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**THE EFFECTIVENESS OF COGNITIVE BEHAVIOUR
THERAPY ON SOCIAL AND ACADEMIC ADJUSTMENT
AMONG JORDAN FEMALE SECONDARY SCHOOL
STUDENTS IN JORDAN**



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UUM
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**THE EFFECTIVENESS OF COGNITIVE BEHAVIOUR THERAPY ON
SOCIAL AND ACADEMIC ADJUSTMENT AMONG JORDAN FEMALE
SECONDARY SCHOOL STUDENTS IN JORDAN**



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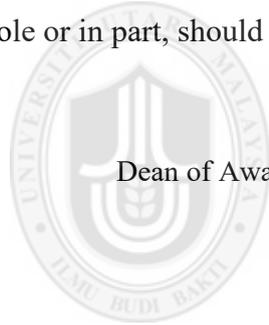
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ABSTRAK

Terapi Kognitif Tingkah Laku (CBT) sebagai intervensi kaunseling dalam pendidikan bagi menyelesaikan masalah persekolahan seperti pelarasan persekolahan, fungsi akademik dan kejayaan akademik dalam kalangan pelajar remaja telah menunjukkan bukti positif. Namun, aplikasi CBT bagi penyesuaian sosial dan akademik masih berkurangan. Kajian ini menguji kesesuaian CBT untuk diaplikasikan ke atas pelajar-pelajar remaja di Jordan berdasarkan reformasi kaunseling pendidikan di Jordan. Kajian ini bertujuan mengkaji keberkesanan CBT ke atas penyesuaian sosial dan akademik dalam kalangan pelajar remaja di Jordan. Kajian ini menggunakan reka bentuk eksperimen kuasi kumpulan tidak setara melibatkan 68 orang pelajar perempuan di sekolah menengah. Kumpulan eksperimen menjalani intervensi CBT bagi lapan sesi (45 minit setiap sesi) dalam persekitaran bilik darjah biasa dibantu oleh seorang kaunselor terlatih. Manakala, kumpulan kawalan menggunakan Program Kaunseling Sekolah biasa bagi tempoh yang sama dalam persekitaran bilik darjah biasa. Data dikumpulkan untuk praujian dan pascaujian menggunakan Skala Penyesuaian Sosial SA oleh Fudah (2008) dan Skala Penyesuaian Akademik AA oleh Nassar (2010) untuk pemboleh ubah-pemboleh ubah (penyesuaian sosial dan akademik). Kajian perintis mengesahkan kebolehpercayaan soal selidik. Analisis Kovarians Sehala (ANCOVA) dalam pascaujian menunjukkan perbezaan ketara antara kumpulan eksperimen dengan kumpulan kawalan bagi semua pemboleh ubah. Perbezaan min yang paling ketara dilihat antara praujian dengan pascaujian bagi kumpulan eksperimen bagi penyesuaian sosial berdasarkan Skala SA, dan antara min praujian dengan pascaujian bagi kumpulan eksperimen bagi penyesuaian akademik berdasarkan Skala AA. Dapatan kajian mengukuhkan penggunaan teknik CBT dalam kaunseling pendidikan yang mampu meningkatkan tahap penyesuaian sosial dan akademik. Kajian ini mencadangkan supaya teknik CBT sentiasa dikemaskini dan dijalankan secara konsisten untuk meningkatkan penyesuaian sosial dan akademik dalam kalangan pelajar remaja.

Kata kunci: pelarasan sosial, pelarasan akademik, terapi perilaku kognitif, Jordan, pelajar remaja.

ABSTRACT

Cognitive Behaviour Therapy (CBT) as a counselling intervention in education has shown positive evidence in solving some of the school problems such as school adjustment, academic functioning and academic success among adolescent students. However, there is a dearth of CBT application in relation to social and academic adjustment. The current study tested the relevance of CBT to Jordanian adolescent students that accords with the Jordanian educational counselling reforms. The study aims to investigate the effectiveness of CBT on social and academic adjustment among Jordanian adolescent students. The research used a quasi-experimental non-equivalent group design involving 68 female secondary school students. The experimental group underwent a CBT intervention for eight sessions (45 minutes each) in a regular classroom setting aided by a trained counsellor. Whereas, the control group used Regular School Counselling Program for the same amount of time in a regular classroom setting. Data were gathered for pre-test and post-test using SA-Scale by Fudah (2008) and AA-Scale by Nassar (2010) for the variables (social and academic adjustment). The pilot study confirmed the reliability of the questionnaire. A one-way ANCOVA in the post-test revealed that the experimental group shows better significant results compared to the control group for all variables. The significant mean differences were observed between the pre-test and the post-test for the experimental group for social adjustment based on SA-Scale, and between the means of the pre-test and the post-test for the experimental group for academic adjustment based on AA-Scale. The findings have supported the use of CBT in educational counselling which could increase the levels of social and academic adjustment. This study recommends that CBT techniques are updated regularly and conducted consistently to enhance social and academic adjustment among adolescent students.

Keywords: social adjustment, academic adjustment, cognitive behaviour therapy, Jordan, adolescent students.

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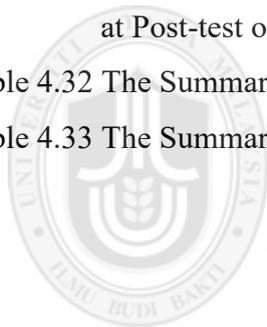
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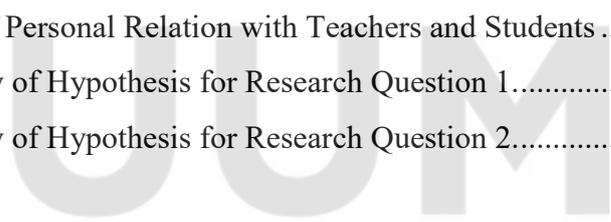
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LIST OF ABBREVIATIONS

CBT	Cognitive Behaviour Therapy.
SA	Social Adjustment.
SAS	Social Adjustment Scale.
SE	School Environment.
FE	Family Environment.
CE	Community Environment.
AA	Academic Adjustment.
AAS	Academic Adjustment Scale.
CA	Curricular Adjustment.
MGLA	Maturity of Goals and Level of Aspiration.
PEPUT	Personal Efficiency: Planning and Use of Time.
SSP	Study Skills and Practices.
PRTS	Personal Relation with Teachers and Students.

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This study focuses on the influence of cognitive behaviour therapy on the social and academic adjustment among low-achieving female high school students in Jordan. Even though CBT has a proven ability to help students with regard to their academic performance, deficiencies, and functioning (Abdalfahim, 2012; Ben Mustapha, 2013), it is nonetheless, not widely used in Jordan. Thus, in this study, a newly intervention module of CBT for social and academic adjustment is developed to help female high school students in Jordan overcome their poor social and academic performance. In order to understand the overall concept of this thesis, this introductory chapter consists of 10 subsections which include background to the study, problem statement, research objectives, research questions, hypotheses, significance of the study, conceptual framework, limitations of the research, operational definitions and conclusion. The detail of each subsection is described as follows.

1.2 Background of the Study

It is universal that school children are faced with psychological, academic, and social problems. They have to overcome these challenges while pursuing studies. Schools normally have counselling facilities to help the children cope with these challenges. This leads to a healthy psychosocial functioning resulting in good academic outcomes (ASCA, 2005; Kyalo & Chumba, 2011). Even though counselling facilities are provided in school, some of the students are still unable to cope with the challenges relating to poor social and academic adjustment. Perhaps Cognitive Behaviour

