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In Fond Memory of Arnold P. Goldstein

2/5/1933 - 2/16/2002 - by Mark Amendola

Our beloved colleague and dear friend, Arnold P. Goldstein, passed away on February 16, 2002, at the age of 68 in Syracuse, New York, after a period of serious illness. Following his graduation from Penn State University in 1959, Arnie invested his whole life in research and education regarding aggressive and antisocial behavior among children and youth. He wrote more than 60 books and published over 100 articles on such subjects as aggression, social training, and juvenile delinquency.

There are people in your life who motivate or excite you and people whom you look up to. But there are few people who truly inspire. Arnie Goldstein is one of those special few.

Northwest Pennsylvania Collegiate Academy Dean, Dr. Robert Oliver, and I met Arnie nine years ago, and were so impressed with what he had to say about how communities could combat aggression ("Catch it low to prevent it high" was a favorite adage), that we decided to use his Aggression Replacement Training model - a mixture of anger management, social skills building and moral reasoning - throughout all our residential treatment, school, and community-based programs. We were equally impressed with the way he championed treating all people with dignity and respect, regardless of race, religion, or political persuasion. Arnie lived this rule throughout his life, not always an easy thing to do, but he did it with ease.

Dr. Goldstein taught at the University of Syracuse, where he served as Director of the Center for Studies on Aggression, for 30 years. He also traveled the world doing God's work, teaching children and families how to improve their lives and the lives of those around them. He made their lives better and in doing so made the world a safer and kinder place for us all. He spoke in all 50 states and traveled throughout Europe and Asia, sharing his philosophy of how to live

"The Golden Rule."

No matter which country or language, Arnie was always able to connect with people. His life was filled with kindness and love, a selfless love that

ART cofounder, Arnold P. Goldstein, Ph.D.



put others first, and which he shared with all who crossed his path.

Last summer, Arnie was diagnosed with lung and brain cancer, which is ironic, given his personal gifts and how he used them. As his body deteriorated, he kept his mind on task. He, with Rune Nensen, developed ICART, focused on the dissemination of knowledge and information to address aggression. Working throughout his debilitating illness, he developed and attended the first ICART conference of 750 delegates from 20 countries across the Western Hemisphere, hosted in Malmo, Sweden, last fall.

I have, and will continue to have, many memories of a kind, courageous, gentle man, who only wanted the best for everyone. He lived in a world of abundance - abundance from his heart and soul that he shared with all.

Arnie Goldstein's work continues to change thousands of children's lives - here and abroad - leaving our world a much-improved place.

What Arnie Wanted: A Charge for the Future of ICART - by Susan Striepling Goldstein

As I reread the Premier issue of the ICART Communicator three months after Arnie's death, it triggered a series of memories of conversations he and I had in the months prior to his death about what his vision for ICART was. He clearly stated this vision in the organizational goals that he saw ICART being formed to accomplish. Those goals are: to provide a forum for the exchange of ART-relevant experiences and data; to create an active network of interested professionals; to encourage high-quality practice in its use; to promote its continued rigorous evaluation; and to aid in its growing dissemination as a useful intervention approach. Based on our conversations, I would like to elaborate that vision.

As a forum for the exchange of ART-relevant experiences and data, Arnie hoped that through the newsletter, website and seminars, practitioners would have the opportunity to share innovations, successes and difficulties. When he did workshops he always made time for questions and tried to create an atmosphere in which people could share and learn from each other. He hoped that ICART would provide a new, enlarged venue for this sharing.

The creation of an active network of interested professionals was what Arnie did best at the personal level. He never finished a workshop or seminar without adding new names to his address book. These people became part of his ever-expanding personal network. Connecting these diverse people together as their need arose was one of his great joys. He saw ICART as an opportunity for ever greater networking among practitioners.

The encouraging of high-quality practice in the use of ART was extremely important to Arnie. He would often comment that there were times when people would say they were doing ART, but it didn't look like ART and he wished they would call it something different. Yet he always stressed that it not be made more complicated than necessary. He always refused to get into the certification business and did not see ICART as a certification vehicle. He always saw a clear, and to him, necessary distinction between

developing standards of training and setting criteria for certification.

Continued, rigorous evaluation is what has made ART a recognized Promising Program by the U.S. Department of Education's Expert Panel on Safe, Disciplined & Drug Free Schools and earned it's designation as a Model Program by the U.S. Department of Justice, the American Correctional Association, and the United Kingdom's Home Office. Arnie always

described himself as the tortoise in the tortoise and hare race. He slowly and carefully built up a body of evaluation studies over the past 15 years through his own work as well as by supporting and encouraging the work of others. He firmly believed that rigorous evaluation must continue for ART to remain strong and viable. He saw ICART as a way to make this happen.

Taking the step to broaden the dissemination of ART as a useful intervention by creating training materials (videos, copies of his overheads, a training guide) was a very deliberate decision Arnie made five years ago. He made that

decision because he saw the need for the training of ART growing at a faster rate than he alone could accommodate. By "giving away" his workshop, he hoped to broaden the dissemination of ART. He saw in ICART a further means of reaching a broader audience worldwide.

