

# The Effectiveness of Eye Movement Desensitization and Reprocessing Therapy in Alleviating Classroom Disruptive Behavior in Schooled Adolescents

فاعلية برنامج علاجي يستند على تقنية سلب الحساسية وإعادة المعالجة عن طريق حركات الأعين في التخفيف من سلوك الشغب الصفّي لدى المراهقين المتدريسين

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## Abstract

This research paper aimed to verify the effectiveness of a treatment program based on Eye Movement Desensitization and Reprocessing technique (EMDR) in alleviating classroom disruptive behavior in a sample of schooled adolescents. To achieve the aim, the researchers used the quasi- experimental approach. The study sample consisted of (24) male and female students. The study sample consisted of an experimental group (12 students) and a control group (12 students). The treatment tools were a Class Riot Behavior Scale designed by Aziz Khaled, in addition to the EMDR treatment program, which consisted of 12 treatment sessions. The results of the study confirmed the effectiveness of the proposed treatment program in reducing classroom disruptive behavior. The findings have also showed that the impact of the program was effective after both the treatment period and the post-test measurements.

**Keywords:** Eye Movement Desensitization and Reprocessing technique; classroom disruptive behavior

## ملخص

هدفت الدراسة إلى التحقق من فاعلية برنامج علاجي قائم على تقنية (EMDR) في التخفيف من سلوك الشغب الصفّي لدى عينة من المراهقين المتدريسين، وقد استخدم الباحثان المنهج التجريبي ذو التصميم شبه التجريبي، أين تكونت عينة الدراسة من (24) طالب وطالبة. وتضمن ذلك مجموعة تجريبية تكونت من (12) طالبا وأخرى ضابطة تكونت من (12) طالبا، وتم تطبيق مقياس سلوك الشغب الصفّي من إعداد (عزيز خالد)، إضافة إلى البرنامج العلاجي (EMDR) من إعداد الباحثين والذي تألف من (12) جلسة علاجية. وأسفرت نتائج الدراسة على فاعلية البرنامج العلاجي المقترح في خفض سلوك الشغب الصفّي، كما بينت استمرار فاعلية أثر البرنامج بعد فترة المتابعة من خلال القياس التتبعي.

**الكلمات المفتاحية:** سلب الحساسية عن طريق حركات الأعين؛ سلوك الشغب الصفّي

## Introduction

Talking about the phenomenon of Class disruptions inside educational institutions in general and the classroom in particular has been the focus of many social and psychological studies around the world. However, the forms that the class

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disruption has recently taken are causing true concern. It is like an infection that affects more than one element in the classroom. Actually, this misbehavior has become a thorny problem that has almost evolved into a crucial issue between the learner and the teacher. Such a problem has prevented educators from providing the right atmosphere to perform a successful educational operation in which calmness and focus would prevail. (Aziz, 2021, p. 01)

It is scientifically proven that the phenomenon of classroom disruptive behavior is a behavioral phenomenon caused by some psychological, behavioral and personality disorders. This misbehavior results in the early injury of the child with disorders such as: aggression, violence, anxiety, depression, tension, lack of social interaction skills, and attention disorders. (أبو زيد وجابر، 2015: 64)

Many educational and psychological researchers also assert that there are other factors, which may contribute to the emergence of behavioral disorders among students. These factors include the use of authority, monotony, boring daily routines, inflexibility in teaching and the wrong reinforcement of some behaviors. (أسامة، 2012: 54)

These previously mentioned reasons, if not treated, will inevitably lead to poor personal and social adjustment of the student inside and outside the school, and it will increase if it is left without supervision and treatment. As consequence, it will cause a defect in the educational operation and therefore will inevitably have a negative effect on students' academic achievement.

This is exactly what made us look at this phenomenon from another angle, which is the angle of treatment. Accordingly, the current study seeks to design and implement a treatment program based on the technique of deprivation of sensitivity and re-treatment through eye movements in alleviating this behavior among schooled adolescents.

This can occur by training the naughty teenager some social skills emanating from the theories of behavioral, cognitive, mental and emotional psychology. To determine the effectiveness of the treatment program in mitigating this misbehavior the researchers used the technique of Eye Movement Desensitization and Reprocessing Therapy.

