

Arnold P. Goldstein (1933 – 2002)

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“An International expert on non-violent conflict resolution”

Abstract

Arnold P. Goldstein (1933-2002), an international expert on non-violent conflict resolution. He was a professor emeritus of Special Education and psychology for over 30 years at Syracuse University. He was the Director of the New York State Task Force on Juvenile Gangs, a member of the American Psychological Association Commission on Youth Violence, and a member of the Council of Representatives of the International Society for Research on Aggression. He was the recipient of the 2002 Devereux Massachusetts Legacy of Caring Award and was nominated for the Nobel Peace Prize the same year in 2002. He also received numerous academic awards, including The Career Achievement Award from The American Psychological Association's Committee on Children, Youth, and Families (1996), as well as the Senior Scientist Award from APA's School Psychology Division (1996).

He also was director of the Center for Research on Aggression at Syracuse University, and a co-founder of the International Center for Aggression Replacement Training.

Introduction:

Arnold P. Goldstein was born in Brooklyn, New York, on May 2, 1933. His father was an insurance salesman, and his mother was a book-keeper. His only sibling was an older sister Phyllis Cohen, who enjoyed a career as a reading teacher for city of New York schools. He is survived by his wife of ten years, Susan Striepling Goldstein, a daughter, Dr. Susan Goldstein and her husband, Paul Hisada, a daughter, Cynthia Goldstein and her partner, Gloria Shaffer, a step-daughter, Sarah Semelsberger, a step-son, Steven Semelsberger, two grandchildren, Lauren and Rachel Hisada. His first wife, Lenore, unfortunately died of cancer in 1987. After his loss of Lenore, Goldstein dedicated a conference room in Lenore's name in the School of Education's Department of Communication Sciences and Disorders (Hay, 2002).

Arnie, as he preferred to be called, came from a working class background, which influenced not only where he went to college but much of what he studied. Back in the 1950s, when he started college, the choice for him was to go to a free college or not go at all. The City College of New York had a general fee of \$18 a year and that was it. He really didn't know what he wanted to do and he wound up going to CCNY's Business School. After the usual flitting around to several different majors he wound up in industrial psychology. He graduated from the prestigious Pennsylvania State University clinical psychology program in 1959, and then worked as an instructor at the Pittsburgh Medical School and as a research scientist at the Outpatient Research Laboratory Veteran's Administration Hospital in Washington, DC (Braaten, 2003). He joined the Syracuse University faculty in 1963, and served as a professor of psychology (1963- 1985), a professor of special education (1985-1997), and as a professor emeritus of special education and psychology (from 1997 until his death). The title Professor Emeritus was for his outstanding contributions to the University of Syracuse. He directed the Counselling and Psychotherapy Center at Syracuse from 1963 until 1983. He was the initiator and director of the Center for Research on Aggression. Goldstein

passed away on February 16, 2002, at the age of 68 in Syracuse, New York, after a period of serious illness; he was diagnosed with lung and brain cancer (Amendola, 2002).

A prolific writer, Goldstein was the author or co-author of more than 55 books on aggression, youth violence, teaching, law enforcement, psychology and psychotherapy in a span over 46 years. He has published over 90 scientific articles in peer reviewed journals. His programmes have been adopted by several countries as first choice treatment and prevention measures in the United Kingdom, Netherlands, Poland and the USA (Moynahan, 2002).

His only fictional novel, "The Shoes of Maidanek" (Goldstein, 1992) is the fictional diary of a young man's daily experiences in a concentration camp. Goldstein donated the profits of the book to the Simon Wiesenthal Center, an international Jewish human rights organization dedicated to preserving the memory of the Holocaust by fostering tolerance and understanding through community involvement, educational outreach and social action (Hay, 2002).

This was a short brief over his life. The rest of this presentation there will be showed his contributions to psychology, followed by an overview on his programs, especially about his program Aggression Replacement Training. Then there will be a short discussion about his work before it will end up to the conclusion.