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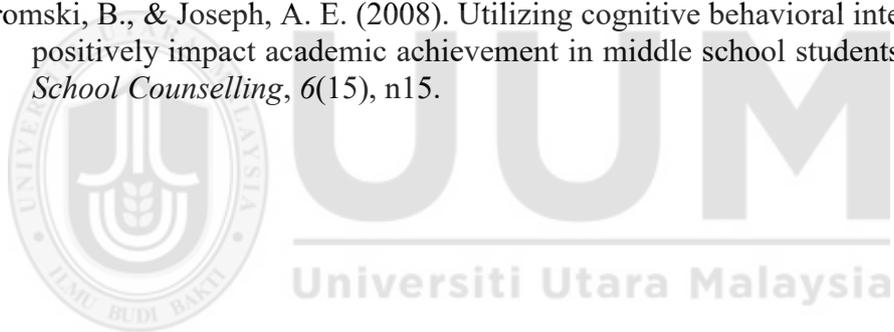
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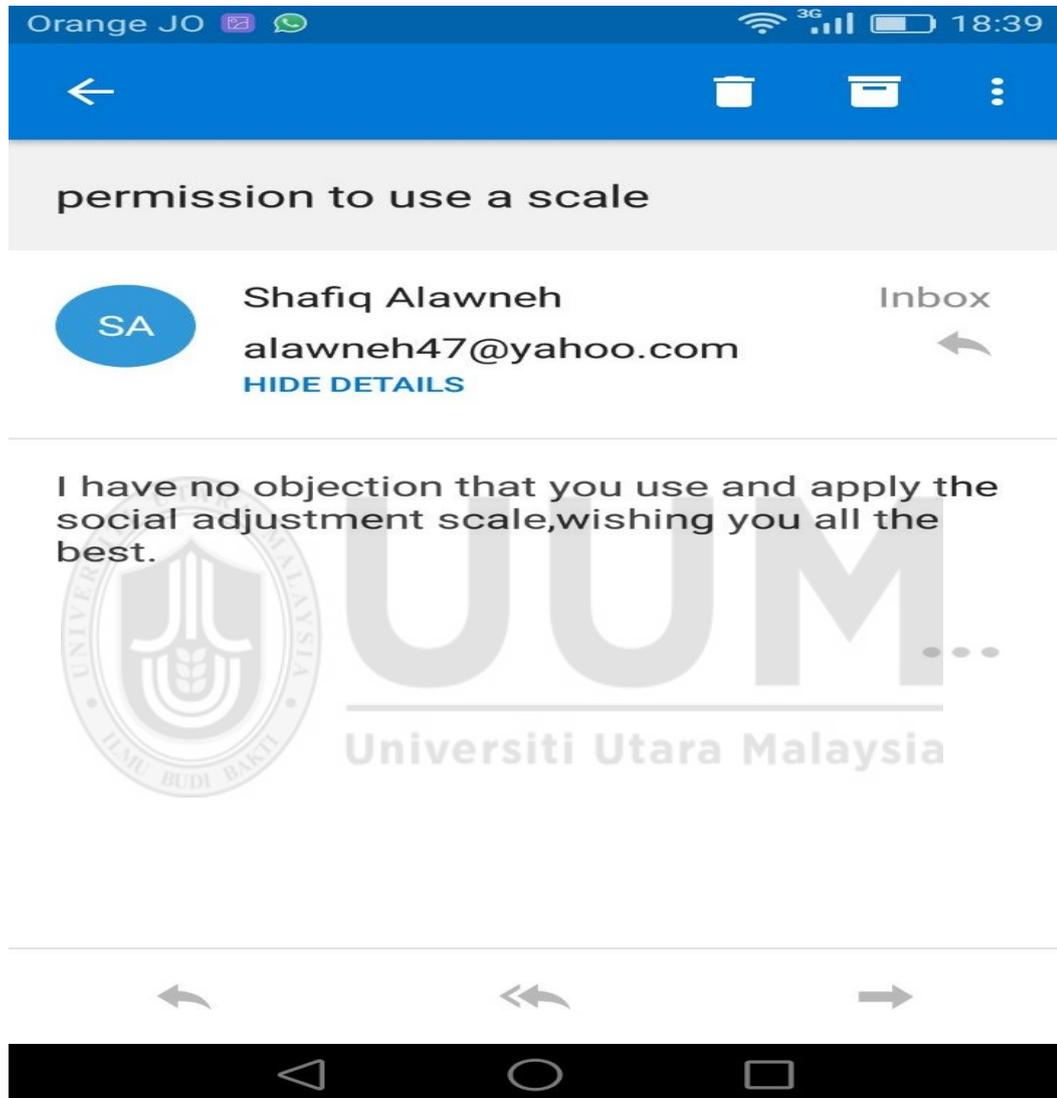
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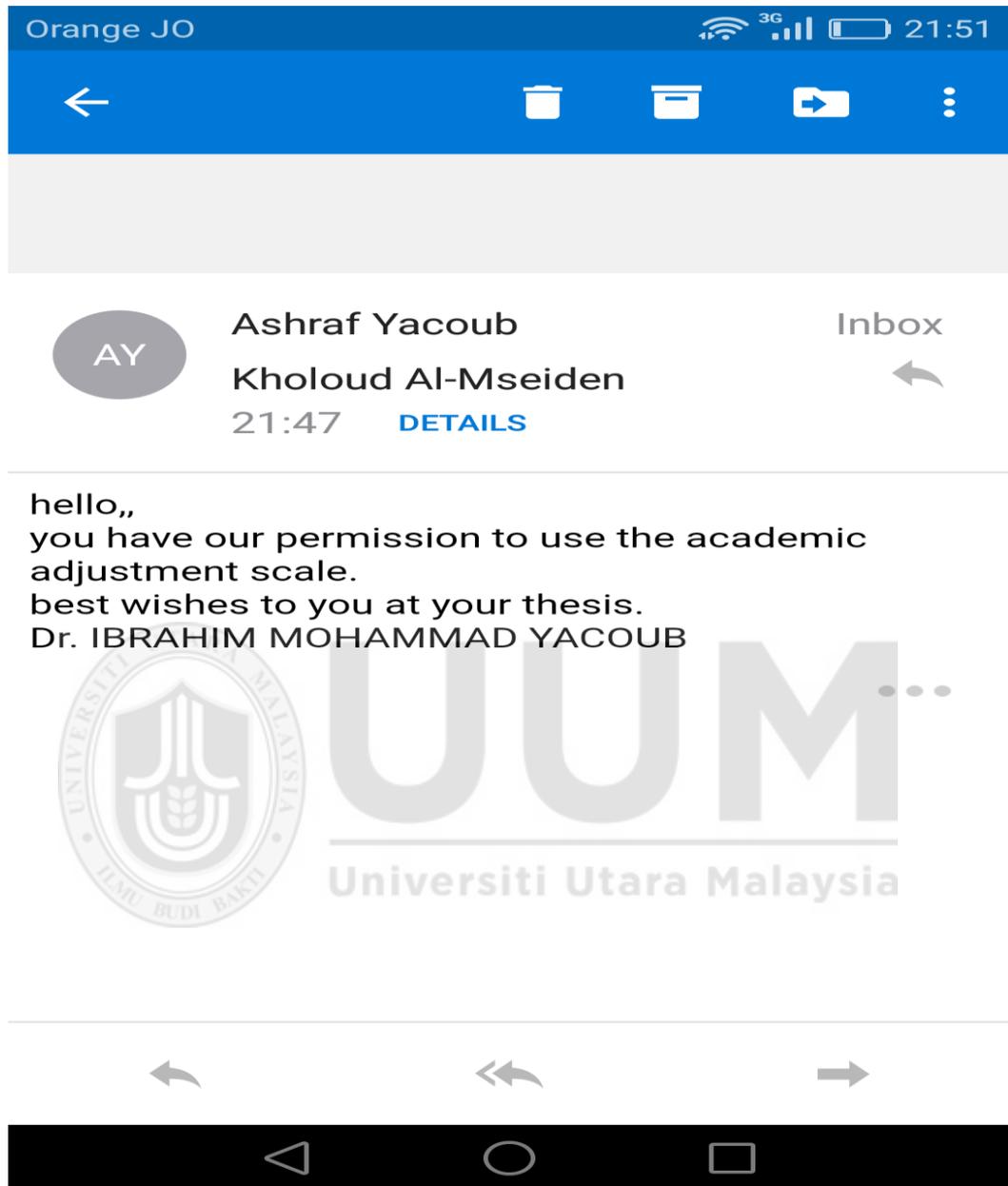
Appendix A

The Permissions

A: Permission to use and apply Social Adjustment Scale:



B: Permission to use and apply Academic Adjustment Scale:



C: Permission to apply Cognitive Behavior Therapy-Intervention in school:



MINISTRY OF EDUCATION

Ref.No 3/10/13463
Date 8/3/2017

Directorate of Education of Marka District/Capital Governorate

Subject: Educational Research

This is to notify that Mrs. Kholoud Imhammad Meqbel is conducting a study entitled "*The Effectiveness of Cognitive Behavior Therapy on Social and Academic Adjustment among Low-achievement Female Students in Jordan*" in partial fulfillment of the requirements for the doctoral degree in Psychological & Educational Counseling and at Universiti Utara Malaysia. Thus, researcher needs to utilize the study tools upon a sample of students in your schools.

Hopefully, you will facilitate the student's mission and provide any possible help for her provided that you check the tools with the enclosed ones.

Best Regards

Minister of Education

CC/Managing Director of Planning and Educational Research
CC/Director of Educational Research and Development
CC/Acting Head of Division of Educational Research
A copy for file 3/10
Enclosed: (10) pages



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D: Permission from school:


وزارة التربية والتعليم
مديرية التربية والتعليم للواء ماركا / محافظة العاصمة

To whom it May concern

we are at Lamees Bint Amr Secondary female school confirm that the researcher **Mrs. KHOLOUD IMHAMMAD MEQBEL AL-MSEIDIN** applied the Cognitive Behaviour therapy intervention as a part of her doctorate thesis entitled " *THE EFFECTIVENESS OF COGNITIVE BEHAVIOUR THERAPY ON SOCIAL AND ACADEMIC ADJUSTMENT AMONG LOW ACHIEVEMENT FEMALE STUDENTS AT SECONDARY SCHOOLS IN JORDAN*" at Lamees Bint Amr Secondary female school during the first semester at the academic year 2016/2017. Her study involved applying the Cognitive Behaviour therapy intervention adding two instruments, the first one Social Adjustment Scale (SAS) and the second one is Academic Adjustment Scale (AAS).

Given upon her request

Principle
Mrs. Siham mahmood Mohamed okashh



E: Permission from parents (English version):

Dear parent:

I am a doctorate student from Universiti Utara Malaysia, Malaysia. I am conducting a research study on the effectiveness of Cognitive Behaviour Therapy on Social and Academic Adjustment among Low Achievement Female Students in Jordan. I would like to include your Daughter in my research study because it fits the criterion for the population required for the present study. The study will take place in usual classroom during regular counselling classes in selected classes.

Participation by your Daughter in the current study will benefit to increase and improve the levels of Social and Academic Adjustment among her. Further, the research data will be made available only to the persons in school and conducting the research. No reference will be made in oral or written reports that could link your Daughter to the research. I look forward to working with your Daughter. Hence, I will wait your approval through signature this letter. If there are any questions at any time about the study or the procedures, please me any time at the given number.

Respectfully

Kholoud Imhammad Al-Mseiden

Parent signature:

Student signature:

F: Permission from parents (Arabic version):

موافقة على المشاركة في الدراسة

ولي أمر الطالبة:

أنا طالبة دكتوراه من جامعة أوتارا الماليزية، ماليزيا. أقوم بدراسة بحثية حول فعالية العلاج السلوكي المعرفي في رفع مستوى التكيف الاجتماعي والأكاديمي بين الطالبات منخفضات التحصيل في الأردن. أود تضمين ابنتك في دراستي البحثية. ستجري الدراسة في الفصول الدراسية المعتادة خلال فصول الارشاد المنتظمة في فصول محددة.

ستفيد مشاركة ابنتك في الدراسة الحالية في زيادة وتحسين مستويات التكيف الاجتماعي والأكاديمي فيما بينها. علاوة على ذلك، ستتاح بيانات البحث فقط للأشخاص في المدرسة وإجراء البحث. لن تتم الإشارة في التقارير الشفوية أو الخطية التي قد تربط ابنتك بالبحث. أتطلع للعمل مع ابنتك. ومن ثم، سأنتظر موافقتك من خلال التوقيع على هذه الرسالة. إذا كان هناك أي أسئلة في أي وقت حول الدراسة أو الإجراءات، يرجى مني في أي وقت على الرقم المحدد.

وتفضلوا بقبول فائق الاحترام

خلود امحمد المسعدين

مخصص لتوقيع ولي الأمر:

مخصص لتوقيع الطالب:

Appendix B Social Adjustment Scale (English version)

Instruction: The scale items relate to social adjustment. The total of items are 33 each item describes an aspect of social adjustment. Moreover, the scale consists from five of Likert scale (Always, Very Often, Sometimes, Rarely, and Never). Please, read each item carefully and put (X) in a more response which it express yourself.

Name of student:

Gender: Male Female

Age:

Nu.	Items	Scales				
		Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I enjoy with my classmates at school.					
2	I find all respect and good dealing at school.					
3	I feel that I have a good standing among my classmates.					
4	I feel relieved when I speak with my classmates about my personal problems.					
5	I have fun when I go out with my friends for entertainment.					
6	The social activities practice grows my personality.					
7	I feel confident when I do the					

-
- voluntary works
in my
community.
- 8 I feel happy when
I do the voluntary
works in my
community.
- 9 It is easy to ask
helping from
others.
- 10 I like to spend
time home only.
I feel happy for
the occasions
11 which enables to
meet individuals
from opposite
gender.
- 12 I feel happy when
I am with people.
It is easy to be
13 familiar with new
friends.
- 14 My family
respects my ideas
and opinions.
- 15 I'm glad to give
my time to help
my friends.
- 16 I like staying at
the backstage on
social occasions.
I make sure to
participate in the
17 culture and social
activities which
are held at the
community.
- 18 It is difficult to
speak in front of
people.
- 19 I like to have a
few friends.
I feel happy when
20 I participate in
family social
activities.
- 21 I try to help my
siblings and
-

-
- friends to solving problems.
- 22 I like provide the helping to my classmates at school.
- 23 I respect my teachers even when they do something annoying to me.
- 24 I find it difficult to speak with some I just met recently.
- 25 It is easy to making new friends with opposite gender.
- 26 I have common interests with my classmates.
- 27 I feel comfortable when I speak with my teachers.
- 28 I make sure I participate at social activities in school.
- 29 The school helps me to solve my problems.
- 30 I enjoy meeting my family at dining table.
- 31 I feel happy when I help doing things at home.
- 32 I try to make jokes at home when it's boring.
- 33 It is easy to live in harmony with my family.
-

Social adjustment scale (Arabic language version)

التعليمات: ترتبط فقرات المقياس بالتكيف الاجتماعي. إجمالي فقرات المقياس 33 فقرة تصف كل بعد من أبعاد التكيف الاجتماعي. علاوة على ذلك ، يتكون المقياس من خمسة من مقياس ليكرت (دائمًا ، في كثير من الأحيان ، في بعض الأحيان ، نادرًا ، وغير مطلقًا). يرجى قراءة في استجابة أكثر تعبير عنها بنفسك (X) كل فقرة بعناية ووضع

الرقم	الفقرة	دائما	غالبا أحيانا	نادرا	أبدا
1	2	3	4	5	

البعد الأول: علاقة الطالبة مع المدرسة (7 فقرات)

1 أستمتع بوجودي مع زميلاتي في المدرسة.

