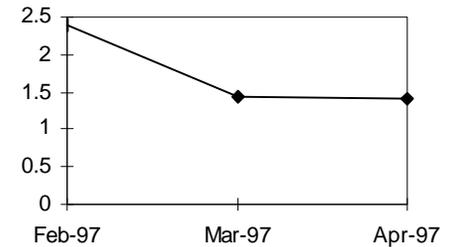
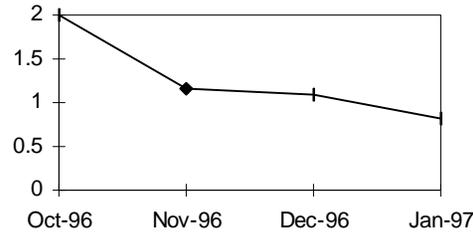
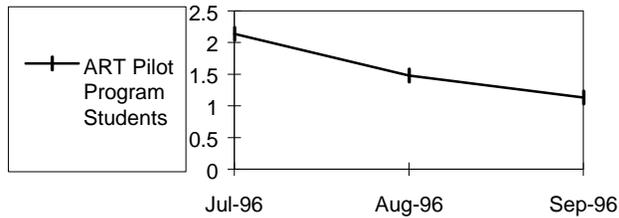


**MANAGEMENT IMPROVEMENT
AGGRESSION REPLACEMENT TRAINING (ART)
IMPACT**

#39 (SENT)

<ul style="list-style-type: none"> <li style="width: 48%;">• Reduced Aggressive Behavior <li style="width: 48%;">• Alternative Constructive Means for Dealing With Anger 			
The Issues	The Goals	The Intervention	The Preliminary Results
<ul style="list-style-type: none"> • The preponderance of anti-social and destructive aggressive behavior among Ferris students 	<ul style="list-style-type: none"> • To reduce aggressive behavior among students. • To teach students alternative constructive means to deal with their anger. 	<ul style="list-style-type: none"> • The Aggression Replacement Training Program (ART) with higher standards of behavior enforced. 	<ul style="list-style-type: none"> • A reduced number of aggressive behaviors requiring room confinements per student .

ROOM CONFINEMENTS PER STUDENT IN THREE SEPARATE ART PILOT SESSIONS



Narrative Summary

Most of the youth in Ferris School are there, in part, because they express anger in inappropriate and unacceptable ways. For the general population, confining such youths to Ferris School, is a solution to the problem of their unacceptable behavior. However, Ferris School is just that. A school. The traditional way of dealing with aggressive youths in Ferris School has been to confine them to their rooms. This controls the general environment, but does nothing to help the youth deal with his anger. In July 1996, the staff at Ferris began a pilot program of Aggression Replacement Training (ART). The three graphs above depict the results of three separate groups of youth who were led through the ART Program. Pilot program students were taught behaviors to use in provoking situations; how to inhibit anger, aggression and antisocial behavior; and moral decision-making. Each group was composed of the most difficult students present in Ferris at the time. However, as the graphs show, even though each group started out with many incidents of aggressive behavior requiring room confinements, by the end of each training period the students in the groups had significantly improved their ability to handle their anger through mastery of the techniques they learned in their training. As a result of these pilot training classes, the utility of ART was proven and the decision was made to incorporate ART into the regular curriculum of Ferris School for all of its students.