduate training in the teaching of social, emotional and cognitive skills (Goldstein, Gundersen, Kalt, moynahan & Svartdal, 2000).
- iv) The Washington CJAA study states explicitly that ART has a significant impact upon recidivism if it is well delivered (mid-term report at one year follow up, Barnoski, 2003 personal communication).
- v) Personal experience in training of over 300 ART practitioners throughout Norway.
- vi) Current course design as offered by Ungdomsalternativet (Kalt et al, 2003) based upon the training of over 1,000 practitioners in Sweden and Poland.

Moynahan points out that "ICART supports four levels of training - practitioner, trainer, master trainer and site guidelines" and has to date proposed basic level training guidelines designed to equip practitioners with: practical skills in the effective transmission of the ART program as described in Goldstein, Glick & Gibbs (1998) and in fulfilling the role of skills model, skills coach and skills facilitator; organizational skills in the conducting and continuous evaluation of ART

training with clients/pupils; and basic data collection procedural skills that enable validation of ART in relation to outcomes as well as the measurement of effect upon participants both within and between ART sessions.

Keep an eye out for publication of minimum standards in future ICART Communicator Issues and online at www.AggressionReplacementTraining.org.

Creating a Positive Moral Climate to Enhance Learning in ART - by Robert Calame and Kim Parker

A major concern for all of us who train ART is how effective will we be in conveying these critical skills to youth. A workshop by Dr. Larry Brendtro, at the 7th International Child and Youth Care Conference, stressed that relationships between child care workers and youth are paramount in creating receptiveness to learning.

Dr. Brendtro, co-author of important texts on Child and Youth Care (ie. *Positive Peer Culture*, *No Disposable Kids*, and *Reclaiming Youth at Risk: Our Hope for the Future*, etc.) is a major fan of ART. After presenting an award to Susan Striepling Goldstein acknowledging the late Dr. Goldstein's achievements in the field of child and youth care, Dr. Brendtro invited Mark Amendola and Bob Oliver to be guest editors of the fall 2003 issue of his journal, *Reclaiming Children and Youth*. The issue of this "journal of strength based interventions" was devoted entirely to Aggression Replacement Training, having ICART board members and other ART enthusiasts contribute articles.

Dr. Brendtro alluded to the fact that the positive, friendly and warm approach that we must use to successfully engage youth in the learning process sends messages to the brain's amygdale, a center that determines whether something or someone is "safe" or "not safe". When the youth feels safe the doors open for him/her to receive and accept new information. In the ART context, Dr. Brendtro maintains that when the trainee feels safe with the trainer then he/she can be taught anything.

Using an interactional process aimed at getting the amygdale to send safe messages to the rest of the brain is the method used by world famous Horse Whisperer, Monty Roberts, to "start" or train horses to receive riders for the first time. Playing on this rapport with the mammal, as a technique to maximize receptivity, has caused Roberts to write the book *Horse Sense for People*. This realistic and common sense approach has been embraced by psychologists and humanists alike. Brendtro advocates that we, as ART trainers, actively incorporate a conscious effort in creating warm, friendly connections with our trainees, maximizing their receptivity to learning.

When the right connection has been established with our youth, Brendtro recommends we then teach

them ART. With such a connection we can easily teach them anything, and what better to teach them than: how to behave with Skillstreaming, how not to behave with Anger Control and why we do what we do and how that affects the world around us with Moral Reasoning.

As fate would have it, we also had the pleasure of attending another of the conference's workshops on Moral Climate, presented by Dr. John Harrison Taylor and Dr. Sybil Artz.

Both of these speakers firmly believe that, for a child's anti-social behavior to become positive, an environmental approach must be used. Taylor's doctoral thesis, *Moral Climate and the Development of Moral Reasoning: the Effect of Dyadic Discussions Between Young Offenders*, supports this. Units of young offenders, where moral climate development strategies were incorporated into the program, had a higher level of generalization of skills such as Helping Others than their counterparts in units where little or no moral climate development strategies were applied.