Psychology:

He once described his psychology lineage as being one mentor away from Carl Rogers. His first mentor was William Snyder, one of Carl Rogers's students. He also had a special friend and colleague who were significant in his life as a lifelong mentor, Don Ford. Snyder, Ford and Goldstein all studied therapy (Goldberg, 1998).

He viewed himself as a writer who happened to be in an academic setting. He enjoyed writing, but he did not use a computer, he was using a pen and pad. He thought of it as a much

easier way, since he felt that writing was a thinking process. Goldstein believed it was important for practitioners to study therapy as well as to do therapy, to become better at it, and to understand the research literature.

Reflecting his role as Director of the Syracuse University Center for Research on Aggression, much of his research and teaching centered on helping youngsters replace antisocial, aggressive behaviours with constructive, alternative means of seeking life satisfaction and effectiveness. Goldstein's great passion was to create safer schools and communities. He worked with the toughest populations and studied the effects of social skills training and other approaches to aggression replacement on juvenile delinquents, prison inmates, and violent, mentally ill patients. He was at once the greatest of realists, understanding the monumental challenges associated with reducing violence, and the greatest of optimists, believing entirely in the malleability of human beings (Conoley, 2005). His books outlining his skillstreaming, aggression replacement, and moral education approaches are used by thousands of school psychologists and hundreds of thousands of teachers and other community providers.

In an interview, Goldstein said that the single most exciting thing he ever did in his career was to publish the now classic book *Psychotherapy and the Psychology of Behavior Change* (Goldstein, Heller & Sechrest, 1966). This book influenced the direction of research in clinical psychology for years and offered the then unique perspective that clinical work and research could be enhanced by a connection to research in basic psychology. Every student of psychotherapy knows this book, as well as Goldstein's other classic, *Helping People Change: A Textbook of Methods* (Kanfer & Goldstein, 1975). Goldstein was the prototype of the scientist-practitioner. He believed completely in the connection between the art and science of psychotherapy and thought all psychologists were responsible for improving the practice of psychology through research (Conoley, 2005).

“*Catch it low to prevent it high*” Goldstein favourite adage on how communities could combat aggression (Amendola, 2002). He was coming from a working-class background and according to him self it influenced much of what he studied. His main focus had been on delinquent and aggressive inner city kids. Basically he started to view the chronically aggressive youngsters who was seeing in delinquency centers and schools as youngsters who were bored, well trained in being antisocial from early in life and who, when frustrated or seeing things as hostility directed toward them, responded with the limited alternatives available.

“*Every child needs a strong, loving relationship with a parent or other adult to feel safe and secure and to develop a sense of trust*” (Goldstein, 1988). Goldstein is still being remembered at the Council for Children with Behavioural Disorders as a long time advocate for children and adolescents with EBD (emotional behaviour disorder). Goldstein invested almost a whole life in research and education regarding aggressive and anti social behaviour among children and youth (Council for Children with Behavioural Disorders, 2003).

Goldstein wrote a book called *The Psychology of Group Aggression* where he explained theories developed by other experts and brought examples of group aggression from throughout history together in his work. In this book he defined a mob as “a crowd acting under strong emotional conditions that often lead to violence or illegal acts” (Goldstein, 2002). He further explained that a riot is “an instance of mob violence, with the destruction of property or looting, or violence against people” (Goldstein, 2002). To Goldstein, mobs are the product of a process of evolution and they are formed by people sharing the same conscious or unconscious needs. By his theory, the participants in a riot go through a process of “de-individuation,” which he defines as the process of losing one’s sense of individuality or separateness from others and becoming submerged in a group. De-individuation results in the loss of one’s “individual responsibility” as well as the creation of a sense of anonymity,

particularly from potential punishment for actions. De-individuated group members are characterized by uninhibited behavior that is generally against the norm of accepted behavior (Goldstein, 2002). De-individuation can be facilitated by the inclusion of other factors such as sensory overload and the introduction of drugs or alcohol. This is one theory which Goldstein described and used in his works.