2 أجد كل احترام ومعاملة حسنة في المدرسة.

3 أحب تقديم المساعدة لزميلاتي في المدرسة.

4 أحترم معلماتي حتى عندما يفعلون ما قد يضايقتني.

5 أشعر بالارتياح عندما أتحدث مع المعلمات.

أحرص على المشاركة في النشاطات
6
الاجتماعية التي تقام في المدرسة.

تساعدني المدرسة في حل المشكلات التي
7
تواجهني.

البعد الثاني: علاقة الطالبة مع أسرتها (8 فقرات)

يسعدني أن أقضي أكبر وقت ممكن في
8
المنزل.

9
تحتترم عائلتي أفكاري وآرائي.

أشعر بالسعادة عندما أشارك بالنشاطات
10
الاجتماعية العائلية.

أحاول مساعدة إخوتي في حل مشاكلهم
11
الخاصة.

أشعر بالمتعة عندما أجتمع مع عائلتي على
12
المائدة.

أشعر بالسعادة عندما أساعد في أعمال
13
المنزل.



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أحاول أن أبعث الفرح في البيت عندما يكون
14 الجو مملا.

15 أنسجم بسهولة مع أفراد عائلتي.

البعد الثالث: علاقة الطالبة مع المجتمع المحلي (18 فقرة)

16 أشعر أن لي مكانة حسنة بين أصدقائي.

17 أشعر بالارتياح عندما أتكلم مع صديقاتي عن
مشاكلي الخاصة.

18 أشعر بالمتعة عندما أخرج مع صديقاتي
للتسلية.

19 أشعر بالثقة تجاه الأعمال التي أقوم بها في
مدينتي.

20 أشعر بالسعادة عندما أشارك في عمل
اجتماعي في مدينتي.

21 من السهل ان اطلب المساعدة من الآخرين.



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يسعدني أن أضحى بوقتي وراحتي لمساعدة
22
صديقاتي.

أحب البقاء في المؤخرة أو على الهامش في
23
المناسبات الاجتماعية.

أحرص على متابعة النشاطات الثقافية
24
والاجتماعية التي تقام في مدينتي.

25 يصعب عليّ التكلم أمام الجماهير.

أفضل أن يكون لي عدد قليل من الصديقات
26
المقربات جداً.

أجد صعوبة في الحديث مع فتاة تعرفت عليها
27
حديثاً.

يسهل عليّ تكوين صداقات مع الجنس
28
الأخر.

29 لدي اهتمامات مشتركة مع صديقاتي.

30 ممارسة النشاطات الاجتماعية تنمي
شخصيتي.



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أشعر بالسرور في المناسبات التي تتيح لي
31 الالتقاء بالجنس الآخر.

32 أشعر بالسعادة عندما أكون بين الناس.

33 من السهل أن أتعرف على صديقات جدد.



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Appendix C Academic Adjustment Scale (English language version)

Instruction: The scale items relate to academic adjustment. The total of items are 43 each item describes an aspect of academic adjustment. Moreover, the scale consists from five of Likert scale (Always, Very Often, Sometimes, Rarely, and Never). Please, read each item carefully and put (X) in a more response which it express yourself.

Name of student:

Gender: Male Female

Age:

Level of achievement: High Moderate Low

Nu.	Items	Scales				
		Always (5)	Very Often (4)	Sometimes (3)	Rarely (2)	Never (1)
1	I'm concerned to study field at secondary stage.					
2	I focus on craftworks over the follow up my school work.					
3	I'm seriously thinking to change my secondary field.					
4	The moving from primary stage to secondary stage is hard and annoying.					
5	I think that sometimes I find study enjoyable.					
6	I feel that the school work often needing considerable effort and time.					
7	Genuinely, I like the study.					
8	Sometimes I feel that the continuation on study is carelessness.					
9	I feel that I have a strong motive to secondary study.					

-
- 10 I hope to achieve my goals through my secondary study.
- 11 Overall, I'm seeking to obtain to high score at secondary stage.
- 12 I feel to change my interests very fast.
- 13 I feel to harmony reduction with myself when I addressing the problems and daily responsibilities.
- 14 I have a strong desire to succeed.
- 15 My feeling annoys me that I have not any rank all the word.
- 16 I feel sometimes carelessness about affairs which it has an important of my personal advantage.
- 17 I plane to my work previously on next days.
- 18 I cannot manage my time between studying, sleeping and weak up.
- 19 My achievement reduce because I have a lot of interested and outdoor activities.
- 20 I feel guilty about the lost time without study.
- 21 I spend most of my time to external readings which related to my field.
- 22 I often attend to school without prepare my lessons.
- 23 I achieve my school works without parents teacher insistence.
-

24 I feel that I wait a
good mood when I
wont to study.

25 I plane to my courses
in orderly form which
make it easier for
learning the study
topics

26 I need to some times
to prepare myself
before studying
began.

27 I waste my time often
on papers flip.

28 When I finished my
schoolwork, I feel
that I did not achieve
unless few (little).

29 Sometimes I study
when someone else
told me to study.

30 My mind is easily
distracted during
study.

31 My mind is easily
distracted during
classroom.

32 I begin the preparing
to exams before
beginning it a few
days.

33 The summarize,
taking the nots and
identify the main
points wonted are
challenge.

34 Mostly I waste my
time on studying
details are not
significant and
unrelated to exam.

35 I think the teachers
are honest and frank
when they deal with
me.

36 I hesitate to question
tutors about points
unclear to me.

37 I feel to reviews of
hatred from my
teachers.

38 I feel that the teachers
deals with students
arrogance and grow.

39 I think that some of
teachers incurious if I
learn something at the
classroom.

40 I think that the
teachers feel to
enjoyable through
embarrassment me in
front of my
classmates.

41 I hate the tips when it
related what I should
to do.

42 My classmates
success when they
exploitation my
through personal
relationships with
me.

43 I annoyed if someone
else restrict me.

Academic Adjustment Scale (English language version)

التعليمات: ترتبط فقرات المقياس بالتكيف الأكاديمي. إجمالي فقرات المقياس 43 فقرة تصف كل بعد من أبعاد التكيف الأكاديمي. علاوة على ذلك، يتكون المقياس من خمسة من مقياس ليكرت (دائمًا ، في كثير من الأحيان ، في بعض الأحيان ، نادرًا ، وغير مطلقًا). يرجى قراءة في استجابة أكثر تعبير عنها بنفسك (X) كل فقرة بعناية ووضع

الرقم	الفقرة	دائمًا	غالبًا	أحيانًا	نادرا	أبدا
		1	2	3	4	5

البعد الأول: التكيف المنهجي (8 فقرات)

أوجه اهتماما بالغا لنوع الدراسة التي اخترتها بالثانوية.

1

أهتم بعدد الاعمال المهنية لدرجة أنني لا أستطيع التركيز في دراستي.

2

أفكر بشكل جدّي بتغيير نوع التخصص الثانوي.

3

أجد الانتقال من مرحلة التعليم الأساسي إلى

4 مرحلة التعليم الثانوي صعبة ومزعجة

أحيانا.

5 أعتقد أن الدراسة ممتعة.

6 أشعر أن العمل المطلوب في الكثير من

المواد يتطلب جهدا ووقتا كبيرا.

7 أحب الدراسة بصدق.

8 أشعر أحيانا أن الاستمرار في الدراسة

مضيعة للوقت.



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البعد الثاني: مستوى الطموح ونضج الأهداف (8 فقرات)

9 أشعر بأنه لدي دافع قوي للدراسة الثانوية.

10 أتأمل تحقيق أهدافي من خلال دراستي

الثانوية.

11 أسعى عموما للحصول على أعلى الدرجات

التي أقدر عليها.

12 أشعر بتغير اهتماماتي بسرعة.

13 أشعر بنقص الانسجام مع نفسي عند تناول
المشكلات والمسؤوليات اليومية.

14 لدي رغبة قوية للنجاح.

15 يضايقتني شعوري أنني لا موقع لي في هذا
العالم.

أشعر أحيانا باللامبالاة والفتور تجاه الأمور

16 التي لها أهمية بالغة في مصلحتي
الشخصية.

البعد الثالث: الفاعلية الشخصية في التخطيط واستغلال الوقت (9 فقرات)

17 أخطط مسبقا لعملي في الأيام القادمة.

18 أجد صعوبة في برمجة وقتي بين الدراسة
والنوم والاستيقاظ.

19 ينخفض تحصيلي الدراسي بسبب كثرة
اهتمامي ونشاطاتي الخارجية.

أشعر بالذنب على الوقت الضائع دون

20

دراسة.

أقضي معظم وقت بدراسات خارجية في

21

نطاق تخصصي.

كثيرا ما أحضر إلى المدرسة دون تحضير

22

دروسي.

أنجز أعمالي الدراسية دون إلحاح من

23

الوالدين والأساتذة والآخرين.

أشعر بأنني أنتظر المزاج المناسب

24

للدراسة.

أخطط للمواد الدراسية بشكل منظم يسهل

25

عليّ تعلم موضوعات الدراسة.

البعد الرابع: المهارات والممارسات الدراسية (9 فقرات)

أحتاج إلى بعض الوقت لتهيئة نفسي قبل

26

البدء بالدراسة.

أضيع وقتي غالبا في تقليب صفحات
الكتاب.

27

ينتابني بعد الانتهاء من الدراسة بأنني لم
أنجز الا القليل.

28

أدرس أحيانا الاستماع لأحاديث الآخرين.

29

يتشتت ذهني بسهولة أثناء الدراسة.

30

من السهل أن يتشتت ذهني بالحصّة
الصفية.

31

أبدأ بالاستعداد للاختبارات قبل أيام من
موعدها.

32

أجد صعوبة بالتلخيص وأخذ الملاحظات
وتحديد النقاط الرئيسية المطلوبة.

