

Effectiveness of acceptance and commitment on bullying and irritability in preschool students in Mashhad

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Abstract

The present study investigated the effectiveness of acceptance and commitment based therapy on bullying and irritability of preschool students in Mashhad. The present study was conducted using a pre-test-post-test design with a control group. In the present study, the statistical population included all preschool students in Mashhad in the academic year of 2019-2020. In the present study, considering all preschool students in Mashhad in the 2019-2020 academic year; Samples (30 people) are available by sampling; They were selected from the statistical population and were divided into two groups of experimental (n = 15) and control (n = 15). The experimental group underwent group therapy based on acceptance and commitment during 6 sessions. Bass and Plumine (1984) and Illinois (2001) bullying questionnaires were used in pre-test and post-test. Data were analyzed using analysis of covariance and SPSS-22 software was used in all statistical analyzes of this study. The results showed that the experimental group had a significant decrease in the score of irritability and bullying after receiving treatment based on acceptance and commitment. Therefore, it can be concluded that acceptance and commitment-based therapy is effective on irritability and bullying of preschool students.

Keywords: Acceptance and commitment based therapy, bullying, irritability of preschool students.

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