PREPARE:
A Prosocial Curriculum for Aggressive Youth
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Introduction

It has been convincingly demonstrated during the past decade that aggressive behavior is *learned* behavior. Though the belief in instinct, not learning, as the primary source of human aggression dies hard, evidence to the contrary is overwhelming (Bandura, 1973; Goldstein. 1983). Not only is aggression primarily learned, but the manner in which such acquisition occurs has been shown in an extended series of social learning investigations to be no different from how all other behaviors-both antisocial and prosocial-are also learned. Thus, manipulativeness, cheating, teasing, bullying, as well as altruism, cooperation, sharing and empathy-and aggression-appear to be learned largely by means of either observational, vicarious experiences (e.g., seeing others perform the behavior and receiving reward for doing so) or direct experiences (e.g., enacting the behavior oneself and receiving reward for doing so).

Chronically aggressive youngsters are characteristically individuals with a life history in which, from their early years on, aggression was frequently used, and used successfully, by family, peers, media figures, and others constituting the youth's real-world environment. Such aggression by others, increasingly learned and used by the youth himself, is very often richly, reliably, and immediately rewarded. It works; it pays off; it is reinforced-thus making it behavior which is quite difficult to change. The fact that such youths are often markedly deficient in prosocial alternative behaviors, that is, in achieving life satisfactions and effectiveness via prosocial, rather than antisocial routes, makes their chronic aggressiveness all the more difficult to change.

And prosocially deficient they are. A substantial body of literature has directly demonstrated that chronically aggressive youngsters display widespread interpersonal, planning, aggression, management and other prosocial skill deficiencies. Freedman, Rosenthal, Donahoe, Schlundt & McFall (1978) examined the comparative skill competence levels of a group of such adolescents and a matched group (age, IQ, social background) of non-aggressive youth in response to a series of standardized role play situations. The aggressive adolescent sample responded in a consistently less skillful manner. Spence (1981) constituted comparable adolescent offender and non-offender samples, and videotaped their individual interviews with a previously unknown adult. The offender group evidenced significantly less (1) eye contact, (2) appropriate head movements, and, (3) speech, as well as significantly more fiddling and gross body movement. Conger, Miller & Walsmith (1965) add further to this picture of skill deficiency. They conclude from their evidence that juvenile delinquents, as compared to non-delinquent cohorts ... had more difficulty in getting along with peers, both in individual oneto-one contacts and in group situations, and were less willing or able to treat others courteously and tactfully, and less able to be fair in dealing with them. In return, they were less well liked and accepted by their peers.]p. 4421

Patterson, Reid, Jones & Conger (1975), also studying chronically aggressive youngsters, observe: The socialization process appears to be severely impeded for many aggressive youngsters. Their behavioral adjustments are often immature and they do not seem to have learned the key social skills necessary for initiating . and maintaining positive social relationships with others. Peer groups often reject, avoid, and/or punish aggressive children, thereby excluding them from positive learning experiences with others lp. 4]

As Patterson et al (1975) appears to be proposing, the social competence discrepancy between aggressive youngsters and their nonaggressive peers has early childhood roots according to evidence provided by Mussen, Conger, Kagan and Gerwitz (1979). Boys who later became delinquent in their longitudinal study, were appraised by their teachers as less well-adjusted socially than their classmates as early as third grade. They appeared less friendly, responsible or fair in dealing with others, and more impulsive and antagonistic to authority. Poor peer relations-less friendly toward classmates, less well-liked by peers-were further developmental predictors of later delinquency. Thus, it may be safely concluded that prosocial skill deficiencies of diverse-especially interpersonal-types markedly characterized both the early development and adolescent behavior of delinquent and aggressive youngsters, to a degree that significantly differentiates them from their non-delinquent, non-aggressive peers.

