Milwaukee County Department of Health and Human Services Delinquency and Court Services Division **Policy & Procedure**	Date Issued: 05/01/2013	Reviewed: 4/15/2013 By: MG/KP Last Revision:	Section: ADMINISTRATION	Policy No: 022	Pages: 1 of 6 (2 Attachments)
☒ Delinquency and Court Services Division ☒ Children's Court Services Network ☒ Purchase of Service Agencies	Effective Date: 05/01/2013	Subject: **Aggression Replacement Training (ART)**			

I. POLICY

It is the policy of Delinquency and Court Services Division (DCSD) to promote and provide effective services that address risk and criminogenic needs among youth involved in the juvenile justice system. DCSD will offer Aggression Replacement Training (ART) as its preferred form of anger management on a pilot basis. ART is a cognitive-behavioral intervention designed to help children and adolescents improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior. ART has been identified as a Model Program by the United States Office of Juvenile Justice and Delinquency Prevention based on research findings of the program's effectiveness.

II. PROCEDURE

A. Overview

Aggression Replacement Training (ART) is an established cognitive-behavioral intervention developed by Arnold P. Goldstein and Barry Glick designed to be delivered in a group format comprising 30 hours. The ART program is a multi-model intervention consisting of three components: skill streaming, anger control training, and moral reasoning. Lessons in this program are intended to address the behavioral, affective, and cognitive components of aggressive and violent behavior. Incremental learning, reinforcement technique, and guided group discussion enhance skill acquisition and reinforce the lessons in the curriculum.

B. Program Components:[1]

1. Skillstreaming

Skillstreaming is an intervention in which a 50-skill curriculum of prosocial behaviors is systematically taught to chronically aggressive adolescents. The skillstreaming curriculum is implemented with small groups of youth (preferably 6 to 8 per group) by (a) modeling, that is showing several examples of expert use of behaviors constituting the skills in which they are weak or lacking; (b) role-playing, providing several guided opportunities to practice and rehearse these competent interpersonal behaviors; (c) performance feedback, or providing praise, reinstruction, and related feedback on how well the youth's role playing of the skill matched the expert model's portrayal of it; and (d) transfer training, or encouraging the youth to engage in a series of activities designed to increase the chances that the skills learned in the training setting will endure and be available for use when needed in the youth's real-life environment, whether it be the institution, home, school, community, or other real-world setting.

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1 The content for this section was derived from: Goldstein, Arnold P. and Barry Glick (1994). Aggression Replacement Training: Curriculum and Evaluation. *Simulation & Gaming*, 25(1), p. 9-26 and Reddy, Linda A. and Arnold P. Goldstein (2001). Aggression Replacement Training: A Multi-modal Intervention for Aggressive Adolescents. *Residential Treatment for Children & Youth.* 18(2), p. 47-62.

The skills that youth learn from these procedures fall into one of six families that compose the entire curriculum and include:

1. Beginning social skills (e.g., starting a conversation, introducing yourself, giving a compliment).
2. Advanced social skills (e.g., asking for help, apologizing, and giving instructions).
3. Skill of dealing with feeling (e.g., dealing with someone's anger, expressing affection, dealing with fear).
4. Alternatives to aggression (e.g., responding to teasing, negotiation, helping others).
5. Skills for dealing with stress (e.g., dealing with being left out, dealing with an accusation, preparing for a stressful conversation).
6. Planning skills (e.g., goal setting, decision making, and setting priorities for solving problems).

2. Anger Control Training

The primary objective of Anger Control Training is to teach youth to control and better manage their anger. In ACT, each client is required to bring to each session a description of a recent anger-arousing experience (a hassle), which they record in a binder (hassle log). Clients are trained to respond to their hassles with a chain of behaviors that include:

1. Identifying triggers (i.e., those external events and internal self-statements that provoke an anger response).
2. Identifying cues (i.e., those individual physical events, such as tightened muscles, flushed faces, and clenched fists, which let the young person know that the emotion he or she is experiencing is anger).
3. Using reminders (i.e., self-statements, such as "stay calm," "chill out," and "cool down," or nonhostile explanations of others' behavior).
4. Using reducers (i.e., a series of techniques that, like the use of reminders, is designed expressly to lower the individual's level of anger, such as a deep breathing, counting backward, imagining a peaceful scene, or imaging the long-term consequences of one's behavior).
5. Using self-evaluation (i.e., reflecting on how well the hassle was responded to by identifying triggers, identifying cues, using reminders, and using reducers and then praising or rewarding oneself for effective performance).

3. Moral Reasoning

This cognitive intervention component of ART is designed to enhance youths' sense of fairness and justice in the world and provide opportunities to discuss their responses to problem situations taking perspectives other than their own (perspective taking) into account that represent a higher level of moral understanding. Moral reasoning training promotes values that respect the rights of others and help youth want to use the interpersonal and anger management skills taught.