Arnie's "mission" throughout his 40-year academic career was to help people make positive life changes. The last piece of this mission was his co-founding, (with Rune Nensen) of ICART. As Arnie said: **"No intervention is ever complete. All of us should be very disappointed if ART of a few years from now is unchanged from what it is at this moment. As both clinical experience and research findings emerge, hopefully practitioners using ART will correspondingly alter its organization, structures, procedures and delivery to fully reflect such progress."**

The continued evolution and worldwide dissemination of ART as a vigorous, rigorously researched and evaluated intervention is the best fulfillment of Arnie Goldstein's vision and the most lasting memorial he could have.

~ ICART Conference Schedule ~

Thursday, September 26 (Breaks at 10:00, 12:00, 14:30)

08:30 Registration
09:00 Conference start, welcome and introductions
- Susan Striepling-Goldstein
09:10 Mark Amendola & Bob Oliver:
"ART Procedures in U.S. Schools"
10:30 Amendola & Oliver continued
13:00 Jane Conoley: "Intervention Priming:
School Consultation and Full Staff Involvement"
15:00 Conoley continued
16:30 Closing day one
19:00 ICART Evening Reception

Friday, September 27 (Breaks at 10:00, 12:00, 14:30)

08:30 Sara Salmon "The Expanded ART Model
in School Settings"
10:30 Salmon continued
11:00 Ungdomsalternativet, Oasen, Smedjan:
"ART in Swedish School Settings"
13:00 Ungdomsalternativet, Oasen, Smedjan
continued
14:00 Robert Calame: "Family ART"
15:00 Calame continued
16:00 All Presenters Q & A
16:30 Conference Closing

Theory, Practice, Expansion, Outcomes Research: ART in the Years to Come - by Clive Hollin

The September 2001 International Conference, held in Malmö, Sweden, drew together a large number of speakers from across the world to discuss the topic of ART. An impressive 750 delegates from 20 different countries and representing a range of professions, came to Sweden to share their ideas, knowledge, and experience. However, impressive as it was for the excellence of its content, the September 2001 ART conference will remain in my memory, and I'm sure everyone else's, for two quite different reasons.

On 11 September I arrived at my hotel in Malmö and switched on the television to be confronted with pictures of New York in flames. I confess that my first reaction was that I was watching a film, perhaps a trailer for a new disaster movie. As I realized that I was watching CNN, not The Movie Channel, it became clear that the pictures were real. There was not going to be a hero or heroine to save the world. Against this surreal backdrop, it was somehow strangely appropriate that our conference, with so many nationalities represented, should be concerned with the prevention of violence.

The global disaster of 11 September coincided with a personal anxiety, as I knew in advance of travelling to Sweden that Professor Goldstein was unwell and receiving treatment for a serious illness. I had corresponded with Arnie for more years than either of us cared to remember, had met him on several occasions, and valued him greatly both personally and as a fellow academic. None of us knew at the time that Arnie only had five months left with us, although we all held deep concerns for his health. For me, the combination of the unfolding global events in America, what they might mean for all our futures, and the awareness of Arnie's own personal struggle, gave the conference an unreal air.

The conference was excellent, Malmö is a pleasant city, and there was all the usual social conviviality one expects at such events. Yet we all knew that the world was about to change. We had great sympathy for our colleagues from America who were separated from their families and homes. And through it all there was Arnie organizing, planning and, well, just being Arnie.

As I write, time has passed since last September, world events have moved on, and Arnie is no longer with us. It is easy to look to the past and so stand still in the present, but to do that is precisely to do the opposite of what ICART is trying to achieve. ART

has always moved with the times, as research evidence gathered and theories became more sophisticated, meaning that ART changed in format and content as it strived to become ever more effective. However, it would be wrong to think that ART is the finished product. In the first ICART Newsletter Arnie wrote that: "Yet much work remains to be done on enhancing what it [ART] shares in common with all interventions, refining the specific cognitive-behavioral techniques that constitute its procedures, and priming the immediate and broader contexts in which it is offered in order to facilitate yet ever-better outcomes".

The above quotation captures what I believe are the four important arenas - theory, practice, expansion, and outcome research -- for ART in the years to come. One of the reasons for ART's success is that it is thoroughly grounded in theory. Interventions with a strong theoretical base have the immediate advantage of clarity: it is clear why certain assessments are being made, why there are given targets for change, and why set procedures are followed. As theory develops so practice develops and, particularly with an empirically-friendly theory such as cognitive-behavioral theory, the research base, as outcome evidence accrues so the intervention can become ever more refined.

For example, the findings from our research programs at the University of Leicester looking at the interrelationships between different aspects of cognition, such as moral reasoning and attributions and delinquency (Palmer & Hollin, 2000,2001), has the potential to inform the focus of interventions aimed at reducing delinquency.

In terms of practice, there are some areas, such as skills development, in which the field is well versed. However, in other areas, such as enhancement of moral values, there is much still to be learned about the nuances of effective practice. Further, much remains to be discovered about the sequencing of the components of ART. Are there advantages to be had in, say, teaching emotional control ahead of skills? Should moral reasoning training precede anger control training? A great deal of fine-grained research is needed to answer such questions; the answers could well help ART improve still further.

