

Selected Evidence Based Practices for Children and Adolescents with Conduct Disorder: Parent Training and Peer Group Interventions

INTRODUCTION

These program overviews describe selected evidence based programs for addressing conduct disorder in children and adolescents. Each of the Parent Training Programs and Peer Group Intervention Programs is supported by substantial research that demonstrates the program's effectiveness.

The importance of addressing multiple domains in the effective treatment of Conduct Disorder has been well established (see "Children and Adolescents with Conduct Disorder: Findings from the Literature and Clinical Consultation in Ontario"). Two key domains include 1) working with the parents of children and adolescents with Conduct Disorder to provide parent training, and 2) peer group interventions. Parent Training is important for helping parents both to understand the events that tend to result in problem behaviours and to develop skills for dealing with these behaviours more effectively. Peer Group Interventions are necessary to help the child or adolescent develop social skills and problem solving abilities and to offer pro-social options for children and adolescents who otherwise would tend to gravitate toward an antisocial peer group.

Although there are many program models for both Parent Training and Peer Group Intervention in use throughout North America, relatively few of them are supported through rigorous research.

The programs featured here were identified through the Expert Panel, the Focus Groups, and a survey of senior clinicians in Children's Mental Health Centres in Ontario on effective peer group interventions being used in practice. Each of the identified programs was reviewed and the available research supporting each program was carefully examined. Of the programs identified and reviewed, only those demonstrating the strongest evidence were selected for inclusion. A considerable number of preventive programs also exist, however inclusion in this selection of programs was limited to approaches that have been shown to be effective with a population where significant conduct problems are already established.

PEER GROUP INTERVENTION PROGRAMS

TITLE	AGE RANGE	GENERAL COST OF PROGRAM MATERIALS	NUMBER OF SESSIONS
AGGRESSION REPLACEMENT TRAINING (ART)	12 -18 years	Low	3 per week for 10 to 14 weeks
I CAN PROBLEM SOLVE (ICPS)	4 -12 years	Low	Up to 3 per week for the school year
SKILLSTREAMING	4 -18 years	Low	2 per week for the school year
SNAP™ (STOP NOW AND PLAN)	6 -12 years	Low	12

PROGRAM TITLE	AGGRESSION REPLACEMENT TRAINING: A Comprehensive Intervention for Aggressive Youth
DEVELOPER / AUTHOR	Arnold P. Goldstein, Barry Glick, John C. Gibbs
TARGET GROUP	<ul style="list-style-type: none"> • Aggressive youth, aged 12-18.
GOALS	<ul style="list-style-type: none"> • Improved social skills • Reduced incidents of rearrest • Enhanced community functioning
THEORETICAL FOUNDATION	<ul style="list-style-type: none"> • Social learning theory • Structured learning • Systems theory
PROGRAM OVERVIEW	<p>The multimodal, psychoeducational curriculum addresses prosocial, interpersonal skills (i.e. what to do instead of aggression), Anger Control Training (to teach youth what not to do if provoked), and Moral Reasoning Training (to promote values that respect the rights of others, and help youths want to use the interpersonal and anger management skills taught). ART has been described as an expansion of the Skillstreaming approach.</p> <p>The skill development curriculum is implemented through modeling, role-playing, performance feedback, and transfer training. The curriculum includes:</p> <ul style="list-style-type: none"> • Beginning social skills • Advanced social skills • Skills for dealing with feelings • Alternatives to aggression • Skills for dealing with stress • Planning skills <p>The Anger Control Training component of the program teaches youth to respond to their own anger-arousing experiences (“hassles”), which they record in a log, through:</p> <ul style="list-style-type: none"> • Identifying triggers • Identifying cues • Using reminders (e.g. self-statements, such as “stay calm”)

