## Anger Management

## Table 3

*School-based Anger Management Interventions for Adolescents from the Year 2010-2020*

| Author(s) | Program Name | Place | Study Design | Sample Size | Age | Gender | Nature of program | Tier of Intervention | Length | Theoretical base | Instruments | Findings |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Barnes, Johnson, Williams, & Williams, 2012 | The school-based Williams LifeSkills program | USA | randomized, single-blind study | 159 | mean age:15.7 | Both | Stress-coping intervention | Tier 1 | twelve 50-min sessions | Williams LifeSkills program for adults (Williams & Williams, 1997) | 1. Spielberger Anger Expression Scale (Spielberger, 1979, 1985)<br>2. The Basic Assessment System for Children; anxiety subscale (Doyle, Ostrander, Skare, Crosby, August, 1997)<br>3. 24-hour ambulatory BP monitoring | Students reported lower anger, anxiety, and daytime diastolic blood pressure, as well as increased anger-control across the six-month follow-up period compared to the control group (group x visit, ps<0.05). |
| Bidgood, Wilkie, & Katchaluba, 2010 | Supporting Tempers, Emotions, and Anger Management (STEAM) Program | Canada | quasi experimental design | 143 | Not specified | Both | General emotion management program with anger management | Tier 2 | One 90-min session per week, continue for 12 weeks | Activity-interview theoretical framework (Schiffer, 1984) | 1. The Behavioral and Emotional Rating Scale (BERS; Epstein & Sharma, 1998)<br>2. An author-complied Child Self-report | Young participants (Grades 1–3) demonstrated significant positive changes in both the home and school environment. However, no significant change was found for adolescent-age children (Grades 7–8). |
| Bundy, McWhirter, & McWhirter, 2011 | Student Created Aggression Replacement Education Program (SCARE) Booster Session | USA | Randomized controlled trial | 37 | 11-13 | Both | Anger and aggression management program | Tier 1 | One 45-min session per week, altogether 5 sessions | The Student Created Aggression Replacement Education Program (SCARE; Herrmann & McWhirter, 2001) | 1. State-Trait Anger Expression Inventory-2 (STAXI-2; Spielberger, 1999)<br>2. Interpersonal Reactivity Index (IRI; Davis, 1983) | Students of the SCARE Booster sessions demonstrated a significant reduction in trait (dispositional) anger and significant improvement in cognitive and emotional empathy compared to the Treat As Usual condition group. |
| Burckhardt, Manicavasagar, Shaw, Fogarty, Batterham, Dobinson, & Karpin, 2018 | Dialectical behavior therapy (DBT) skills group | Australia | Randomized controlled trial | 96 | 14-16 | Female | Dialectical Behavior Therapy (DBT) program | Tier 1 | Six 50-min workshops, total contact time: 5 hours. | Dialectical Behavior Therapy (DBT) | 1. Difficulties in emotion regulation scale (DERS; Gratz & Roemer, 2004)<br>2. Centre for epidemiologic studies – depression scale eight-item version (CES-D 8; Van de Velde, Levecque, & Bracke, 2009)<br>3. PROMIS anxiety (Pilkonis et al., 2011)<br>4. PROMIS anger (Pilkonis et al., 2011)<br>5. Evaluation of program components<br>6. Qualitative data | No statistical difference was found from the quantitative data. However, most participants reported improvement in emotion regulation abilities on the qualitative evaluation. |
| Burt, 2018 | Leadership-driven anger management group | USA | quasi experimental design | 50 | 11-14 | Both | Anger management groups integrated with leadership skill development | Tier 2 | One 50 to 60-min session per week, continue for 8 weeks | Agentic perspective in Social Cognitive Theory (SCT; Bandura, 2008) | State-Trait Anger Expression Inventory-2 for Children and Adolescents (STAXI-2 C/A; Brunner & Spielberger, 2009) | Students in the focus group had the largest increase in anger control compared to the two other groups. |
