

INDEX

Note: Aggression Replacement Training = ART

- A–B–C model 3, 4
- ACT *see* Aggression Control Therapy
- Adolescent Problem Inventory 7
- Aggression Control Therapy (ACT) 189–95
- Aggression Questionnaire (AQ) 35, 192
- Agressie Vragenlijst (AVL) 192, 194
- Alexithymia Questionnaire (BVAQ) 192
- anchoring effects 9
- anger, definition 8
- anger assessment 35–8
- anger control 8–9
- Anger Control Training 58, 81, 159, 166
- Anger Log 36
- anger management interventions 3, 31–48
 - across environments 39–46
 - anger assessment 35–8
 - development 31–2
 - in family context 43–6
 - research limitations 46–7
 - in residential treatment contexts 41–3
 - in school contexts 39–41
 - training strategies and program characteristics 34–5
- Annsville Youth Center, NY 231–7
- Antecedent–Behavior–Consequence (A–B–C) sequences 3, 4
- Anxiety Management 162, 166
- applied behavior analysis 250
- AQ *see* Aggression Questionnaire
- arousal management skills 33
- “articulated thoughts during simulation situations” 38
- Asperger’s syndrome 48
- assuming the worst 57
- attentional cueing 8, 9
- Attribution Questionnaire (ATV) 191
- attributional error 8–9
- ATV *see* Attribution Questionnaire
- AVL *see* Agressie Vragenlijst
- Balanced Approach and Restorative Justice Project 94
- Batshaw Youth and Family Centres, family ART 197–200
- behavior model of violent conduct 5–6
- biological precursors of violence 5
- blaming others (secondary) 56–7
- Brain Power Program 39
- BVAQ *see* Alexithymia Questionnaire
- Campbell Collaboration 141, 249
- CARC *see* Children’s Anger Response Checklist
- CBCL *see* Child Behavior Checklist
- Character Education Movement 155
- Child Behavior Checklist (CBCL) 36, 42
- Children’s Anger Response Checklist (CARC) 37–8
- Children’s Inventory of Anger 35
- Classroom Meeting 155
- Cochrane Collaboration 141
- Cochrane Database of Systematic Reviews 141
- Cochrane Library 141
- cognitive-behavioral interventions 5
 - methods of change 11
 - and violent method 11–13
- cognitive-behavioral therapy 248
 - defining features 250–1
 - definition 5
 - development of 4–5
 - models 5–6
- cognitive distortions (thinking errors) 10–11, 52
 - categories 56–7
- cognitive restructuring strategies 33
- collaboration
 - definition 87–8
 - dimensions of 88
 - guiding principles 89–91
 - with human services and schools 89
 - organizational structure 89
- Collaborative Intensive Community Treatment Program (CICTP), Erie, Pennsylvania 89–103
- aftercare 101–2
- agencies description 95–6
- ART in 98–101
- collaborative development 93–4, 102–3