Moral Reasoning Training is fostered through group discussions of moral dilemmas (social decision making meetings) where participants can choose between different alternatives. These meetings offer opportunities to enhance youths' value and social perspective taking through the resolution of a series of specific problem situations. The group activities include:

1. Introducing the problem situation.
2. Cultivating mature morality.
3. Remediating moral developmental delays.
4. Consolidating mature morality.

C. Program Enhancements

As part of the pilot phase, DCSD recommends and supports the following enhancements designed to maximize the engagement and successful completion of youth in the program.

1. Parent Group Sessions

All agencies are encouraged to facilitate up to two parent group sessions for all parents/caregivers of those youth enrolled in ART. The purpose of these groups is to engage the parents in the ART, discuss youth's participation and progress towards their goals and answer any questions or concerns that parents/caregivers may have.

2. In-Home Intake

All agencies are encouraged to conduct an initial intake assessment with the youth and their parent/caregivers in the family home, or wherever the family feels most comfortable. The intake should include an explanation of the program, pre-screen of the youth and signing of all consent forms.

3. Make up Sessions

All agencies should provide make up sessions to all youth that miss regular scheduled ART sessions. These make up sessions should be provided based on the agency's availability.

4. Transporting Youth

All agencies are encouraged to provide transportation for youth to all weekly ART sessions upon request by a parent/legal guardian.

The motor vehicle in which the youth is transported must have working seat beats and the youth must wear the seatbelt at all times when being transported. If the ART Provider/Designee is to pick up the youth at his/her home for group, it is mandatory that at least one responsible adult be at home when the youth is picked up and when the youth is dropped off. If that is not possible (i.e., the client is being picked up at school or directly from an activity), the ART Provider/Designee must carry a copy of the pre-signed Transportation Consent form giving him/her the permission to transport the youth.

No youth should ever be left at home alone when being returned from an ART session unless the parent/legal guardian has discussed the approved this practice. The ART Provider/Designee should take into account things such as chronological and cognitive age of the youth, the youth's ability to make good decisions and use good judgment, environmental safety, time of day, etc., when discussing the possibility of dropping a youth off unattended. Attempts should be made to call the parent/legal guardian/caregiver/emergency contact at the numbers listed on the referral form.

5. Incentives

Incentives are tangible or intangible rewards used to motivate a person or group to behave in a certain way, for example, motivating youth to increase their work effort and overall performance in the group. Agencies are encouraged to provide incentives to the youth to increase and maintain their participation. Incentives that have been found to be effective across age groups include:

Food. Offering food can be a motivating factor in drawing and retaining group participants of all ages. Some programs use food as a recruitment technique, inviting interested participants to a picnic or a pizza party at the start of a group.

Prizes. Prizes can serve as an effective motivator for youth of all age groups, but the age and interests of participants must be considered when deciding on the appropriate prize. Some programs also hand out passes for every group that the child attends. Those passes can later be exchanged for prizes that are linked to the child's frequency of attendance. For older participants, programs can use

tickets to sporting events and raffle prizes (e.g., IPods, and gift certificates).

D. Referral Criteria

ART referrals are appropriate for youth who score a moderate or high for overall risk on the Youth Assessment and Screening Instrument (YASI) and who score moderate or high risk in the specific domains of Aggression and/or Skills. Youth who score low risk overall and/or on the domains of Aggression and/or Skills may be considered on a case-by-case basis.

Youth who are court ordered to participate in anger management must have a YASI completed prior to the referral being made.

Human Service Workers will ask the youth and their family where they would prefer to receive ART services and include this information on the referral form.

Human Service Workers should submit the Full Assessment YASI Wheel with all ART referrasl.

E. Program Fidelity

It is the intent of DCSD for agencies to strive for fidelity to the ART model. ART provides practitioners very specific methods and a curriculum of behavioral modules grounded in sound theory and research. Staff need to be comfortable with the material and the style of interaction, and they also must commit to delivering the program as agreed. Agencies are encouraged to use the fidelity forms created by the model developers for the intervention, as well as incorporate observation and supervision measures to ensure fidelity.

However, DCSD recognizes that the curriculum was originally established for youth who are in secure correctional facilities and that adaptations may be needed to accommodate the community-based setting for groups for youth referred through Children's Court Services Network. For example, the ART model is designed to comprise 30 sessions over the course of 10 weeks, with one hour devoted to each of the three components every week. Because of the challenges inherent in such a demanding schedule, DCSD will entertain an alternate group schedule that would entail a longer group session once a week spread out over a longer duration (e.g. 1.5 hours per week for 15 weeks) to cover all the topics.

The final group schedule and content must be approved by DCSD. Any additional deviations from the model must also be approved by DCSD.

F. Required Credentials/Responsibilities/Training

1. Providers will have completed the 10 hour Aggression Replacement Training and submit a copy of their ART Certificate for review.
2. Providers must have a minimum of a High School Diploma with 2 years of experience working with at risk youth or a BA/BS degree in Social Work, Psychology, Sociology, Criminal Justice or other approved Human Service field.
3. Agencies must submit their ART curriculum for review and approval.
4. Each group must be facilitated by two ART Certified facilitators.