33

غالبا ما أضيع وقتا كبيرا في دراسة
تفاصيل غير هامة لا صلة لها بالاختبار.

34

البعد الخامس: العلاقات الشخصية مع المدرسين والطلاب (9 فقرات)

أجد أن المعلمات صادقات وصریحات في
35
تعاملهم معي.

أتردد في سؤال المعلمات عن النقاط غير
36
الواضحة لي.

أشعر بنظرات الحقد والكراهية من بعض
37
المعلمات.

أشعر بأن المعلمات ينظرن نظرة استعلاء
38
وكبر إلى طالباتهم.

أعتقد أن بعض المعلمات غير مهتمات اذا
39
تعلمت شيئاً في الحصّة أم لا.

أعتقد أن بعض المعلمات يشعرون بالمتعة
40
بإحراجي أمام زميلاتي الطالبات.

أكره تقديم النصائح لي بشأن ما يجب أن
41
أعمل.

تنجح زميلاتي باستغلالني من خلال
42
علاقاتهم الشخصية معي.



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Appendix D the CBT-Intervention

The First Session

The Session Title: The personal effectiveness with planning and use of time.

The Aim of the Session: training student about planning skills and the use of time.

The Dimension of the Academic Adjustment Scale: The personal effectiveness in the planning and use of time.

The Tools: Whiteboard and worksheets.

The Session Duration: 40 minutes.



Session Steps

The First Step: Prepare students for the session by distributed them into five groups, each group contain five students (the duration: two minutes).

The Second Step: The counsellor explains to the students the following points:

a. **The Rational of the Therapy:** the counsellor explains the reason for using this strategy (Self-Management - Self Monitoring) to be more aware, and how these procedures will help the student in overcome his problem as in the following example:

"Soa'ad is a high school student... says that she has difficult in programming her time between study, sleep, and wake up. And she feels guilty about that..."

Here the counsellor tells students: You just have to keep a diary... about studying, sleep and waking up...and list the three tasks in the table as follows :

The Main Task	The Subtask	The Implementation Time	Implemented	Not Implemented	My Feelings
Waking up in the Morning	Eating breakfast	6 a.m.	✓		I feel good
	Advance Preparation	4 p.m.	✓		I feel good
Studying	Making Homework	4:30 p.m.	✓		I feel good
	Review Lessons	5 p.m.	✗		I feel guilty
	Prepare for Tests	5:30 p.m.	✓		I feel good
Sleeping		8 p.m.	✓		I feel good

b. Discrimination Response: Here the counsellor helps students to identify the target behavior that want to change it which is: the student performs the three main functions (waking up, studying, and sleeping) on time and according to the proposed schedule above.

For example, the student wakes up in the morning, at six o'clock every day for eight weeks, another example: the student sleeps at eighth p.m. every day for eight weeks.

Another example: the student has a fixed time for the academic subtasks every day for eight weeks.

c. Recording the Response: here the students have to identify the precedents of negative behavior (the difficulty of programming time between waking up, studying and sleeping) and the precedents are: Staying up for late hours, eating fast food late,

not to study daily, taking stimulants before/during/ after the school, visit friends, delay or procrastination, moving from task to another without completing the first, self-punishment (guilty feelings).

The counsellor helps students to determine what's happened after their target behavior that the counsellor wants to change it, which is here that the student performs three main tasks (waking up, studying, sleeping) on a specific time according to the training proposed schedule:

Sleep early, not eating fast food late, studying daily, not eating stimulants, add new extra time for emergency (visits), the effective delegating for some tasks, prioritization and accomplish tasks on time, self-reward to complete tasks on time.

d. Draw the Response Graphically: draw the desired behavior; the student performs the three tasks (waking up, studying, and sleeping) on time according to the training schedule above:

Note: promoting behavior to performance the main tasks (waking up, studying, and sleeping) on time according to the training proposed schedule every day for eight weeks, and not promoting the behavior of difficulty programming time for the three tasks.

Note: The number of times for the three main tasks performance by putting stars and non - performance by assigned with signal ✖ during the first and then the second week, and then..... The eighth week, Then calculates the total of completed tasks in

order to feel about accomplishment and success, then rewarding himself in if his achievement increased and punishment himself by deprivation of liked activities with the same number of times for the non-performance of the three tasks and so on.

e. **Show Data:** the counsellor encourages the students to show the Chart information as the effect of self-control over when the data presented graphically in front of members of other groups. Such as high and low and the stability of the desired behavior and discuss it in front of members of the group, with a stated his feelings about his performance of tasks in on time or non-performance.

f. **Information Analysis:** Here the counsellor asked the student to bring the data weekly for eight weeks, and displays his performance graph of the three main tasks with the times specified in the counselling sessions in order to monitor and analyze it, encourages students in sessions to compare their data with the main objective of the desirable behavior "his performance". This data used to indicate if the behavior is moving in the desired direction or not.

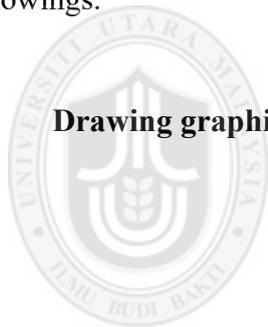
g. **Giving Homework to the Groups:**

“Huda is a student in the high school, she said: that she frequently going to school without prepare for lessons and feel guilty for that”.

With the following table and through the understanding of the self-control strategy... and after seeing the previous example ... the main task is to prepare the lesson ... divided the material course into small tasks: taking notes and list it, asking questions, doing homework, reviewing the lesson, and preparing lesson test.

The Main Task	The subtask	The Implementation Time	Implemented	Not Implemented	My Feelings
Preparing the Lesson	Taking Notes and list it Asking Questions Making Homework Reviewing the Lesson Preparing Lesson Test				

- **Response Discrimination:** identify the unwanted behavior in the above example and identify the target behavior you want to change it.
- **Response Listing:** monitoring the behavior precedents and the behavior followings.
- **Drawing graphically** the five tasks during the whole week.



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The Second Session

The Session Title: Study skills and practices.

The Aim of the Session: Training student about study skills and practices.

The dimension of the academic adjustment scale: Study skills and practices.

The Tools: Whiteboard and worksheets.

The Session Duration: 40 minutes.

Session Steps

The First Step: Prepare students for the session by distributed them into five groups, each group contain five students (the duration: two minutes).

The Second Step: The counsellor explains to the students the following points:

a. The Rational of the Therapy: the counsellor explains the reason for using this strategy (Self-Management - Self Monitoring) to be more aware, and how these procedures will help the student in overcome his problem as in the following example:

"Mon'a is a high school student... says that she has distractibility in classroom and she feels guilty about that...

Here the counsellor tells students: You just have to keep a diary... about the focus distractibility... then, you will record the name of hindrance to each study subject per-day to one week as next table:

Study Subject: Math		The Evaluation	
Name of Hindrances	Day	Been Overcome	Not Been Overcome
The Place Is Not Suitable	First		
Daydreaming	Second		
The Accumulation of Lessons	Third		
Test Anxiety	Fourth		
Health and Family Problems	Fifth		
	Sixth		
	Seventh		

b. Discrimination Response: Here the counsellor helps students to identify the target behavior that want to change it which is: Increase her ability to focus during the classroom through identify the name of hindrances to each study subject peer-day for one week according to the proposed schedule above.

For example, the math subject (the place is not suitable → such as the student seat at leaving room which contents TV during study practice) so, she should not study at TV's room because she will distractibility during math study.

c. **Recording the Response:** here the students have to identify the precedents of behavior (choose the suitable place) which will increase the ability of student on focus during the study.

The precedents of behavior (choose the suitable place):

1. Suitable flashlight.
2. The light reflection just on the book.
3. Seating on the suitable ventilation place.
4. Choose a quiet place.
5. Do not watch TV and lesson the radio.

d. **Draw the Response Graphically:** draw the desired behavior; the students train to increase her ability on focus during the study practice (through choose a quiet place) which it have a conditions (the precedents of behavior) on time according to the training schedule above:

Note: promoting behavior to choose a suitable place to study according to the training proposed schedule every day for a week, and not promoting the behavior of do not choose a suitable place to study.

Day	The Main Task (Choose a Suitable Place)
First	X*****
Second	****X***X**
Third	**X**X
Fourth	***X****X*****
Fifth	*****X*****
Sixth	****X**
Seventh	*****

Note: The number of times for the main task performance by putting stars and non - performance by assigned with signal “X” during the first and then the second day, and then..... The eighth day, Then calculates the total of completed tasks in order to feel about accomplishment and success, then rewarding himself in if his achievement increased and punishment himself by deprivation of liked activities with the same number of times for the non-performance of the main task and so on.

e. **Show Data:** the counsellor encourages the students to show the Chart information as the effect of self-control over when the data presented graphically in front of members of other groups. Such as high and low and the stability of the desired behavior (choose a suitable place) and discuss it in front of members of the group, with a stated his feelings about his performance of tasks in on time or non-performance.

f. **Information Analysis:** Here the counsellor asked the student to bring the data weekly for eight weeks, and displays his performance graph of the main tasks with the times specified in the counselling sessions in order to monitor and analyze it, encourages students in sessions to compare their data with the main objective of the desirable behavior "his performance". This data used to indicate if the behavior is moving in the desired direction or not.

g. **Giving Homework to the Groups:**

“Manal is a student in the high school, she said: that she begins the exams preparation before the exams begin on some days... so, she finds a difficult to exams management ... therefore, she feel guilty for that”.

With the following table and through the understanding of the self-control strategy... and after seeing the previous example ... the main task is to exams management ... divided the exams management into four stages: preparing to the exams since first day preparing to the exams before enough exams time, preparing to the exams before 24 hours to exams, and exams management during exams.

The Main task	The Subtask	The Implementation Time	Implemented	Not Implemented	My Feelings
Exams Management	Preparing to the Exams Since First Day Preparing to the Exams Before Enough Exams Time Preparing to the Exams Before 24 Hours to Exams Management during Exams				

- **Response Discrimination:** identify the unwanted behavior in the above example and identify the target behavior you want to change it.

- **Response Listing:** monitoring the behavior precedents and the behavior followings.
- **Drawing graphically** the four stages during the whole week.



The Third Session

The Session Title: The personal relationships between teachers and students.

The Aim of the Session: The student be capable of positive thinking and intellectual contortions

The Dimension of the Academic Adjustment Scale: The personal relationships between teachers and students.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.

The First Step: Prepare students for the session through divided them into five groups, each group containing five students (two minutes duration).

The Second Step: Explain the importance of self-talking and how self- negative beliefs influence on the performance and negative ideas, this is shown through modeling some examples, self-enhanced talking, positive thoughts, self-cationic ideas, negative thoughts and explain the idea before, during and after the problem positions (8 minutes) .

The modeling: the counsellor tells to students that in the case to meet someone for the first time, we might think of negative ideas.

After that she explained the example above through the following table by using the whit board:

Before Meeting: what if he doesn't like me?? → Negative idea.

During Meeting: he must want to finish our meeting. → Negative idea.