Teacher and school administration response to aggressive, disruptive, difficult youngsters in America's secondary and elementary schools, as well as parental response to such behaviors in the home, has characteristically involved heavy reliance on one or another method designed to reduce or inhibit such negative behaviors, with relatively little companion effort explicitly directed toward increasing the frequency of alternative constructive behaviors. We have, in fact, become reasonably competent in at least temporarily decreasing or eliminating fighting, arguing, teasing, yelling, bullying, and similar acting-out, off-task behaviors. But in a relative sense we have attended rather little to procedures designed to teach negotiation skills; constructive responses to failure; management of peer group pressure; means for dealing effectively with teasing, rejection, accusations, anger, and so forth. The technology of interventions for decelerating negative behaviors will not detain us long in the present article. It is a technology well summarized and examined in a number of recent sources (Charles, 1985; Emmer, Everton, Sanford, Clements & Worsham, 1984; Evertson, Emmer, Clements, Sanford & Worsham, 1984; National School Resource Network, 1980; Walker, 1979; Weber, Crawford, Roff & Robinson, 1983). Two of the most heavily relied upon decelerative approaches, and paradoxically two of the least effective in terms of the long-term, are corporal punishment and verbal reprimands. Both certainly have their champions, and neither are lacking in at least some empirical support of their efficacy (Axelrod & Apsche, 1982; Newsom, Favell & Rincover, 1982; Van Houten, Nav, Mackenzie-Keating, Sameoto & Calavecchia, 1982). It is also clear, however, that their effectiveness often is quite temporary, and a complex function of a large number of considerations, including the likelihood, consistency, immediacy, duration and severity of their occurrence, as well as a number of characteristics of the punishing agent.

A central point with regard to the several means in use for reducing aggressive behavior in the classroom, home or community-whether corporal punishment, reprimands, or such more benign punishers as extinction, time out and response cost-is that none teaches alternative constructive responses. They suppress, but offer no substitutes. As we have commented elsewhere:

> A reprimand or a paddling will not teach new behaviors. If an aggressive youngster literally is deficient in the ability to ask rather than take, request rather than command, negotiate rather than strike out, all the . .. scolding, scowling, spanking, and the like possible **will** not teach the youngster the desirable alternative behaviors. Thus, punishment, if used at all, must be combined with teacher efforts which instruct the youngster in those behaviors he knows not at all. (Goldstein & Keller, in press).

Constructive alternatives to aggression can be effectively taught to chronically aggressive youngsters. The present paper outlines our efforts in developing a comprehensive, prosocial curriculum for doing so.

Prosocial Instruction -
An Historical Overview

Prosocial instruction in general, and the proposed PREPARE Curriculum in particular, have their roots in both Education and Psychology. The notion of literally seeking to teach prosocial behaviors

often, if sporadically, been a significant goal of the American educational establishment. The Character Education Movement of the 1920s and snore contemporary Moral Education and Values Clarification programs are three prominent examples. Others include Beck's Ultimate Life Goal approach (Beck, 1971), McPhail's Learning to Cane Program (McPhail, Ungoed Thomas & Chapman, 1975), the Public Issues Program (Newman & Oliver, 1970), Wilson's Moral Components approach (Wilson, 1972), Psychological Education (Mosher & Sprinthall, 1971), the Classroom Meeting (Glasser, 1969), and Identity Education (Weinstein & Fantini, 1970).

In a broad context in which the learning process has been Psychology's central concern for decades, its single most direct contribution to prosocial instruction comes from social learning theory, and in particular from the work conducted and stimulated by Albert Bandura. Based upon the same broad array of modeling, behavioral rehearsal, and social reinforcement investigations which helped stimulate and direct the development of our own approach to interpersonal skills training, Bandura (1973) comments:

> The method that has yielded the most impressive results with diverse problems contains three major components. first, alternative modes of response are repeatedly modeled, preferably by several people who demonstrate how the new style of behavior can be used in dealing with s variety of ... situations. Second, learners arc provided with necessary guidance and ample opportunities to practice the modeled behavior under favorable conditions until they perform it skillfully and spontaneously. The latter procedures are ideally suited for developing new social skills, but they are unlikely to be adopted unless they produce rewarding consequences. Arrangement of success experiences, particularly for initial efforts at behaving differently, constitute the third component in this powerful composite method . . . Given adequate demonstration, guided practice, and success experiences, this method is almost certain to product favorable results. [p. 253]

Both the spirit and substance of this earlier perspective by Bandura (1973) are thoroughly reflected in the teaching procedures and instructional goals of the first PREPARE course presented below. Interpersonal Skills Training. It should also be noted that several other social learning approaches to the enhancement of prosocial interpersonal skills have also emerged in recent years, including Skills Education (Adkins, 1970, 1974), Social Skills Training (Argyle, Trower & Bryand, 1974), AWARE: Activities for Social Development (Elardo & Cooper, 1977), Relationship Enhancement (Guerney, 1977), Teaching Conflict Resolution (Hare, 1976), Developing Human Potential (Hawley & Hawley, 1975), ASSET (Hazel, Schumaker, Sherman and Sheldon-Wildgen, 1981, Interpersonal Communication (Heiman, 1973), and Directive Teaching (Stephens, 1978).

Thus, though both Education and Psychology have begun to seriously seek to meet the challenge of developing means for enhancing positive behaviors. It is in this latter spirit that we began the development of the PREPARE Curriculum, and in that spirit we seek the opportunity for its further development and refinement.