G. Criminal History, Criminal Background Check, Caregiver Law and County Resolution.

See "Compliance with Caregiver Background Checks' Section of the Fee-For-Service Agreement.

H. Driver's Abstract /Driver's License and Insurance.

The Agency that employs ART Providers that will be providing transportation must maintain verification that a Motor Vehicle Abstract was completed prior to the first transport and that the worker has a current, valid Wisconsin Driver's License and current automobile insurance. A motor vehicle abstract check can be done by calling Madison Department of DMV at (608) 261-2566. If there are any violations on the abstract within the last three years, a copy of the abstract must be attached to the Request to Add a Direct Service Provider Form (ADD Slip) for Delinquency and Court Services Division review. Abstracts must be completed annually or at any time within that period when the agency believes a new abstract should be obtained. Beyond DCSD review/approval of the drivers abstract, the Agency has the discretionary right, when reviewing the abstract, to determine whether or not any driving violations may place the client at risk and can then make the decision as to whether the ART Provider should transport youth.

F. Confidentiality/Client Files/Consents/Release of Information.

All information about the client is strictly confidential and will not be discussed with any person outside of the client's parent/legal guardian, agency affiliated consultants, supervisory personnel or delinquency and court staff. The right to confidentiality applies not only to written and electronic records, but also to videos, pictures, or use of names of clients or legal or custodial guardians in Agency publications. A Consent Form that permits the Agency to serve a youth must be in each client's file. The "CONSENT FOR SERVICE" form must be signed and dated by the parent/legal guardian **prior to** the provision of services. The Agency is expected to create their own Consent for Service form. Prior to an ART Provider/designee transporting a youth, a "TRANSPORTATION CONSENT FORM" *must* be signed and dated by the parent/legal guardian. The Transportation Consent Form must be signed **prior to** the provision of the first transport. Information about a youth may be released to other individuals or organizations only upon presentation of an authorized "AUTHORIZATION FOR RELEASE OF HEALTH INFORMATION" form, appropriately signed by the youth's parent/legal guardian. The Agency is expected to create their own form. Client records must be respected and maintained in a secure cabinet or room and are to be maintained at the Agency until the client becomes 19 years of age or until 7 years after services have been completed, whichever is longer. The documents can then be appropriately disposed of/shredded.

I. Documentation.

1. **CCSN Monthly Verification Logs**
   The use of CCSN Monthly Verification Log is mandatory and must be submitted with the monthly billing. The client must sign the log after each session that they attended and will not be accepted without the client signature. If a parent/caregiver attends a parent group session, they must sign the log for that particular session.

2. **ART Progress Notes**
   The use of a Progress Notes is required for all participants and must be submitted with the Monthly Reports. These Progress Notes can be submitted via the CCSN ART Progress Note (see attachment 3) or using the agency's progress note form, as long as it contains all of the following elements: date of group, name of youth, goals of ART, content of that group session, participation of the youth, progress made towards their goals, facilitator signature, and date signed.

3. The provider must maintain and submit the Aggression Questionnaire pre-test and post-test scores for all youth that receive ART services. They are responsible for maintaining attendance records for all individuals that participate in the ART service. If a parent/guardian questionnaire is utilized, the agency is required to submit the results to CCSN as well.

for all individuals that participate in the ART service. The provider must collect and submit the ART Overall Functioning Scale (OFS) pre-test and post-test scores for all youth that receive ART services. The OFS are to be completed by the parent/guardian or current caregiver.

4. **The use of "White Out" on the Logs and Progress Reports is not permissible.** If an error occurs, it must be crossed out with a single line and dated and initialed by the author of the Progress Note/Log (i.e., John was being aggressive 8/14/02-L.M.). Photocopying of blank Progress Notes with the Provider's Signature on them or stamped signatures is **not permissible.** All Progress Note entries /notes must have an original signature.

I. Billing

1. Agencies that are approved to provide ART must report units of service on monthly billing vouchers under the YAM service code.
2. DCSD will only pay for units of service that were provided after they were authorized.
3. CCSN Monthly Reports clearly document all units of ART services reported on monthly billing vouchers.
4. Only units of service that comply with all applicable policies will be approved for payment.
5. To be compensated for transportation, agencies may bill DCSD for one additional unit of service per session when all of the following conditions were met:

    1. The transportation complied with all guidelines listed in section C-4 of this document.
    2. The agency-provided transportation was necessary to facilitate attendance.
    3. The transportation was either provided by agency staff, a state licensed van service, or a state licensed taxi service. For example, agencies may not bill DCSD an additional unit of ART service for providing bus tickets.

Reviewed & Approved By: B Thomas Wanta
B. Thomas Wanta, Division Administrator

MG 5/8/2013 – ART Policy