



Educational package, stress and anger management, book therapy, play therapy, children

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Abstract

Aim: The aim of this study was to design and validate a stress and anger management training package based on book therapy and play therapy in primary school children in Kerman province: **Method:** This research is multifaceted. Led to the choice of a qualitative-quantitative mixed research method). Among the mixed research methods, a sequential mixed exploratory research design will be used. In order to collect data, in addition to using library studies and theoretical foundations derived from content analysis, in-depth semi-structured interviews will be used for further understanding. **Results:** The results of this study show that play therapy, story therapy packages can be used by psychologists to treat stress and anger in children. The results also showed that the mean of aggression and stress after using play therapy and book therapy, decreased significantly. **Conclusion:** The findings of this study indicate that the use of these methods reduces children's stress and increases their acceptance in society.

Keywords: Educational package, stress and anger management, book therapy, play therapy, children.

Introduction

Childhood is a good time to diagnose children's problems, intervene in time and prevent their emotional, social and academic problems in the future. In fact, timely intervention and correcting the maladaptive behaviors of the child during this sensitive period increases social skills and popularity among peers and adults and prepares the child to accept future responsibilities (Shahim, 2007). Children's problems are caused by their developmental failure and they will overcome problems. The fact is that although the transformation process is always accompanied by rapid changes, it cannot have behavioral stability. However, it is quite clear that many children have emotional and behavioral problems during the first years of childhood, which will continue over time and maybe until puberty and even adulthood. One of these problems is anger and aggression (Snowling and Halm, 2012). Anger is an emotional state that varies in intensity from mild irritation to intense anger. Anger is a psychological construct that affects children's behavior and causes behavioral disorders (Melki, 2011).

Among the different therapeutic methods that are proposed to reduce aggression, play therapy is one of the most prominent and widely used methods (Najafi & Sarpolki, 2016).

The general goals of play therapy are to help participation in learning, self-control, help to express emotions, respect, accept yourself and others, and improve behaviors such as social skills, self-esteem and reduce depression. Of course, in addition to play therapy, to reduce the symptoms of aggression and stress, it seems that book therapy can also be used to reduce these symptoms in children. Book therapy means guidance and counseling using books. Especially when we consider guidance as a helping flow that helps a person to know himself and the environment (Brewster, 2011). Brewster (2011) considers book therapy as an intervention that results from the interaction between the reader and the book, an interaction that can be used to assess a person's personality and adaptability. This interaction gives the reader the opportunity to internalize and externalize and to have a proper understanding of the text and himself.

Therefore, according to the effect of play therapy on children's behavioral disorders, it seems that the present research can join the collection of research related to this field. On the other hand, it can show its effectiveness in affected children, and in practical terms, the results of this research can help childhood treatments. On the other hand, when facing aggression and anxiety in children, as well as families facing such problems, there is a need to rely on methods that can reduce this symptom. The method of interest in this study was designed without the involvement of parents, so it deals with the specific problem of aggression restoration, which, if positive results are obtained, can be a suitable field for the treatment of children. According to what was said, it seems that play therapy and book therapy can be a suitable tool to control anger and stress in elementary school students. Nevertheless, the researcher's searches showed that no research has been done that has clearly shown the effect of book therapy and play therapy on reducing children's anger and stress. Therefore, he researched the design and validation of the stress and anger management educational package based on book therapy and play therapy in first grade elementary school students. In this regard, the researcher seeks to answer this question: What are the steps and features of the

stress and anger management educational package based on book therapy and play therapy in first year elementary school students? According to what has been stated, the aim of the present research is to design and validate the stress and anger management training package based on book therapy and play therapy methods for first year elementary school students in Kerman province.

Method

This research is multifaceted. Led to the choice of a qualitative-quantitative mixed research method). Among the mixed research methods, a sequential mixed exploratory research design will be used. In order to collect data, in addition to using library studies and theoretical foundations derived from content analysis, in-depth semi-structured interviews will be used for further understanding. Results: The results of this study show that play therapy, story therapy packages can be used by psychologists to treat stress and anger in children. The results also showed that the mean of aggression and stress after using play therapy and book therapy, decreased significantly.

Results

In the first stage, qualitative data was collected through interviews. In the open coding stage, many categories were identified that during the process of going back and forth of the data; The collection of this primary qualitative data was reduced to fewer categories. In the theme analysis section taken from the interview analysis in the component related to the anger and stress management training package, in this research, all the variables were extracted and the codes related to each category were examined simultaneously with the conducted interviews. It was investigated and analyzed that a total of 3 main components in the sections of understanding and recognition, control and coping skills were categorized in 12 criteria and 50 indicators based on 96 primary codes identified.

Based on the surveys conducted in general in the three main dimensions of understanding and awareness, control and coping skills, 12 main criteria of identification, simulating anger and stress, understanding the causes of anger and stress, recognizing the process of anger and stress, maintaining the mood, calming , the distraction of thought stopping, neutralization, substitution, cognitive reconstruction, skilling plays a role in creating an anger and stress management protocol in children.

In order to present the target model in the presentation of the anger management program, content analysis and theoretical foundations were used in this field. Based on the examination of all the variables, the codes related to each category were extracted and analyzed. In the first step, based on the research conducted in this research, 3 main dimensions and 48 indicators were identified in the anger and stress management protocol section. The components of the anger and stress management protocol based on content analysis included: understanding and awareness, control and confrontation.

Conclusion

How is the training package of stress and anger management based on book therapy and play therapy for first year elementary school students of Kerman province designed and validated? To investigate in this context, in the first part of thematic analysis taken from the interview analysis in the component related to the anger and stress management training package, in this research all the variables were extracted and the codes related to each category were examined and analyzed.

In total, 3 main components in the sections of understanding and cognition, control and coping skills were categorized in 12 criteria and 50 indicators based on 96 primary codes identified.

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