As the well known Black American author, James Baldwin, said: "Children have never been good at listening to their elders, but they have never failed to imitate them."

One must, therefore, be concerned with interactions between: youth and peers, front line staff and youth, front line staff and peers, staff and administration, etc. This means that, at all levels, the moral climate be positive.

Stimulated by this line of thinking, we have explored the subject further. From this, we strongly suggest that right relationships and positive moral climate can only serve to enhance our success as ART trainers, in assisting youth as they develop prosocial competencies.

All of these concepts are in keeping with the basic ART philosophy. The importance of Moral Reasoning, Empathy Training, and character development have become a focus as we enrich the ART curriculum in our agency. We have developed a presentation for our annual ART review training days that emphasizes this new orientation. To be successful in ART our interventions must be fully developed in the area of character development. If we expect our youth to

improve their pro-social skills and decrease their aggression, we must create a need by impacting their value system. In other words, we must give youth a reason to use Anger Control and Social Skills. The youth find these reasons when they are taught Moral Reasoning and Empathy Training components of the Prepare Curriculum.

In Moral Reasoning we challenge cognitive distortions of youth and study the implications of different choices, as they apply to ethical dilemmas. We are concerned with trying to effect change in their value system as we try to replace self-centeredness with "other-centeredness". To change behavior we must change attitude and, therefore, we maintain that good doses of Moral Reasoning training are essential.

If we are concerned with other-centeredness, we must also look at Empathy Training. Our colleague, Sara Salmon, prescribes the use of Empathy Training in her P.E.A.C.E. Curriculum (an expansion of ART). We also strongly advocate including this Prepare Curriculum component to ART programming. As our fellow trainer Sam Barile says, "Empathy Training is the heart of ART."

Some reasons for using Empathy Training are as follows:

- o Development of empathy is an essential part of conflict resolution.
- o Youth must be aware of their own feelings in order to understand the feelings of others.
- o In the Prepare Curriculum, Dr. Goldstein has put together the writings of many experts on Empathy Training and recommends the use of 5 components:

- Readiness Training ~ Preparation of a Moral Climate where youth realize the value of becoming other-centered.
- Perceptual Training ~ Teaching youth the observing and recording of verbal and non-verbal behaviors, physical characteristics, environmental attributes, and other aspects of interpersonal context.

- Affective Reverberation Training ~ Teaching youth, through meditation and focusing techniques, to look carefully at their perceptions.
- Cognitive Analysis Training ~ Teaching youth to "try on" the experience of the other, discern it, and then label it.
- Communication Training ~ Teaching youth to communicate their empathic understanding.

Using Character Education as a tool for developing positive moral climate is also effective. Thomas Lickona defines "Character" to include thinking, feeling, and behavior. Through Character Education we target specific character traits we want youth to adopt. We help children to explore their virtues and share these with others. When youth are striving to be more considerate, respectful, cooperative, tolerant, generous and caring, the moral climate is naturally enhanced.

As a result of our literature review and study of the moral climate development concept, we have created a one day training for the staff of our agency. We encourage all ART practitioners to consider creating warm, supportive environments, where youth can become more receptive to change.

Excellent tools that are available for moral climate development are:

1. Prepare Curriculum, Arnold P. Goldstein
2. The EQUIP Program, Gibbs, Potter, Goldstein
3. P.E.A.C.E. Curriculum, Center for Safe Schools and Communities, Sara Salmon This curriculum contains both Empathy and Character Education components
4. The Virtues Project: Simple Ways to Create a Culture of Character, Linda Kavelin Popov
5. Positive Peer Culture, Second Edition, H.H. Vorrath and L. K. Brendtro
6. The Moral Climate of Schools: Educating for Character, National Association of Independent Schools, Patrick Bassett

For further information:

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ART in Swedish Prison & Probation Service - by Ingrid Norberg

Fourteen units in the Swedish Prison and Probation Service work with the ART program serving:

- Young offenders ages 18-21.
- Adult men in high security prison.
- Adult men with psychiatric problems (two units).
- Adult women in high security prison (one unit).
- Youth offenders in the probation service.