The expansion of ART into new areas could take place in two ways. First, the application of ART with a range of client groups across a variety of settings can be expanded. Aggressive behavior is found in many diverse populations and while ART is familiar in some

Clive Hollin



settings for delinquents, such as schools and residential facilities, there is a much greater potential. Could ART be modified for use with people with learning difficulties, or use with female populations, or with domestic violence, or for highly dangerous violent offenders? There is certainly a common line of cognitive-behavioral theory that can be used to account for aggressive behavior across these groups, so why not modify and apply ART? The second line of potential expansion lies in increasing the number of targets that ART addresses. This can be achieved by expanding the programme or, where indicated by careful assessment, by yoking ART to another program. For example, we have just completed an analysis comparing the risk-need factors of violent and non-violent male prisoners (Hollin & Palmer, 2002). As might be anticipated, problems with drug and alcohol misuse were a major discriminator between the two groups. ART could be expanded to include drug and alcohol work or, as perhaps a better strategy, ART could be run alongside drug and alcohol programs.

Whatever the future holds, outcome research is critical. There are a number of studies of ART, all presenting positive outcome evidence. But more is needed, particularly research on a large scale. It is to

be hoped that ICART will take on the task of stimulating more outcome research.

Finally, one of the great strengths of ART is that it knows its own limitations. All those involved are realistic and know that there is no intervention that is going to eliminate aggression. However, as Arnie was fond of saying, we are in the business of small gains, we progress in small steps, making a small difference as we move forward. ART allows that small difference to be made, which is why ICART must press forward, as Arnie would have insisted, because even small gains can make a big difference to someone's life.

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Established Youth Alternatives Program Takes Malmo Model Abroad - by Mikael Kalt

It's been almost a year since the first ICART conference in Malmö, and we are all looking forward to the forthcoming conference in September. As we all know, a lot of things have happened since that first conference. The development of ART in Europe and Scandinavia has been, and continues to be, overwhelmingly successful. We at Youth Alternatives are very proud to be a part of this dynamic process, working directly with ART groups and disseminating ART through workshops, seminars and trainer training.



The activities of Youth Alternatives in the multi-cultural city of Malmö are comprised of two closely linked programs:

The main program focuses on practical work with

“youth at risk”. The program uses ART to prevent further development of destructive behaviors, reducing the possibility of severe consequences for these youth and the associated costs to society. The program also provides new educational and social opportunities for the participants, possibly training them to become Junior ART trainers and role models/transfer coaches themselves.

The second program is derived directly from practical experiences with youth, and aims at training new ART trainers, as well as supervising and supporting ongoing programs. This model has proven effective and successful in promoting ART throughout Sweden and abroad.

As far as the youth program is concerned, we are currently working with 25 “youth at risk” in Malmö. The program consists of ART sessions three times a week. In addition, each participating youngster has their own assigned “personal transfer coach” with whom they meet and engage in various spare time activities.

The junior “transfer coaches” are recruited from similar backgrounds as the youngsters, sharing similar cultural and social experiences, subsequently allowing them to be effective as role models, and successful in supporting the youngsters in various everyday situations. Transfer coaches are continually provided with ongoing ART education and professional guidance.

Another important part of the program is involving families both through ART and weekly meetings. The main purpose of ART family work is to support and educate the parents and siblings in their important role as “transfer coaches” to the youngsters.

Youth Alternatives offers a special ART program called The School Alternative for youth who, due to antisocial behavior, are excluded from attending mainstream schools. In addition to the basic elemen-

tary school subjects, the program trains students in alternative social behaviors and anger control through ART. The aim of the program is to enable the participants to resume and continue their education in the mainstream educational system. The average time of program participation ranges from one to three regular school terms. Currently the program offers places for eight students. Youth Alternatives also works in close consultation with several local schools in implementing ART programs, based on the experiences derived from The School Alternative model.

The second program - trainer-training - is essential in promoting ART both in Sweden and internationally. The entire six-month, part-time program consists of nine days of group training and 15 practice sessions with actual youth groups. The program has been established and successful for three years and is continuously evolving, developing new methods of transferring ART trainer skills using practical experience based on work with ART youth groups.

Since the September conference, over a hundred teachers and childcare workers have completed the training program. Implementing the program at their workplaces, they become members of a national and international network of practicing ART trainers. Youth Alternatives organizes trainer network meetings

twice yearly to facilitate the exchange of ideas and experiences and to encourage social contact.

The Youth Alternatives six-month training program comprises the practical component of the post-graduate course for teachers and social workers at Raagaland College in Norway. Furthermore, the program will be integrated as part of the curriculum at the Malmö Teachers College commencing this fall.

Since the first ICART conference in Malmö, the representatives of Youth Alternatives have conducted and participated in several workshops and seminars to educate and to promote ART. Amongst others, we have visited and conducted workshops in the following places throughout Sweden: Gothenburg, Stockholm, Helsingborg, Halmstad, Lund, Uppsala, Sundsvall, Jonkoping, Nykoping, Eslov and more.

Internationally we have participated together with our American friends in a large ART conference with 1800 participants in Warsaw, Poland. Additionally, we have helped conduct several trainer-training workshops in cooperation with our Polish partners.

We are also very proud of our participation and of the opportunity we had to present our ART work at the Clark County Teacher's Conference in Las Vegas, Nevada for 1,200 participants.

PATHWAYS School Liven's ART Curriculum - by Gigi Dowling-Urban

"R-E-S-P-E-C-T!" Aretha Franklin booms over the school sound system as students file their way into the gym. Laden with Mardi Gras trinkets, the children are headed for a weekly Beads for Deeds rally. Beads for Deeds, the brainchild of two Pathways staff members, Phil Watson and Wendy Hummel, is a month-long celebration of student achievement in the four ART strands at Pathways School, a public day treatment program for students with behavior disorders in Belleville, IL. Pathways is administered by the Belleville Area Special Services Cooperative on behalf of their 23 member school districts in southern Illinois. For the four weeks preceding Fat Tuesday, students are nominated for beads by their fellow students and faculty members. Nominations are based on a student's spontaneous application of one of the four strands in a real-life situation at Pathways:

"Let's give it up for Kyle who demonstrated great anger management on the bus Tuesday morning!"