## **Statement of the Problem**

The educational system is the most important social environment that seeks to achieve the goals and aspirations of society, which is the training of citizens who have the ability to adapt and integrate with the environment in which they live, and

participate effectively in the development of their country. Furthermore, school is not only a source of knowledge, it also contributes to the refining of the students' behavior and teaching them values, morals, respect and discipline.

However, we do regret to notice, within educational institutions, the prevalence of insolence and misbehavior, whether in the interaction of students with each other, or their interaction with teachers. This chaotic situation often gives birth to dangerous behaviors that disrupt the general system of educational institutions, and encourages aggression and vandalism.

Among these problems, we find classroom riot behavior, which is a social and educational problem determined by various behavioral responses and difficulties that, teachers, parents, and specialists in educational institutions face daily. (Hamdi, 1998, p. 80).

What makes class disruptive behavior a dangerous misbehavior, is its inclusion in the classification of abnormal behaviors in schools, such as: aggression, school violence, vandalism of school furniture, failure to follow instructions from the school administration or teachers, lack of attention and deviation from school regulations and instructions, and other inappropriate practices with other people. These aforementioned problems in turn, create chaos within the school environment, and may extend their impact to the dissemination of defects in scientific learning outcomes and thus will inevitably affect academic achievement.

(Johnson, 2006, p. 49)

What appears to be wrong with the naughty students is that they are characterized by stubbornness and disturbance, trying to attract the attention of others. This misbehavior has a negative impact on their motivation to learn, and thus instead of giving their attention to the teacher they prefer creating tension and confusion to the course of the lesson. Actually, this type of students is very emotional with teachers, and tends to make fun of them, cause disruption constantly, and raise behavioral problems with others. (خالد، 2020 :85)

These behaviors often push the teacher and the administration to put pressure on the students, through their expulsion from the class and summoning their parents. Class disruption often causes anxiety for many teachers, especially teachers with limited experience. (Jaber, 1994, p. 284)

In a study by (Klein 1971) it was shown that the behavior of students may govern the behavior of the teacher: If the students' behavior is negative, their teachers' behavior will turn negative, and when the behavior of the class is positive, their teachers' behavior becomes positive and constructive. (Yusef, 2002, p. 241)

Hence, we should investigate the causes and effects of these misbehaviors and find ways to treat them. Resorting to disciplinary methods teachers and educational institutions. Disciplinary methods often increase teenagers' discontent and revenge against teachers, classmates and the institution itself.

Our deep theoretical reading has enabled us to design a treatment program. The effectiveness of this program, is based on the technique of deprivation of sensitivity and reprocessing by Eye movements in alleviating disruptive behavior in schooled adolescents.

In this context, the problem of our research project is formulated as follows in the following question: - How effective is a treatment program based on the technique of deprivation of sensitivity and retreating by eye movements in alleviating disruptive behavior in schooled adolescents?

The research sub-questions stemming from the statement of the problem are:

- 1- Are there statistically significant differences between the mean scores of the members of the experimental group before and after the implementation of the indicative program in the dimensions of the classroom disruptive behavior scale?
- 2- Are there statistically significant differences between the mean scores of the members of the control group in the pre and post measurement in the dimensions of the classroom disruptive behavior scale?
- 3- Are there statistically significant differences between the post-intervention and the follow-up intervention in the dimensions of class disruptive behavior for the experimental group?

### **Objectives of the study**

The current research seeks to achieve the following Aims:

- Identifying the disruptive behavior patterns the high school students appears exhibit by applying the disruptive behavior scale
- Identifying the levels of classroom disruption levels for the study sample.
- Knowing the effectiveness of a treatment program in reducing classroom disruptive behavior, and the mechanisms of training adolescents at the secondary school level on how to investigate classroom disruption behavior within the classroom environment. This program includes a set of skills chosen because of their effectiveness and success in reducing many forms of riot behavior.
- Detecting the effect of the treatment program on alleviating this misbehavior.
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### **Study Concepts**

\* **EMDR (Eye Movement Desensitization and Reprocessing):** It is a new therapeutic technique based on the psychoneuro and emotive current to desensitize and withdraw information by sensory stimulation through eye movements or

auditory or tactile stimuli to facilitate rapid resolution of traumatic symptoms. (Forrest, 2007, p. 302)

### \* **Class Disruptive Behavior**

Smith notes that disruption is a misbehavior that is repeated against victims who cannot defend themselves, and this behavior can have negative effects on victims over a period. (Smith, 2004, p. 98)

Al-Sumaili sees classroom disruptive behavior as: “a set of behaviors represented in aggression, making noise, disturbing others, vandalism, causing damage and damage to furniture, and violating instructions and regulations, such as talking to others without permission, interrupting the speaker, or otherwise”.