| Burt, Patel, & Lewis, 2012 | Leadership Implementation Training (LIT) | USA | quasi experimental design | 32 | 9-11 | Both | Anger management groups integrated with leadership skill development | Tier 2 | One 50 to 60-min session per week, continue for 12 weeks | Reciprocal determinism and active determinant in Social Cognitive Theory (SCT; Bandura, 2009) | Anger Management/Leadership Questionnaire (Blanton, Christensen, & Shakir, 2006) | Students' overall perceived anger decreased significantly (ES = 0.62), while their overall perceived leadership ability increased (ES = 0.65). |
| Burt, Patel, Butler, & Gonzalez, 2013 | Integrating leadership and environmental factors into anger management curricula | USA | quasi experimental design | 32 | 9-11 | Both | Anger management groups integrated with leadership skill development | Tier 2 | One 45 to 60-min session per week, continue for 10 weeks | Agentic perspective in Social Cognitive Theory (SCT; Bandura, 2008) | Anger management/Leadership Scale (Blanton, Christensen, & Shakir, 2006) | Students reported growth in leadership variables, no reduction in some anger variables, and a significant reduction in some aggression variables. |
| Castillo, Salguero, Fernández-Berrocal, & Balluerka, 2013 | INTEMO program | Spain | quasi-experimental design (longitudinal) | 590 | 11-17 | Both | Emotional intelligence group training | Tier 1 | Twelve 1-hr sessions across six months, implemented for two years | Four component abilities of emotional intelligence (Mayer & Salovery, 1997) | 1. The Spanish version of the Aggression Questionnaire (AQ; Buss & Perry, 1992; Rodríguez, Fernandez, & Gomez, 2002)<br>2. The Spanish version of the Interpersonal Reactivity Index (IRI; Davis,1983; Pérez-Albéniz et al., 2003) | Students reported lower levels of anger and physical/verbal aggression.<br>Males reported a significant growth in empathic abilities. |
| Castillo, Cabello, Herrero, Rodríguez, & Fernández, 2018 | Emotional intelligence intervention | Spain | quasi-experimental design (longitudinal) | 476 | 11-15 | Both | Emotional intelligence developing program | Tier 1 | Twelve 1-hr class sessions (distributed across January to May of each year), implemented for three years | Four components of emotional intelligence: (Mayer & Salovery, 1997) | 1. The Spanish version of the Positive and Negative Affect Schedule (Watson, Clark, & Tellegen, 1988; Sandín et al., 1999)<br>2. The Spanish version of the Aggression Questionnaire (AQ; Buss & Perry, 1992; Rodríguez, Fernández, & Gómez, 2002) | Students reported a reduction in physical and verbal aggression at posttest. |
| Edwards, van de Mortel, & Stevens, 2017 | The Rock and Water Program (RWP) | Australia | mixed-method study | 187 | 12-17 | Male | Psychophysical youth development program | Tier 2 | One 90-min session per week, continue for 9 weeks | Rock and Water program (Ykema, 2000) | 1. Questionnaires (for demographic data)<br>2. Focus group semi-structured interviews | Rural adolescent male participants enjoyed the program and engaged with useful lessons in managing anger and aggression.<br>They liked the 'learning by doing' action-oriented approach, and reported learning strategies that could reduce aggression in the school and wider community. |

| Author(s) | Program Name | Place | Study Design | Sample Size | Age | Gender | Nature of program | Tier of Intervention | Length | Theoretical base | Instruments | Findings |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Esmaeilian, Dehghani, Dehghani, & Lee, 2018 | Mindfulness-Based Cognitive Therapy for Children (MBCT-C) | Iran | semi-experimental design | 83 | 10-13 | Both | Mindfulness-Based Cognitive Therapy | Tier 2 | One 90-min session per week, continue for 12 weeks | Mindfulness-Based Cognitive Therapy (MBCT) treatment program for adults (Segal et al., 2002) | 1. State-Trait Anxiety Inventory for Children (STAIC; Spielberger et al., 1983)<br>2. State-Trait Anger Expression Inventory-2 (STAXI-2; Spielberger, 1999),<br>3. Children's Depression Inventory (CDI; Kovacs, 1992),<br>4. Child and Adolescent Mindfulness Measure (CAMM; Greco et al., 2011),<br>5. Satisfaction with Treatment,<br>6. Demographic Questionnaire. | The experimental group showed significant reductions in anger, depression and anxiety symptoms, demonstrated enhanced emotional resiliency and Dhegihan significant enhancements in acceptance and mindfulness. |