"Great self-talk on the basketball court during Thursday's game, Brandon!"

"Way to go with empathy, Elizabeth! Thanks for being so supportive when Mrs. Smith had a headache last Monday!"

At weekly, school-wide rallies, nominated students receive red beads for anger management; blue beads

for empathy; green beads for character education; and gold beads for skillstreaming. Staff and fellow students cheer those honored and special appearances by principal, Gigi Dowling Urban, as the Queen of Mardi Gras, and Anger Management Man, a student dressed in a super hero costume, add to the fun. The merriment continues until Fat Tuesday when students are treated to a jambalaya and Cajun music lunch followed by Trading Post, a token economy store where they may trade in their beads for treats and incentives.

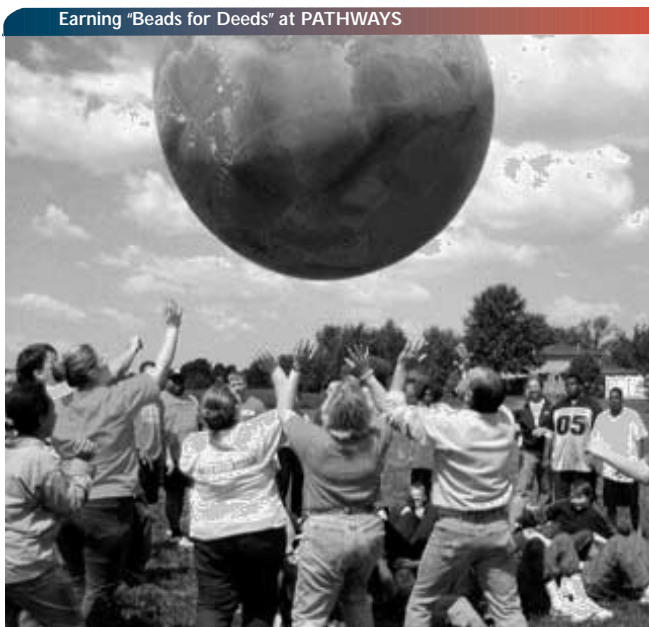
But Beads for Deeds is only one of many innovative programs at Pathways encouraging student application of their ART skills. Adventure Education, an ambitious partnership between the local YMCA and the school, challenges students to climb a portable 30-foot wall; master both low and high ropes obstacle courses; roll/elevate a 12 ft. diameter "earth ball"; and go spelunking. Certified Life Adventure counselors from the YMCA coordinate activities with school social workers trained in ART. This results in offering students the opportunity to practice the skills they learn during two "immersion" periods early each semester when more than 50% of the day is devoted to working on skills in all four strands.

Students are also offered frequent opportunities for community service. In the last 10 years, Pathways students have organized food donations for the

Salvation Army; visited nursing homes; participated in community theatre fundraising projects; organized parties for day care centers; and conducted special reading projects with kindergartners and 1st graders at a local public school. These projects contribute to an improved self-esteem and sense of connection to the community for our students and pave the way for them to engage in emotionally healthy and satisfying relationships with others outside of school.

Does ART work? We think so. After embracing this curriculum for the past six years, we believe our students have improved social skills and personal resiliency and insight. Twenty percent of our faculty have received awards from the Illinois State Board of Education. Local

businesses and civic organizations regularly contribute to our student incentives funds.



And our member districts must agree because they have pledged recently to develop an elementary program. Ground will be broken this August for a multimillion dollar addition to our existing facility. But the measure of ART must not only be taken by the "grand gesture," but by the everyday courtesies and courage our students demonstrate as they grapple with problems large and small. During our annual Honors Assembly in May, both staff and students chanted a variation of an old Beastie Boys song, rewritten by them for the occasion:

"You got to fight to be right and do AaaaRT!"

We can learn much from them.



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Swedish Prison & Probation Administration Moves Toward ART Accreditation - by Ingrid Herlin

The Swedish Prison and Probation Administration is working to adapt and implement "What-Works" programs in our services, both within the prison and the probation areas. One of our goals is to give these programs, including ART, Swedish accreditation.

We are trying ART in four prisons for young offenders and in three prisons for adults. The units for young offenders are specialized for young men between ages 18-21. These offender's days are scheduled from morning until night. Everybody is joining ART in groups with 5-6 inmates. We also try ART for adults in three high security prisons. So far, the only barrier is finding relevant dilemma exercises. Gothenburg probation officers are trained in ART

and we informed the courts about ART, asking them to impose on young offenders an obligation to attend.

In April 2002 we trained 35 program leaders. The training consists of 13 days of ART; CBT cognitive behavioral training; and MI (Motivational Interviewing). Trainees then lead programs at their institutions recorded on video. ART diploma achievement require-seach program leader to do another three supervised-programs. We have four ART teachers trained by Arnold Goldstein himself. In the year 2003 we will try to have four to six more teachers/trainers.

This September we are sending seven program leaders to Taberg Prison (outside Syracuse, New York, USA) to learn how ART is implemented in prisons.