The PREPARE Curriculum

General Considerations There are a number of qualities of the proposed curriculum which we wish to briefly comment upon, before considering its constituent courses, namely its intended purpose, planned comprehensiveness, relevance, complementarily of courses, prescriptiveness, and open-endedness.

Purpose. It is our hope, and our goal, to develop a means for teaching chronically aggressive adolescents and younger children the prosocial competencies they need to lead effective and satisfying lives with minimal need to resort to antisocial routes to these same desired life goals. We have named the proposed curriculum PREPARE in the literal hope that that is precisely what it will accomplish.

Comprehensiveness. Most interventions provided aggressive, disruptive or even delinquent youth in school, clinic, community or incarceration settings are far, far too piecemeal in their impact. A youngster's daily living experiences for ten or more years tray have taught him such lessons as "aggression pays", "might makes right" and "take, don't ask". Surely, we are wearing blinders to hope that a weekly counseling session, or occasional use of time-out, or three days of in-school suspension can make a dent in altering such life

long learning. To have even a chance of success, our interventions must be encompassing, long-term, and powerful. We intend that PREPARE be a step in just such a comprehensive direction.

Relevance. The curriculum's constituent courses, it is our aspiration, will be functionally useful and valuable from the perspective of the youth to whom they will be taught, as well as to the major figures in their real-life environments. To maximize this quality of relevance, the prosocial competency areas we plan to develop into courses were selected based upon not only the relevant professional literature, but also in active and continuing consultation with both teachers and other youth-care professionals and, especially, with adolescent and younger child `Consultants" themselves.

Complementarily. The several competencies which the proposed curriculum seeks to teach are optimally used in the real-world functioning of its recipients in sets, subsets, patterns or combinations. We intend to design its constituent courses with this patterning goat in mind, and will later point to specific examples of groupings and sequencing of courses in such a manner that their respective gains have the potential for building upon one another.

Prescriptiveness. We believe strongly that offerings such as the proposed curriculum will yield maximal effectiveness when employed in a tailored, differential, prescriptive manner. Different courses, course combinations, and course sequencing for different youths are components of effective implementation. While such a goal is clearly as much a matter of assessment of deficit as the course offerings per se, preparation for prescriptive usage begins with attention to course development parameters. Thus, the courses to be developed must vary not only in content or focus, but also on such dimensions as difficulty, abstractness/concreteness, immediacy of usage, media employed, and other prescriptiveness-permitting parameters.

Open-Endedness. To plan and develop the proposed curriculum we have and will draw upon the relevant bodies of professional literature; our own decades of curriculum building and evaluation experience, and that of a panel of real-world teachers and youth-care consultants; feedback from adolescent and younger child trainees themselves; as well as systematic evaluation research. While we are temporarily pleased with the comprehensiveness of the curriculum, we are well aware of the manner in which new research findings. emerging societal needs, and developments in the pedagogy of curriculum delivery each may make desirable the addition to this curriculum of yet other courses, and the deletion from it of existing courses. Our intention, therefore, is decidedly open-ended, with a willingness and even eagerness to be responsive to such change considerations as our efforts progress.

Course Offerings

The courses described below (see figure 1) are of three types: (A) courses in place-those fully developed and evaluated already (courses 1,2,3); (B) courses in development-those partialh developed and currently undergoing evaluation (courses 4,5): and (C) courses in initial planning-those still very early in their formation (courses 6,7,8,9,10).

Figure 1: PREPARE: A Prosot:ial Curriculum for Aggressive *Youth*

Course	I.	Interpersonal Skills Training
Course	2.	Anger Control Training
Course	3.	Moral Reasoning Training
Course	4.	Problem Solving Training
Course	5.	Empathy Training
Course	6.	Social Perception Training
Course	7.	Anxiety Management
Course	8.	Cooperation Training
Course	9.	Building a Prosocial Support Group
Course 10.		Understanding and Using Group Processes

Course 1. Interpersonal Skills Training

Via a sequence of didactic procedures we termed Structured Learning, we have since 1970 sought to teach an array of interpersonal, prosocial competencies to aggressive youth and children (Goldstein, 1973. 1981; Goldstein, Carr, Davidson & Wehr, 1981; Goldstein, Sprafkin, Gershaw & Klein, 1980). In this approach, small groups of chronically aggressive youngsters with shared prosocial skill deficiencies are (1) shown several examples of expert use of the behaviors constituting the skills in which they are weak or lacking (e.g., *modeling);* (2) given several guided opportunities to practice and rehearse these competent interpersonal behaviors (e.g., *role playing); (3)* provided with praise, re-instruction, and related feedback on how well their role playing of the skill matched the expert model's portrayal of it (e.g., *performance feedback);* and (4) encouraged to engage in a series of activities designed to increase the chances that skills learned in the training setting will endure and be available for use when needed in the school, home, community, institution or other real-world setting (e.g., *transfer training).*

