

Course: Aggression Replacement Training as a pathway to work with juvenile and offenders	ECTS Points: 4
Course Code:	
Language: English	
Course description: optional course	
Lecturer: Emilia Wołynec, MA	
Semester: ¹ summer	Number of hours: 30 Lecture: Classes: 30
<u>Courses to be completed before enrollment to the course: ²</u>	
Lectures:	Number of hours
1. Introduction to the main issues of subject.	2
2. Etiology of criminal and antisocial behavior among juvenile and adolescents-theoretical approach	6
3. Components of Training Aggression Replacement: <ul style="list-style-type: none"> ✓ <i>Structured Learning Training (action component).</i> This component is intended to teach social skills through social interaction and is disseminated using direct instruction, role-play, practice, and performance feedback. This is intended to give participants the opportunity to practice prosocial responses to potentially difficult situations, such as responding to failure, dealing with an accusation, and responding to the feelings of others. ✓ <i>Anger Control Training (affective/emotional component).</i> This component is intended to help youths recognize their external and internal triggers for aggression, aggression signals, and how to control anger using various techniques. Participating youths must bring to each session one or more descriptions of recent anger-arousing experiences (hassles), and over the duration of the program they are trained to use specific skills to better control their angry impulses. ✓ <i>Moral Reasoning (thought and values component).</i> This component is intended to address the reasoning aspect of aggressive behavior, and is specifically designed to enhance values of morality in aggressive youths. Techniques in this component allow participants to learn to reason in a more advanced manner in regard to moral and ethical dilemmas, providing youths with opportunities to discuss their responses to problem situations, taking perspectives other than their own that represent a higher level of moral understating. 	15
4. Special programs as an example of good practice to reduce forms of aggressive behavior among teenagers (EQUIP, MRT, NVC).	5
5. Summary of classes	2

¹ „Winter” or „summer”

² If it is needed, please write the name of the course.

The aim of the course:

Knowledge

- ❖ The student has deepened and structured knowledge about different environments education, their specificity and the processes taking place in them K_W13.

Skills

- ❖ The student has deepened ability to observe, diagnose, rational assessment of complex learning situations, and analyze the motives and patterns of human behavior K_U07.
- ❖ The student is able to efficiently use the selected scenes theoretical to analyze the practical measures taken K_U08.

Competences

- ❖ The student has the responsibility for their own work preparation, decisions and ongoing activities and their effects, he feels responsible to the people for whom good is trying to act, expresses this attitude in an environment specialists and indirectly models this approach among other K_K06.
- ❖ The student is sensitive to the problems of education and ready to communicate and cooperation with the environment, including with non-experts in the field and to actively participate in groups and organizations carrying out educational activities K_K07.

Teaching methods³:

- ✓ characteristics of individual cases, presentations, work in groups, lecture, brainstorm.

Literature:

Coleman, Maggie, Steven Pfeiffer, and Thomas Oakland. 1992. "Aggression Replacement Training With Behaviorally Disordered Adolescents." *Behavioral Disorder* 18(1):54–66. (This study was reviewed but did not meet Crime Solutions' criteria for inclusion in the overall program rating.)

Glick, Barry. 1996. "Aggression Replacement Training in Children and Adolescents." *Hatherleigh Guide to Child and Adolescent Therapy* 5:191–226.

Glick, Barry and John C. Gibbs. 2011. *Aggression Replacement Training®: A Comprehensive Intervention for Aggressive Youth (Third Edition--Revised and Expanded)*. Champaign, Ill: Research Press.

Goldstein, Arnold P., and Barry Glick. 1994. "Aggression Replacement Training: Curriculum and Evaluation." *Simulation and Gaming* 25(1):9–26.

http://www.behavioralinstitute.org/Professional_Development/Workshops/Topics/STAIRS_STA_RT/ART%20Research.pdf

———. 1996a. "Aggression Replacement Training: Methods and Outcomes." In Clive R. Hollin and Keith Howells (eds.). *Clinical Approaches to Working With Offenders*. Chichester, England: John Wiley & Sons.

———. 1996c. "Aggression Replacement Training: Teaching Prosocial Behaviors to Antisocial Youth." In Robert R. Ross, Daniel H. Antonowicz, and Gurmeet K. Dhaliwal (eds.). *Effective Delinquency Prevention and Offender Rehabilitation*. Ottawa, Ontario: AIR Training and Publications.

Goldstein, Arnold P., Barry Glick, Wilma Carthan, and Douglas A. Blancero. 1994. *The Prosocial Gang:*

³ „Lectures”, „workshops”, e.t.c.

Implementing Aggression Replacement Training. Thousand Oaks, Calif.: Sage Publications.

Goldstein, Arnold P., Barry Glick, and John C. Gibbs. 1998. *Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth (Revised Edition)*. Champaign, Ill: Research Press.

Goldstein, Arnold P., Barry Glick, Scott Reiner, Deborah Zimmerman, and Thomas M. Coultry. 1987. *Aggression Replacement Training*. Champaign, Ill.: Research Press.

Forms and conditions of credit⁴:

completion of the course on the basis of:

- attendance of classes,
- active student in the class,
- pass a test.
- Presentation in action one of component Training Aggression Replacement

Absences classes will be held in as under:

- individual consultations,
- papers.

The number of hours of absence not eligible for credit course: 4

⁴ „Test”, “written essay”, e.t.c.