A Dutch Version of ART for Adult Forensic Psychiatric Patients: Aggression Control Therapy (ACT) - by Ruud H. J. Hornsveld

In The Netherlands, treatment of adult forensic psychiatric patients was long time dominated by a psychoanalytic and client centered approach.

However, the last five years more and more behavioral treatment programs are implemented, especially for sexual offenders. But until recently, a treatment program, focusing directly on aggressive or violent behavior, was lacking. As a result of the workshop of Arnold P. Goldstein in May 2000, a Dutch version of ART, called Aggression Control Therapy (ACT), has now been implemented in four Dutch forensic psychiatric hospitals and one outpatient/day treatment center.

For the development of the treatment scenario for ACT, ART(Goldstein, Glick & Gibbs, 1998) was a starting-point. The following objectives were added:

- more focus on the specific problem behaviors of adult forensic psychiatric patients;*
- learning self-regulation skills for maximum generalization;*
- part of a total treatment program in a forensic psychiatric hospital; and*
- applicable in day treatment or outpatient settings too.*

ACT consists of 15 weekly sessions and three follow-up sessions of 1.5 hours. The follow-up sessions take place at five, 10 and 15 weeks after the end of the therapy. The main goal of the therapy is that patients learn to deal better with conflict situations via the following behavior changes:

- sessions 1 - 5;** dealing adequately with feelings of irritation, anger, rage, and aggression (Anger control);
- sessions 6 - 10;** improving or extending of related social skills (Social skills);
- sessions 6 - 15;** making programs for practicing new behaviors (self regulation skills);
- sessions 11 - 15;** becoming more knowledgeable of current Dutch norms and values and learning to resolve moral problems better (Moral reasoning);
- sessions 16, 17 and 18;** follow-up and evaluation.

The modules addressing social skills and self-regulation skills are largely based on the social skills therapy of Van Dam-Baggen & Kraaimaat (1986, 2000). For therapists a detailed treatment scenario has been developed. Participants of ACT receive a portfolio in which they can make homework assignments. The forms in the portfolio for making reports of the homework assignments are easy to complete, therefore patients with a low I.Q. can participate in ACT.

Essentially, nearly all adult forensic psychiatric patients are indicated for ACT, since they are sentenced for violent crimes. Contra-indications are:

- acute psychosis;*
- acute substance abuse (only for the outpatient and day treatment centers);*
- insufficient knowledge of the Dutch language/very low I.Q.;*
- unable to participate adequately in a group of eight patients.*

ACT has become part of the program "Aggressive Behavior", with the more positive subtitle "How to deal effectively with conflict situations". In this program, ACT is preceded by eight sessions of psychomotor therapy, in which the participants learn to practice relaxation exercises and non-verbal components of pro- and antisocial behavior. During ACT, special weekly interim sessions take place at the Education department. Participants are obliged to perform their homework assignments under supervision of this department in a special portfolio. After finishing ACT, participants follow 12 sessions of "Movement Therapy" and sports to lower their level of arousal through physical exercise.

Evaluation

By now, the program "Aggressive Behavior" is evaluated in the four forensic psychiatric hospitals and in the outpatient/day treatment center. All institutions use both the same study design and measurement instruments. Generally, TBS hospitals are small (about 100 beds), the average duration of treatment long (65 months), and a part of the population is contra-indicated (e.g. acute psychosis) or refuses to participate in treatment. The number of patients on the outpatient/day treatment center, who are sentenced to an alternative punishment like ACT, is also relatively small. By combining the data of four hospitals and the outpatient/day treatment center, the sample size will possibly allow more reliable conclusions.

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ART Programs at Batshaw Youth and Family Centres in Montreal, Quebec, Canada - by Robert Calame

A) Prevost Campus - Central ART: Animators receive clients from 4-5 residential units and offer 8-10 weeks of ART training and Family ART. Problem Solving and Moral Movie Group are also offered. Animators from this group assist in training of animators with Master Trainer. (year round) Boys 13-18 yrs. Young Offenders/Youth Protection

B) Intermittent Custody Program: 8 weeks of ART and/or 4 weeks Problem Solving offered. Must be court ordered to qualify. Parent group meets once weekly for Skills training with their youth. Parents must agree to the parent group before going to court. Clients must be interviewed to determine suitability prior to going to court. Total focus is using ART and Problem Solving. (year round) Boys 15-18 yrs. Young Offenders only

C) Bridges (Back-Up Program): Closed Custody Residential Program used for back-up purposes for 3-8 days. Problem Solving is the principle focus in response to referral issues. ART techniques, Empathy training, Situational Perception training, substance abuse and SMART goals training, etc. are used to solve problems. Follow up is required upon discharge from Bridges. (year round) Boys 13-18 yrs. Young Offenders/Youth Protection

D) Intensive Probation Program: In lieu of custody or post custody youth are required to meet curfew and usual probation conditions and are closely monitored. Youth are required to participate in a Victim Impact Program, which includes the use of Dr. Goldstein's Prepare Curriculum courses such as: Moral Reasoning, Empathy Training, etc. This program uses a "family preservation" model and intensive work is done in the family setting. (year round) Boys/Girls 13-18 yrs. Young Offenders only

E) Prevost Campus - Springfield: Open Placement/Custody Residential Program based in living unit environment. Currently offering all clients ART. Six clients per semester, 10 weeks per session. To be expanded to 12 clients per semester. Family ART has been offered by Central. ART to be offered by unit staff in future. (30 weeks per year) Boys 15-18 yrs. Young Offenders/Youth Protection