| Farrell, Mehari, Mays, Sullivan, & Le, 2015 | Second Step | USA | mixed-method study | 141 | mean age:11.8-11.9 | Both | Social and cognitive skills enhancing program | Tier 1 | Five units, altogether 15 lessons | Second Step Middle school violence prevention curriculum (Committee for Children, 1997). | Semi-structured interview | 1. Participants described improvement in controlling anger and better relations with others.<br>2. Participants suggested improving the relevance of the intervention to address their concerns in specific settings.<br>3. Their responses indicated that they sometimes misunderstood or misused specific intervention skills, especially problem-solving and empathy. |
| Filella, Ros-Morente, Oriol, & March-Llanes, 2018 | Happy Emotional Education Program | Spain | quasi experimental design | 903 | mean age:12.63 | Both | Educative gamified software | Tier 1 | Thirty 1-hr sessions | Model of emotional competencies (Alzina & Escoda, 2007) | 1. Emotional Development Questionnaire for secondary school (QDE SEC; Bisquerra Alzina and Pérez Escoda, 2007)<br>2. The Spanish version of the State-Trait Anxiety Inventory (STAI; Spielberger, 1973; Seisdedos, 1982).<br>3. Happy 12–16 gamified software (2-hour weekly tutoring)<br>4. Academic performance | Participants showed a higher and significant tendency to improve their emotional competencies. However, the effect of the learning process on emotional skills was modest and the effect sizes were small for all the scales except for anxiety. |
| Ghobari Bonab, Khodayarifard, Geshnigani, Khoei, Nosrati, Song, & Enright, 2020 | Forgiveness intervention program | Iran | quasi experimental design | 224 | mean age:14 | Both | Forgiveness education | Tier 1 | One 75-min session per week, continue for 15 weeks | The Forgiveness Process Model (Enright & Fitzgibbons, 2000, 2015) | 1. The Enright Forgiveness Inventory (EFI; Enright & Rique, 2004),<br>2. Spielberger's State-Trait Anger Expression Inventory (Spielberger & Reheiser, 2003),<br>3. Ethnic Prejudice Scale (Self-developed),<br>4. Qualitative Interview | 1. Students reported a significant and sustained reduction in ethnic prejudice, state anger, trait anger, and anger expression.<br>2. They also reported and maintained a substantial increase in forgiveness.<br>3. Male students benefitted more than female students in forgiveness.<br>4. Students with the highest levels of anger and lowest levels of forgiveness benefited from the program. |
| Goldstein, Giallella, Haney-Caron, Peterson, Serico, Kemp, ... & Lochman, 2018 | Juvenile Justice Anger Management (JJAM) Treatment for Girls | USA | Randomized controlled trial | 70 | 14-20 | Female | Anger and aggression management program | Tier 3 | Two 90-min sessions per week, continue for 8 weeks | 1. Coping Power Program (CPP; Lochman & Wells, 2002)<br>2. Participatory action research methodology (Goldstein et al., 2012, 2013) | 1. The Novaco Anger Scale and Provocation Inventory (NAS-PI; Novaco, 2003),<br>2. The Aggression Questionnaire (AQ; Buss & Warren, 2000),<br>3. The PCS (Marsee & Frick, 2007),<br>4. The Cognitive Emotion Regulation Questionnaire (CERQ; Garnefski, Kraaij, & Spinhoven, 2002),<br>5. The Intent Attributions and Feelings of Distress Measure (IAFD; Crick, 1995),<br>6. The Outcome Expectation Questionnaire (OEQ; Lochman & Dodge, 1994) | Participants reported greater reductions in anger, reactive physical aggression, and reactive relational aggression compared to the Treatment As Usual group. |