(الصميلي، 2009 :20)

As for the procedural definition of the riot, it is considered as a psychological condition accompanied by an emotional charge that arises because of frustration or a threat to the security of the individual. It might be the result of a lack of the student's basic needs such as family, school, environmental, and personal needs of vision and insight. This procedure helps restructure the system of ideas in a positive way.

### **Previous Studies**

#### • **Bachen Study (1989)**

This study aimed at investigating the effect of symbolic modeling through films in reducing aggressive behavior and increasing social behavior among delinquent children. The study members were identified through the application of the list of observing aggressive behavior, and the list of observing social behavior on the 48 children from the Re-Education and Rehabilitation Center in Algiers. Their age ranged between 15 and 17 years old. It became clear that there are differences between the experimental group that was exposed to the modeling style and the control group. It also turned out that there were significant differences in increasing social behavior between the experimental group that was exposed to the modeling method and the control group, and these differences appeared in favor of the experimental group.

#### • **Bird Study (1996)**

It aimed to investigate the effectiveness of behavioral methods in reducing disruptive behavior among adolescents in middle schools in the state of Arizona in the United States of America. The study was conducted on a sample of (25) students (15) males and (10) females from two different schools. Reports from the educational office in the state have shown that teenagers suffer from disruption problems. The researcher set male and female teachers to collect data related to the most common patterns of unwanted behavior among these male and female students.

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After identifying this behavior, the researcher trained the male and female teachers in these schools to use the therapeutic program methods during a semester.

### **• Kumar Study (1999)**

It aimed to understand the role of behavioral therapy methods in reducing behavior disorders in adolescents in the United States of America.

The study was conducted on a sample of (20) male and female students in two Texas schools, after a behavior disorder inventory found that these pupils have symptoms of disruptive behavior.

These pupils' teachers were trained to use the different of reinforcement methods to apply whenever these pupils behaved contrary to any behavior that was classified as disruptive.

The results of the study showed that the most effective behavioral methods in reducing behavior are ranked as follows: 1) physical reinforcement, 2) verbal reinforcement, 3) symbolic reinforcement.

The behavioral treatment methods proved effective in reducing the class disruptive behavior, because the teacher was able to deal with his pupils without causing them shyness or discomfort.

### **• Berk Study (2000)**

This study aimed to determine the effectiveness of a behavioral program to reduce disorder behavior in adolescents. The sample consisted of (20) adolescents in two middle schools, in the western United States, who appeared to be causing classroom disruptive behavior. With the help of teachers, the researcher collected appropriate data on these students through the classroom disruptive behavior questionnaire.

As for the therapeutic operation, the researcher developed a behavioral treatment program to deal with disruptive behavior based on previous studies related to the topic.

The study showed that the most effective behavioral methods in dealing with the disruptive behavior were positive reinforcement, excessive correction, and negative reinforcement. Actually these treatment methods are the most preferred ones by the members of the sample.

### **• Kozleski Study (2002)**

It aimed to identify trends in racial inequality in mixed education procedures that affect students' experience in schools and to test the effect of promoting positive behavior as a strategy to reduce student disorder and class disruptive behavior. The

study was conducted on a sample of High School students in the central states of America using a positive reinforcement program developed for that purpose.

The sample who participated in the study consisted of 883 students from various social and economic categories. They were split into two groups to form an EG and a CG.

The study concluded that the positive reinforcement program had a statistically significant effect in reducing disorder and class disruptive behavior among the experimental group, while there was no decrease in disorder and class disruptive behavior among members of the control group.

- **Bykhovsky Study (2004)**

It aimed to identify the methods of behavior modification mostly used to reduce class disruptive behavior in middle and upper school students in Texas State schools.

The study was conducted on a sample of (1750) male and female Middle & High school students in the state of Texas in the United States of America. The sample was split into an experimental and a control groups.

