A pioneering study: Applicate Acceptance and Commitment Training（ACT）for junior high school students in Japan

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Introduction

The purpose of this study, to examine the effect of school based universal ACT intervention.

Table 1 Summary of the Program

	ACT core component	Exercise
Program 1	Value	Clalifying self Values
Program 2	Acceptance	experience the nature of "Mind"—Don't think abput sheep —
Program 3	Mindfulness & Comittment	Breathing Mindfully; select one's behavior along value

※Each program took 50min

Method

Participants 116 junior high school students, 62 male and 54 female (*M* age =12.75, *SD* = 0.44) data were applied for analysis.

Measures

①**Avoidance and Fusion Questionnaire for Youth** （AFQ-Y; short version; Ishizu, Shimoda, & Ohtsuki, 2014）

②**Japanese Version of the Rosenberg Self Esteem Scale** （RSES-J; Uchida, & Ueno, 2010）

③**Stress Response Scale for Junior High School Students** （Miura, 2002）：This Questioner combined four subitem （Bad mood, Lethargy, Depression/Anxiety, Physical Reaction）

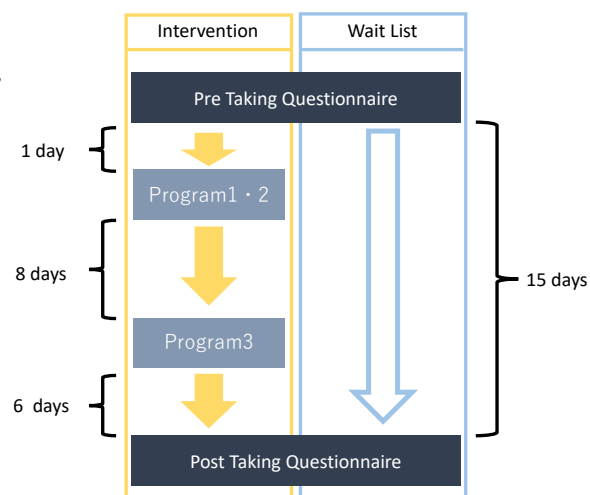④**Values of Younger Ages scale** （VOYAGE; Ishizu, Ohtsuki, Shimoda, & Takahashi, 2020）

Figure 1 Time course of the Program

Results

Table 2 Mean and standard deviation of each scale score for each group.

		Intervention M	Intervention SD	Wait List M	Wait List SD
AFQ	pre	9.44	(5.69)	9.49	(5.35)
	post	9.42	(6.18)	9.02	(6.44)
RSES-J	pre	23.74	(4.86)	23.04	(4.80)
	post	24.34	(5.49)	23.80	(5.11)
Bad mood	pre	2.75	(3.88)	2.88	(4.26)
	post	2.23	(3.92)	2.23	(4.29)
Lethargy	pre	4.10	(4.03)	4.82	(3.73)
	post	4.23	(4.16)	4.09	(4.01)
Depression/Anxiety	pre	3.41	(3.81)	3.34	(3.85)
	post	2.85	(3.66)	2.45	(3.73)
Physical Reaction	pre	1.76	(3.17)	2.20	(3.40)
	post	2.15	(3.59)	1.91	(3.31)
VOYAGE	pre	16.61	(7.01)	16.09	(7.26)
	post	16.74	(6.83)	15.43	(7.84)

Table 3 Main effects and interactions of time and group for each scale.

	F main effect Period	*F* main effect Group	Interaction
AFQ	0.500	0.796	0.662
RSES-J	0.045 *	0.617	0.841
Bad mood	0.023 *	0.913	0.743
Lethargy	0.264	0.640	0.066 †
Depression/Anxiety	0.010 **	0.681	0.626
Physical Reaction	0.712	0.852	0.131
VOYAGE	0.498	0.496	0.470

†p <.10, *p <.05, **p <.01

・We conducted Linear mixed model. As shown in the table above, no interaction was demonstrated.

・No obvious results that show the effects of ACT intervention.

Discussion

・In the first year of junior high school, discrimination of private events was low, and the effects of the psychoeducational program may have been limited.

・The effect of the timing of the intervention may have prevented the expected results from being achieved.