

Readiness Tool: Aggression Replacement Training (ART®)

Planning for and implementing an evidence-based program involves many processes. This tool is designed to walk you through the processes for implementing ART® and help you prepare for a strong quality evidence-based program implementation and sustainability.

Program Selection

Is ART® a good fit for your community? While researching and comparing possible programs, consider the following information to determine if ART® is the best fit for the community.

1. *Are these the risk and protective factors identified and/or prioritized by your community?*

ART® Targeted Risk Factors	ART® Targeted Protective Factors
<ul style="list-style-type: none"> • Aggressive behavior • Impulsive behavior • Poor problem solving skills • Poor social skills • Early initiation and persistent antisocial behavior • Favorable attitudes towards antisocial behavior 	<ul style="list-style-type: none"> • 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

2. *Is ART® appropriate for the population you plan to target?*

- ART® specifically targets chronically aggressive adolescents ages 12-17.

3. *What are the outcomes you intend to change in your targeted population?*

ART® has been shown to have the following outcomes:

Short-term:

- Decreases in Conduct Problem Behavior
- Improved Pro-Social Behavior
- Improved Anger Control
- Enhanced Levels of Moral Reasoning
- Decrease Levels of Thinking Errors

Long-term:

- Reduced Criminal Behavior and Recidivism Rate
- Improvements in In-Community Functioning
- Improved Pro-Social Behavior
- Reduction in aggressive and delinquent behavior

Implementation Planning Steps

4. *Is it feasible for you to invest in the following key elements **BEFORE** ART® is implemented?*

- **Program Buy In:** Is their support for the implementation of ART® at all levels of your organization?
- **Program Coordination:** One person should be designated for overall responsibility for planning, coordination and supervision of the ART® implementation.
- **Facilitator training:** Initial training in the ART® curriculum takes at least 2 days. It is recommended that you provide additional time for the practicing of skills before groups begin.
- **ART® Master Trainer:** Hiring an ART® Master Trainer to support program implementation, mentor staff and provide resource support can be crucial to success. This should be carefully considered when planning ART® implementation.
- **Agency Trainers:** Organizations should plan to have 2 or more facilitators trained as Agency Trainers late in the first year of implementation. Agency trainers are allowed to train staff only within their own organization.
- **Referral Sources:** Have connections and agreements been made with referral sources to insure adequate number of youth will be available to participate in the program?
- **Curriculum:** Program materials can be purchased at [Research Press](#).
- **Budget:** A budget for annual expenses beyond the initial training and purchase of materials should be developed and incorporated into the organization's annual budget.
- **Data collection and analysis plan:** Determine the following: When evaluations (pre and post surveys) will be completed for youth participating in ART®? Who will be responsible for administering the surveys? Who will be responsible for data entry? Who will be responsible for analyzing and reporting the data results?

RESOURCES AVAILABLE TO HELP PLAN FOR ART®:

- [Evaluation Tools and Training](#)
- [ART® Logic Model](#)

Implementation Steps

5. *Can these expectations for quality and dosage be met within the existing structure and with the existing resources?*

- 3 days of staff training in Year 1 (at least 2 days for initial facilitator training and a 1 day booster training).
- ART® curriculum is delivered over a 10 week period in three one-hour sessions each week. Additional time should be allotted for facilitators to review homework and prepare for each session.
- Sufficient time should be allotted for program staff to complete data collection and fidelity observation forms, and participate in coaching sessions with ART® Master Trainers.
- Plan for costs and time for Agency Trainers to be trained late in the first year of implementation.

Steps for Assessing Program Impact

6. *Does the organization have the capacity to collect outcomes data and to monitor program fidelity?*

Data collection:

- Pre surveys completed by staff before curriculum is delivered.
- Post surveys completed by staff at the end of each 10 week curriculum.
- 1-year follow up surveys with youth who have successfully completed with 10 week curriculum.

Data entry/analysis and PCCD reporting:

- A person(s) designated to take completed pre and post surveys and enter them into the [ART® Data Collection Reporting Tool](#)
- A person(s) designated to complete quarterly reporting requirements for PCCD.

Fidelity monitoring:

- A person(s) to complete observations (20% of sessions) and provide feedback on implementation quality. This can be done by organization administrator, supervisors, a facilitator (not co-facilitating the observed session), or another staff member. All observers should have completed the ART® training.
- Organization administrators should plan for group time to discuss implementation challenges and successes as part of regular monthly staff meetings and/or grade level staff planning meetings.

Steps for Sustainability

7. *Can funds/resources be identified to sustain key implementation elements of the program beyond the initial seed funding? Make sure to carefully consider and designate those responsible for sustainability planning and securing funds/resources.*

- Will ART® program supply costs be built into the organization's annual budget?
- Will agency trainers be available to provide ART® facilitator training to new staff?
- Will there be capacity to purchase evaluation tools and analyze outcomes data?
- Will there be capacity to continue to support staff time to conduct observations and monitor implementation quality?

Addressing Challenges during Implementation

8. *By carefully pre-planning ART® implementation you will be addressing most of the common barriers encountered, however, it is still important to develop a plan for addressing day to day challenges before starting ART®.*

- Are there practical or ideological barriers within your organization that could inhibit the adoption and implementation of the program?
- Inadequate time planned for supervision, data collection and supervision can be an obstacle.
- Who will be the main point of contact in each organization when a staff or facilitator has question related to ART®?

- Who will be the contact person with the ART® trainer to relay questions and answers to program staff and administrators?
- How will organization administrators address staff and facilitators who are struggling with implementation, and what resources will be made available to them?

Additional assistance and resources for implementing ART® can be obtained by contacting EPIS at 814-863-2568 or epis@psu.edu.



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