	<ul style="list-style-type: none"> • Using reducers (e.g. deep breathing) • Using self-evaluation <p>Moral education, conveyed through discussion meetings, is intended to raise the adolescent's level of fairness, justice and concern with the rights and needs of others.</p>
MODALITY	<ul style="list-style-type: none"> • Small group (maximum 6-8 participants)
DURATION AND FREQUENCY OF SESSIONS	<ul style="list-style-type: none"> • One group session weekly in each of the 3 program components (i.e. 3 group sessions per week) for 10 to 14 weeks or longer.
RESOURCES	<p><i>Aggression Replacement Training: A Comprehensive Intervention for Aggressive Youth</i> Arnold P. Goldstein, Barry Glick & John C. Gibbs Champaign, IL: Research Press (\$22.45US)</p> <ul style="list-style-type: none"> • 2 group leaders
MODIFICATIONS / ALTERNATIVES	<ul style="list-style-type: none"> • <u>EQUIP Program</u> ART combined with a Positive Peer Culture approach. Designed to be a motivational, skills-oriented intervention. <i>The EQUIP Program: Teaching youth to think and act responsibly through a peer-helping approach.</i> J.C. Gibbs, G.B. Potter, & A.P. Goldstein (1995) Champaign, IL: Research Press (\$24.95US)
CONTACT INFORMATION	<p><u>To purchase ART, Skillstreaming or EQUIP:</u> Research Press 2612 North Mattis Avenue Champaign, IL 61822 Phone: 1-800-519-2707 / 217-352-3273 Fax: 217-352-1221 www.researchpress.com</p> <p><u>For consultation about Aggression Replacement Training</u> (based on Goldstein's work) Roberts/Smart Centre Suite 500, 1335 Carling Avenue Ottawa, ON K1Z 8N8 Contact: Francine Chappus Phone: 613-728-1946 Ext. 230</p>

SELECTED REFERENCES

- Goldstein, Arnold P. & Glick, Barry (1994) Aggression Replacement Training: Curriculum and Evaluation. *Simulation and Gaming, Vol. 25, No. 1(March)*.

This article discusses a series of efficacy evaluations which combine to suggest that ART appears to promote social skills acquisition and performance, improve anger control, decrease the frequency of acting-out behaviours, and increase the frequency of constructive, prosocial behaviours both within and outside of institutional settings.

- Feindler, Eva L. & Scalley, Maria (1998). Adolescent Anger-Management Groups for Violence Reduction (Chapter 6). In T. Ollendick and K. Storber (Eds.) *Group Interventions in the School and Community*, Allyn & Bacon, 99.100-118.

Information about the etiology of youth violence, a review of research supporting the use of anger management for violence reduction, interventions in institutional and community settings, and specific implementation techniques and issues.

Re EQUIP:

- Leeman, L.W., Gibbs, J.C., Fuller, D., & Potter, G. (1991) Evaluation of a multi-component treatment program for juvenile delinquents. *Aggressive Behaviour, 19, 281-292*.

57 incarcerated male juvenile offenders were randomly assigned to the EQUIP program (ART plus positive peer culture), a control group that received a motivational message, or a no-training control group. The recidivism rate for EQUIP participants remained low and stable, i.e. 15% at both 6 months and 1 year, while the average recidivism rate for the control groups was nearly 30%. As well, institutional conduct improvements were highly significant for the EQUIP relative to the control groups re. self-reported misconduct, staff-field incident reports and unexcused absences from school.

PROGRAM TITLE	I CAN PROBLEM SOLVE (ICPS) An Interpersonal Cognitive Problem-Solving Program
DEVELOPER / AUTHOR	Myrna B. Shure
TARGET GROUP	<ul style="list-style-type: none"> • Children from 4 to 12 years of age, at risk for developing conduct disorder or other disorders, e.g. depression.
GOALS	<ul style="list-style-type: none"> • Teaching children problem-solving skills to help resolve or prevent interpersonal problems and antisocial behaviour.
THEORETICAL FOUNDATION	<ul style="list-style-type: none"> • Cognitive problem-solving
PROGRAM OVERVIEW	<p>ICPS teaches children “<i>how</i> to think, not <i>what</i> to think”. It guides children to think for themselves, evaluate their own ideas, and come up with multiple solutions to problems on their own. Skills are taught through games, stories, puppets, and role playing.</p> <p>While this program is designed primarily for classroom settings, it can be of use in a clinic setting, i.e. for a social skills groups. It includes both formal lessons and specific suggestions for incorporating ICPS principles in child interactions.</p> <p>“Lessons”, which should be referred to as “games” when appropriate, are grouped into pre-problem-solving and problem-solving skills. The ICPS words and other pre-problem-solving concepts set the stage for the problem-solving skills, which are associated with:</p> <ul style="list-style-type: none"> • Alternative solutions • Consequences • Solution-consequence pairs • Means-end thinking. <p>Having children associate what they think with what they do in real life situations is essential to the success of the program.</p> <p>Central to ICPS is the process of problem-solving dialoguing, which helps children to try again if their first attempt to solve a problem fails, and to learn to cope with</p>