| Hojjat, Rezaei, Namadian, Hatami, & Norozi Khalili, 2017 | Emotional intelligence group training | Iran | Randomized controlled trial | 60 | 14-18 | Male | Emotional intelligence group training | Tier 2 | One 1.5-hour session per week, continue for 8 weeks | Theory of emotional intelligence (Salovey, Mayer, Caruso, & Yoo, 2002) | Spielberger's State-Trait Anger Expression Inventory (STAXI-2; Spielberger, 1999) | 1. Students reported reduction in state anger (from 29.8 +/- 4.2 to 15.6 +/- 0.8).<br>2. Results of RMANOVA showed the training was effective in Trait Anger, State Anger, Anger Control-In, and Anger Control-Out ($p < 0.05$). |
| Leff, Waasdorp, Paskewich, Gullan, Jawad, Paquette MacEvoy, ... & Power, 2010 | Preventing Relational Aggression in Schools Everyday (PRAISE) Program | USA | quasi experimental design | 227 | mean age: 9.4 | Both | Aggression intervention | Tier 1 | Two 40-min sessions per week, altogether 20 sessions | 1. The Friend to Friend Program (F2F; Leff, Angelucci et al., 2007; Leff et al., 2009)<br>2. Social cognitive retraining model (Crick & Dodge, 1994)<br>3. Ecological Systems Theory (Bronfenbrenner, 1986)<br>4. Participatory action research (PAR; Leff, Costigan, Power, 2004; Nastasi et al., 2000) | 1. A peer nomination procedure (Crick & Grotpeter, 1995; Leff et al., 2009)<br>2. Children's Social Behavior Questionnaire (Crick, 1996)<br>3. Cartoon-based hostile attributional bias measure (Crick, 1995, Crick et al., 2002; Leff, Simeral, Khera, & Grossman, 2007)<br>4. Knowledge of Anger Problem Solving (Leff, Cassano, MacEvoy, & Costigan, 2010)<br>5. Student acceptability questionnaire (Leff et al., 2009)<br>6. Teacher acceptability and feasibility questionnaire (Leff et al., 2009) | 1. Female participants demonstrated increased knowledge of social information processing and anger management techniques and decreased relational aggression compared to girls in the control group.<br>2. Male participants did not demonstrate improvements across most measures. |

| Author(s) | Program Name | Place | Study Design | Sample Size | Age | Gender | Nature of program | Tier of Intervention | Length | Theoretical base | Instruments | Findings |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Park, Enright, Essex, Zahn-Waxler, & Klatt, 2013 | Getting along with Peers | South Korea | Randomized controlled trial | 48 | 12-21 | Female | Forgiveness education | Tier2 & Tier 3 | One session per week, altogether 12 sessions | 1. "Forgiveness is a Choice" (Enright, 2001)<br>2. Four phases of the Forgiveness Process Model (FPM, Enright & Fitzgibbons, 2000) | 1. The Enright Forgiveness Inventory for Children (EFI-C; Enright, 1993)<br>2. A modified version of the Index of Empathy for Children and Adolescents (IECA; Bryant, 1982)<br>3. The Korean version (STAXI-K) of State Anger scale of the State-Trait Anger Expression Inventory (STAXI, Spielberger, Jacobs, Russell, & Crane, 1983; Lee & Cho, 1999)<br>4. Questionnaire to measure hostile attributions (Self-developed)<br>5. Teacher report form (TRF) and the youth report form (YSR) of The Child Behavior Checklist (CBCL; Achenbach, 1991)<br>6. Academic Performance | 1. Participants reported significant decreases in anger, hostile attribution, aggression, and delinquency at posttest and follow-up period.<br>2. They also reported significant increases in empathy at posttest and follow-up and grades at posttest. |