By means of this set of didactic procedures, we have been able to teach such youngsters a 50 skill curriculum, organized into six groupings:

A. *Beginning Social Skills,* e.g., "Starting a Conversation", "Introducing Yourself", "Giving a Compliment".

B. *Advanced Social Skills,* e.g.. "Giving Instructions", Apologizing", "Convincing Others':

C. *Skills for Dealing with Feelings,* e.g., "Dealing with Someone Else's Anger", "Expressing Affection". "Dealing with Fear".

D. *Skill Alternatives to Aggression,* e.g., "Responding to Teasing", "Keeping Out of Fights", "Helping Others".

E. *Skills for Dealing with Stress,* e.g., "Dealing with Being Left Out", "Responding to Failure", "Dealing with an Accusation".

F. *Planning Skills,* e.g., "Setting a Goal", Arranging Problems by Importance", "Deciding What Caused a Problem".

We have conducted approximately 30 investigations evaluating the effectiveness of this interpersonal skills training approach. Skill acquisition (Do they learn its) is a reliable outcome, occurring in well over 90% of the aggressive adolescent and younger child trainees involved (Goldstein, 1981; Goldstein, et al, 1980; McGinnis & Goldstein, 1984). Skill transfer (Do they use the skills in realworld settings`) is a less frequent outcome thus far, occurring in about half of the trainees involved. Of great importance here, however, is the manner in which we have been able to show that transfer can be and is increased to the degree that one's training effort incorporates a series of recently developed transfer-enhancing techniques (Goldstein & Kanfer, 1979; Goldstein & Keller, In press; Karoly & Steffan, 1980). Clearly, Interpersonal Skills Training is an established and valuable part of a prosocial instructional curriculum.

Course 2. Anger Control Training

Anger Control Training was developed by Feindler and her research group at Adelphi University (Feindler, Marriott & Iwata. 1984), and substantially modified by us in separate programs involving disruptive elementary school children (Kelley, Goldstein, Wynn & Glick, in progress) and incarcerated juvenile delinquents (Goldstein, Glick, Refiner, Zimmerman & Coultry, 1986). In contrast to the direct facilitation of prosocial behavior in Interpersonal Skills Training, Anger Control Training facilitates indirectly, by teaching means for inhibiting anger and loss of self-control. Participating youngsters are taught, over a one-term span, how to respond to provocations to anger by: (1) identifying their external and internal triggers; (2) identifying one's own physiological/kinesthetic cues which signify anger; (3) using reminders, which are self-statements designed to function opposite to triggers; [i.e., to lower ones anger-arousal level]; (4) using reducers, to further lower anger via deep breathing, counting backwards, imagining a peaceful scene, or contemplating the long-term consequences of one's anger-associated behavior; and (5) self-evaluation, in which one judges how adequately anger control worked, and rewards oneself when it worked welt. Our implementation of Anger Control Training was systematically evaluated for effectiveness as part of a three-course set, to be discussed below.

Course 3. Moral Reasoning Training

Armed with both the ability to respond to the real-world prosocially, and the skills necessary to stifle or at least diminish impulsive anger and aggression, will the chronically acting-out youngster in fact choose to do so. To enhance the likelihood that such will in fact be his frequent choice, one must enter, we believe, into the realm of moral values. In a long and pioneering series of investigations. Kohlberg (1969, 1973) has demonstrated that exposing youngsters to a series of moral dilemmas, in a discussion-group context which includes youngsters reasoning at differing levels of moral thinking, arouses an experience of cognitive conflict whose resolution will frequently advance a youngster's moral reasoning to that of the higher level peers in the group. While such moral reasoning stage advancement is a reliable finding, as with other single interventions, efforts to utilize it by itself as a means of enhancing actual overt moral behavior have yielded only mixed success (Arbuthnot & Gordon, 1983; Zimmerman, 1983)-perhaps, we would speculate, because such youngsters did not have in their behavior repertoires either the actual skill behaviors for acting prosocially or for successfully inhibiting the antisocial. Consistent with our curriculum development goal of course complementarily, we thus reasoned and have in fact been able to show that Kohlbergian Moral Education has marked potential for providing constructive directionality toward prosocialness and away from anti-socialness in youngsters armed with the fruits of both Interpersonal Skills Training and Anger Control Training (Goldstein, et al, 1986).

