
ABSTRACT

A review of classroom-based anger management education for elementary and junior high school students

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This study reviewed previous research conducted between 2001 and 2019 on classroom-based anger management education for elementary and junior high school students. Nine articles in English and eight in Japanese were reviewed. The English anger management education programs comprised a wide variety of psychological methods that covered cognitive, emotional, and behavioral aspects. Additionally, more sessions were given and the duration of the programs was longer. On the other hand, the programs in Japanese consisted of fewer sessions than that of English counterparts, and cognitive components are limited to such task as recognizing emotions. Based on these findings, and the relatively restricted nature of educational curricula in Japan, the authors discussed that it is necessary to execute focused anger management program, to adopt research design with comparison group, and to apply the program to elementary school students.

Key Words: anger management education, classroom-based practice, elementary school student, junior high school student