| Parker, Zaboski, & Joyce-Beaulieu, 2016 | School-based cognitive-behavioral therapy | USA | Case Study | 1 | 14 | Male | Cognitive-behavioral therapy and Tier 3 integrative and comprehensive intervention | Tier 3 | Cognitive-behavioral therapy: each session 25 minutes, altogether 14 sessions, across 6 months; classroom Daily Behavior Report Card plan: 9 weeks | 1. Cognitive-behavioral therapy,<br>2. Evidence-based Interventions | 1. The Behavior Assessment System for Children, Second Edition (BASC-2; Reynolds & Kamphaus, 2004),<br>2. Office discipline referrals,<br>3. Behavior plan data. | The participant demonstrated decreased office discipline referrals, lower levels of behavior symptoms, and increased prosocial classroom behaviors with maintained improvement into the following school year. |
| Powell & Bui, 2016 | Journey of Hope (JoH) | USA | mix-method study: quantitative (quasi-experimental design) and qualitative (Semi-structured interview) | 110 | 11-15 | Both | Post-traumatic psychosocial curriculum | Tier 1 | One 1-hr student session per week, altogether 8 sessions; plus, one 3-hr parent workshop | Healthy coping skills for traumatic youth (Powell & Blanchet-Cohen, 2014).<br>Addressing common trauma-related emotions (Save the Children, 2009).<br>Addressing and processing various emotions (Powell & Thompson, 2014)<br>Reflective and experiential learning techniques (Malekoff, 2008; Salloum, Garside, Irwin, Anderson, & Francois, 2009).<br>Parent workshop on stress, coping and supporting children after a disaster (Powell & Leytham, 2014). | 1. UCLA PTSD (Steinberg, Brymer, Decker & Pynoos, 2004)<br>2. Youth Coping Index (YCI; McCubbin, Thompson, & McCubbin, 1996)<br>3. General Self-Efficacy Scale (GSE; Schwarzer & Jerusalem, 1995)<br>4. Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) | 1. Participants reported improvement in emotion management (e.g., anger, anxiety, grief) and peer relationships.<br>2. Participants also reported significant increase in positive coping skills including communication, tension management and prosocial behaviors.<br>3. No significant difference was found on self-efficacy or overall distress. |
| Puskar, Ren, & McFadden, 2015 | Teaching Kids to Cope with Anger | USA | Randomized controlled trial | 179 | 14-18 | Both | Anger Intervention Program | Tier 1 | One session per week, altogether 8 sessions | Teaching Kids to Cope (TKC) program (Puskar et al., 1997). | State-Trait Anger Expression Inventory-2 (STAXI-2; Spielberger, 1999) | Participants reported that the TKC-A intervention was helpful in coping with emotional, behavioral, and social aspects of anger. |
| Seçer & Ogelman, 2011 | Social Problem-Solving Training Program | Turkey | quasi experimental design | 30 | mean age:14.1 | Both | Social Problem-Solving Training Program | Tier 2 | One 65 to 90-min lesson per week, altogether 9 lessons | Social Problem-Solving Training Program (Ang; 2003) | The Aggression Questionnaire (AQ; Buss & Perry, 1992) | Students had statistically significant lower scores on anger, hostility, indirect aggression, physical aggression and total aggression than the students who did not undertake the program. |
| Shahbazi, Ghanbari, Jafarinasab, Vaziri, Foji, Rahimi, ... & Goudarzian, 2017 | Anger management group training | Iran | semi-experimental design | 30 | 11-18 | Female | Anger management group training | Tier 2 | One 1-hr sessions every two weeks, altogether 8 sessions | Emotion regulation (Gratz & Roemer, 2004; Verouchi, 2010; Moaddab, 2011) | Difficulties in emotion regulation scale (DERS; Gratz & Roemer, 2004.) | Participants reported reduced difficulty for emotion regulation. |
| Sullivan, Sutherland, Farrell, Taylor, & Doyle, 2017 | OBPP and Second Step prevention programs | USA | quasi experimental design | 231 | 11-15 | Both | Violence Prevention Program | Tier 1 | OBPP: One 30–40 min class meeting per week. altogether 13 meetings<br>Second Step: Five units, altogether 15 lessons | 1. Second Step: Student Success through Prevention Program (Second Step; Committee for Children, 2008)-Individual-level skill-building lessons<br>2. The Olweus Bullying Prevention Program) (OBPP: Olweus & Limber, 2007)-school environment interventions | 1. Problem Behavior Frequency Scales (PBFS: Farrell et al. 2015).