After Meeting: I can't speak to strangers. → Negative idea

Here the counsellor gives some examples of positive ideas for self-enhanced in the same situation.

Before Meeting: I will try to be myself when I meet this person → Positive idea.

During Meeting: I'll try to go out with good results from this meeting → Positive idea.

After Meeting: I've been able to be completely myself ... I performed the task successfully → an enhanced self-sentence.

The Third Step: Distributed worksheets for students which have a social position (26 minutes).

Work sheet

Please the following situation and fill the following tables.

Sarah is a high school student she said that" she always hesitated for asking the teacher about the unclear points during the lesson..... I can feel myself... I became stress for that.... I know that I have to ask her about these points...but I scared.... I feel that the

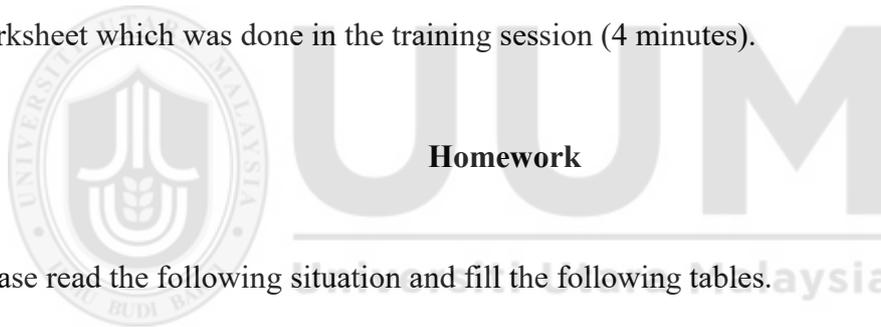
teacher will impressed me....and I will looks like a fool...am sure that my question is wrong....nono....it's not allowed to ask ...I will wait till someone else ask.

Now, according to what you have learned and understood, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

.....
.....".

The Fourth Step: The Homework.

The counsellor offers the homework to students and explains to apply the same worksheet which was done in the training session (4 minutes).



Please read the following situation and fill the following tables.

Sarah is a high school student she said that" she always hesitated for asking the teacher about the unclear points during the lesson..... I can feel myself... I became stress for that.... I know that I have to ask her about these points...but I scared.... I feel that the teacher will impressed me....and I will looks like a fool...am sure that my question is wrong....nono....it's not allowed to ask ...I will wait till someone else ask.

Now, according to what you have learned and understood, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

.....
....."



The Fourth Session

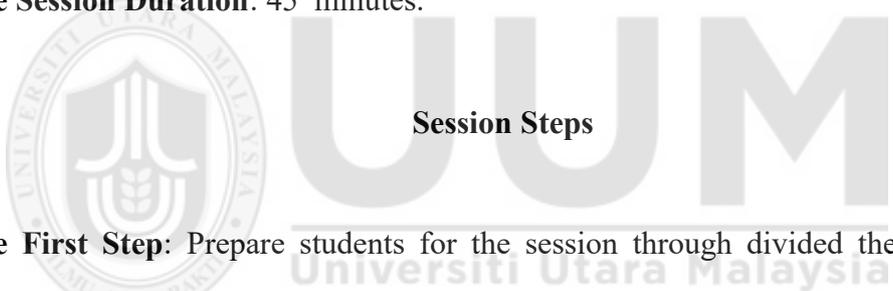
The Session Title: Maturity of goals and level of aspiration.

The Aim of the Session: The student be capable of Goals determination and prioritization

The Dimension of the Academic Adjustment Scale: Maturity of goals and level of aspiration.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.



Session Steps

The First Step: Prepare students for the session through divided them into five groups, each group containing five students (two minutes duration).

The Second Step: Explain the importance of self-talking and how self- negative beliefs influence on the performance and negative ideas, this is shown through modeling some examples, self-enhanced talking, positive thoughts, self-cationic ideas, negative thoughts and explain the idea before, during and after the problem positions (8 minutes) .

The modeling: the counsellor tells to students: "that in the case to obtain (B) degree at secondary stage ".

After that the counsellor explained the example above through the following table by using the whit board:

Before Beginning the Goal Applying: what if the study subjects will be tough??

➔ Negative idea.

During Beginning the Goal Applying: Must be these study subjects are greater than my abilities. ➔ Negative idea.

After Beginning the Goal Applying: I cannot success. ➔ Negative idea

Here the counsellor gives some examples of positive ideas for self-enhanced in the same situation.

Before Beginning the Goal Applying: I'll try to be as much as challenges. ➔ Positive idea.

During Beginning the Goal Applying: I'll try to divide the subjects to tasks and will apply one by one. ➔ Positive idea.

After Beginning the Goal Applying: the task was well ... were overcome the challenges. ➔ An enhanced self-sentence.

The Third Step: Distributed worksheets for students which have a social position (26 minutes).

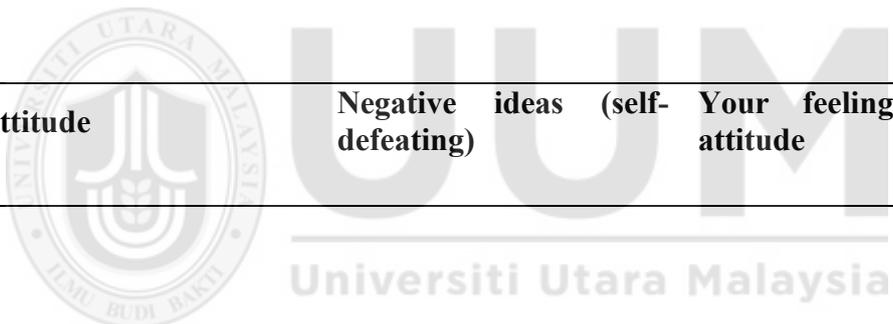
Work sheet

Please the following situation and fill the following tables.

“Leelyan is a high school student she said that” she feels lack of concordance with myself when I daily face my problems and responsibilities .. also, I don’t know what I want .. the study at secondary stage due to me a crisis in my life ... just when I think about my study tasks, I lost study motivation ... then, I sometimes feel loss”.

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor’s instructions:

First Table:



Attitude	Negative ideas (self-defeating)	(self-	Your feeling to the attitude

Second table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

.....
....."

The Fourth Step: The Homework.

The counsellor offers the homework to students and explains to apply the same worksheet which was done in the training session (4 minutes).

Homework

Please read the following situation and fill the following tables.

Hanan is a high school student she said that " I disturb that I haven't a position in my world... and mostly i want to seat at last class .. I feel the indifference to everything what happened at the class.. Even the things which have an important to me .. this feel really disturb ... so, what I do? ... whatever, there is no one care about me".

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor's instructions:

First Table:

Attitude	Negative Ideas (Self-Defeating)	Your Feeling To The Attitude

Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

.....
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The Fifth Session

The Session Title: The personal effectiveness with planning and use of time.

The Aim of the Session: Training student about planning skills and the use of time.

The Dimension of the Academic Adjustment Scale: The personal effectiveness in the planning and use of time.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.

Session Steps

The First Step: Prepare students for the session by distributed them into five groups, each group contain five students (the duration: two minutes).

The Main Task	The Subtask	The Implementation Time	Implemented	Not Implemented	My Feelings
Waking up in the Morning	Eating breakfast	6 a.m.	✓		I feel good
	Advance preparation	4 p.m.	✓		I feel good
Studying	Making homework	4:30 p.m.	✓		I feel good
	Review lessons	5 p.m.	✗		I feel guilty
	Prepare for tests	5:30 p.m.	✓		I feel good
Sleeping		8 p.m.	✓		I feel good

The Second Step: The counsellor explains to the students the following points:

- a. The Rational of the Therapy:** the counsellor explains the reason for using this strategy (Self-Management - Self Monitoring) to be more aware, and how these procedures will help the student in overcome his problem as in the following example:

"Soa'ad is a high school student... says that she has difficult in programming her time between study, sleep, and wake up. And she feels guilty about that....

Here the counsellor tells students: You just have to keep a diary... about studying, sleep and waking up...and list the three tasks in the table as follows :

b. Discrimination Response: Here the counselor helps students to identify the target behavior that want to change it which is: the student performs the three main functions (waking up, studying, and sleeping) on time and according to the proposed schedule above.

For example, the student wakes up in the morning, at six o'clock every day for eight weeks, another example: the student sleeps at eighth p.m. every day for eight weeks.

Another example: the student has a fixed time for the academic subtasks every day for eight weeks.

c. Recording the Response: here the students have to identify the precedents of negative behavior (the difficulty of programming time between waking up, studying and sleeping) and the precedents are: Staying up for late hours, eating fast food late, not to study daily, taking stimulants before/during/ after the school, visit friends, delay or procrastination, moving from task to another without completing the first, self-punishment (guilty feelings).

The counsellor helps students to determine what's happened after their target behavior that the counsellor wants to change it, which is here that the student performs three main tasks (waking up, studying, sleeping) on a specific time according to the training proposed schedule:

Sleep early, not eating fast food late, studying daily, not eating stimulants, add new extra time for emergency (visits), the effective delegating for some tasks, prioritization and accomplish tasks on time, self-reward to complete tasks on time.

d. Draw the Response Graphically: draw the desired behavior; the student performs the three tasks (waking up, studying, and sleeping) on time according to the training schedule above:

Note: promoting behavior to performance the main tasks (waking up, studying, and sleeping) on time according to the training proposed schedule every day for eight weeks, and not promoting the behavior of difficulty programming time for the three tasks.

Note: The number of times for the three main tasks performance by putting stars and non - performance by assigned with signal ✖ during the first and then the second week, and then..... The eighth week, Then calculates the total of completed tasks in order to feel about accomplishment and success, then rewarding himself in if his achievement increased and punishment himself by deprivation of liked activities with the same number of times for the non-performance of the three tasks and so on.

e. Show Data: the counsellor encourages the students to show the Chart information as the effect of self-control over when the data presented graphically in front of members of other groups. Such as high and low and the stability of the desired behavior and discuss it in front of members of the group, with a stated his feelings about his performance of tasks in on time or non-performance.

f. Information Analysis: Here the counsellor asked the student to bring the data weekly for eight weeks, and displays his performance graph of the three main tasks with the times specified in the counselling sessions in order to monitor and analyse it, encourages students in sessions to compare their data with the main objective of the

desirable behavior "his performance". This data used to indicate if the behavior is moving in the desired direction or not.

g. Giving Homework to the Groups:

“Huda is a student in the high school, she said: that she frequently going to school without prepare for lessons and feel guilty for that”.

With the following table and through the understanding of the self-control strategy... and after seeing the previous example ... the main task is to prepare the lesson ... divided the material course into small tasks: taking notes and list it, asking questions, doing homework, reviewing the lesson, and preparing lesson test.

The Main Task	The Subtask	The Implementation Time	Implemented	Not Implemented	My Feelings
	Taking Notes And List It				
	Asking Questions				
Preparing the Lesson	Making Homework				
	Reviewing The Lesson				
	Preparing Lesson Test				

- **Response Discrimination:** identify the unwanted behavior in the above example and identify the target behavior you want to change it.
- **Response Listing:** monitoring the behavior precedents and the behavior followings.
- **Drawing graphically** the five tasks during the whole week.



