Aggression Replacement Training®
Program developed by Arnold P. Goldstein, Ph.D., Syracuse University; Barry Glick, Ph.D., New York State Division for Youth; and John C. Gibbs Ph.D., Ohio State University

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

Program Components
- Skillstreaming
  Goal: To teach youth a broad curriculum of prosocial behavior
- Anger Control Training
  Goal: To teach youth self-control of anger
- Moral Reasoning Training
  Goal: To raise youth’s level of fairness, justice, and concern with the needs and rights of others

Targets
- Decrease in Conduct Problem Behaviors
- Increased Pro-social Behavior
- Enhanced Levels of Moral Reasoning

Proximal Outcomes
- Decrease in Risk Factors
- Improved Pro-social Behavior
- Improved Anger Control
- Enhanced Levels of Moral Reasoning

Distal Outcomes
- Reduce Criminal Behavior and Recidivism
- Increase in In-Community Functioning
- Improved Pro-social Behavior

Researched Delivery Model:
- targets aggressive adolescents, ages 12 to 17
- goal of reducing recidivism of delinquent youth
- program must be facilitated by staff trained in ART®
- 30 one-hour program sessions delivered 3 times per week over 10 week period

$ It has been shown that for each dollar spent on implementation of ART®, there is a return of up to $23.01 and a cost benefit of up to $33,788 per youth. $

Washington State Institute for Public Policy, 2013
Risk Factors:
- Aggressive behavior
- Impulsive behavior
- Poor problem solving skills
- Poor social skills
- Early initiation and persistent antisocial behavior
- Favorable attitudes towards antisocial behavior

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

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

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

Improved Pro-Social Behavior:
- Increased knowledge of social skills
- More likely to express a complaint appropriately
- More likely to express a complaint appropriately

Improved Anger Control:
- More likely to respond to anger appropriately
- Less likely to initiate a fight

Enhanced Levels of Moral Reasoning:
- More likely to respond to group pressure appropriately

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

Improved Pro-Social Behavior:
- Increased knowledge of social skills
- More likely to express a complaint appropriately
- More likely to express a complaint appropriately

Enhanced Levels of Moral Reasoning:
- More likely to respond to group pressure appropriately

Decrease in Thinking Errors:
- See improvements in assuming the worst