

# The Peace4Kids and Families Program

## What is Peace4Kids?

based on Aggression Replacement Training

### Overview of Peace4Kids

The Peace4kids Model is based on a model created by Dr. Arnold P. Goldstein at Syracuse University. He called his model, "Aggression Replacement Training" and was, and is, considered one of the most effective models in the U.S. that works successfully in improving the behavior of juvenile offenders. Through his exhaustive research, Dr. Goldstein found that aggressive behavior in youth requires more than just short-term programs to deal with their problems effectively. Dr. Goldstein developed A.R.T. Which he presented in his books Skillstreaming the Adolescent and Skillstreaming the elementary Child. Nine separate evaluations have been conducted across the country. Each of the evaluations confirmed the original findings—ART is extremely effective.

Peace4Kids improves skill acquisition and performance, anger control, decreases the frequency of acting out behaviors and increases the frequency of constructive, pro social behaviors. Including improved academic outcomes. These effects have been shown to last at least a year.

The St Louis Ferguson Florissant School District in collaboration with Dr. Goldstein, developed the Peace4Kids and Families model for use in schools and parents to prevent aggressive behavior and improve stu-

dent outcomes. The Peace4Kids curriculum added the empathy component, character education and expanded the anger control and social skills lessons. A parent component was added along with a discipline structure.

The model was first tested in a middle school where students participated in an nine week program. 85 per cent of the students showed no aggressive behavior after completing the program and their attendance and grades improved for the remainder of the year.

The Peace4Kids model was so effective that it spread to over twelve states in the U.S. along with the countries of Poland, Norway, Sweden, Iceland and Finland. It is evidence-based.



**The Peace4Kids and Families Model Helps Students Improve Behavior and Academics**

### The Peace4Kids Curriculum

The Peace Curriculum consists of structured experiences presented systematically through classroom and group activities in a developmental sequence. They are also presented through family groups and through family work in the home. The purpose of the curriculum is to provide students at all levels with knowledge of prosocial skills, empathy, anger control and character education. The curriculum is designed to promote student prosocial skill development, and to train

students in a systematic way in the acquisition and internalization of these key skills. Peace4Kids results in reduced aggression in the school and improved academic outcomes as well. The curriculum emphasizes role playing the desired skill. Students are

taught specific steps to practice. Trainers model the skill first then the students practice the skill in class and then in "real life" with continued goal setting and feedback.

## Conducting the Peace4Kids Program

Group leaders plan and lead structured activities to develop the skills in the kids

Typically, eight or more students participate in a group for thirty hours over a ten week period. The group is highly structured and includes a weekly family component called Parent Empowerment. The first part of the Peace4Kids program implementation involves



**The Model Needs to be done with Program Fidelity Through Training**

student groups where the poor behavioral responses are replaced with prosocial behavior. The model includes the development of empathy skills and emotional intelligence which teaches students to care about others and to listen effectively. The anger control component teaches kids to think before they act. And stop their previous reflex responses that resulted in anti social behavior. Social skills requires students to practice

important skills for academic and job success, i.e., joining in, listening, resolving conflicts, staying out of trouble, handling teasing, etc. The character education piece teaches students fifteen character traits that will improve their ethics and also have effects on the culture of the school.

The four curricular areas working together helps to create a socialized student who form relationships, attend and succeed in school and obtain and keep a future job. Teachers are taught to integrate the lessons together.

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**Insanity is doing the same thing over and over and expecting different results**

**Albert Einstein**

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## The Parent Empowerment Component

A major part of the Peace4Kids and Families program involves the use of the curriculum with parents and students together. Parents are trained with school staff in the use of the curriculum in the home. Parents are important partners in the implementation of the program because they can act as co facilitators in the school setting and because of their role in family groups.

Parents and students attend eight evening sessions each week for only one and one half hours. The purpose of these sessions is to experience structured bonding activities while learning the curriculum Skills are taught and practiced in the sessions with reinforcement provided to the home. Specific lessons and practice activities have been designed to help transfer these skills to the entire

family at home.

