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# PRO-SOCIAL SKILLS

## OVERVIEW

### DEFINITION

Pro-social skills help adolescents get along with others and navigate difficult social situations in positive ways.

### RELEVANCE

Youth in contact with the juvenile justice system often display difficulties in regulating and controlling impulsive behavior and solving problems. Improving pro-social skills will help them to more appropriately manage themselves and their environment.

### GOALS

Better social interactions, self-control, and problem solving.

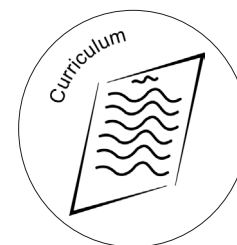
### PRO-SOCIAL SKILL SET

- ✓ Social Interaction Skills
- ✓ Self Control/Anger Management Skills
- ✓ Problem Solving/Conflict Resolution Skills



## AGGRESSION REPLACEMENT TRAINING (ART)

Skill-training curriculum for youth ages 12-18 who display chronically aggressive and anti-social behaviors.



- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET

### INTERESTING FACTS

*Aggression Replacement Training (ART)* was developed for delinquent youth in correctional facilities by Arnold Goldstein and Barry Glick in 1987 (and later in 1998 in collaboration with John Gibbs).

### ABSTRACT:

*Aggression Replacement Training (ART)*<sup>1</sup> is designed to alter the behaviors of chronically aggressive youth, reduce anti-social behaviors, and offer alternatives of pro-social skills. The curriculum consists of three interventions: skillstreaming (pro-social behavioral skills training), anger control training, and moral reasoning training.

*ART* consists of 30 hours of coursework designed to be taught in 10 weeks, during which participants attend three 1-hour sessions per week, one session for each of the three interventions.

*ART* may be conducted in a small group setting in probation departments, community-based programs, and residential facilities. Skillstreaming uses several learning techniques to teach pro-social skills, including modeling, role-playing, performance feedback, and transfer training; anger control training uses a five-step sequence of behaviors to teach anger replacement skills; and moral reasoning training uses guided group discussions and debates of moral dilemmas to facilitate mature moral reasoning and correct antisocial thinking.

Training is offered but not required to facilitate *ART* groups or purchase materials. Curriculum materials include facilitator manuals/books; student manual, handouts, cue cards, and skillstreaming training video; and a facilitator training video. Assessments for aggressive tendencies and thinking errors are also available.

The *ART* curriculum is listed in two registries, as specified in Appendix A. *ART* has been found to reduce felony recidivism when delivered competently,<sup>2</sup> improve anger control, reduce the frequency of acting-out behaviors, and increase the frequency of constructive, pro-social behaviors.<sup>3</sup>

**OBJECTIVES:**

Participants will:

- ✓ Improve social skills competence,
- ✓ Become empowered to modify anger responsiveness,
- ✓ Increase moral reasoning maturity, and
- ✓ Use their *ART* skills in the real world.

**COMPONENTS:**

*ART* interventions include:

- 1) **Skillstreaming** – Teaches youth 50 pro-social behavioral skills in six skill groups:
  1. Beginning social skills
  2. Advanced social skills
  3. Skills for dealing with feelings
  4. Alternatives to aggression
  5. Skills for dealing with stress
  6. Planning skills
- 2) **Anger Control Training** – Designed to help youth identify the causes, cues, and consequences of anger and aggression responses, and teaches them pro-social alternatives through the following sequence:
  1. Identifying triggers
  2. Identifying cues
  3. Using reminders
  4. Using reducers
  5. Using self-evaluation
- 3) **Moral Reasoning Training** – Designed to help youth correct thinking errors and learn alternative ways of acting in different situations through group discussions and debates about moral dilemmas, and helps motivate youth to want to use the interpersonal and anger management skills learned in *ART*.

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *ART* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

**The United States Center for Aggression Replacement Training (USCART):**

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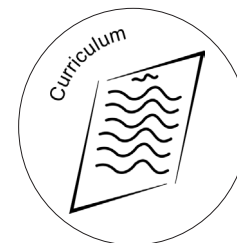
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## ARISE ANGER MANAGEMENT LESSONS

Skill-training curriculum for youth ages 14-19 who display aggressive behaviors and anger.