When the EG was asked to indicate the most behavioral methods which proved to be efficient in reducing class disruptive behaviors, the answers showed of the study mentioned the following methods: positive reinforcement of desired behavior, amortization, cost of response, exclusion from positive reinforcement and negative reinforcement.

- **Chiu & Hsing Study (2007)**

It aimed to measure the effect of differential reinforcement strategies and symbolic economics on treating class disruptive behavior,

The experimental study sample was divided into two groups: primary school children primary, upper primary school children.

The disruptive behavior treatment was implemented through the design of a counselling program, which was based on the use of a number of behavioral strategies, such as differential reinforcement and symbolic economics.

This program continued for a period of two months, with one counseling session for each group per week. The results of the study showed the effectiveness of the strategies that were used in the study to reduce the severity of class disruptive behavior, by comparing the results of the experimental group with the control group.

## **Discussion**

- **In terms of location:** most of the aforementioned studies were conducted in foreign countries, with the exception of the Bachen study (1989) and the current study which were conducted in Algeria.
- **In terms of the sample:** the present study and most of the aforementioned studies have applied their tools on pupils with the exception of Bird (1996) who applied them on teachers.
- **In terms of sample size:** The sample sizes for the previous studies ranged between (20 and 1750) male and female students, while the current study size was (80) male and female students.
- **In terms of the research tool:** the research tools for this study were distributed between the interview, the test and the questionnaire. The questionnaire was the main research tool of the current study.
- **In terms of research methodology:** The research methods for most studies varied between the descriptive approach and the experimental approach. As for the current study, it relied on the experimental / quasi-experimental approach.

## **Research Design**

### **Methodology**

Given the nature of the topic as well as the primary aim of the research, which is to verify the effectiveness of a treatment program based on the technique of Eye Movement Desensitization and Reprocessing in alleviating disruptive behavior in schooled adolescents, we relied on the experimental approach.

Actually, the design is quasi-experimental, which is due to the difficulty in controlling extraneous variables in the school environment and ensuring the random distribution of the control group and the experimental group.

The quasi-experimental design was applied on the two groups (control / experimental) which were asymmetric with pre and post measurements.

Hence, in the current research, the pre-measurement of the classroom disruptive behavior was applied to all members of the study sample, the control and the experimental group. Then, the pilot program was applied on of the experimental group.

After completing the application of the program, we used the post-measurement (classroom disruptive behavior scale) for the two groups, according to the following design:

**Table (01) illustrates the method of designing the quasi-experimental research**

Groups	Sample	Pre-measurement	Experimental treatment	Post-measurement
Experimental	12	Class disruption Scale	The rapetic program 12 sessions	Class disruption scale
Control	12	Class disruption Scale	Was not subject to therapeutic program	Class disruption scale

The table above shows how the quasi-experimental research is designed in two groups. We used pre-measurements for both the control and the experimental groups. Then the experimental group underwent an experimental treatment. The post-measurements for the two groups were used to allow comparisons to be made between the groups.

The current study quasi-experimental approach was designed in as follows:

**Table.02 Experimental design use in the current study**

Groups	Pilot Study	Pre-measurement	Sample	Post-measurement	Follow up measurement
experimental	12 sessions	Class disruption Scale	12	Class disruption Scale	Class disruption Scale
control	Was not subject to pilot study	Class disruption Scale	12	Class disruption Scale	Was not subject to follow up measure

According to this model, as indicated by (jabber Abdel Hamid, 1994), the analysis of the data aimed to determine the effectiveness of the treatment and to test the research hypotheses by making the following comparisons:

- Pre-measurement / post-measurement with the experimental group: statistically significant improvement.
- Pre-measurement / dimensional measurement at the control group: no improvement.

- Post- measurement / Post- measurement between the control group and the experimental group: the difference is statistically significant, and this is evidence of the effectiveness of the experimental treatment. (Jaber, 1994, p. 348-349)

### **Study population and sample**

The original study population from which our research sample was drawn, consisted of secondary school students, aged between 15 and 17, during the academic year 2018-2019, at El Eulma City. The sample was characterized by their repeated class disturbances and their disruption misbehavior. We could identify them thanks to the cooperation of the Directorate of Education in Setif, which gave us a list of the secondary schools characterized with behavioral problems. The 10 Secondary Schools known for their Class disruptive behavior are: Bouzid El Dardar, Sakhri, Al Bashir Guassab, Tariq Bin Ziyad, Al Bar Bin Qana, Malik Bin Anas, Larbi Bin M'hidi, Al-Shihab, Al Bashir Al Ibrahimi and Zaire Bakir.