F) Prevost Campus - Ste Rose: Open Placement/

Custody Residential Program Based in living unit environment. Offers groups to between 4-9 trainees in ART and Problem Solving. A successful Family ART group has been run by Ste. Rose staff. High risk girls in the program present a major challenge. (30 weeks per year) Girls 13-18 yrs. Young Offenders/Youth Protection

G) Cartier Campus - Jeanne Sauve: Closed Placement/Custody Residential Program based in living unit environment. ART new in program. Offers groups to 6-8 trainees at a time. Groups need to be complete in 30 days due to average length of stay of clients in the program. Family ART group to be offered. (30 weeks per year) Girls 13-18 yrs. Young Offenders/Youth Protection

H) Cartier Campus - Northview: Closed Custody Residential Program based in living unit environment. Skillstreaming offered. Anger Control and Moral

Reasoning to be added along with Family ART. (30 weeks to year round) Boys 13-18 yrs. Young offenders only

I) Community Based Group Home - St. James: Residential Group Home offering ART in living unit environment. ART is a basic unit expectation for all youth admitted into St. James. Family ART complements the full ART program. (30 weeks per year) Boys 15-18 yrs Young

Offenders/Youth Protection
J) Community Based Group Home - Addington:

Residential Group Home offering ART in co-ed living unit environment. ART is a basic unit expectation for all youth admitted into Addington. Family ART to be added to provide a full program. (30 weeks per year) Girls and Boys 13-18 yrs. Young Offenders/Youth Protection

K) Community Based Group Home - Hawkins: Residential Group Home for pre-adolescents offering ART programming for all youth admitted. Family ART and Moral Reasoning to be added to provide a full program. (30 weeks per year) Girls and Boys 8-12 yrs. Youth Protection only

L) Community Based Group Home - Tobin: Residential Group Home for pre-adolescents offering ART programming for all youth admitted. Family ART and Moral Reasoning to be added to provide a full program. (30 weeks per year) Girls and Boys 8-12 yrs. Youth Protection only

M) Community Based Alternative School -

More ART Programs

CT Juvenile Training School: P.O. Box 882, Middletown, CT 06457, (860)344-2805

Maxey Training School; MI Family Independence Agency, 9036 E M36, Whitmore Lake, MI 48189, (734) 449-3021

Ferris School: 1825 Faulkland Rd., Wilmington, DE 19805, (302) 993-3810

Educational Service District 101: 4202 S. Regal Street, Spokane, WA, (509) 789-3800

Mountainview (south): Montreal English School Board Alternative School set up to service Residential and Community Based youth under Batshaw Youth and Family Centres care. Skillstreaming offered on a voluntary basis and full ART program including Family ART to be added to provide a full program. (30 weeks per year) Girls and Boys High School. Youth Protection/Young Offenders.

N)Community Based Alternative School: Focus Montreal English School Board Alternative School set up to service Family Preservation Program youth as an alternative to placement in residential treatment or denial of school privileges. Montreal - Community based program . Four Skillstreaming groups are given with the intention to add a full ART curriculum in future. (offered all school year) Girls and Boys High School . Youth protection/S 4.2 services.

O)Young Offenders Services: Probation Services Youth Court Services program offered to Probation clients under the Young Offenders Act. Two teams offer full ART programming and Family ART for two groups of youth. Voluntary or mandatory clients. Offered as prevention for further offending. Co-educational. (new program - Young Offenders only)

P) Prevost Campus - D.A.R.A. (Decision to Accept Responsibility for your Actions):

Short term interventions in a locked/secure setting for boys. With average turnover approximately 20-30 days DARA is trying to use a condensed version of ART

including Anger, Skills and Morals in a 21 day format. Youth are predominantly Youth Protection Cases but some Young Offenders also due to multiple mandate of unit. (boys only - 30 weeks per year)

Q)Prevost Campus - Lorien:

Open Placement/Custody Residential Program based in living unit environment. Excellent family-centred orientation. New ART Program offering complete ART and Family ART programming beginning summer 2002. (30 weeks per year) Boys 15-18 yrs. Youth Protection/Young Offenders

R) Community Based Group Home - Dornal:

Residential Group Home for pre-Adolescents offering ART programming to youth admitted to Dornal. Emphasis on Skills, with Anger and Moral Education secondary. Using other pre-adolescent materials to convey themes to youth. (30 weeks per year) Girls and Boys 8-12 yrs. Youth Protection only

S) Community Based Group Home - Colton:

Residential Group Home for pre-Adolescents offering ART programming to youth admitted to Colton. Skills main focus, with Anger and Moral Education themes secondary. Adapting Material through Skills for Early Childhood and Secondary School . (30 weeks per year) Girls and Boys 8-12 yrs. Youth Protection only

For more information regarding the Batshaw ART applications please contact Robert Calame at 514-636-0910 or e-mail Robert_Calame@ssss.gouv.qc.ca.

ART in Yakima County & Washington County Juvenile Courts

Yakima County Juvenile Court's administration provides management personnel to meet with ART instructors on a monthly basis to provide support and to facilitate procedural changes when necessary. These facilitators structure time for preparation and discussion among themselves about how well the interventions are proceeding. Together they create a mutual support network with other Washington State counties. The state's Community Juvenile Accountability Act (CJAA) provides funding for contracting with the program designers for the initial training, follow-up consultations, and site visits for evaluation.