### PRO-SOCIAL SKILL SET

### INTERESTING FACTS

The *ARISE Anger Management Lessons* curriculum is included in Book 1 of a four-book series, *Work in Progress*, which is part of the *ARISE Independent Living Curriculum* (also included in this Guide).

### ABSTRACT:

The *ARISE Anger Management Lessons*<sup>4</sup> curriculum is designed to provide youth with the tools they need to manage aggressive behavior and anger.

*ARISE Anger Management Lessons* consists of nine lessons designed to be taught in nine sessions of approximately 30-60 minutes each. The lessons are flexible to allow facilitators to plan individualized courses of study depending on youths' ages and needs.

*ARISE Anger Management Lessons* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process format that includes role-playing, modeling, written assignments, group discussion, and assessment.

Training is offered but not required to facilitate *ARISE Anger Management Lessons* groups or purchase materials. Curriculum materials include an instructor manual, student workbook, and quizzes to evaluate learning.

The *ARISE Anger Management Lessons* curriculum has been evaluated but not listed in a registry. Internal evaluations have concluded that *ARISE* instructor training and youth curricula are effective. The evaluations assessed multiple dimensions, including *ARISE*'s training practices and effectiveness, the competency of *ARISE* certified instructors, and the satisfaction of youth participants and instructors.<sup>5</sup>

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**OBJECTIVES:**

Participants will learn to:

- ✓ Recognize impulses that lead to aggressive behavior and anger,
- ✓ Control impulses and manage aggressive behavior and anger, and
- ✓ Handle peer pressure.

**COMPONENTS:**

*ARISE Anger Management Lessons* include:

1. Aggressiveness
2. Peer Pressure
3. Types of Anger
4. Avoiding Fights
5. Body Language
6. Bullies
7. Respect
8. Communication and Listening
9. Mediation

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *ARISE Anger Management Lessons* groups or purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:****ARISE Foundation**

824 US Highway 1, Suite 240

North Palm Beach, FL 33408

Phone: (888) 680-6100

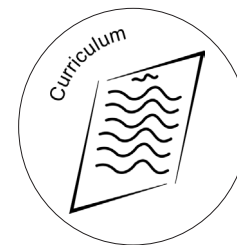
Fax: (888) 599-3750

Email: [questions@ariselife-skills.org](mailto:questions@ariselife-skills.org)

Website: [www.ariselife-skills.org](http://www.ariselife-skills.org)

## CROSSROADS ANGER MANAGEMENT

Skill-training curriculum for youth ages 14-21 who have difficulty controlling their behavior.



### PRO-SOCIAL SKILL SET

### INTERESTING FACTS

Since 1981, National Curriculum & Training Institute, Inc. (NCTI) has been developing criminogenic-specific offender education curricula and staff development training for use in the criminal justice system, including juvenile courts.

### ABSTRACT:

The *Crossroads Anger Management*<sup>6</sup> curriculum is designed to teach youth pro-social skills to deal responsibly with stress and frustration and provides opportunities for participants to learn and practice skills that allow them to control their behavior.

The *Crossroads Anger Management* curriculum offers two coursework levels: Level I includes 8 hours of classroom material designed to be taught in two 2-hour sessions per week for 2 weeks (four sessions total) and Level II includes 12 hours of classroom material designed to be taught in two 2-hour sessions per week for 3 weeks (six sessions total). Level II includes all Level I material plus additional components.

*Crossroads Anger Management* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process is designed to foster the practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads Anger Management* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook (including a journal), and pre- and post-tests to assess participant learning.

*Crossroads* juvenile offender curricula have been internally evaluated tracking course completion rates and recidivism rates 12 months following completion of the course, and also meet NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Understand the influence that strong emotions have on their behavior,
- ✓ Improve interpersonal communication skills,
- ✓ Gain better self-control, and
- ✓ Make a commitment to avoid the use of anger or violence to solve personal problems.