Another psychological theory described by Goldstein that is pertinent to is the concept of groupthink. Goldstein considered groupthink as a result of several factors: immense pressure to conform, self-censorship of dissenting ideas (suppression of previous Populist or Republican ideals), the presence of “mind guards” that divert controversial information away from the group, and apparent unanimity of the group (Goldstein, 2002).

Another of Goldstein’s theories of mob violence stipulates that individuals who participate in a mob do so because of a sense of deprivation in the belief that others are climbing up the economic ladder while oneself is not, or the belief that one’s own earlier economic gains are being lost (Goldstein, 2002).

Goldstein also developed three increasingly influential and comprehensive approaches to prosocial skills training. Skillstreaming (Goldstein, Sprafkin, Gershaw & Klein, 1980), Aggression Replacement Training (Goldstein, Glick & Gibbs, 1998) and the Prepare Curriculum (Goldstein, 1988).

Skillstreaming addresses the social skill needs of students who display aggression, immaturity, withdrawal, or other problem behaviors. It is designed to help youngsters develop competence in dealing with interpersonal conflicts, learn to use self-control, and contribute to a positive classroom atmosphere. The Skillstreaming approach utilizes modeling, Role Playing, Performance Feedback and Transfer (homework). Skillstreaming has been used successfully with thousands of students and has become the standard by which other prosocial skills training programs are measured. And it has remained the program of choice. The reason

it has proven to be extremely flexible, easy to use, and effective (Goldstein, Sprafkin, Gershaw & Klein, 1980).

Goldstein's PREPARE curriculum is perhaps the best-known packaged anger management program. The first part of PREPARE emphasizes teaching skills and behaviors that are more appropriate than angry or aggressive responses. First, a teacher models the correct use of target skills that the students need to learn or improve, such as dealing with an accusation. Second, students practice the steps that comprise the skill they saw modeled through role-play situations. Next, the teacher or leader provides feedback to the students about their use of the skills in the role-play, which provides both guidance and reinforcement for using the skill. Finally, students are given homework to practice the skill to help them transfer the newly acquired skills to natural settings (Goldstein, 1988). The PREPARE curriculum also outlines a number of steps that students can use to understand how they perceive situations that make them angry and how to remind themselves to think through alternate ways to perceive that situation and control their anger. Steps to understanding and controlling anger include learning how to think through what triggered a conflict, how the student responded, and the consequences of that response. Next, students learn to understand what triggers them to become angry and how to respond to those triggers through relaxing, thinking about more positive things, and reminding themselves to control their anger. They next learn to evaluate how they respond to situations that make them angry when they use these techniques and think ahead to evaluate consequences to getting angry or controlling their anger using alternative (Goldstein, 1988).

"Aggression is primarily learned behaviour, learned by observation, imitation, direct experience and rehearsal" (Goldstein, Glick & Gibbs, 1998). Goldstein has said repeatedly that aggression is learned in the same manner as other social behaviour. It is acquired in the home, on the street and in the school through modelling and imitation. It is learned in contexts

of coercive interactions between parents and children, between peers, between groups and between nations. His thought was that children learn this behaviour at home were they have a lot of coercive, absent and often inadequate parenting. Aggression is constantly being demonstrated in all forms of media; in books, comics, television, cinema, video, computer games and more (Moynahan, 2002). Use of aggression is consistently being maintained by membership in street gangs, anti-social networks and political affiliation to extremist organizations.

Goldstein has demonstrated repeatedly that aggression can indeed be effectively replaced by learning and using pro-social skill alternatives. His work has effectively and consistently exposed the fallacy that aggression is an unavoidable and innate trait in humans. His idea was that he wanted to expand their bag of tricks by giving them choices that were prosocial alternatives to their usual antisocial behaviour. He did not mean that they were never going to hit someone again, but sometimes they can negotiate, sometimes they can walk away, sometimes they do something else.