Course 4. Problem Solving Training

Aggressive adolescents and younger children are frequently deficient not only in knowledge of and ability to use such prosocial competencies as the array of interpersonal skills and anger control techniques taught in Courses 1 and 2, but they may also be deficient in other ways crucial to the use of prosocial behavior. They may, as Ladd & Mize ()983) point out, be deficient in such problem solving competencies as "(a) knowledge of appropriate *goals* for social interaction, (b) knowledge of appropriate *strategies* for reaching a social goal, and (c) knowledge of the *contexts* in which specific strategies may be appropriately applied". (p. 130) An analogous conclusion flows from the research program on interpersonal problem solving conducted by Spivack. Platt & Shure (1976). At early and middle childhood, as well as in adolescence, chronically aggressive youngsters were less able than more typical youngsters to function effectively in most problem solving sub-skills, such as identification of alternatives, consideration of consequences, determining causality, means-ends thinking, and perspective taking. Several programs have been developed already in an effort to remediate such problem solving deficiencies with the types of youngsters of concern here (DeLange, Lanham & Barton, 1981; Giebink. Stover & Fahl, 1968; Sarason & Samson, 1981). Such programs represent a fine beginning, but problem solving deficiency in such youth is substantial (Chandler, 1973; Selman, 1980; Spivack, et al, 1976), and substantial deficiencies require substantial, longer-term, more comprehensive interventions. The course under development here seeks to provide just such an effort. In our early pilot development of it, it is a longer-term (than existing programs) sequence of such graduated problem solving skills as reflection. problem identification, information gathering, perspective taking, identification of alternatives, consideration of consequences, and decision-making. Our initial evaluation of this sequence with an aggressive adolescent population has yielded significant gains in problem solving skills thus defined, substantially encouraging further development of this course (Grant, 1986). These results give beginning substance to our assertion made earlier that

Individuals can be provided systematic training in problem solving skills both for purposes of building general competence in meeting life's challenges, and as a specific means of supplying one more reliable, prosocial alternative to aggression. (Goldstein, 1981)

Course 5 *Empathy Training*

We are especially interested in the inclusion in the PREPARE Curriculum of a course designed to enhance the participating youth's level of empathy for two reasons. Expression of empathic understanding, it seems, can simultaneously serve as an inhibitor of negative interactions and a facilitator of positive ones. Evidence clearly demonstrates that ... responding to another individual in an empathic manner and assuming temporarily their perspective decreases or inhibits one's potential for acting aggressively toward the other (Feshbach, 1982; Feshbach & Feshbach, 1969). Stated otherwise, empathy and aggression are incompatible interpersonal responses, hence learning to be more skilled in the former serves as an aid to diminishing the latter. (Goldstein, et al, 1986, p. 309)

The notion of empathy as a facilitator of positive interpersonal relations stands on an even broader base of research evidence. Our recent review of the literally hundreds of investigations inquiring into the interpersonal consequences of empathic responding reveal such responding to be a consistently potent promoter of interpersonal attraction, dyadic openness, conflict resolution, and individual growth (Goldstein & Michaels, 1985). It is a most potent facilitator indeed.

This same review effort led us to define empathy as a multi-stage process of perception of emotional cues, affective reverberation of the emotions perceived, their cognitive labeling, and communication and, correspondingly, to develop a multi-stage training program by which these four constituent components could be taught. At the time of this writing, we are in the process of developing concrete lesson plans and materials so that this Empathy Training course can be both implemented and evaluated for its empathy-enhancing effectiveness.

Course 6. Social Perception Training

Once armed with the interpersonal skills necessary to respond prosocially to others (Course 1,2,3), the problem-solving strategies underlying skill selection and usage (Course 4), and a fuller, empathic sense of the other person's perspective (Course 5), the chronically aggressive youngster may still fail to behave prosocially because he or she "misreads" the context in which the behavior is to occur. A major thrust in psychology of the past 15 years has been this emphasis on *the situation or setting,* as perceived by the individual, and its importance in determining overt behavior. Morrison and Bellack (1981) comment, for example:

> ... adequate social performance not only requires a repertoire of response skills, but knowledge about when and how these responses should be applied. Application of this knowledge, in turn, depends upon the ability to accurately 'read' the social environment: determine the particular norms and conventions operating at the moment, and to understand the messages being sent ... and intentions guiding the behavior of the interpersonal partner. (p. 70)

Dil (1972). Emery (1975) and Rothenberg (1970) have each shown that emotionally disturbed youngsters, as well as those "socially maladjusted" in other ways are characteristically deficient in such social perceptiveness. Furnham and Argyle (1981) observe:

> ... it has been found that people who are socially inadequate are unable to read everyday situations and respond appropriately. They are unable to perform or interpret nonverbal signals, unaware of the rules of social behavior, mystified by ritualized routines and conventions of selfpresentation and self-disclosure, and are hence like foreigners in their own land. (p. 37)

Argyle, Furnham & Graham (1981) and Backman (1979) have stressed this same social-perceptual deficit in their work with aggressive individuals. Yet, we believe that the ability to accurately "read" social situations can be taught, and we intend to do so with this proposed course. Its planned contents will be responsive to the valuable leads provided in this context by Brown and Fraser (1979) who propose three salient dimensions of accurate social perceptiveness, (1) the *setting* of the interaction and its associated rules and norms. (2) the *purpose* of the interaction and its goals, tasks, and topics, and (3) the *relationship* of the participants, their roles, responsibilities, expectations, and group memberships.

Course 7. Anxiety Management

We have oriented each of the preceding course descriptions toward either directly enhancing prosocial competency (e.g., Interpersonal Skills Training, Moral Reasoning, Social Perceptiveness), or reduc

ing qualities that inhibit previously-learned or newly-acquired prosocial competency (e.g., Anger Control Training). The proposed course we now wish to describe is of this latter type. It has been demonstrated by Arkowitz, Lichtenstein, McGovern & Hines (1975) and Curran (1977) that individuals may possess an array of prosocial skills in their repertoires, but not employ them in particularly challenging or difficult situations because of anxiety. A youth may have learned well the Interpersonal Skills Training skill "Responding to Failure°, but his embarrassment at a failing grade in front of his teacher or his missing a foul shot in front of his friends may engender a level of anxiety which inhibits proper use of this skill. A young "man tray possess the problem solving competency to plan well for a job interview, but perform poorly in the interview itself as anxiety, as it were, "takes over." Such anxiety-inhibition as a source of prosocially incompetent and unsatisfying behavior may be especially prevalent in the high peer-conscious adolescent years.

A series of self-managed procedures exist by means of which anxiety may be substantially reduced. It is these procedures which form the contents of the proposed Anxiety Management course. Participating youngsters will be taught systematic deep muscular relaxation, (Benson, 1975; Jacobson, 1964), meditation techniques (Assagioli, 1973; Naranjo & Ornstein, 1971), environmental restructuring (Anderson, 1978), exercise (Walker, 1975) and related means for the management, control and reduction of anxiety.

Course 8 Cooperation Training

Chronically aggressive youth have been shown to display a personality trait pattern quite often high in egocentricity and competitiveness, and low in concern for others and cooperativeness (Pepitone. 1985; Slavin, et al, 1985). We propose herein to design and offer a course in Cooperation Training not only because enhanced cooperation among individuals is a valuable social goal, but also because of the several valuable concomitants and consequences of enhanced cooperation. An extended review of research on one major set of approaches to cooperation training, namely "cooperative learning", (see below) reveals outcomes of enhanced self-esteem. group cohesiveness, altruism and cooperation itself. as well as reduced egocentricity. As long ago as 1929, Mailer commented:

> The frequent staging of contests, the constant emphasis upon the making and breaking of records, and the glorification of the heroic indn idual achievement … in our present educational system lead toward the acquisition of competitiveness. The child is trained to look at the members of his group as constant competitors and urged to put forth a maximum effort to excel them. The lack of practice in group activities and communm projects in which the child works with his fellows for a common goal precludes the formation of habits of cooperativeness . . . (p. 163)

It was many years before the educational establishment responded concretely to this Deweyian-like challenge, but when it did it created a wide series of innovative, cooperation-enhancing methodologies, each of which deserves long and careful application and scrutim both in general educational contexts as well as, in our instance. with par ticularly non-cooperative youth. We refer to the cooperative learning methods: Student Teams-Achievement Divisions (Slavin. 1980?. Teams-Games-Tournaments (Slavin, 1980). Jigsaw Classrooms I (Aronson, 1978), Jigsaw Classrooms II (Slavin. 1980). Group Investigation (Sharon & Hertz- Lazarowitz. 1980). and Co-op Co-op (Kagan, 1985). Using shared materials. interdependent tasks, group rewards, and similar features, these methods (applied to am _ content area-mathematics. social studies, etc.) have consistenth y fielded the several interpersonal, cooperation-enhancing. group and individual benefits noted above.