**COMPONENTS:**

*Crossroads Anger Management* includes:

**Level I:**

- ✓ Introduction; Agreements
- ✓ Who are you? Why are you here?
- ✓ Values, Attitudes, Behaviors
- ✓ What is Violence?
- ✓ Victimization
- ✓ Stay in Control
- ✓ Managing Emotions
- ✓ Alcohol & Drugs
- ✓ Time Out
- ✓ Communication
- ✓ Goals

**Level II** – includes Level I components plus the following:

- ✓ Who is a Criminal?
- ✓ Real Colors® Personality Instrument (Designed to teach participants to identify their own temperament or “color” and that of others, and develop more effective communication skills.)
- ✓ Stress Test; Coping with Stress
- ✓ Alcohol & Drugs (expanded in Level II)
- ✓ Consequences
- ✓ Problem Solving & Conflict Management
- ✓ Muscle Relaxation
- ✓ Expressing My Feelings

**TRAINING AND MATERIALS:**

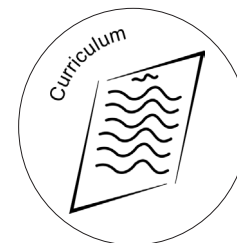
Training is required to facilitate *Crossroads Anger Management* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

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**National Curriculum & Training Institute, Inc.**  
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 Website: www.ncti.org

## CROSSROADS COGNITIVE LIFE SKILLS

Skill-training curriculum for youth ages 14-21 who display negative behaviors.



- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET
- ✓ WORKFORCE DEVELOPMENT SKILL SET
- ✓ INDEPENDENT LIVING SKILL SET

### INTERESTING FACTS

Crossroads® consists of a variety of cognitive-based offender curricula directed toward changing behavior. The two Crossroads curricula most relevant to the Pro-Social domain are included in this section.

### ABSTRACT:

The *Crossroads Cognitive Life Skills*<sup>7</sup> curriculum is designed to help offenders learn competencies that enable them to function better within their environments. Participants are taught essential skills and alternative coping mechanisms that they can incorporate into their lives to help them achieve positive behavior changes that lead to pro-social, productive lives.

The *Crossroads Cognitive Life Skills* curriculum contains 50 hours of classroom material designed to be taught in two 2-hour sessions per week, for 12 to 13 weeks (25 sessions total).

*Crossroads Cognitive Life Skills* may be taught in probation departments, community-based programs, and residential facilities. The curriculum is designed to be presented using an interactive group process that addresses different learning styles. The learning process is designed to foster the practice of new skills, and provide support and feedback from peers and facilitator. The lessons are dynamic in nature, and the facilitator can change activities to fit the specific needs of each group.

Training, which is accredited by the American Probation and Parole Association (APPA), is required to facilitate *Crossroads Cognitive Life Skills* groups and purchase materials. In addition to training, the National Curriculum & Training Institute (NCTI) provides facilitators with access to online support resources, teaching aids, technical assistance, and implementation consultation. Curriculum materials include a facilitator guide, student workbook (including a journal), and pre- and post-tests to assess participant learning.

*Crossroads* juvenile offender curricula have been internally evaluated tracking course completion rates and recidivism rates 12 months following completion of the course, and also meet NCJJ's criteria for inclusion.

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**OBJECTIVES:**

Participants will:

- ✓ Realistically examine their positions in life,
- ✓ Discover how their attitudes affect their behavior,
- ✓ Understand the process that is necessary to change negative behavior,
- ✓ Gain better self-control,
- ✓ Establish goal-directed behavior patterns,
- ✓ Practice and gain new life skills,
- ✓ Make a personal commitment to be a law-abiding citizen, and
- ✓ Gain critical cognitive thinking skills.

**COMPONENTS:**

*Crossroads Cognitive Life Skills* includes:

- ✓ Introduction; Agreements and Objectives; Tell Your Story
- ✓ What Has it Cost?; Contributing Factors; Thinking Report
- ✓ Values, Attitudes, and Behavior; Trust; Who is a Criminal?
- ✓ Alcohol & Drugs; Addiction; Substance Use/Abuse and Sexually Transmitted Diseases; Consequences of Substance Abuse
- ✓ Effects on the Family; Choices; Staying in Control; Responsibility; Freedom
- ✓ Victimization; Good Communication; Conflict
- ✓ Control and Success in Your Life; Real Colors® (Personality instrument designed to teach participants to identify their own temperament or “color” and that of others, and develop more effective communication skills.)
- ✓ Upset/Angry; Goals; Accepting Yourself and Others; Accepting Your Mistakes
- ✓ Personal Consequences; Relationships; Living in a Family; Discipline
- ✓ Jealousy; Real Colors® Activity/Baffles, Admires, and Advertisement
- ✓ What is Violence?; Time to Stop; Building Good Friendships
- ✓ Wants vs Needs; Earning an Income; Financial Matters; Budgeting
- ✓ Manners; Personal Appearance; Job Readiness Test; Job Interviews
- ✓ Balancing Your Life; Time Management; The Future; A Five Year Plan