	<p>frustration. The process assists children to:</p> <ul style="list-style-type: none"> • Identify the problem • Appreciate their own and others' feelings • Think of solutions to the problem • Anticipate the consequences of a solution.
MODALITY	<ul style="list-style-type: none"> • Group. For very young children, groups of 2 or 3; possibly larger for older children. Group size should be determined by nature and extent of behavioural issues among participants.
DURATION AND FREQUENCY OF SESSIONS	<ul style="list-style-type: none"> • The programs are designed for use in a classroom setting where they could be implemented through 40-45 minute sessions three times per week, with consistent reinforcement of skills in day to day interactions. According to the developer and others, however, the program can also be useful in clinical settings, e.g. for social skills groups. In a classroom setting, e.g. day treatment, the full program could be completed well within the school year.
RESOURCES	<p><i>I Can Problem Solve</i> <i>An Interpersonal Cognitive Problem-Solving Program</i> (Second Edition, 2001) (\$39.95US) Versions for Preschool, Kindergarten and Early Elementary levels</p>
TRAINING	<p>Training is optional. See Contact Information below.</p>
CORRESPONDING PARENT TRAINING PROGRAM	<p><u>Raising a Thinking Child</u> <i>Raising a Thinking Child Workbook</i> (\$19.95US). For families with children aged 4-7. This workbook stands alone as a parenting manual and can be used by clinicians with parents to help reinforce the ICPS approach at home. <i>Raising a Thinking Preteen</i> (new) For families with children aged 8-12.</p>
MODIFICATIONS / ALTERNATIVES	<ul style="list-style-type: none"> • Preschool ICPS • Kindergarten and Early Elementary Grades ICPS • Intermediate Elementary Grades ICPS
CONTACT INFORMATION	<p><u>To purchase books:</u> Research Press 2612 North Mattis Avenue Champaign, Illinois 61822 Phone: 1-800-519-2707 / 217-352-3273 Fax: 217-352-1221 www.researchpress.com</p>

	<p>Parentbooks 201 Harbord St. Toronto, ON M5S 1H6 Phone: 1-800-209-9182 or 416- 537-8334 Fax (416) 537-9499 www.parentbookstore.com</p> <p><u>To arrange training or obtain phone consultation:</u> Myrna B. Shure, Ph.D. MCP Hahnemann University, MS 626 245 N. 15th St., Philadelphia, PA 19102 Phone: 215-762-7205 Fax: 215-762-8625 E-mail: mshure@drexel.edu</p>
<p>SELECTED REFERENCES</p>	<ul style="list-style-type: none"> • Shure, Myrna B. Research Summary (available from Research Press and author). <p>A five year longitudinal study of children trained in kindergarten, or kindergarten and Grade 1, and followed through Grade 4, was the culmination of 20 years of research. The study's primary aim was to address long-term effectiveness of ICPS on cognitive and behavioural outcomes. 542 inner-city African-American low SES kindergarten children were studied. Children trained by their teachers in kindergarten, in kindergarten and Grade 1, and by their teachers in kindergarten and their mother in Grade 1, were compared to never-trained controls. On external (impulsivity), internal (inhibition), and total problem scores, the two-year trained group emerged dramatically superior in both boys and girls. In the mother-trained group, children whose mothers best applied ICPS dialogues were still maintaining significant gains at the end of Grade 4.</p> <ul style="list-style-type: none"> • Shure, Myrna B. Final Report (Oct. 1993) to Department of Health and Human Services, Public Health Service, National Institute of Mental Health. (Available from author). <p>This 5 year longitudinal study involved an initial sample of 562 inner city black low SES kindergarten youngsters. The impact of the following ICPS interventions was assessed: in kindergarten only (trained by teacher); kindergarten and first grade (trained by teacher); kindergarten (trained by teacher) and first grade (trained by mother); and never trained controls. The most dramatic findings were that at</p>

