

TABLE 3*Design Features, Intervention Characteristics, and Outcomes Measured for All Studies*

Study	Research Design Elements	Intervention Components	Outcome(s)
Barkley, Edwards, Laneri, Fletcher, & Metevia (2001)	Pretest – posttest alternative treatment design with quasi-random assignment of families to PSCT alone treatment or PSCT plus BMT treatment	X ₁ : Problem-solving communication training (PSCT) alone, X ₂ : Problem-solving communication training (PSCT) plus behavior management training (BMT)	Retention in treatment
Bodtker (2001)	One-group pretest-posttest design	Conflict education	Student aggressive behavior
Clarke, Hawkins, Murphy, Sheeber, Lewinsohn, & Seeley, (1995)	Posttest only control group design using randomized assignment of students to either the treatment or “usual care” control group	Cognitive-behavioral group intervention titled “Coping with Stress Course”	Episodes of depressive behavior
Coleman, Pfeiffer, & Oaklane, (1992)	Pretest – posttest control group design using randomized assignment of students to treatment and “no treatment” control groups	Aggression replacement training	Aggressive behavior
Dangel, Deschner, & Rasp (1989)	Single group pretest/posttest Design	The treatment involved groups sessions with cognitive preparation (thinking about anger provoking situations, thinking about non-aggressive ways to deal with the situations, and introduction to the concepts of anger management, coping strategies, and verbal self-instruction	Verbal and physical aggression
Etscheidt (1991)	Pretest – posttest alternative treatment group design with cluster randomized assignment of intact classes to two treatment groups and a no treatment control group	The cognitive only treatment group was taught a five-step self-cueing procedure. The cognitive plus behavior treatment included training on the cognitive steps above plus a behavioral contract with contingent positive reinforcement	Teacher observation of frequency of aggressive behaviors

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Freeman & Hutchinson (1994)	Qualitative case study design	The intervention was drawn from the first draft of module five in the Pathways program.	Personal perspectives on dropping out of school or staying in school
Knapczyk (1988)	Single-participant design – multiple baseline across settings design	The experimental treatment involved application of modeling and rehearsal procedures to the training of social skills.	Aggressive behaviors
Knapczyk (1992)	Single-participant design – multiple baseline across settings design	Treatment used modeling and behavioral rehearsal to develop alternative responses to aggression.	Frequency of aggressive behaviors
Larson & Gerber (1987)	Posttest only alternative treatment group design with randomized assignment of students to two treatment groups and a no treatment control group	Training for the treatment group included three lessons in verbal self-instruction, nine lessons in social metacognitive awareness, and ten lessons in social metacognitive control skills. taught delinquents how to think.	Behavioral variables of incident reports and progress towards goals of positive behavior
LeCroy (1988)	Posttest only alternative treatment group design with randomized assignment of students to two treatment groups	The anger management group was presented in 2 phases during each of the sessions. The first phase was educational and provided a conceptual framework for the participants. The next phase included behavioral rehearsals using cognitive and behavioral techniques of social skills training and practice in role plays with other group members.	Tendencies for aggressive action
Ninness & Fuerst (1995)	Single-participant design – multiple baseline across settings	Following explanations and demonstrations of appropriate in-class social skills and self-management behaviors, students role played under simulated conditions	Off task and disruptive behavior (combined into one outcome measure)
Presley & Hughes (2000)	Single-participant design – multiple baseline across subjects design	Using non-disabled peers to deliver the intervention, participants were instructed by their peer trainers to verbally express anger appropriately using the 11 steps of the Triple A Strategy: ASSESS, AMEND, and ACT.	Observed use of the intervention “steps”

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Robinson, Smith, and Miller (2002)	Pretest – posttest control group design with cluster randomized assignment of intact classes to groups	Cognitive-behavior intervention in anger control techniques that included the following elements in the ACC: 1. Lessons on understanding and handling anger. 2. Lessons about effective communication. 3. Introduction to relaxation techniques. 4. Presentation of problem-solving skills e.g., problem identification, choosing among alternative solutions, evaluating the outcome). 5. Modeling of the intervention steps. 6. Practice (e.g., role-playing the use of the overt and covert self-statements) paired with performance feedback from the teachers and students.	Child Behavior Checklist ratings of social, anxiety, self control, and aggressive behavior
Sinclair, Christenson, and Evelo (1998)	Pretest – posttest control group design using randomized assignment of students to treatment and “no treatment” control groups	Check and Connect intervention curriculum model.	Enrollment status
Smith (1992)	Single-participant design – multiple baseline across subjects design	The strategy included the mnemonic ZIPPER which stands for zip your mouth, investigate the problem, put off what you want to do, put yourself in charge, explore other solutions, return to what you are doing.	Aggressive behavior