The Sixth Session

The Session Title: The student's relation with school environment.

The Aim of the Session: Training student to form positive attitudes toward school and her classmates through (conversation & Good treatment).

The Dimension of the Social Adjustment Scale: The student's relation with school environment.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.

Session Steps

The First Step: Prepare students for the session through divided them into five groups, each group containing five students (two minutes duration).

The Second Step: Explain the importance of self-talking and how self- negative beliefs influence on the performance and negative ideas, this is shown through modeling some examples, self-enhanced talking, positive thoughts, self-cationic ideas, negative thoughts and explain the idea before, during and after the problem positions (8 minutes) .

The modeling: the counsellor tells to students: " that in the case to feeling uncomfortable when you conversation the teacher ".

After that the counsellor explained the example above through the following table by using the whit board:

Before Beginning the Goal Applying: what if the teacher does not respect me?? →
Negative idea.

During Beginning the Goal Applying: Must be the teacher despise my words and she like if I'm not in school. → Negative idea.

After Beginning the Goal Applying: I do not deserve to be student in school. →
Negative idea

Here the counsellor gives some examples of positive ideas for self-enhanced in the same situation.

Before Beginning the Goal Applying: I'll try to tactfully speak with teacher. →
Positive idea.

During Beginning the Goal Applying: there are a different in education level between me and teacher .. she will appreciate it.. → Positive idea.

After Beginning the Goal Applying: the task was well ... I were able to Briefly speak ... I did well.. → an enhanced self-sentence.

The Third Step: Distributed worksheets for students which have a social position (26 minutes).

Work sheet

Please the following situation and fill the following tables.

“Maryam is a high school student she said that" i do not enjoy in school ... the most bad thing you always think to students courtesy and you have to bear their credulity ... oh my God .. i feel this thing will not end...”.

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor’s instructions:

First Table:

Attitude	Negative Ideas (Self-Defeating)	Your Feeling to the Attitude

Second table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

.....
....."

The Fourth Step: The Homework.

The counsellor offers the homework to students and explains to apply the same worksheet which was done in the training session (4 minutes).

Homework

Please read the following situation and fill the following tables.

Zain is a high school student she said that " I do not respect the teachers ... because there are always bother on their comments and a lot of homework ... I feel I stick on their courtesy .. and talk with her ... I wish to remove this nightmare (the teachers) ... even I forced to courtesy ...".

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor's instructions:

First Table:

Attitude	Negative Ideas (Self-Defeating)	Your Feeling to The Attitude

Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

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The Seventh Session

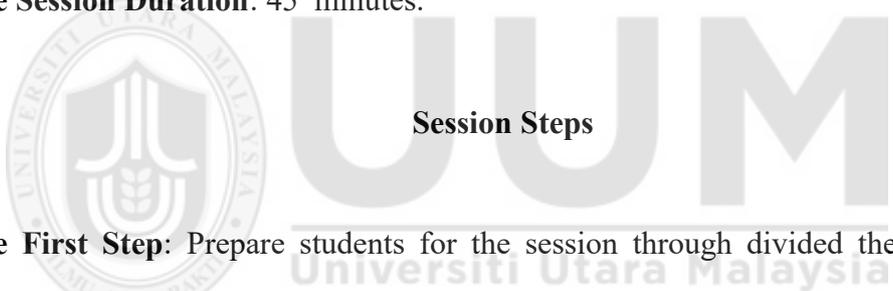
The Session Title: The relationship between adolescent with her family.

The Aim of the Session: Training student to form positive attitudes toward family and home through (problem solving & help offering).

The Dimension of the Social Adjustment Scale: The relationship between adolescent with her family.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.



Session Steps

The First Step: Prepare students for the session through divided them into five groups, each group containing five students (two minutes duration).

The Second Step: Explain the importance of self-talking and how self- negative beliefs influence on the performance and negative ideas, this is shown through modeling some examples, self-enhanced talking, positive thoughts, self-cationic ideas, negative thoughts and explain the idea before, during and after the problem positions (8 minutes) .

The modeling: the counsellor tells to students: "that in the case to problem occurring with a member of your family. "

After that the counsellor explained the example above through the following table by using the whit board:

Before Beginning the Goal Applying: what if I intervened in the problem .. and one of them got angry from me????? → Negative idea.

During Beginning the Goal Applying: It is bound to my words perhaps will lost my respect .. → Negative idea.

After Beginning the Goal Applying: I always my intervened corrupts things. → Negative idea

Here the counsellor gives some examples of positive ideas for self-enhanced in the same situation.

Before Beginning the Goal Applying: I'll try to be neutral. → Positive idea.

During Beginning the Goal Applying: I'll try to be calm down.. → Positive idea.

After Beginning the Goal Applying: I were able to fix the problems between both of them... good work. → An enhanced self-sentence.

The Third Step: Distributed worksheets for students which have a social position (26 minutes).

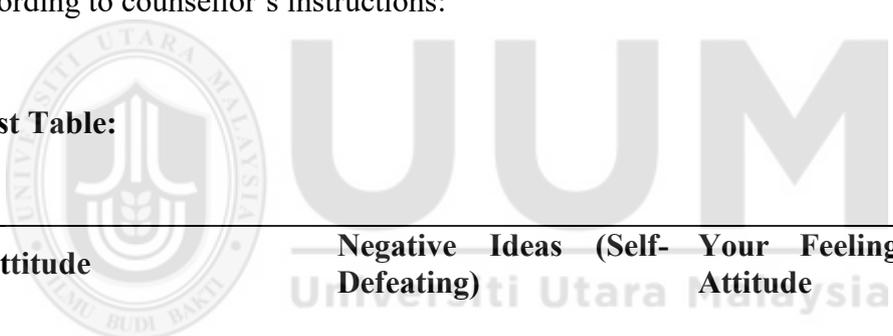
Work sheet

Please the following situation and fill the following tables.

“Fatima is a high school student she said that " my family make me nervous. so, I always happy to be outside the home .. there is no one respect my opinion ... I do not feel as a good member in family... there is no one ask me or take my counselling... I feel a loathing... no one understand me in home .. each one lives in his private world ...”.

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor’s instructions:

First Table:

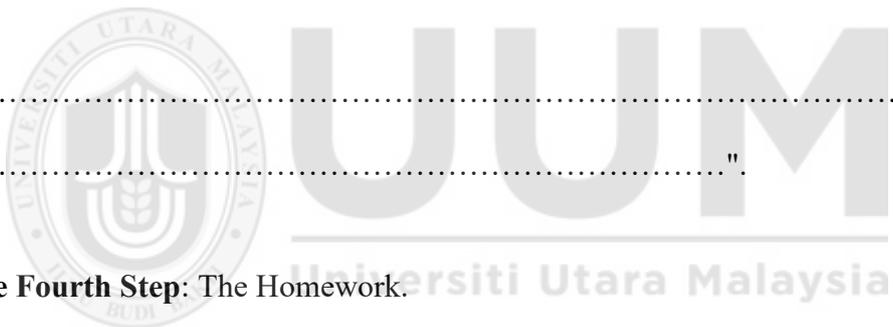


Attitude	Negative Ideas (Self-Defeating)	Your Feeling to the Attitude

Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.



.....

....."

The Fourth Step: The Homework.

The counsellor offers the homework to students and explains to apply the same worksheet which was done in the training session (4 minutes).

Homework

Please read the following situation and fill the following tables.

" Najla is a high school student she said that " I always be courtesy .. If i want to participate in community event .. and the big problem is to forced to attend events ...

I feel alienation ... I do not comport with my family members ... oh my God .. I forced to stay with my family ...”

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor’s instructions:

First Table:

Attitude	Negative Ideas (Self-Defeating)	Your Feeling to the Attitude
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Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.

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....."



The Eighth Session

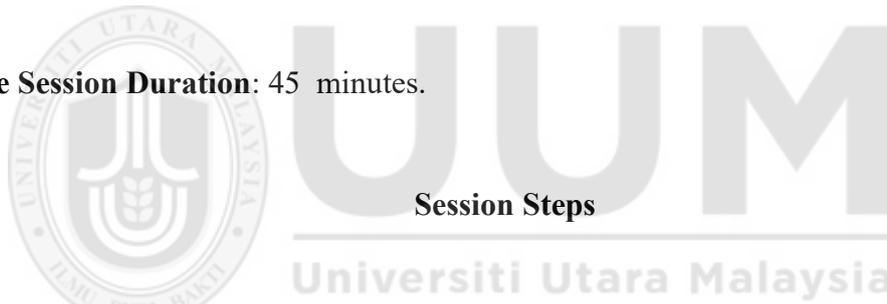
The Session Title: the relationship between adolescent with her community.

The Aim of the Session: Training student to form positive attitudes toward community and their individuals through (Express an opinion & establish new friends).

The Dimension of the Social Adjustment Scale: the relationship between adolescent with her community.

The Tools: Whiteboard and worksheets.

The Session Duration: 45 minutes.



The First Step: Prepare students for the session through divided them into five groups, each group containing five students (two minutes duration).

The Second Step: Explain the importance of self-talking and how self- negative beliefs influence on the performance and negative ideas, this is shown through modeling some examples, self-enhanced talking, positive thoughts, self-cationic ideas, negative thoughts and explain the idea before, during and after the problem positions (8 minutes) .

The modeling: the counsellor tells to students: "that in the case to speak in social occasion ".

After that the counsellor explained the example above through the following table by using the whit board:

Before Beginning the Goal Applying: what if this individuals do not like me ?????→
Negative idea.

During Beginning the Goal Applying: It is bound to this individuals want to be silent or leave ..→ Negative idea.

After Beginning the Goal Applying: I'm walkout person ... I do not deserve the attending.→ Negative idea

Here the counsellor gives some examples of positive ideas for self-enhanced in the same situation.

Before Beginning the Goal Applying: I'll try to be my self and briefly when I will speak. → Positive idea.

During Beginning the Goal Applying: I'll try to eye-contact with audience and to be in my natural .. → Positive idea.

After Beginning the Goal Applying: I were able to be myself ... I achieve the task in successful ...→ an enhanced self-sentence.

The Third Step: distributed worksheets for students which have a social position (26 minutes).

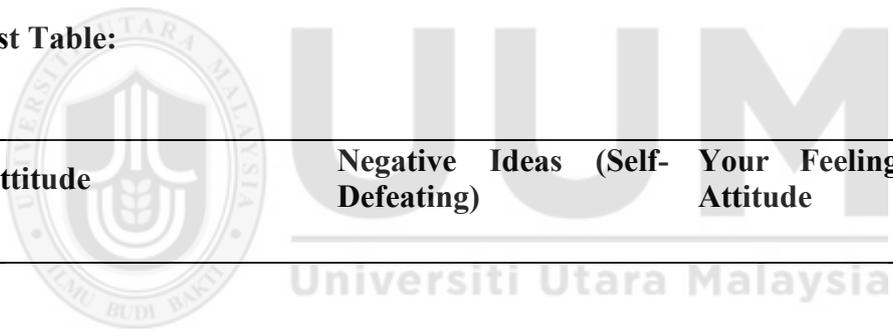
Work sheet

Please the following situation and fill the following tables.