Aggression Replacement Training

Aggression Replacement Training, or ART, was initiated in 1987 as a comprehensive attempt to concretize multi-channel thinking (Goldstein, Glick & Gibbs, 1998). ART is a program for aggressive adolescents and young children that are administered by teachers or school counselors. The program seeks to enhance interpersonal skill competence, self-mediated ability to control anger, and a youth's concern for the rights and needs of others. Participating youth typically attend three one-hour long sessions for ten weeks during which they learn Skillstreaming, Anger Control Training, and Moral Reasoning Training. Skillstreaming is its behavioural component. Anger Control Training is its emotion-targeted Component and Moral Reasoning Training is its cognitive component. During the ART

program they will teach alternatives, and as a group ART try to help youngsters understand which alternatives fit. Then over practice it so that it becomes more likely to occur in their response hierarchies because, in general, when someone gets in their face they smack someone within a millisecond. The idea of the program is to get the other responses to become somewhat more likely. He also tried to arrange a system, parents, peers and others so that the system rewards the positive not the negative behaviours, because the skills don't make sense unless someone responds positively when you do them. The goal of the program was to improve psychological skill competence, anger control and moral reasoning and social problem -solving skills. The rationale behind the program is to arm students with whatever is needed to behave in constructive, non aggressive and still-satisfying ways in school, at home and in the community. Many youths are skilled in fighting, bullying and intimidating, harassing, and manipulating others. However they frequently have inadequate skills in more socially desirable behaviors such as negotiating differences, dealing appropriately with accusations, and responding effectively to failure, teasing, rejection or anger. The program has been implemented in schools, prisons, delinquency and mental health settings.

From 1997 Goldstein worked to introduce ART internationally. A list of countries employing Goldstein's work include Australia, Belgium, Canada, Colombia, Finland, Germany, Italy, Japan, Netherlands, New Zealand, Norway, Peru, Poland, Sweden, Taiwan, United Kingdom, United States of America. His programmes of treatment are being utilized by parents, teachers, social workers, psychologists of all colours, creeds and ethnicity and represents a major and lasting achievement (Moynahan, 2002). He also visited Scandinavia, holding a number of highly appreciated and well-attended seminars in Stockholm, Gothenburg and Malmö in Sweden, and Oslo in Norway.

Skillstreaming grew into ART, which grew into the Prepare Curriculum, but all three of these interventions were expressions of his belief that one important role for the change

agent, the counsellor, or school psychologist is as psycho educator, a trainer. This didn't mean that skill streaming was the whole therapy, or the only therapy necessary for any particular kid, or the single best therapy. But for many kids it needs to be part of the package. He viewed him self as a trainer working with trainers.

Conclusion:

Goldstein's research and writing on the topic of aggression and violence has had a significant impact among the academic community of teachers and researchers. More importantly, his work on changing violent behaviour, particularly his programme Aggression Replacement Training (Goldstein, Glick & Gibbs, 1998), has influenced the efforts of practitioners all over the world. In his final year, he formed the International Center for Aggression Replacement Training (ICART) which is an international association for the dissemination of ART. He was leading a big conference in Sweden just after he was diagnosed with cancer, the same week as the September 11 tragedy in the United States. Shortly after that he was nominated for the Nobel Peace Prize (Moynahan, 2002). He knew of his nomination, but died on February 17, 2002, before the recipient was chosen. In June 2002, he was honoured posthumously by Reclaiming Youth International with the spirit of Crazy Horse Award, which was received by his wife Susan (Braaten, 2003).

Goldstein stands as a role model for his energetic research, writing and education regarding aggressive and anti-social behaviour among children and youth. Goldstein dedicated his life to research and education of aggressive and anti social behaviour among children and youth. He pioneered the intervention method of structured learning and developed model programs such as Skill streaming, Prepare and Aggression Replacement Training.

His programs are still being implemented across the United States and in many different countries throughout the world. As his wife said about her husband; "his mission

throughout his 40-year academic career was to help people make positive life changes”
(Striepling Goldstein, 2002). Goldstein was a man who left a lot of knowledge behind. Those
who knew him remember him as a big scientist and a good friend.

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