In our proposed course, we wish to sort through the existing methods, adding aspects of our own, and seek to prescriptively tailor a cooperative learning course sequence of special value for chronically aggressive youth. In doing so, we will make use not ooh of the many valuable features of the cooperative learning approaches noted above but, in addition. responding to the physical action orientation typical of such youth, we will also in our course content, planning rely heavily on cooperative sports and games. Such athletic activity. while not yet popular in the United States, does exist elsewhere in both action and written document (Orlick. l978a. 1978b. 198'_: Fluegelman, 1981). Collective score basketball, no hitting football. crosateam rotational hockey, collective fastest time track meets and other

sports restructured to be, what cooperative gaming creators term "all touch" "all play" "all positions" "all shoot" and cooperative in other playing and scoring ways may seem strange to the typical American youth, weaned on highly competitive, individualistic sports, but it appears to us to be a valuable additional channel to be utilized with aggressive youth toward the goal of cooperation enhancement.

Course 9. Building a Prosocial Support Group

Aggressive youth quite typically are regularly exposed to highly aggressive models in their interpersonal worlds. Parents, siblings, and peers each are quite frequently chronically aggressive individuals themselves. (Knight & West, 1975; Loeber & Dishion, 1983; Osborn & West, 1979; Robins, West & Herjanic, 1975). Simultaneously, there tend to be relatively few, countervailing prosocial models available to be observed and imitated. When they are, however, such prosocial models can apparently make a tremendous difference in the daily lives and development of such youth. In support of this assertion we may turn not only to such community-provided examples of prosocial modelling as Big Brothers, Police Athletic League, Boy Scouts, and the like, and not only to the laboratory research consistently showing that rewarded prosocial behaviors (e.g., sharing, altruism, cooperation) are quite often imitated (Bryan & Test, 1967; Evers & Schwarz, 1973; Canale, 1977), but also to more direct evidence. For example, Werner and Smith (1982), in their impressive longitudinal study of aggressive and non-aggressive youth, *Vulnerable but Invincible,* clearly demonstrated that many youngsters growing up in a community characterized by high crime, high unemployment, high school drop out and high levels of aggressive models, were indeed able to sail on through, as it were, and develop into effective, satisfied, prosocially-oriented individuals if they had had sustained exposure to at least one significant prosocial model-be it parent, relative or peer.

Since such models are often scarce in the real-world environments of the youth PREPARE is intended to serve, efforts must be put forth to help these youth identify, encourage, attract, elicit, and at times perhaps even create sources and attachments to others who not only-as models-function prosocially themselves, but who can also serve as sustained sources of direct support for the youth's own prosocially-oriented efforts.

Our course contents for teaching such identification, encouraging, attraction, elicitation, and creation skills will rely in part on both the teaching procedures and certain of the interpersonal skills which constitute our Structured Learning skills training curricula for adolescents (Goldstein, et al, 1980) and younger children (McGinnis & Goldstein, 1984). In addition, other relevant procedures and materials, yet to be determined, will also be employed.

Course 10. Understanding and Using Group Processes

Adolescent and pre-adolescent acute responsiveness to peer influences is a truism frequently drawn in both lay and professional literature on child development. It is a conclusion resting on a very solid research foundation (Baumrind, 1975; Field, 1981; Guralnick, 1981; Manaster, 1977; Moriarty & Toussieng, 1976; Rosenberg, 1975). As a curriculum designed to enhance prosocial competencies, it is especially important that PREPARE include a segment giving special emphasis to group-especially peer-processes. Its title includes both "understanding" and "using" because both are clearly its goal. Participating youth will be helped to understand such group forces and phenomena as peer pressure, clique formation and dissolution, leaders and leadership, cohesiveness, imitation, reciprocity, in-group vs. out-group relations, developmental phases, competition, within-group communication and its failure, and similar processes.

For such understanding to have real-world value for participating youth (the "using" component of our course title), this courses instructional format will consist almost exclusively of group activities in which, *experientially,* participants can learn means for effectively resisting group pressure when one elects to do so, for seeking and enacting a group leadership role, for helping build and enjoy the fruits of group cohesiveness, and so forth. Examples of specific activities of apparent value for such group-experiential learning include such group simulations, structured experiences and gaming as Assessment of Leadership Style; "Committee Meeting: Demonstrating Hidden Agendas," "Process Observation: A Guide," "Top

Problems: A Consensus-Seeking Task," "Dealing with Shared Leadership," "Conflict Resolution: A Collection of Tasks." "Group on Group; "Line Up and Power Inversion," "Polarization: A Demonstration," "Not Listening: A Dyadic Role Play," "Towers: An Intergroup Competition," and "Peer Perceptions: A Feedback Experience," (Pfeiffer & Jones, 1969; Thayer & Beeler, 1975).