“Zainab is a high school student she said that " I find a big problem when I speak in front of audience ... just when I think about the speaking I feel nausea and tachycardia ... then, many eyes follow me ... and waiting my mistake .. I can not imagine that ... I prefer to silent and stay at the back stage ...”.

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor’s instructions:

First Table:



Attitude	Negative Ideas (Self-Defeating)	Your Feeling to the Attitude
-----------------	--	-------------------------------------

Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.



The Fourth Step: The Homework.

The counsellor offers the homework to students and explains to apply the same worksheet which was done in the training session (4 minutes).

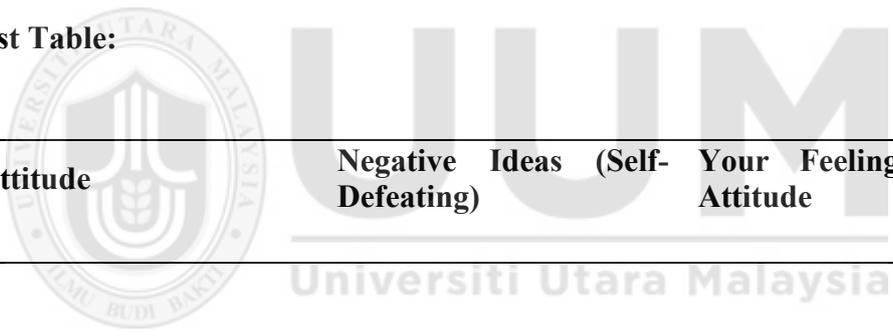
Homework

Please read the following situation and fill the following tables.

Hadel is a high school student she said that " I find a big problem to find new friends ... I always wait other person to begin the speaking with me .. what if the other person do not find any common interests ... or the person could be aggressive ... and I do not know her reaction ... ".

Now, according to what you have learned and understood, please, fill the next 2 tables according to counsellor's instructions:

First Table:



Attitude	Negative Ideas (Self-Defeating)	Your Feeling to the Attitude
-----------------	--	-------------------------------------

Second Table:

Situation	Negative Idea	Positive Idea	An Enhanced Self-Sentence
Before Attitude			
During Attitude			
After Attitude			

Now, please reformulate the previous situation with using positive ideas and self-enhanced sentences.



Appendix E List of arbitrators to the CBT-Intervention:

First one: Dr. Hussein M. A. Tarawneh.

CV

Personal knowledge:-

Name: Dr. Hussein M. A. Tarawneh

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: Malzubi.c@ksu.edu.sa; myadz2001@yahoo.com

Phone: KSA: 55022046442456; Jordan 55026000022000

Address: Jordan- Amman.

P.Box: 540017

Zip Code: 11937

Qualifications:-

- B.S in Psychology, Jordan University (1983).

- Diploma in counselling and Guidance, Jordan University (1987).
- M.A in Psychology, Mu`ta University (1999).
- PhD in Educational & psychological Counselling, The World Islamic & Educational University (2015).

Academic Experiences:-

- 1- Associate Professor, in Balqa application University, Jordan (2016-until now).
- 2- Counsellor of medical psychological from King Hussein medical centre, Amman, Jordan 2009-2016.
- 3- Certification of therapist on clinical psychology from 2011.

Training programs:

- 1- One year course in neuro – Psychometric training in 2004. In Ain Shams University Cairo from 1-10 -2003 – 1-10 -2004.
- 2- Six month course of training in mental disorder & behavioral treatment from 27 January 1990, to the end of July, 1990, at the medical academy in Egypt.
- 3- four months course in intermediate English language from a may 1987 to the end of September 1987, at King Hussein medical center.
- 4- 12 months course in Army psychology from UN, at Liberia from 2006-2007.

Conferences:

1. Participation in the Arab 3rd psychiatry conference, Amman – Jordan 4 -16 April - 1987.
2. Paper in (aspect of deliberate self – harm) in the scientientific medical day of internal medicine department 2nd, of December 1993 Amman – Jordan.
3. Paper in (psychiatric families towards mental lllless, in Jordan) in the 9th nursing day, in 4th may 1997 Amman –Jordan.
4. Paper in (the relation between type of deliberate self harm and two type of personality (depressed and border line personality) in the 9th nursing day in 4th may 1997 Amman –Jordan.
5. Paper in (Psychological Tests in Psychiatry), the 1st Scientific Psychiatric Day of Royal Medical Services Collaboration with the Jordanian Medical Council, October, 1999, Jordan.
6. Paper in (the effect of deep- muscle relaxation technique on both self- esteem and locus of control among patient seen at AL-Hussein Hospital in the 3rd Scientific Day for Allied Health Profession 23-24 may, 2000, Amman-Jordan.
7. Paper in (Effects of muscle relaxation & gradual decrease of smoking as a way to quit) in the last tobacco control scientific Day in the 1st of June 2000, Amman – Jordan.

8. Participant in the meeting substance misuse: the challenges for the new millennium September 6- 8 2000 Amman – Jordan. for the regional meeting in the middle east.
9. Paper in the Bell and Bad method to treat children with nocturnal enuresis, 12 Scientific Day for Nursing, New Perspective for Nursing Practice, 11-7-2001, Amman - Jordan.
10. Paper in the Differences in Depression Aggression, Death Anxiety and Neuroticism between Nurses Working In Critical Care Areas and Other and Nurses at King Hussein Medical Center, Jordan-Amman, January 24, 2002.
11. Paper in the Primary Nocturnal Enuresis Among School Children In Jordan , The 7th scientific Day Of Pediatric Department ,Amman- Jordan ,20 June,2002 .
12. Paper in The Differences between ICU Nurses and Other Nurses in Depression Aggression, Depression, Death Anxiety and Neuroticism at King Hussein Medical Center 13th scientific Nursing Day, Amman -Jordan, August 18, 2002.
13. Paper in the Role of Behavioral Psycho Therapy for Patients Who Develop Claustro Phobia in MRI Radiology Department, The 1st scientific Nursing Day, AL-Zaytoonah University Of Jordan,

And September 25-26, 2002.

14. Paper in the Psychological Assessment of Patients on Renal Dialysis and Those Who Had Renal Transplant at King Hussein Medical Center, the 4th Scientific Day for Allied Health Professions, King Hussein Medical Center, September 25, 2002.

15. Paper in the Prevalence of Psychological Disorder among Patient Sustained Head Injury, the 2nd International Conference of Jordanian Royal Medical Services, Amman- Jordan, 7-10/October/ 2003.

16. Second EMACAPAP Research Seminar In Child & Adolescent Psychiatry, Anxiety Disorders, February 25 – March 3, 2005, Sharm EL –Shekh, Egypt.

17. Paper in the Clinical Characteristics Of The Wechsler Intelligence Scale For Children Revised (Egypt Version) : Children With Deficit /Hyper active Disorder ,The 15th Scientific Day For Nursing and Allied Health professions ,Royal Rehabilitation Center , Amman –Jordan , 12 September , 2005

Published Researches:

1. Safe Management Of Disturbed Patient (Brief report) , Scientific Committee For 5th International Nursing Conference ,Faculty Of Nursing –The University Of Jordan , September 25 -27 ,2001 .

2. Primary Nocturnal Enuresis Among School Children In Jordan , Saudi Journal Of Diseases And Transplantation , Saudi ,February ,2002 .

3. Differences Between Renal Dialysis and Renal Transplant Patients On Depression , Hypochondriasis and Social Introversion Scales , The Arab Journal Of Psychiatry (2002) Vol. 13 No. 2 Page (123 -133) .Egypt.



Second one: Ghssan Jamal Smadi.

CURRICULUM VITAE

Personal knowledge:-

Name: Ghssan Jamal Smadi

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: ghassansmadi171971@gmail.com

Phone: Jordan 00962799637650

Address: Jordan- Amman City.

Qualifications:-

- 1) Higher Diploma in education from Mutah University- Jordan, 1995.
- 2) Bachelor psychology from Damascus University- Syria -1992.

Academic Experiences:-

- 1) Member of School Counselling and Health Psychology Department, Ministry of Education, Jordan (2008 - now).

2) School Counselor, Ministry of Education (1995- 2008).

Training Courses

Nm.	Name of course	Organization	Year
1	Improve the performance of group counselling among school counselors. Ministry of Education	2008	
2	Training new school counselors	Ministry of Education	2009
3	Improve the performance of individual counselling among school counselors. Ministry of Education	2009	
4	Development of school counselor	Ministry of Education	2010
5	Leadership in Education	Ministry of Education with CAAID	2012
6	INTIL	Ministry of Education	2013
7	Increase the levels of self-efficacy among school counselors. of Education with USAID	Ministry	2013
8	Increase the levels of professional-efficacy among school counselors. Ministry of Education with USAID.		2015

Third one: Soheel Mousa Mahmmoud Shawaqfeh.

CURRICULUM VITAE

Personal knowledge:-

Name: Soheel Mousa Mahmmoud Shawaqfeh.

Nationality: - Jordanian

Marital State: - Married.

Religion: - Muslim

E-mail: sohsh20022002@yahoo.com

Phone: Jordan 00962796487095

Address: Jordan- Amman City.

Qualifications:-

- 1) Bachelor psychology from University of Jordan- Amman -1991.
- 2) Master degree in counselling psychology from University of Jordan- Amman - 2002.

Academic Experiences:-

- 1) A head of School Counselling and Health Psychology Department at Ministry of Education, Jordan (2009 - now).
- 2) Member of School Counselling and Health Psychology Department, Ministry of Education, Jordan (2005 - 2009).
- 3) School Counsellor, Ministry of Education (1992- 2005).

Training Courses

Nm.	Name of course	Organization	Year
1	Development of older school counsellors	Ministry of Education	1994
2	Development of new school counsellors	Ministry of Education	1997
3	Measurements and Tests	Ministry of Education	2000
4	Improve the performance of group counselling among school counsellors.	Ministry of Education	2001
5	Improve the performance of individual counselling among school counsellors.	Ministry of Education	2001
6	International Computer Driver License ICDL	Ministry of Education	2002
7	Psychosocial Support Following Disasters	UNICEF	2004

- 8 INTIL1,2 and 3 Ministry of Education 2004-2007
- 9 Protect the Child from Abuse Jordan River Foundation 2006
- 10 Increase the levels of self-efficacy among school counsellors. Ministry of Education with USAID 2008
- 11 Leadership in Education Ministry of Education with CAAID 2009
- 12 Social Work Evidence-Based Assessment And Intervention Columbia University 2010
- 13 Social Work Perspectives On Family Violence Columbia University 2010
- 14 Social Work Perspectives on Family Violence Columbia University 2010
- 15 Increase the levels of professional-efficacy among school counsellors. Ministry of Education with USAID. 2010

Researches published

1. The effectiveness of the cognitive restructuring program in controlling irrational thoughts. University of Jordan, 2001.