	<p>the end of grade 2, mother-trained girls were the least impulsive, the least inhibited, and showed the fewest total behaviour problems with the same being true for boys trained by their teachers one or both years. Within the mother-trained group, the linkage between mothers' application of the training to real life and both boys and girls behavioral gains remained as long as they were studied, through grade 4.</p>
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PROGRAM TITLE	SKILLSTREAMING
DEVELOPER / AUTHOR	Arnold P. Goldstein and Ellen McGinnis
TARGET GROUP	<ul style="list-style-type: none"> Children and adolescents aged 3-18 with aggression and other prosocial skill deficits. (There are separate Skillstreaming programs for: the Preschool child, the Elementary School child, and the Adolescent.)
GOALS	<ul style="list-style-type: none"> Improved interpersonal skills, including management of aggression.
THEORETICAL FOUNDATION	<ul style="list-style-type: none"> Social learning theory Structured learning Systems theory
PROGRAM OVERVIEW	<p>Note: This description applies to the Adolescent Skillstreaming program. For references regarding programs for other age groups, see Modifications below.</p> <p>There are four core training procedures: modeling, role-playing, performance feedback and generalization training. Trainers lead the group through the following steps:</p> <ul style="list-style-type: none"> Define the skill Model the skill Establish the skill need Select role-player Set up the role-play Conduct the role-play Provide performance feedback Assign skill homework Select next role-player <p><u>The Skillstreaming Curriculum for Adolescents</u> includes:</p> <ul style="list-style-type: none"> Beginning Social Skills: listening, starting a conversation, having a conversation, asking a question, saying thank you, introducing yourself, introducing other people, giving a compliment.

	<ul style="list-style-type: none"> • Advanced Social Skills: asking for help, joining in, following instructions, apologizing, convincing others. • Skills for Dealing with Feelings: knowing your feelings, expressing your feelings, understanding the feelings of others, dealing with someone else's anger, expressing affection, dealing with fear, rewarding yourself. • Skill Alternatives to Aggression: asking permission, sharing something, helping others, negotiating, using self-control, standing up for your rights, responding to teasing, avoiding trouble with others, keeping out of fights • Skills for Dealing with Stress: making a complaint, answering a complaint, being a good sport, dealing with embarrassment, dealing with being left out, standing up for a friend, responding to persuasion, responding to failure, dealing with contradictory messages, dealing with an accusation, getting ready for a difficult conversation, dealing with group pressure. • Planning Skills: deciding on something to do, deciding what caused a problem, setting a goal, deciding on your abilities, gathering information, arranging problems by importance, making a decision, concentrating on a task. <p>The book includes a full chapter on increasing trainee motivation and reducing resistance.</p>
MODALITY	<ul style="list-style-type: none"> • Small group, i.e. 6-8 trainees; or as low as 2 to start, e.g. if very aggressive.
DURATION AND FREQUENCY OF SESSIONS	<ul style="list-style-type: none"> • 45-50 minutes, twice per week optimally, allowing for practice between sessions. • Groups typically run through the school year, but can be run for as few as 2 days, e.g. in short term custody / detention settings. Groups can be open-ended. • Recommended duration relates to the number of skills selected for teaching.
RESOURCES	<p><i>Skillstreaming the Adolescent: New Strategies and Perspectives for Teaching Prosocial Skills</i> (Rev. ed., 1997) Arnold P. Goldstein and Ellen McGinnis Champaign, IL: Research Press (\$17.95US)</p>