<br>2. Anger Regulation Coping Subscale of the Children's Anger Management Scale (CAMS; Zeman et al. 2001)<br>3. The Social Skills Improvement System (SSIS-RS; Elliott & Gresham 2008) | 1.Youth without disabilities reported greater increases in anger regulation coping skills in the combined intervention group than the comparison condition.<br>2. Youth with disabilities exhibited greater improvement in teacher-rated social skills in the combined intervention group than students in the comparison group.<br>3. Boys demonstrated greater decreases in teacher ratings of externalizing problems and bullying behaviors in the combined intervention versus the comparison groups. |

| Author(s) | Program Name | Place | Study Design | Sample Size | Age | Gender | Nature of program | Tier of Intervention | Length | Theoretical base | Instruments | Findings |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Trajković, Pajek, Sporiš, Petrinović, & Bogataj, 2020 | After-school volleyball program | Serbia | Randomized controlled trial | 107 | 14-16 | Both | School-based physical activity | Tier 1 | Two 45-min sessions per week, altogether 64 sessions, across 8 months | After-school physical activities have proven to significantly reduced anger, hostile thoughts, physical aggression, and negative emotions for adolescents (Shachar et al., 2016; Trajkovi´c et al., 2020). | 1. Medicine ball throw (Gabbett et al., 2006)<br>2. Optojump (Optojump photocell system; Microgate, Italy)<br>3. Yo-Yo Intermittent Recovery Level 1 test (YYIRT1; Póvoas et al., 2016)<br>4. The Aggression Questionnaire (AQ; Buss & Perry, 1992) | Participants reported significant decreases in aggression and showed better results in physical fitness compared to the control group. |
| Trip, Bora, Sipos-Gug, Tocai, Gradinger, Yanagida, & Strohmeier, 2015 | REBE-ViSC/ViSC-REBE program | Romania | quasi-experimental design (longitudinal) | 970 | mean age:11.82 | Both | Rational Emotive Behavioral Education (REBE) and behavior-based antibullying program (ViSC) | Tier 1 | REBE: 9 units<br>ViSC: 10 units | REBE (Trip & Bora, 2010): rational emotive behavioral theory (Ellis, 1962, 1994)<br>ViSC (Strohmeier, Hoffmann, Schiller, Stefanek, & Spiel, 2012):<br>1. Social learning theory (Bandura, 1973),<br>2. Empirical knowledge on the relationship between aggression and bullying (Roland & Idsøe, 2001; Salmivalli & Nieminen, 2002),<br>3. Social information-processing theory (Crick & Dodge, 1994). | 1. Anger Regulation and Expression Scale (ARES; DiGiuseppe & Tafrate, 2011),<br>2. The scale of Low Frustration Tolerance for Students (Trip & Bora, 2011),<br>3. The Bullying Perpetration and Bullying Victimization Scales (Trip et al., 2015) | 1. The REBE-ViSC condition was more effective in changing negative emotions than the ViSC-REBE condition.<br>2. Both REBE-ViSC and ViSC-REBE programs were effective in reducing dysfunctional cognitions.<br>3. No behavioral change was found in neither REBE-ViSC nor ViSC-REBE groups when compared with the control group. |
| Valizadeh, Davaji, & Nikamal, 2010 | Anger management skills training | Iran | quasi experimental design | 40 | mean age:15.4 | Male | anger management skills training | Tier 2 | One 70-min session per week, altogether 10 sessions | Not specified | Aggression general questionnaire (AGQ, Najariyan; 2001) | Participants reported decreases in total aggression as well as aggressive behaviours and thoughts. |