The foregoing prosocial courses developed, in development, and planned for development constitute the proposed PREPARE Curriculum. As a group, they comprise our curriculum development plans for the next two years. But earlier we stressed the continuing value, even necessity, of open-endedness in curriculum planning-for aggressive youth or otherwise. In this spirit, we wish to indicate that, in addition to the full development of the courses described above, our immediate plans also include the initial, feasibility-study examination of a number of other possible courses in such prosocial competency areas as Negotiation Training, Parenting Training, Creativity Training, Dealing with Authority Figures, and others.

Curriculum Delivery

Substantial gains in prosocial competency *will* occur in youth receiving the proposed curriculum not only *if* the *contents of* its constituent courses are creatively and prescriptively developed, but also if the *delivery of* the courses is conducted in a creative and prescriptive manner. There are a number *of* special problems associated with teaching chronically aggressive youth, and the PREPARE Curriculum we believe, must attend to them in order to maximize its probability *of* success. The *Teachers Guide* we will prepare will address four concerns.

1. Assessment of Deficit-For prescriptive programming *of* the PREPARE courses to be possible, each youth's proficiency-deficiency status on course-relevant dimensions must be reliably ascertained. Four complimentary approaches to deficit assessment will be addressed: naturalistic observation, role play or simulation testing, interviews with the youth and significant others, and skill competency inventories.

2. G7assnvorn Management-The rate of aggressive, disruptive, offtask behavior among youth for whom PREPARE is intended is likely to be high. In other contexts, we have devoted a great deal of attention to means for effectively managing such behaviors and getting on with teaching activities (Goldstein, Apter & Harootunian, 1984; Goldstein & Keller, in press). The *Teachers Guide* we will prepare will seek to address this area of concern in depth.

3. Enhancing 1'rosociol Motivation-It serves both society and the youth participating in PREPARE rather little if they learn its substance well but rarely use it. *Functioning* prosocial competency means knowing what to do (what, where, when, with whom), and being motivated to do so. Prosocial competency training must address this crucial motivational concern, and we plan to do so along both achievement motivation paths (Alschuller. Tabor & McIntyre, 1980; DeCharms, 1976; McClelland, 1965), via procedures for the enhancement of internal self-regulatory mechanisms (Bar Tal & Raviv, 1982; Kochanska, 1984), and by use of approaches designed to alter one's attributions and increase one's expectancies for successful outcomes.

4. Transfer and Maintenance of Learning Gains-An effective curriculum not only imparts new knowledge and skills, but does so in such a manner that material learned is retained and available for use by the learner in other than classroom settings (i.e., transfer) and enduringly over time (i.e., maintenance). The development and evaluation of techniques for enhancing both transfer and maintenance has been the primary focus of our own research program for the past IS years, and a number of effective enhancers have been developed and identified (Goldstein, 1981; Goldstein & Kanfer, 1979). Most recently, we have sought to fine tune this thrust in development research concerned with transfer and maintenance enhancement when working with aggressive individuals (Goldstein & Keller. in press). This focus will be a major emphasis in the planned *Teacher's Guide.*

The four curriculum delivery arenas we have addressed do not exhaust the special concerns which fruitfully will be examined in our planned *Teacher's Guide for* the PREPARE Curriculum. What other concerns additionally ought be included will, we are certain, emerge from the course development efforts which lie ahead.

CURRICULUM EVALUATION

Our research group has conducted a great many evaluation studies bearing directly upon the PREPARE Curriculum. Most are in the Interpersonal Skills Training domain (see Goldstein, 1981 for a comprehensive report of these 30 investigations). Recently, however, we completed a two-year evaluation of a subset of PREPARE courses (Courses I, 2 and 3) which we labeled, as a group, Aggression Replacement Training. This subset, it should be noted, yielded an extended series of substantial positive changes in prosocial competency in samples of highly aggressive adolescents, (Goldstein, et al, 1986).

We are eager to continue our evaluation program, focussing progressively on all of the PREPARE courses as their initial development is completed and their sustained classroom utilization occurs.

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Gelling out a journal is jury, but it's no picnic.
If we print jokes, people sat' we are sill r;
If we don't, they say we are too serious.
If we clip things from other magazines, we am too la;,r to write• them ourselves:
If we don't, then they sat that we are too proud gloat own snrl
If we don't print contributions, me don't appreciate truegelints.
Ij we do print them, the page is,/'illed with junk.
Now, very like/v; someone mill sat that we swiped thrs.lrom someone else-WE DID.'

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