The prisons are situated from the north part of Sweden (Lulea) to the most southern part of the country (Kristianstad).

In June 2004 we had educated 72 ART program

leader trainees. To be a program leader (trainee) in our prison and probation service you first have to be a good member of the staff. You then get ten days education and training in ART programming and in cognitive behavior therapy (CBT). Then you have to conduct three group sessions recorded on video. When your videotapes are approved, you have to do another two whole programs with groups, also recorded on video, before you are able to get your certification. As an ART trainee you get support from your trainers during all the education time. Every year the ART organization arranges a special ART day with "something new and something fun" for the trainees.

It is also an opportunity for exchanging experiences.

In Swedish Prison and Probation Service we recently adopted a program accreditation system similar to those in England and Scotland. All treatment programs must be based on evidence and be approved by the accreditation panel, a group made up of eight members from different universities and three members from the Prison and Probation Service. In June 2004, ART was one of the programs discussed in the accreditation panel. Later this year, in December, we will do a final application for accreditation. We know we need to further develop the moral module since some of the examples are not suitable for adult people.

In the prisons a lot of work is now concentrated on the environment outside the program room. We are trying to develop what we call a "transferring coach". The program leaders continued to work with

the inmates after the program sessions and try to generalize the ART method into daily life inside the prison. In this part we feel that we are just in the beginning of a long and hard work. We have also noticed that the present ART program is not enough, we need to address more of the inmates' problem areas and therefore we are discussing work with Goldstein's Prepare program (which includes ART).

Finally we have to evaluate the program, but so far we have not found a good instrument. We have established a contact with the University of Lund (in the southern part of Sweden) who will help us to find this evaluation instrument.

We are also happy to say that two from our ART team will visit the ICART conference in Amsterdam in September 2004 and hopefully we can get more knowledge about evaluation there among other things.

An Invitation to the 2nd International ICART Conference - by Rune Nensen

It gives me great pleasure to invite you on behalf of the International Center for Aggression Replacement Training (ICART), the European Violence in Psychiatry Research Group (EVIPRG), and CONNECTING, partnership for consultancy and training, to the 2nd International ICART Conference. This conference is intended for all professionals (nurses, psychiatrists, psychologists, educators, criminal justice workers, social workers and others) who deal with aggressive and violent clients, children, adolescents and adults in society, social work, education, (mental) health care, and legal or forensic psychiatry fields.

At this conference, you can become acquainted not only with ART programs already developed for different populations but also with programs that need to be more fully worked out. For instance, for high-risk psychopathic and forensic psychiatric patients. The conference scientific program has been also explicitly set up with space for complementary developments with regard to research and training in the field of managing aggression and violence in psychiatry in general, and for diagnosis and assessment of aggressive and violent behavior for such purposes as evaluation and research. Therefore, a sister organization, the European Violence in Psychiatry Research Group (EVIPRG), will provide presentations on aggression management in mental health institutions. CONNECTING, partnership for consultancy and training in the recognition, prevention and therapeutic management of aggression and violence in (mental) health care, will provide presentations on the training of health care professionals.

Prior to the conference, three hour workshops are available in English, Dutch and Swedish on establish-

ing and working with aggression control/management and training programs. At the end of the conference, you will receive a certificate of attendance, and for Dutch participants accreditation is requested at the 'Nederlands Instituut voor Psychologen', the 'Vereniging voor Gedragstherapie en Cognitieve Therapie' and the 'Vereniging voor Psychiatrie'.

Throughout the conference there will be many opportunities to socialize, network, exchange, learn and have fun. We look forward to meeting you in Amsterdam!



Wed., Sept. 22 ~ Fri., Sept. 24

**Conference Center 'Meervaart'
Amsterdam, The Netherlands**

**"Working with Aggression
and Violence"**

**For programs and registration
information visit us online at:
www.AggressionReplacementTraining.org**