The home based support contributes to an improved school climate—one conducive for improving student outcomes. In addition, parents receive weekly home school partnership activities to work on with their children to support the gains made during the school based and evening group sessions.

## Current Use of the Program

Currently, the Peace4Kids program is used in a continuum of services. If the Response to Intervention Triangle can be used here, it outlines universal intervention activities for all the kids, targeted interventions for the at risk students at the middle of the triangle and intensive interventions for the most troubled students.

Peace4Kids has been found to be effective as a whole-school program

where students receive three lessons a month and focus on two of the character traits per month. A twenty minute advisory program has also been developed for all kids.

For the targeted interventions, a research-based twelve week pull out program as been developed that is effective in keeping kids in school and reducing their suspensions.

For the intensive interventions,



**Peace4Kids Reduces Acting Out Behavior and Promotes Teamwork**

Peace4Kids is now established as an effective program for youth corrections and alternative schools.

The Sample here is taken from the Secondary Book One in the Series which is for students in grades 7 through 12. The sample begins with the list of the first ten lessons contained in the Empathy Unit and the narrative introduction which describes the concept of empathy.

## A Sample Lesson

The samples in this brochure are taken from the Secondary Facilitator’s Manual which is for students in grades 7-12. The sample begins with the list of the 10 lessons contained in the Empathy Unit and the narrative introduction which described the concept of empathy. At the bottom of this page is the 2-page lesson. On the facing page are the In-Class Activity Sheet, the Homework Sheet and the School-Home Links for Empathy Lesson #7—Understanding Empathy.

### The 10 Empathy Lessons

1. What is Empathy?
2. Listening
3. Non-Attending Behavior
4. Personal Space
5. “I” Statements
6. Pace of Life
7. Understanding Empathy
8. Positive Experiences
9. Identifying Feelings
10. Non-Verbal Communication
11. Assertive Communication
12. How to Paraphrase
13. H.E.A.R.S.

### Introduction to Empathy

The development of empathy is crucial to students in learning to resolve disputes with their peers. And yet, many students not only cannot recognize the feeling of others, they are not aware of their own feelings. The empathy strand of the A.R.T. curriculum focuses on feelings. First students learn to identify feelings in a general manner by discussing situations and what type of feeling would result. (Ex. As you walk up the stairs with your class, you trip and fall. How would you feel?) They practice the skill of listening empathetically after learning a procedure for responding to the feelings of other (H.E.A.R.S.). As students gain experience in this area, they learn to skill steps to dealing with their feelings and the feelings of others.

Lessons in this sections use a variety of techniques including role-play and discussion. Difficulties can occur, especially with older students, when they are asked to be open or vulnerable with their classmates. For this reason, some students take on a phony tone of voice, which allow them to laugh it off if anyone mocks them. Experienced instructors have found that playing along as though they were serious is a way to help work past the initial apprehension.

Many students have great difficulty learning the techniques of reflective listening. Patient instructors help by repetition, frequent practice, and affirmation of attempts and approximations of the desired outcomes. In class activities, homework and School-Home Links are included for each lesson and can aid in this process.

Empathy

### #7—Understanding Empathy

**General Information:**

Time: 45 minutes  
Group Size: 6-8 students  
Materials: Copies of the in class activity, homework and School-Home Links.

Competency:

**Purpose:**  
To gain understanding of empathy

**Directions:**

1. Tell all students to imagine that they are now ten years older. (If they are now 15, then they are 25. If younger students you may just way they have graduated from high school and ready to be on your own.
2. Go around to each student and ask him or her where they think they will be living. Have them tell you the country, state, city and location (house, apartment, or condo).
3. Continue on by asking each one to tell about his or her house or apartment. What does it look like? What kinds of things do they own?
4. Next ask what job each will have. All jobs must be legal.
5. Next, tell them that they are going to go out for a special dinner to a very nice restaurant. Ask them who they will be going with- a spouse, date, children, etc.
6. Set the scenario and tell them that after dinner they come home to find that their home had been broken into. They security system failed and the intruder broken in, smashed the window, stole jewelry, went through their belongings, stole the other car, demolished the big screen TV and took may of their favorite belongings.