	<p><u>Supplementary components:</u> Skillstreaming Student Manual Skill Cards – 400 cards with behavioural steps for 50 skills Program Forms (reproducible) Skill Cards (purchased or made by leaders or participants) Skill step posters Video: People Skills Doing'em Right (Elementary Level) – 17 minutes (\$95US) Video: People Skills Doing'em Right (Adolescent Level) – 17 minutes (\$95US)</p>
TRAINING	<p>Training is optional.</p> <ul style="list-style-type: none"> • The Skillstreaming Video: How to Teach Students Prosocial Skills – 26 minutes (\$365US). Includes copy of Skillstreaming the Elementary School Child and Skillstreaming the Adolescent. • Video Workshop: Teaching Prosocial Behaviour to Antisocial Youth: Six-part video program (6 hours) focusing on Skillstreaming and to a lesser extent on Aggression Replacement Training and the Prepare program. Includes Workshop Supplement (\$495US). • For other training options, see Contact Information below.
MODIFICATIONS / ALTERNATIVES	<p><u>For other age levels:</u> <i>Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child</i> (1990)</p> <p><i>Skillstreaming the Elementary School Child: New Strategies and Perspectives for Teaching Prosocial Skills</i> (Rev. Edition: 1997)</p> <p><u>Related Programs</u></p> <ul style="list-style-type: none"> • Aggression Replacement Training (ART) An expansion of the Skillstreaming approach. (See description elsewhere in this document.) • EQUIP An expansion of the Skillstreaming and ART approaches; ART combined with a Positive Peer Culture approach. Designed to be a motivational, skills-oriented intervention. <i>The EQUIP Program: Teaching youth to think and act</i>

	<p><i>responsibly through a peer-helping approach.</i> J.C. Gibbs, G.B. Potter, & A.P. Goldstein (1995) Champaign, IL: Research Press (\$24.95US)</p>
<p>CONTACT INFORMATION</p>	<p><u>To purchase Skillstreaming, ART or EQUIP materials:</u> Research Press 2612 North Mattis Avenue Champaign, IL 61822 Phone: 1-800-519-2707 / 217-352-3273 Fax: 217-352-1221 www.researchpress.com</p> <p><u>For local training:</u></p> <ul style="list-style-type: none"> • “Social Skills Training for Anti-Social Children and Adolescents”. This is one of three part in a series “Treating Antisocial Behaviour”, which also includes Anger Control Training and Parent Skill Training. Contact: Rick McCendie 150 Montreal Rd., Suite 207, Ottawa, ON Phone: 613-220-3815 rickmcc@magma.ca • “The Goals and Means Program” (social skills training based on Goldstein’s work, with additional generalization components). Available from: Roberts/Smart Centre 1335 Carling Ave., Suite 500, Ottawa, ON K1Z 8N8. Contact: Francine Chappus Phone: 613-728-1946 Ext. 230 2 day workshop; fee to be determined. <p><u>For training by Goldstein:</u> Arnold P. Goldstein Center for Research on Aggression Syracuse University 805 South Crouse Avenue Syracuse, New York 13244 Phone: 315-443-9641</p>
<p>SELECTED REFERENCES</p>	<ul style="list-style-type: none"> • Goldstein, A.P., Gershaw, N.J., & Sprafkin, R.P. (1985). Structured Learning: Research and practice in psychological skills training. In L’Abate & M.A. Milan (Eds.), <i>Handbook of social skills training and research</i>. New York: Wiley.