**TRAINING AND MATERIALS:**

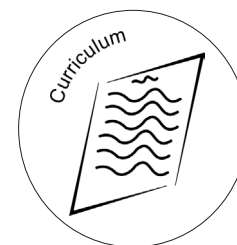
Training is required to facilitate *Crossroads Cognitive Life Skills* groups and purchase materials. See Appendix B for more information about training, a list of materials, and associated costs.

**CONTACT INFORMATION:**

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## THINKING FOR A CHANGE (T4C)

Skill-training curriculum for youthful offenders ages 10-18 who display criminogenic behaviors.



### INTERESTING FACTS

- ✓ PRO-SOCIAL SKILL SET
- ✓ MORAL REASONING SKILL SET

*Thinking for a Change (T4C)* was developed in the late 1990's by Barry Glick, Jack Bush, and Juliana Taymans in cooperation with the National Institute of Corrections (NIC), specifically for use by corrections agency staff. Since its introduction in 1997, *T4C* has been implemented with both juvenile and adult offender populations.

### ABSTRACT:

The core of the *Thinking for a Change (T4C)*<sup>8</sup> curriculum is a problem-solving component embellished by cognitive restructuring and social skills interventions. The three components are blended together in 22 weekly lessons of approximately two hours duration each. *T4C* is designed to be a close-ended group in which the lessons are sequential and all participants begin with Lesson 1 and proceed in order. In high turnover situations or situations where participants are moved to different facilities, they could enter a group in Lesson 10 or Lesson 16.

*T4C* may be conducted in probation departments, community-based programs, and residential facilities. The curriculum is taught in a small group setting and is designed to be flexible and meet individual program needs. Lessons include role-plays, problem scenario group discussions, reviews of previous lessons, and homework assignments that provide self-assessment information on each participant's ability to problem solve. Participants practice applying problem-solving steps to problems in their own lives, both in class and as homework.

Training is offered but not required to facilitate *T4C* groups or acquire materials. All training and materials are available free of charge from the National Institute of Corrections (NIC). In addition, training programs throughout the United States offer fee-based training. Curriculum materials include lesson plans, participant handouts, and participant self-assessments. NIC also provides an online forum for discussing *T4C*.

The *T4C* curriculum has been evaluated with adults and meets NCJJ's criteria for inclusion. Results of an evaluation with adults on probation show that new criminal offense rates for those who completed *T4C* were 33% lower than for the comparison group at three months or one year following completion.<sup>9</sup>

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**OBJECTIVES:**

The goal of *T4C* is to address diverse and multiple cognitive, social, and emotional needs to effect change in thinking so that behavior is positively impacted and the offender can then take charge of his/her life.

**COMPONENTS:**

*T4C* is designed to continue after Lesson 21, if needed and time permits.

- 1) **Cognitive Restructuring (Lessons 1-9)** – Focuses on self-evaluation and self-correction, and teaches offenders to self-reflect, to recognize underlying attitudes, beliefs, and feelings, and to change them when they are maladaptive.
  - ✓ Active Listening; Asking a Question; Giving Feedback
  - ✓ Our Thinking Controls How We Act; Paying Attention to Our Thinking
  - ✓ Recognizing the Thinking that Leads to Trouble
  - ✓ Finding New Thinking; Using Thinking Check-Ins
  
- 2) **Social Skills Training (Lessons 10-15)** – Focuses on building social skills while continuing to strengthen and reinforce cognitive restructuring.
  - ✓ Knowing Your Feelings; Understanding the Feelings of Others
  - ✓ Responding to the Feelings of Others
  - ✓ Preparing for a Stressful Conversation; Responding to Anger
  - ✓ Dealing with an Accusation
  