The researchers have allotted special numbers to each High School so that one of the High schools is chosen randomly. The choice was made on Al-Shihab Secondary School.

We contacted the Head of the Secondary School and asked for permission to investigate our research in his institution and apply the experiment on the students of that high school, we could collect 24 cases.

### **Specifications of the Research Sample**

The research sample consisted of 24 disruptive behavior pupils from the first and second secondary school levels during the academic year 2018/2019.

Pre-measurements were applied in the period from (Sept to Dec 2018), while the follow-up program was applied during the period from February to May 2019, followed by Post- measurements that extended to June and the first days of July. The research sample was divided into two groups: control and experimental.

**Table 03. Distribution of the sample among the experimental and control groups by gender**

Groups	Secondary Schools	Number of students by gender		
		Male	Female	Total
Control	Al-Shihab	07	05	12
Experimental	Al-Shihab	09	03	12
Total	/	16	08	24

We can notice from the table above that there is an equivalence of the experimental group and the control group, in terms of the number of individuals, which equals 12

Individuals in each group. As for gender, for the control group, we recorded the presence of 7 males and 5 females, while for the experimental group; we recorded the presence of 9 males compared to 3 females.

### Study Tools and their Psychometric Properties

The data collection process in this study was done using the following tools:

**Table 04. The study tools**

Number	Tools	Designer
1	Disruptive behavior scale	authors
2	Therapeutic program	authors

#### 1- Classroom Disruptive Behavior Scale

Prepared by Aziz Khaled (2019), This scale consists of 76 clauses divided into four axes:

- the subversion axis which comprises 18 items,
- the excitement and inconvenience axis with 20 items
- the aggression axis with 18 items
- the violation of regulations and instructions with 20 items

To answer the scale, pupils have to choose one of the five alternatives: always, often, sometimes, rarely, and never.

#### Psychometric Properties of the Scale

The accuracy of the scale was confirmed by the validity of the internal consistency, by applying it to a sample of (80) male and female students outside the study city. The procedure consisted of calculating the correlation coefficient between the degree of each item of the scale and the overall degree of the scale.

**Table (05) shows the correlation coefficients between the dimensions of the scale**

Dimensions of the scale	Excitement and inconvenience	Aggression	Vandalism	Violation of instructions
Violation of instructions	<b>0.49**</b>	<b>0.68**</b>	<b>0.73**</b>	/
Vandalism	<b>0.52**</b>	<b>0.72**</b>	/	<b>0.73**</b>
Aggression	<b>0.60**</b>	/	<b>0.72**</b>	<b>0.68**</b>
Excitement and inconvenience	/	<b>0.60**</b>	<b>0.52**</b>	<b>0.49**</b>

The stability of the scale was calculated by the Alpha de Cronbach correlation coefficient for each axis and for the scale as a whole as shown in Table (06).

#### Table. 6. Alpha Cronbach coefficient reliability

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Dimensions of the Scale	Alpha-Cronbach stability factor
Violation of instructions	<b>0.78</b>
Vandalism	<b>0.81</b>
Aggression	<b>0.69</b>
Excitement and inconvenience	<b>0.85</b>
Overall score of the scale	<b>0.84</b>

Table.06 clearly shows that value of the Alpha-Cronbach stability factor for the study tool, as a whole, was (0.84).

This value is considered high, since the results indicate that the study tool has a high degree of stability, and therefore the results can be relied upon and trusted. The stability values for the four dimensions ranged between (0.69 and 0.85).

### **Therapeutic Program**

The program was prepared in the light of theoretical frameworks of Eye Movement desensitization and reprocessing therapy.

The researchers also reviewed a set of treatment programs dealing with disruptive behavior, aggression and violence.

The program consisted of 12 sessions, with two sessions per week, and the average session lasted 90 minutes, with the exception of the first and last session, which took 60minutes each.

All the sessions took place in the Computer sciences Hall at Al-Shihab Secondary School in El Eulma. The implementation of the program lasted a month and a half.