	<p>Explores the history and development of psychological skills training in general and the Skillstreaming approach in particular, including its constituent methods, curriculum, and research evaluations.</p> <ul style="list-style-type: none">• Goldstein, A.P., Gershaw, N.J., & Sprafkin, R.P. (1995). Teaching the adolescent: Social skills training through Skillstreaming, in G. Cartledge & J.F. Milburn (Eds.), <i>Teaching social skills to children and youth</i>. Boston: Allyn & Bacon. <p>A description of the Skillstreaming method as utilized with adolescent populations. Examined are the developmental relevance of this approach, methods and application, curriculum, means for enhancing trainee motivation, and the Aggression Replacement Training and Prepare Curriculum expansions of the approach.</p>
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PROGRAM TITLE	SNAP™ (Stop-Now-and-Plan: Peer Group Intervention)
DEVELOPER / AUTHOR	Earls court Child and Family Centre Toronto
TARGET POPULATION	<ul style="list-style-type: none"> • Children from 6 to 12 years of age who are exhibiting disruptive, noncompliant, and aggressive behaviours
GOALS	<ul style="list-style-type: none"> • Decreasing children’s antisocial behaviour • Increasing children’s social competence.
THEORETICAL FOUNDATION	<ul style="list-style-type: none"> • Social learning theory • Cognitive theory
PROGRAM OVERVIEW	<p>SNAP™ is part of the multifaceted Under 12 Outreach Project (ORP) of the Earls court Child and Family Centre. The central objective of the ORP is to reduce police contact among a population at risk of engaging in criminal activity. Core components include SNAP™ groups for children (“Transformers Clubs”), and complementary parent groups.</p> <p>SNAP™ (Stop Now And Plan) is a cognitive behavioural approach designed to help children control impulsivity, think about the consequences of their behaviour, and develop a socially appropriate plan. The basic self-control and problem-solving skill taught is reinforced through practice in different situations at each Transformer Club meeting. Children learn how to stop themselves, snap their fingers, say “SNAP”, take a deep breath, and think about what they want to achieve and its consequences.</p> <p>Meetings include brief periods of unstructured play, discussion, modeling, coaching and behavioural rehearsal, structured play, and relaxation. Each of the seven activities that comprise the format of each meeting has a name related to Transformers toys. The theme (Transformers) can be adapted to other popular themes of interest, provided that it is presented consistently and imaginatively throughout the program.</p> <ul style="list-style-type: none"> • <i>Smooth Landing</i>: Arrival time, allowing for free play that reinforces prompt arrival and permits latecomers to join unobtrusively.

	<ul style="list-style-type: none"> • <i>Docking Bay</i>: Children begin to explore a problematic social situation that requires their use of SNAP™. These may include situations such as joining in, stealing, dealing with angry feelings, dealing with accusations, etc. • <i>Code Engage</i>: Group leaders model “thinking aloud” by enacting a problem-solving process that uses SNAP™, and sometimes requires enactment by one or two children. Children participate in role plays, which are videotaped, with quiet intervention by leaders to maximize success and support the child’s emotional involvement. Constructive feedback to video playbacks is encouraged. • <i>Moonwalk</i>: Planned recreational activity, preferably in gym or outdoors. SNAP™ and conflict mediation by leaders are used. • <i>Galactic Ingestion and Code Mission</i>: Snack is provided. Homework for the week is handed out, to be pasted by the children in their “passbooks”. Passbooks are to be brought to the club each meeting. They are checked by group leaders during arrival time, so that completed Code Missions can be charted to recognize accomplishments. Children completing four code missions may select a small, dollar-value prize. • <i>Levelling Off</i>: A sequence of routines designed to expose the children to the possibilities of relaxation exercises. <p>Mid-way through the sessions, the club visits a police station, providing police contact in a neutral context. In addition, a teacher open house may be held.</p>
MODALITY	<ul style="list-style-type: none"> • Structured small group (maximum 7 participants). The mixing of boys and girls is not recommended. Generally, the age of children in each group should not vary more than two years, and siblings should be placed in separate groups. • Telephone support during the week re completion of club homework and goals. There may also be individual befriending offered by a group leader or Project volunteer.
DURATION AND FREQUENCY OF SESSIONS	<ul style="list-style-type: none"> • 1½ hour after-school group for 12 weeks, held at the same time as parent training groups.