| Velásquez, López, Quiñonez, & Paba, 2015 | School-based Yoga training | Colombia | mix-method study: quantitative (randomized control trial) and qualitative (focus group interview) | 125 | Not specified | Both | School-based Yoga training | Tier 1 | two 2-hr sessions per week, continue for 12 weeks | 1. Satyananda Yoga tradition (Saraswati, 1990)<br>2. Effectiveness of Yoga training on physical aggression and anger control in adults (Berger, Silver, & Stein, 2009; Khalsa et al., 2012; Yoshihara, Hiramoto, Sudo, & Kubo, 2011). | 1. Adapted version of Strengths and Difficulties Questionnaire (Goodman, Meltzer, & Bailey, 1998)<br>2. Unlimited peer nomination procedure (Bukowski, Cillesen, & Velásquez, 2011; Rubin, Bukowski, & Parker, 2006)<br>3. National Test of Citizenship Competencies (ICFES, 2013)<br>4. Anger dysregulation questionnaire (Self-developed)<br>5. Focus groups interview | 1. No evidenced improvement on anger regulation in quantitative data, however students reported benefit of emotional regulation on Yoga training from qualitative evaluation.<br>2. Students in the Yoga group reported expressing less stress. |
| Viafora, Mathiesen, & Unsworth, 2015 | Mindfulness Course | USA | quasi experimental design | 63 | 11-13 | Both | Mindfulness-based prevention program | Tier 1 & Tier 2 | One 45-min session per week, continue for 8-weeks | 1. "Planting Seeds: Practicing Mindfulness with Children" (Nhat Hanh 2011),<br>2. "Still Quiet Place: Practices for Children and Adolescents to Discover Peace and Happiness" (Saltzman 2008). | 1.The Child Acceptance and Mindfulness Measure (CAMM; Greco et al. 2011)<br>2. The Avoidance and Fusion Questionnaire for Youth (AFQ-Y; Greco et al. 2008)<br>3. The modified version of Self-Compassion Scale for Children (SCS-C; Neff, 2003; Saltzman, unpublished)<br>4. Demographics questionnaire<br>5. The modified version of Program Evaluation Questionnaire (PEQ; Lee, 2006) | 1. Students not facing homelessness improved significantly in mindful awareness and acceptance.<br>2. Students facing homelessness reported significantly higher evaluations of the course, greater emotional wellbeing and were more likely to use mindfulness practice at school, in interpersonal situations, and to recommend it to friends. |
| West, Day, Somers, & Baroni, 2014 | Monarch Room | USA | Qualitative study | 39 | 14-18 | Female | Alternative intervention to traditional suspension/expulsion polices | Tier 3 | Usually 10 min each time, throughout school days | Student suspensions and expulsions can be counterproductive (Greenwood, 2001; Griffin, 2011). | Focus group interview | Students recognized and appreciated the Monarch Room in the school and saw it as a support for them. |
| White, Abu-Rayya, Bliuc, & Faulkner, 2015 | Dual Identity Electronic(E)-Contact (DIEC) program | Australia | quasi experimental design | 205 | mean age:12.6 | Both | Synchronous online chat program | Tier 1 | One Internet session per week. continue for 8 weeks | 1. Contact conditions (Allport, 1954; Pettigrew, 1998)<br>2. Dual identity recategorization tenets (Dovidio et al., 2009) | 1. Demographics questionnaire<br>2. Image Affect Scale (IAS; White and Abu-Rayya, 2012)<br>3. Linguistic Inquiry and Word Count (LIWC; Pennebaker, Booth, Boyd, & Francis, 2015) | Participating increased the use of affect and positive emotion words, and decreased the use of anger and sadness words compared to the control group. |
| Wiseman & O'Gorman, 2017, 2018 | Anger management group program | Australia | quasi experimental design | 12 | Not specified | Male | Anger management group program | Tier 2 | One 1-hr session per week, altogether 6 sessions | 1. Cognitive Behavioral Therapy, especially Rational Emotive Therapy (RET; Ellis, 1991)<br>2. Attachment theory (Bowlby, 1971, p.26)<br>3. Systems theory (Byng-Hall, 1991, p.631; Marvin & Stewart, 1990, p.53) | 1. PROMIS Emotional Distress and Personal Anger Assessment (Pilkonis et al., 2011)<br>2. The Resiliency Scales for Children and Adolescents (RSCA) (Prince-Embury, 2007)<br>2. Observations of change | 1. Students displayed more approachable body languages at the end of the intervention; most students reported positive and significant improvement.<br>2. Much of the efficacy of the programme emerged out of the process engaged rather than the content prescribed. |