Random assignment of eligible youth to either the control group or the ART program group takes place within 14 working days of receipt by the ART lead facilitator. Youth in both the program group and control groups are pooled across courts for a statewide recidivism-reduction evaluation.

Reassessment of both groups is conducted at or near the end of each 10-week ART session and again following supervision to complete the statewide data collection. Program effectiveness is expressed as a change in an outcome measure. The principle

outcome measure is recidivism.

The program and control groups also are compared on improvements made in risk and protective factors between the beginning and end of the youth's participation in the program and at the end of the supervision. Interim results are available for each court every three months to show that the programs are affecting the targeted risk and protective factors. These interim outcomes require that youth in the program and control groups be reassessed by the juvenile probation counselors rather than by CJAA program facilitators.

For ART program youth, a reassessment is completed after 45 days in the program, again at completion of the ART program - or at approximately 90 days of supervision - with a final re-assessment at supervision completion. The control group youth complete: a full risk assessment within 20 working days of being placed on supervision; a reassessment completed 45 days later; another reassessment on or about the 90th day of supervision; and a final reassessment at completion of supervision.

For more information, contact Yakima County Juvenile Court at (509) 574-2073.

Pennsylvania & Maryland Programs Incorporate ART

Perseus House, Inc. -

(A private, nonprofit residential and community-based organization in Erie, PA)

Perseus House has used ART and The Prepare Curriculum since 1994 as both a prevention and intervention model. Sites include residential care, diversion to residential care and school-based settings. Schools use the model as a prevention tool and primarily focus on elementary age children. Perseus House also provides parent ART groups. Parents participate in Skillstreaming and learn competencies very similar to their children. This is conducted on a weekly basis, with significant attendance. Perseus House also uses The Prepare Curriculum, which includes empathy and problem-solving training. ART is truly a multi-modal approach, and its focus includes competency development as well as skill transfer and maintenance.

The School District of the City of Erie, located in Erie, PA

The School District of the City of Erie services over 12,000 inner city K-12 students. The Erie School District utilizes ART as both a prevention and intervention model. All special education teachers are trained and deliver Skillstreaming as part of their curriculum. The School District operates the Intensive Juvenile Delinquency Prevention Program, which

is geared toward middle school students (ages 13-15) who are beginning to show initial indicators of delinquency. ART is used as the core curriculum component to address poor socialization and anger management problems.

The Erie School District also uses Skillstreaming as a prevention tool for elementary age schoolchildren. Teachers are trained as co-facilitators and assist in the implementation of the program. Staff also are trained as transfer coaches to assist with generalization and skill maintenance.

Baltimore City Schools

The School District of the City of Baltimore through the Office of Mental Health and Baltimore City Schools in conjunction with Safe Places/Healthy Starts have implemented Skillstreaming in a variety of settings. They have utilized pull-out groups in their senior high schools with much success. They have also used Skillstreaming as a preventative tool for school aged children.

The collaborative level in the City of Baltimore is a model for many school districts. They have been able to join the school system, mental health system, and juvenile justice system to collaborate to meet the needs of youths. This collaboration has also benefited from cross-training and program development.

ART Extension: The Peace Curriculum - by Sara Salmon

The roots of our expansion of the ART model developed out of a tremendous need during the early part of the 1990's in St. Louis, Missouri. During that time, change took place in St. Louis that prompted program responses in public schools.

The Ferguson Florissant School District in urban St. Louis has consistently had an enrollment of around 12,000 students across three high schools; three middle schools; 16 elementary schools; and a 1970's alternative school for students who didn't tolerate the high school regimen very well. In the late 1980's, the district began experienced rapid changes in its student body attitude and demographics. Our once idyllic, rather middle class, community began to attract a highly-transient and increasingly aggressive-population.

One day the US Federal Bureau of Investigations (FBI) met with central office staff to advise that several gangs were on their way to district neighborhoods from Compton, California and Chicago to set up bases for drug commerce. The FBI warned that these gangs would involve as many district students as they could and that we had better begin some

programs to deal with this effectively. Central office staffs are known to be somewhat unresponsive to this sort of thing, so the warnings went unheeded. Very shortly after this meeting, it was apparent that the gang members were entering district schools. Rival gangs displayed their colors: blue for the Crips, red for the Bloods, and black for the Gangster Disciples.

The district experienced its first drive-by shooting in the early 1990's in front of Airport Elementary School, where a 10-year-old child was killed. The elementary school was riddled with bullets. Soon after that, guns were found on a regular basis in the schools. Assaults on students and teachers increased, with parents coming to the board hearings defending their children's right to assault others.

Something had to be done. One of the first things that developed was the formation of the North County Service Coalition, combining over 40 businesses and agencies with five school districts to assess community needs and to start programs increasing school and community safety. Next, Coalition members decided to start a middle school program for violent and aggressive students called PAL

(Positive Alternative Learning Program). All that was needed was an effective youth violence prevention model.

One day a flyer arrived at the school district advertising Dr. Arnold P. Goldstein, professor at Syracuse University, who would be speaking at DePaul Hospital in St. Louis. His topic was "Effective Strategies for Violent Youth". The staff remembers his talk and how he stressed that behavior rehearsal is one of the only ways that juvenile offenders could change and that teachers had to change their teaching modalities to be comfortable with role playing. Soon after his speech at DePaul Hospital, Dr. Goldstein spoke to a representative group from the school district and the North County Service Coalition, and the staff was given the Prepare Curriculum (Goldstein, 1999).