- CICTP (*cont.*)
 collaborative implementation 94
 community service 101
 conceptualization and formation 91–3
 development rationale 91–4
 guiding principles 89–91
 interventions 97–8
 objectives 97
 philosophy 94–5
 staffing patterns 96–7
- community-based evaluation of ART 238–9
 conduct disorder 5
 Conflict Behavior Inventory 36
 Conflict Behavior Questionnaire 45
 Conflict in Relationships Inventory 36
 Connors rating scale 36
 Connors Teacher Rating Scale 40
 Co-op Co-op 163
 cooperation, definition 87
 Cooperation Training 162–3
 coordination, definition 87–8
 Crime Reduction Programme 139
 criminal justice system, UK, applications in 139–149
- Delaware Academy, Syracuse
 ART at 77–85
 Social Emotional Committee (SEC) 78, 80–1
 developmental processes 5
 Differential Reinforcement Theory 4
 distal antecedents to violence 5
- effectiveness of ART, evaluation of 231–44
 efficacy study 249–50
 Empathy Training 160–1, 166
 environmental factors 5
 EQUIP program 58, 61, 68–71, 242
Equipped for Life 61
 evaluation, effectiveness 231–44
 see also research and evaluation
 evidence-based practice 141
 external reinforcement 4
- false consensus 9
- Family Aggression Replacement Training 197–228
 anecdotes as evaluative information 218–20
 “Angry Behavior Cycle” in 204–5
 ART programs 222–5
 difficulties in evaluation 225–6
 evaluation at Batshaw Youth and Family Centres 197–200
 evaluation data 209–16
 evaluation of individual client 206
 evaluation of program 206–7
 evaluation questionnaire design 209
 family ART hotline 216
 family ART newsletter 217
 family ART transportation 217
 future endeavors 226–7
 history 201–2
 informal evaluations 217–18
 Intermittent Custody Program (ICP) 220–2
 outcome 207–8
 recruitment of parents 202–4
 role-play as evaluation tool 218
 treatment philosophy 200–1
 work-in-progress 205–8
- family context, anger management interventions in 43–6
- FAST program 176–7, 178–9
 faulty beliefs 55
 forensic psychiatry in the Netherlands 189–95
 framework 193
 inpatients 189–90
 measurement instruments 191–2
 method 191–4
 outpatients 190
 problem behaviors of patients 190–1
 procedure 192–3
- functional family therapy (FFT) 246
- gang intervention project 239–44
 “Getting Along Together” program 78–82
 “Active listening” hand signal 79–80
 “Lining up” hand signal 80
 “Zero noise” hand signal 79
- Group-Investigation 163
- Hassle Log 33, 34, 36, 180
 HEARS model 174
 Homework Report 25
 “How I Think” questionnaire 37
- Identity Education 155
 indicators, early, of violence 5
 Intensive Community Treatment Program, Erie, PN 243
 International Center for Aggression Replacement Training (ICART) 258
 Interpersonal Skills Training 155–6, 157–9, 166
 Inventory of Interpersonal Situations (IOA) 192
 IOA *see* Inventory of Interpersonal Situations
 Issues Checklist 45
- Jigsaw Classrooms I and II 163
 Joint Prison Probation Accreditation Panel 142
- “Keeping Cool” group 40
 Key Performance Indicators (KPIs) 141–2
- learning theory 4
 Learning to Care program (McPhail) 155
 “Lost-It-Log” 36, 40
- MacCormick Youth Center, NY 237
 maintenance variables 5
 MI Observation scale 19
 minimizing/mislabeling (secondary) cognitive distortion 56

- Missouri MAP Test 187
- MMPI 36
- Moral Components approach (Wilson) 155
- Moral Education (Kohlberg) 159
- Moral Education program 155
- moral functioning, theory of 13
- moral judgment development
 delayed 52–8
 egocentric (self-centered) bias/cognitive distortions 55–8
 EQUIP Program 68–71
 primary cognitive distortions 55–8
 remedying 58–68
 secondary cognitive distortions 58
 stages of 53–5
 superficial judgment and self-centered bias 55
 social decision-making meetings 59–69
- moral reasoning 9–11, 81
- Moral Reasoning Scale (Kohlberg) 184
- Moral Reasoning Training 3–4, 13, 51–71, 159–60, 166
 developmentally delayed moral judgment 52–8
- motivation 4
- MST *see* multisystemic therapy
- multimodal programs 11
- multisystemic therapy (MST) 246
- NAS *see* Novaco Anger Scale
- NEO Five Factor Inventory (NEO-FFI) 191
- NOBAGS *see* Normative Beliefs About Aggression
- Normative Beliefs About Aggression (NOBAGS) 37
- Novaco Anger Scale (NAS) 192
- Oasis (Aneby, Sweden), The 121–38
 admission 127–8
 adult/parent groups 134–5
 ART at 131–2
 assessment structure 128–30
 case management 125–6
 child psychological content 129
 clientele 124–5
 communication 132–3
 evaluation 126–7
 evaluation task 126
 family ART 132, 133–5
 final phase of evaluation 130–1
 generalization 137–8
 goals of program 123–4
 institutional care from 2001 125
 medical content 129
 moral reasoning 135
 organization 124
 program description 121–2
 psychiatric content 128–9
 purpose of program 122–3
 role-play 133
 school content 129–30
 social content 128
 social development of children and families 135–7
- Observation Scale for Behaviour in Conflict Situations (OGC) 192, 194
- Offender Group Reconviction Scale, Version 2 (OGRS-2) 148
- Offenders Index 149
- OGC *see* Observation Scale for Behaviour in Conflict Situations
- OGRS-2 *see* Offender Group Reconviction Scale, Version 2
- parent management training 246
- Pathfinder projects 142
- Pavilion method 76
- PEACE Curriculum—Expanded Aggression Replacement Training 171–88
 anger control 179–80
 brain gym 180
 character education 182–4
 discipline structure 185–6
 Gathering, the 184–5
 MELT 179–80
 PREP 183–4
 research 187
 Skill Rehearsal 181–2
 staff 186–7
- Pediatric Anger Expression Scale 35, 39
- perceptual matching 8, 9
- person–environment interaction, levels of 6
- Positive Alternative Learning (PAL) program 172
 developing curriculum 173
 empathy 174–5
 expansion 175
 parent empowerment 176–9
 Re-Entry Center 175–6, 177
see also PEACE Curriculum
- Positive Peer Culture (PPC) 68–9
- PREP—Personal Responsibility Education Program 183–4
- Prepare Curriculum 155, 156–65, 172, 183, 246
 Anger Control Training 159, 166
 Anxiety Management 162, 166
 complementarity 157
 comprehensiveness 156
 Cooperation Training 162–3
 course offerings 157–65
 curriculum delivery 165–7
 Empathy Training 160–1, 166
 Interpersonal Skills Training 157–9, 166
 Moral Reasoning Training 159–60, 166
 open-endedness 157
 prescriptiveness 157
 Problem Solving Training 160, 166
 Prosocial Support Group 163–4, 167
 relevance 156–7
 Social Perception Training 161–2, 166
 Understanding and Using Group Processes 164–5
- Pre-Sentence Reports (PSRs) 145
- primary cognitive distortion 10
- prison service, applications in 141–9