- 3) **Problem Solving (Lessons 16-22)** – Provides participants with tools they can use to more effectively “navigate their world” and avoid trouble. Concepts from Lessons 1-15 continue to be practiced, integrated, and reinforced.
  - ✓ Introduction to Problem Solving
  - ✓ Step 1—Stop and Think; Step 2—Problem Description; Step 3—Getting Information to Set a Goal; Step 4—Choices and Consequences; Step 5—Choose, Plan, Do; Step 6—Evaluate
  - ✓ Self-Evaluation: What Else Do I Need

**TRAINING AND MATERIALS:**

Training is offered but not required to facilitate *T4C* groups or access materials. See Appendix B for more information about training and a list of materials.

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**ENDNOTES:**

- <sup>1</sup> Material in the *Aggression Replacement Training (ART)* profile was derived from three sources:  
 G&G Consultants, LLC website [www.g-gconsultants.org](http://www.g-gconsultants.org). (Information acquired October 29, 2007.)  
 Goldstein, A.P. and Glick, B. (1994). "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming*, 25 (1), 9-26.  
 The United States Center for Aggression Replacement Training (USCART) website [www.uscart.org](http://www.uscart.org). (Information acquired October 29, 2007.)
- <sup>2</sup> Barnoski, R. (2004). *Outcome Evaluation of Washington State's Research-Based Programs for Juveniles*. Olympia, WA: Washington State Institute for Public Policy.
- <sup>3</sup> Goldstein, A.P. and Glick, B. (1994). "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming*, 25 (1), 9-26.
- <sup>4</sup> Material in the *ARISE Anger Management Lessons* profile was derived from the ARISE website [www.ariselife-skills.org](http://www.ariselife-skills.org). (Information acquired October 31, 2007.)
- <sup>5</sup> BMR Consulting, LLC. (2007). *ARISE Life Management Skills Instructor Training for Intervention/Re-entry Programs for High-Risk Youth*. OJJDP Grant #2005 JLFX 0013: Final Report. Arise Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).  
 Carocco, N. (2007). *Evaluation of the ARISE Foundation Life Management Skills Program Targeting High-Risk Youth in the District of Columbia*. ARISE Foundation. Retrieved January 3, 2008 from [www.ariselife-skills.org/Home/JuvenileJustice.aspx](http://www.ariselife-skills.org/Home/JuvenileJustice.aspx).
- <sup>6</sup> Material in the *Crossroads Anger Management* profile was derived from two sources:  
 National Curriculum & Training Institute, Inc. (NCTI) website [www.ncti.org](http://www.ncti.org). (Information acquired October 31, 2007.)  
*NCTI Crossroads Youth Programs Catalog*. (2006). Phoenix, AZ: National Curriculum & Training Institute, Inc.
- <sup>7</sup> Material in the *Crossroads Cognitive Life Skills* profile was derived from two sources:  
 National Curriculum & Training Institute, Inc. (NCTI) website [www.ncti.org](http://www.ncti.org). (Information acquired October 31, 2007.)  
*NCTI Crossroads Youth Programs Catalog*. (2006). Phoenix, AZ: National Curriculum & Training Institute, Inc.
- <sup>8</sup> Material in the *Thinking for a Change (T4C)* profile was derived from three sources:  
 The National Institute of Corrections website [www.nicic.org/Library/016672](http://www.nicic.org/Library/016672). (Information acquired November 7, 2007.)  
 Bush, J., Glick, B., and Taymans, J. (2002). *Thinking for a Change: Integrated Cognitive Behavior Program*. Washington, DC: The National Institute of Corrections.  
 Florida Department of Juvenile Justice website [www.djj.state.fl.us/faith/Cognitive-Behavioral\\_Therapy.html](http://www.djj.state.fl.us/faith/Cognitive-Behavioral_Therapy.html). (Information acquired November 7, 2007.)
- <sup>9</sup> Golden, L. (2002) *Evaluation of the Efficacy of a Cognitive Behavioral Program for Offenders on Probation: Thinking for a Change*. Dissertation: University of Texas Southwestern Medical Center at Dallas.