Dr. Goldstein was asked to return to the District for feedback when staff noticed that the students were making little or no improvement. He reminded the teachers that these kind of students could not learn the skills through general class discussion and suggested that role playing of the social skills begin immediately. The somewhat frustrated staff challenged Dr. Goldstein to role play with the students. The scene was unforgettable: here was Dr. Goldstein with tough students from St. Louis, who by now had taken over the program, speaking to them with great sincerity and firmness, explaining to the students that the only way they were going to be successful is to role play the skills and the role playing would proceed immediately. He looked the students in the eye and told them he wanted them to live until a ripe old age even though he realized they might not want that for themselves.yet! After continuing to explain the importance of role playing, he asked for a student volunteer, and the rest is history. The staff has never looked back and this is 12 years later.

The Developing Curriculum

When PAL staff noticed that most students were anti-social and extremely reluctant to learn skill rehearsal, it was decided to strengthen the empathy portion of the curriculum, reasoning that students would participate more willingly once they learned to listen and be compassionate toward others. Representatives from the Coalition schools collaborated to write a curriculum and agreed that the empathy lessons were to be field tested. The staff found that after focusing on empathy, especially when the students first arrived, the students were more willing to learn social skills.

The teachers began writing lessons, in-class activities, and a homework assignments. Over the years, the Coalition members formalized this work as "Expanded ART: The Peace Curriculum." The curriculum now covers primary, elementary, middle, and secondary school levels; a "Parent Empowerment"

component; and a school-home link - a home-based activity for parents and children.

Empathy

The aforementioned empathy component goes by the acronym "HEARS," which stands for the following:

1. **H**old the correct posture.
2. **E**ye contact when someone is speaking.
3. **A**ssess the person's feeling correctly.
4. **R**espond appropriately with your face.
5. **S**ay the person's feelings in your own words.

In following with ART practice, these skills are acted out. And empathy training emphasizes the development of a feeling vocabulary, since violent students are fairly singular in terms of feelings - with most expressing only one: anger.

For example, one of the lessons involves students brainstorming "g-rated" feeling words (language a "grandmother" could use). The students then choose a feeling word and act it out non-verbally in class with the rest of the class having to guess what the feeling is. They are then given pictures to practice the identifying feelings; they look up emotions in magazines and books. As a result, the students learn to identify their own feelings and those of others.

A recent addition to PAL's empathy training is "space empathy," designed to address what Stephen Nowicki in his book, Helping the Child Who Doesn't Fit In, calls "dyssemia" - spatial intrusion he noted as a prevalent learning disability in people who commit violent acts. These are people who speak intrusively: "nose-t- nose." They may argue loudly, be "off" in terms of their rhythm, and may use inappropriate gestures impaling others' space.

The Re-Entry Center

Following the first four years of PAL, the North County Service Coalition continued to meet and grow. The five school districts collaborated on a grant to use ART with the most violent students: those expelled or permanently removed from school. The Coalition decided to apply for funding to start a Re-Entry Center where expelled students would come together in an alternative school providing ART three hours each morning and academics in the afternoon. If students were successful, their expulsion would be rescinded and they would be allowed to return to school.

Parent Empowerment

Opened in January 1996, the Re-entry Center also required parents to attend a parent program. With persistence, a successful parent model was found at the annual Safe and Drug Free national conference in Washington, D.C., in 1996. There the "FAST" (Families and Schools Together) was presented as an exemplary, nationally disseminated program. For more information on FAST, visit: <http://www.ed.gov/pubs/ToolsforSchools/fast.html>.



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2nd Annual Conference:

**“ART in School Settings”
Malmö, Sweden
September 26-27, 2002**

See Schedule, page 2

**All conference presentations will be made available on videotape. For further information, contact Garbis H. Sarafian at icart-europe@oasen.com.*

Membership

After completing this form, please send it to **Garbis H. Sarafian** by FAX: (46) 380418 11 or MAIL: Barnhemmet Oasen, Box 199, Fasanstigen 17-25, 578 24 Aneby, Sweden

ICART is an organization devoted to the practice and evaluation of Aggression Replacement Training (ART), a cognitive-behavioral intervention designed for aggressive children, adolescents, and adults. Membership in ICART is open to all interested professionals, both practitioners and researchers, of whatever professional background. Initial members have included psychologists, educators, criminal justice workers, social workers, and others.

The goals of ICART are to provide a forum for the exchange of ART-relevant experiences and data, create an active network of interested professionals, encourage high-quality practice in its use, promote its continued rigorous evaluation, and aid in its growing dissemination as a useful intervention approach.

To meet these several goals, in the period ahead ICART will sponsor future conferences like the initial one in Malmö (2001); create and disseminate this ART practitioner-researcher newsletter; serve as a clearing-house for creative ART practice innovations and developing research findings as they become available; and in yet other ways seek to encourage and promote the skilled use of ART and its competent evaluation.

Please MAIL or FAX completed form:

- > Garbis H. Sarafian, Barnhemmet Oasen, Box 199, Fasanstigen 17-25, 578 24 Aneby, Sweden
- > FAX (46) 380418 11

If you wish to become a member of ICART, you can do so by completing this Membership Enrollment form. Please print.

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Comments or suggestions for additional ICART activities or resources:

Comments _____