- Problem Inventory for Adolescent Girls 7
- Problem Solving Training 160, 166
- prosocial instruction 155–6
- Prosocial Support Group 163–4, 167
- Psychological Education 155
- psychological predispositions to violence 5
- Psychopathy Checklist-Revised 192
- Public Issues Program 155

- Rehabilitation Evaluation Hall And Baker (REHAB) 192
- research and evaluation
 - benefits of 245–6
 - effective treatment strategies 248–50
 - evaluation skills 251–4
 - field studies 250
 - gap between research and practice 247–50
 - objectives 247
- residential context, anger management interventions in 41–3
- residential setting, ART in 43
- Rosenzweig Picture-Frustration Study (RPFS) 191

- schemas 8
- schools
 - anger management interventions in 39–41
 - discipline and disruptive behavior in 75–7
- secondary cognitive distortion 10, 11
- Self-Analysis Questionnaire (ZAV) 191
 - ZAV-D 191
- self-centered (primary) distortion 56, 57–8
- Self Control Rating Scale 40
- self-reinforcement 4
- self-serving thinking errors 52
- Skillstreaming 3, 6–8, 21–9, 82–3
 - curriculum for adolescents 22–9
 - Homework reports 26
 - skill definition 22–3
 - Student Checklist 27, 28
 - Teacher/Staff Checklist 27
 - training steps 25
- SMART 253
- social cognition 6, 7
- social cues, misinterpretation of 7
- social decision-making meetings
 - Consolidating Mature Morality 67–8
 - Cultivating Mature Morality 65–6
 - Introducing the Problem Situation 63–5
 - phases 61–9
 - problem situations 59–61
 - Remediating Moral Developmental Delay 67
 - social learning theory 4–5
 - social perception 6–7
 - Social Perception Training 161–2, 166
 - social performance 6, 7–8
 - Social Problem Solving 7, 155, 159
 - Social, Psychological, Educational and Criminological Trials Register 141
 - social skills therapy 193
 - Social Skills Training (SST) 8
 - Sociomoral Reflection Measure—Short Form (SRM—SF) 62
 - State-Trait Anger Inventory 35
 - STAXI 40, 41, 42
 - Structured Learning Therapy *see* Skillstreaming
 - Student Skillstreaming Checklist 209, 226
 - Student Teams-Achievement Divisions 163
 - Success for All 78–80, 81

 - Teaching-Family model group 42
 - Teams-Games-Tournaments 163
 - Think First program 39, 42
 - thinking errors *see* cognitive distortion

 - Ultimate Life Goal approach (Beck) 155
 - Understanding and Using Group Processes 164–5

 - Values Clarification program 155
 - vicarious reinforcement 4
 - Victim Impact Program (VIP) 223, 227
 - Vulnerable But Invincible 164

 - Wiltshire ART program 145–8

 - Youth Alternative, The (*Ungdomsalternativet*), Malmö, Sweden 105–20
 - alternative school projects 111
 - ART school alternative 111–12
 - ART training program 118–19
 - community projects 107–8
 - junior ART trainers 117–18
 - Malmö as multicultural city 109–10
 - schools in Malmö 108–9
 - Staff Training ART (START) 112–14
 - trainer-training/apprenticeship program 114–17
 - use of ART 110–11
 - youth alternatives 119–20
 - youth institutions 105–7
 - Youth Self Report Inventory 36, 37

 - ZAV *see* Self-Analysis Questionnaire