2. The impact of group counselling program on the reduction of irrational ideas associated with social relations among a sample of secondary students, ministry of Jordan, 2004.

3. Evaluation of the work of the school counsellors advisor from the point of view of school principals, ministry of Jordan, 2005.



Fourth one: Bani-Rshaid, Abdullah Mohammad Hamad.

cv

Personal Information:

Name: Bani-Rshaid, Abdullah Mohammad Hamad

Gender: Male

Nationality: Jordanian

Address: In United Arab Emirates

Mobile: - Abu Dhabi // 00971563443015

E-mail: cisyu2011@yahoo.com



***Work experience:**

- 2015 -2018 , Assistant Professor, ALHOSN University, United Arab Emirates.

2014 - 2015 , Assistant Professor, University of Hail, Saudi Arabia professor.

-2011 - 2014 , counselor and educational, and the Ministry of Education, Jordan.

-2010 -2011 , Lecturer, King Saud University, Saudi Arabia.

- 2007-2010 counselor and educational, Ministry of Education, Jordan.

***Education:**

* 2013/2014, PhD in psychological counseling - Yarmouk University, Irbid, Jordan. A very good grade.

* 2009/2010 Master psychological counseling - Yarmouk University, Irbid, Jordan. A very good grade.

* 2006/ 2007: Bachelor of Psychological Counseling - Yarmouk University, Irbid, Jordan. A very good grade is high.

* Specialist and Trainer for Family Counseling and Solving family problems. American – Canadian Board for professional Training.

* Specialist and Trainer for premarital and Marital Counseling, American – Canadian Board for professional Training.

Awards:

Achieving the best educational research at the level of the Arab world, 2018, Hamdan Bin Rashid Al Maktoum Award for Outstanding Educational Performance.

Research:

- School Activates and its Relationship to both Self-Acceptance and Moral Maturity among

Middle School Students in the Emirate of Abu Dhabi in United Arab Emirates, Journal of Excellence, Hamdan Bin Rashid Al Maktoum Award for Distinguished Academic Performance, 1/5/2018, United Arab Emirates, Dubai.

-Psychological flexibility and its relationship to marital adjustment among a sample of married couples in the Emirate of Abu Dhabi, the sender for publication, Journal of Educational and Psychological Sciences, University of Bahrain.

- Relationship between compulsive buying and depressive symptoms among males and females •Journal of Obsessive-Compulsive and Related Disorders, JOCRD 322, 19-May-2017.

-Voluntary work and its relationship with self-esteem among college students, the magazine of Education and Psychology, King Saud University, No. 56 0.2016.

- The effect of modifying the negative self-statements and to improve the communication skills to modify the attachment patterns of unsafe ninth and tenth grades in Irbid District students. Quds Open University Journal for Research Educational and Psychological Studies 0.2014.

* **Books:** -

- Life skills, the world of books, Jordan, Dar Al fiker For publication.

* **Courses:**

- mental health of the child, by four weeks, EDRAAK Foundation in collaboration with the Faculty of Medicine at Harvard University.
- Behavioral Psychotherapy Techniques professional certificate 40 training hours, Toronto International Career University.
- training course to deal with crises university, University of Hail, 2015.
- International Diploma in IT Skills (ICDL).
- professional Psychotherapy cognitive emotional, groups and support professional certificate, 40 training hours, Toronto International Career University.
- statistical analysis training course (SPSS), Hail University of 2015.
- Training of Trainers Certificate, for the rehabilitation of young men and women to assume responsibility required of them to make their communities better places to live for themselves and their families, building competencies of information technology network company.
- The training program to enhance the workers in family counseling skills by 15 hours of training, which was held during the period T. 8/5/2010 until 20/5/2010 m, the National Council for Family Affairs with support from the Dutch embassy.
- cycle Qualify Friends volunteers to work with children at risk, Yarmouk University in collaboration with the Ministry of Social Development and the Quest Scope Foundation for Social Development in the Middle East.

- Success skills , , Yarmouk University in cooperation with ENJAZ of the institution.
- A course in how to be a leader , Yarmouk University in cooperation with ENJAZ of the institution.
- A course in basic life skills - Yarmouk University in collaboration with the Centre or Nawar community development - Oman, at a rate of 10 training / 2006 hours.
- Computer cycle comprehensive. Comprehensive training course in Computer, Glory Centre, in collaboration with the Ministry of Education by 100-plus hours of 25/06/2002 to 25/08/2002. Excellent degree.
- English Language course.
- cycle on the protection of children from abuse-psychological counseling -mash Department of Education.
- provide protection and psychological and social care for children in situations cycle -mash crises of Education in partnership with Eonev .20-25 / 5/2008.

***Experience:**

- a member of the unit of psychological and Student Counseling, University of Hail.
- Member of the Quality Assurance Unit, Psychological Counseling Center, University of Hail.

- practical training in psychiatric clinics and diagnosis of mental disorders by DSM IV (DSM.IV)), by 300 hours of training, Princess Basma Teaching Hospital, psychiatric clinics, the Ministry of Health, Irbid.

- Participate in the Friends program dealing with children at risk -otefal events, experience for a year and two months with at-risk children in Muhammad bin Qasim Center (events center Irbid.)

- specialized training in psychological counseling.

- Head of the Social and Cultural Committee of the training center of the Friends of Children at Risk (Friends Club at-risk children, Faculty of Education, University of Yarmouk.

- a coach, teacher training workshop in educational administration and the protection of children from abuse, three training days.

- Participate in guiding the Eighth Congress in 2009 entitled "Towards safe school environment" and the role of domestic violence ", the Ministry of Education.

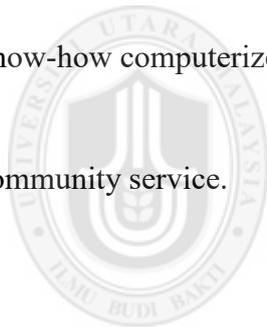
- Participate in "youth group network program transfer in Al Koura" and include the following skills: Microsoft program to develop computer skills, project management, facilitation and cooperation, and communication, effective listening, public speaking, time management, crisis management, and holding effective meetings, and to find solutions to problems ,, and conducting research and surveys and field surveys, and financial literacy, career counseling, resume writing, and training on

interviewing skills. With the youth and the Jordan River Foundation transfer network group.

***Skills:**

- scientific research skills.
- Preparation Academic Programs section of academic and institutional funds, effectiveness and quality.
- preparation in courses associated with the units.
- find him communication skills.
- The use of the internet in an excellent manner
- The ability to communicate with others in an excellent manner.
- Leadership and organization skills and time management.
- the application of psychological theories excellent manner.
- find it and correct application of psychological tests.
- the application of IQ tests find it and correct it.
- find it the work of an individual counseling sessions and guidance of collective excellent manner.

- interview skills, case studies and information gathering.
- advanced skills in the use of technology in teaching (Abbaraerod provide lessons, use of elearning systems.
- Ability to preparing and presenting lectures.
- Ability to work effectively in a pluralistic and diverse environment.
- Ability to creativity and authoring and editing written materials.
- literacy skills planning and program implementation.
- know-how computerized student data systems.
- community service.



UUM
Universiti Utara Malaysia

Fifth one: Atef Hasan Shwashreh.

Curriculum Vitae

Name : Atef Hasan Shwashreh

Nationality : Jordanian.

Marital Status : Married.

D & P of Birth : 1969, Jordan.

Social Security No. : 9691008947



ACADEMIC QUALIFICATION:

1- **PhD** in *Psychology* from Yarmouk University in 2004.

GPA: 88.4%.

Title of thesis: *Examining A Causal Model For Problem Solving*

Ability

2- **Professional Diploma** in Clinical Psychology / German Jordanian University

3- **MA** in *Psychology* from Jordan University in 1994.

GPA: 82.4%.

Title of thesis: *Relation Between The Speed Of Thinking And The Academic Achiev
According To Variables Of Gender and Dp Specialization.*

Subjects: Students of the second secondary class.

4- **MA** /in women studies from Jordan University in 2011

**Title of thesis: The Social And Psychological Needs Of Battered Women In
Amman City**

5- **BA** in *Psychology* from Jordan University in 1991.

6- **High school:** -Jordan in 1987.

GPA: 85.1%.

EXPERIENCE:

Practical Experiences; Employment History:

1. currently: Trauma Program Manager at Institute for Family Health/Noor AL-Hussein Foundation
2. **Training consultant/ psychotherapist** at Mutmaannah Medical Center in Riyadh / Saudi Arabia
3. (2009-2010) **Lecturer**/ Jordan University/psychology department for one year
4. (2002-2009) **Full time faculty member** at the Arab Open University, Amman, 2002- 1/8/2009
5. (2005-2009) **General manager**, Arab Open University teaching centers for 4 years
6. **Psychology researcher** / Jordanian center for social researches, since 2009

7. **General manger**, Jordan Rasoun Center for Women Studies

8. (Present) **Educational and psychological consultant** / Women Foundation Anti Violence

9. (1992-2001) **Full time counselor** worked at the Jordanian ministry of Education and in KSA for 10 years

TRAINING & COURSES:

1- Advanced course in the *Analytical Statistics* using SPSS and AMOS programs in computers

2- A course on the *Psychology Of Open Education* under title: Strategies and Issues

3- A course on *Scientific Research*

4- A course on *Students Learning Evaluation* at (AOU)



- 5- A course on *impulse Behavior For The University Students and The Ways To Deal With The Issues*



ACHIEVEMENTS & ACTIVITIES:

- 1- A joint research on the *Human Nature Since Puberty in The Light of the Holy Quran*, certified for publishing in *Annajah University Magazine*

- 2- A joint research on the *Effectiveness Of Training Program In Developing The Social Skills* for a sample of adolescents

- 3- A case study research on the *Effectiveness Of An Educational Supervision Program In Provoking Achievement Motivation For A Student Suffering From Low Motivation In Academic Achievement* published in the *Action Research Magazine*, Vol. (1) No. (1). Please refer to: <http://www.aou.jo/research/research 4.doc>

- 4- An article on the *challenges That The Academic Supervisors Face At AOU*, *Afaaq magazine* No.32, Oct. 2006.

- 5- Participated in a conference on *the national criteria for developing teachers professionally* in cooperation with the Ministry of Education and the public and

private universities. Here, I participated in formulating the third part of planning for education at the Ministry of Education /Jordan from 16-18 of May 2006.

- 6- Attended a conference on *The Role Of The Arab Private Organizations In Achieving The Developmental Goals For The Third Millennium* under title: partnership for building the future in Kuwait from 18-20 of Dec 2006.

- 7- Participated in a paper on *Open Universities Education And Adults Learning* in a conference on *Developing Programs And Curricula For Adults In Light Of Quality* at Adults Education Center at Al-ayn University/ Cairo from 4-16 of April 2006.

- 8- Attended a conference at the University Of Science And Technology/Jordan on the *Arab Women In The Academic Work And Science* from 18-30 of April 2008.