	<ul style="list-style-type: none"> • Ongoing Friday night and Saturday clubs for high-risk boys who have completed the Transformer's Club program.
RESOURCES	<p>Use of SNAP™ without a license is strictly prohibited. Licenses are available from Earls court for \$1.</p> <ul style="list-style-type: none"> • Two group leaders for a group of 7 children. "Only group leaders with skills in contingent reinforcement using social and token reinforcers and related skills, such as ignoring, giving demands, role-playing, and group behaviour management, should attempt to use (the SNAP™) manual." • VCR and television. • Games (e.g., Jenga, Lego) • Dollar-value prizes • <u>SNAP™ Resource Kit</u> - including manuals, assessment tools, 2 training videos, booklets (\$150, or \$143 if 10+ kits ordered). Individual components also available <p>Manuals: SNAP™ Children's Group Manual SNAP™ Parent Group Leader Manual SNAPP Stop-Now-And-Plan-Parenting: Parenting children with behaviour problems (for parents and parent-educators)</p> <p>Assessment Tools: Early Assessment Risk List for Boys Early Assessment Risk List for Girls</p> <p>Training Videos SNAP™ Stopping Stealing</p> <p>Booklets Lying, Bullying, Stopping Stealing, SNAP™, Brothers and Sisters Learn SNAP™, Tips for Troubled Times (parent companion guide to SNAP™ Parent Group Leader Manual). Some available in Portuguese and Spanish.</p> <p>Also available to purchasers of kit: SNAP™ large hand-held puppet (\$125).</p>

TRAINING	<ul style="list-style-type: none"> Optional training and consultation about implementation are available from Earls court. Training off-site (from ½ day to 5 days) costs \$2000 per day; reduced fee for training at Earls court.
CORRESPONDING PARENT TRAINING	<ul style="list-style-type: none"> SNAP™ Parent Group – See description in this document. SNAPP- Stop-Now-And-Plan Parenting – For individual families
CONTACT INFORMATION	<p>Leena Augimeri Earls court Child and Family Centre 46 St. Clair Gardens Toronto, Ontario M6E 3V4 Phone: 416-654-8981 Email: laugimeri@earls court.on.ca Website: www.earls court.on.ca</p>
SELECTED REFERENCES	<ul style="list-style-type: none"> Day, D.M. & Hrynkiw-Augimeri, L. (1996). Serving children at risk for juvenile delinquency: an evaluation of the Earls court Under 12 Outreach Project (ORP) Final Report submitted to Department of Justice, Sept. 1996. <p>Of 32 children, aged 6-11, with clinically significant behavioural problems / police contact, half were randomly assigned to the Intermediate Treatment Group (ITG) (Under 12 Outreach Project: Transformer Club peer intervention, Parent Group and Individual Befriending, Tutoring) and half were assigned to the Delayed Treatment Group. “Children in the ITG evidenced significant reductions in behaviour problems, according to their parents, but not their teachers. Significant decreases were also observed in their self-reported delinquent behaviour...Children in the ITG reported that they had less positive attitudes toward antisocial behaviour and that fewer of their peers engaged in antisocial behaviour...” (p77) “Parents in the ITG also showed significant reductions in their level of stress related to the parent-child relationship as well as some positive increases in their attitudes toward parenting and perceived self-competence in managing child behaviour problems.” (p78)</p> <ul style="list-style-type: none"> Hrynkiw-Augimeri, L., Pepler, D., & Goldberg, K. (1993). An outreach program for children having police contact. <i>Canada’s Mental Health</i> 42, 7-12.

	Fifty-four boys and 10 girls with clinically significant behavioural problems / police contact participated in the Under 12 Outreach Project (ORP), including Transformer Club, Parent Group and Individual Befriending. “ There were significant improvements in parents’ ratings of total, externalizing and internalizing behaviour problems...”(pp. 9-10) "There were significant improvements from admission to 6 month follow-up on parent ratings of total, externalizing and internalizing behaviour problems, and social competence..." (p.10)
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Additional References:

Under 12 Outreach Project (ORP) Research Summary. Toronto: Earls court Child and Family Centre, Draft October 12, 2000.

Levene, Kathryn (1998). SNAPP Stop-Now-And-Plan Parenting Manual. Toronto: Earls court Child and Family Centre.