Empathy

### #7—Understanding Empathy

**Guided Practice:**

1. Now guide a discussion focused on empathy. Use the following questions as a guide and add additional ones as they fit with your class.
2. Begin with going around the room and asking each student what their immediate feeling is. Use an “I” statement. I feel \_\_\_\_\_when I see my home has been broken into.
3. Next discuss the following different scenarios and how does closeness affect one’s level of empathy.
  - Your mom and dad’s home
  - Your grandmother’s home
  - Your best friend’s home
  - A stranger’s home
4. Talk about empathy by asking them: If they think the thief/ vandal thought about the feelings of the people’s home that was destroyed. What would have been different if the thief had considered your our your family’s feelings? What could make the thief consider the feelings of a stranger?
5. How do you think the thief could be influenced for the positive? (Get as many responses as possible.)
6. Finally the police call and inform you that they have caught the thief. It turns out that it was a teenager (make it the same age as most of your students). Tell the students that the police want you to come to the station and talk to this kid. You are allowed to say something positive that will influence this person for a good and hopefully keep him or her out of trouble in the future. What will you say to the thief?

**Write on Board:**  
Ten Years from In consideration the feelings of others

The Sample here is taken from the Secondary Book One in the Series which is for students in grades 7 through 12. The sample begins with the list of the first ten lessons contained in the Empathy Unit and the narrative introduction which describes the concept of empathy.

Lesson #7

## In-Class Activity

FACILITATOR'S GUIDE

**Facilitator's Notes:**  
This activity is just an extension of the discussion above. Have the students fill out the chart and then talk about some of the situations in which the students do consider the feelings of others. How does it make them feel? How about when you had to opportunity to consider the feelings of others but only considered your own. How did you feel them? What keeps us from considering the feelings of others? (Time, convenience)

**Directions:**  
For each situation, think about whose feelings are being considered, and place a check in the appropriate column.

	Considers mainly MY feelings	Considers mainly OTHERS' feelings
1. Buying and giving a friend a gift.	_____	_____
2. Cutting in line at the school's cafeteria.	_____	_____
3. Letting in a car in front of you in traffic.	_____	_____
4. Saving a piece of pie for your sister.	_____	_____
5. Changing the channel when someone else is watching.	_____	_____
6. Lending friend money for lunch.	_____	_____
7. Watching a movie that your friend wants to see.	_____	_____
8. Visiting a relative in the hospital.	_____	_____
9. Taking something that doesn't belong to you.	_____	_____
10. Helping your mom carry in the groceries.	_____	_____
11. Doing the dishes after dinner.	_____	_____
12. Spreading a rumor about someone.	_____	_____
13. Playing your stereo at a very loud volume.	_____	_____
14. Paying attention while your teacher explains a math problem.	_____	_____
15. Listening to your friend's problem.	_____	_____

How would your world be different if you considered the feelings of others?  
How would your world be different if others considered your feelings as important?

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Lesson #7

## In-Class Activity

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	Considers mainly MY feelings	Considers mainly OTHERS' feelings
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3. Letting in a car in front of you in traffic.	_____	_____
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5. Changing the channel when someone else is watching.	_____	_____
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7. Watching a movie that your friend wants to see.	_____	_____
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14. Paying attention while your teacher explains a math problem.	_____	_____
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How would your world be different if you considered the feelings of others?  
How would your world be different if others considered your feelings as important?

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Empathy Name: \_\_\_\_\_

## Homework

Empathy #7—Considering the Feelings of Others

**Directions:**  
Answer the following questions in a few sentences.

- If you do not consider other people's feelings, how does that influence your actions?
- When you consider the feelings of others, how does that influence your actions?
- Think about the thief who stole and destroyed your property. What are some things they could tell themselves that would prevent them from stealing? Think of three different things.
- If you were the thief's friend, what are three different pieces of advice that you could give to help them think about other people's feelings?

Comments/Discussion

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Empathy

## School-Home Link

Empathy #7—Considering the Feelings of Others

**Directions:**  
Briefly tell your parents the following scenario then interview them. Use the questions provided and add any additional comments they made at the end.

You go out to a nice dinner and come home to find your home broken into. Many things have been destroyed or stolen. (TV, computer, family photo album, antique dresser, Grandma's rocking chair, your CD collection, etc.) If, sadly either one of your parents or another family member has had their home broken into just proceed to the questions. Please ask first if it is OK to ask them questions regarding the break in and their feelings.

- What would best describes your feelings regarding the break in. I feel \_\_\_\_\_
- Did the thief consider you feelings?
- What if this same thing happened to your sister's house, then b) a stranger's house?
- The police call and say they have caught the thief. It was a 14 year old female. You have the opportunity to talk to her. What is one positive thing you could say to her?

Comments/Discussion

Detach and return

Name: \_\_\_\_\_ Date Completed: \_\_\_\_\_  
Activity: \_\_\_\_\_ Time Spent Together: \_\_\_\_\_  
Parent Signature: \_\_\_\_\_

## School Based Peace4Kids (based on Aggression Replacement Training)

### What is Peace4Kids?

Peace4Kids is an evidence-based program designed to reduce disruptive behavior among youth in grades pre-k through grade twelve. Based on the work of Dr. Arnold P. Goldstein from Syracuse University; Aggression Replacement Training. Peace4Kids has four basic components: empathy, anger management, social skills training and character education. The program is built around a series of lessons through which students learn new skills, see the skill modeled, practice the skill and then apply the skill in the real world. Peace4Kids also includes an effective Parent Empowerment component.



Peace4Kids is based on sound research over ten years

### Who Should Participate?

Workshops are intended for anyone who works with at risk youth or those wishing to develop a strong preventive program in a school or agency to create a culture of learning and behaving. Peace4Kids can be used in schools, community based agencies, day treatment programs and residential programs. Classroom coaching is provided.

### What you will Learn?

The Peace4Kids program workshop is designed to give participants the practical skills they need to implement a Peace4Kids program in their agency/school. The workshop covers the basic elements of the curriculum—empathy, anger control, social skills and character education. Participants will learn how to organize a Peace4Kids program, how to teach and model the skills, and how to support students as they apply these skills in the real world. The workshop will also present information on the companion parent involvement component. As a result of the workshop, participants will be certified Peace4kids facilitators. All participants will receive a set of free curriculum materials for the age group they work with. The workshop employs a variety of teaching formats to train new Peace4kids facilitators, including lecture, small group exercises, role playing and multimedia presentations.

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**Integrity is  
doing what is  
right even  
when no one is  
looking**

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A Recent Training in Norway



There are three levels of training:

- Level 1 Introduction to the Program
- Level 2 Program Set up and Practice  
Doing Skill Rehearsal and Character
- Level 3 Practice in Empathy and Anger Control
- Level 4 Advanced Training



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**The Peace4Kids and Families Program—teaching parents and kids the skills for academic and personal success!**

## About Us

The Center for Safe Schools and Communities is a non profit organization based in Colorado that is comprised of volunteers and trainers who work with teachers, administrators, psychologists, social workers and families to help them learn the skills of empathy, anger management, social skills and character. We provide trainings for schools, treatment centers and youth correction facilities. We

work with parents and families to train parents in skills to prevent child abuse. We help organizations learn to write grants so they can fund programs for themselves. The organization uses volunteers to help develop material for children designed to promote character and ethics. Dr. Sara



We're on the Web!

[centerforsafeschools.org](http://centerforsafeschools.org)  
<http://drsarablog.com>

## Training Information

### To schedule Training:

We can train up to 70 participants in the Peace4Kids and Families workshop. The optimum range for workshop participation is between 30-70 people in a 2-day session. There are three levels of training and a follow up advanced training. We can also provide a 1 day overview. We also provide direct coaching with parents, students and families. One graduate hour of college credit is available for each two day sequence. To schedule a workshop contact the Renee or Amie at 303-828-9733.

Also, please call to sign up for our annual Peace Works Conferences—look on our web site for conference details!



**Each participant receives a free curriculum CD with pre-k, elementary, middle school, high school, youth corrections and school wide lessons!**