### **Presentation of the proposed treatment program**

The therapeutic sessions of the program lasted for 12 sessions, preceded by a first introductory session. The Sessions are:

<b>Sessions</b>	<b>Topic of the session</b>	<b>Aim of the session</b>	<b>Techniques</b>	<b>Timing</b>
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<p>Session 1</p>	<p>Personal identification and treatment program definition</p>	<p>Getting to know the counselor, participants, and building confidence between them. Emphasizing the principle of confidentiality.                      - Introducing the participants the contents of the treatment program in terms of: its objectives, the location of the treatment sessions, the time for each session, and the duration of the program.                      - The members of the group determine their expectations, monitor their needs and identify the painful experiences the learner had undergone.</p>	<p>-Group discussion                      -Passive discharge                      -Open questionnaire to monitor concerns</p>	<p>60'</p>
<p>Session 2</p>	<p>Social and communication skills</p>	<p>-Ensuring a suitable therapeutic relationship.                      -Clarifying to the group the concept of verbal and non-verbal communication.                      -Training the group to use skills that help endurance and self-control                      -the researcher gave explanations about this treatment and introduced self-</p>	<p>- Lecturing                      -Pair and group discussion                      -Reinforcement                      -Homework</p>	<p>90'</p>

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		control techniques, which participate in the stability of the learner.		
Session 3	Relaxation training	<ul style="list-style-type: none"> <li>-Reviewing the duties given in the previous session and answering the group's inquiries.</li> <li>- Giving the group members the practical skill of using the technique of relaxation in some parts of the body (hands, shoulders, head, neck, leg, feet, chest, abdomen and back).</li> <li>- Giving examples and explanations through a scientific model using one's body parts.</li> <li>-Evaluating the level of emotional arousal after training in the practice of relaxation.</li> </ul>	<ul style="list-style-type: none"> <li>-Lecturing and group discussion</li> <li>-Relaxation</li> <li>-Homework</li> </ul>	90'
Session 4	Behavioral problems in adolescence	<ul style="list-style-type: none"> <li>-Discussing homework.</li> <li>- Understanding the essence of adolescence as a stage of human development along with the changes that accompany this period</li> </ul>	<ul style="list-style-type: none"> <li>-Lecturing and group discussion.</li> <li>- Simulation</li> <li>-Homework</li> </ul>	90'

		<ul style="list-style-type: none"> <li>-Clarifying the main demands and challenges in adolescence.</li> <li>-Showing examples behavioral problems in adolescence</li> </ul>		
Session 5	Class Disruptive Behavior: Its Concept, Types, Factors, and Harms.	<ul style="list-style-type: none"> <li>- Homework discussion</li> <li>- Defining the concept of disruptive behavior.</li> <li>-Identifying the class disruptive behavior dimensions</li> <li>- Discussing the causes of class disruptive behavior.</li> <li>- Identifying the problematic aspects of the student's relationship with the school environment.</li> <li>- Encouraging the therapeutic group to speak up and express themselves, thus causing them to feel their problem and its harmful effects, and to send them hope that they can positively change the pattern of their behavior.</li> </ul>	<ul style="list-style-type: none"> <li>-Lecturing and group discussion.</li> <li>-Reinforce-Ment Simulation and visualization</li> <li>-Emotional ventilation</li> <li>-Homework</li> </ul>	90'
	Training in communication techniques and self-evaluation	<ul style="list-style-type: none"> <li>-Reviewing homework given in the previous session and responding to the group's inquiries.</li> <li>- Explaining the role of negative self-expressions in the</li> </ul>	<ul style="list-style-type: none"> <li>-Lecturing and discussion of self-talk.</li> <li>Relaxation</li> <li>-Simulation and visualization</li> <li>-Reinforcement</li> <li>- Homework</li> </ul>	90'

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<p align="center">Session 6</p>		<p>emergence of negative behavior.          -Explaining that there are two types of self-talk; negative self-talk, and positive self-talk that results in correct normal behavior.          -Evaluating the validity of the positive idea on 1 to 7 Validity of cognition (VOC) scale          -Help the experimental group understand themselves, monitor their thoughts, delete the bad ones and adhere to the good thoughts.          -Training the therapeutic group to focus on positive self-talk          -Determining the location of physical sensations.</p>		
<p align="center">Session 7</p>	<p align="center">The effect of thoughts and feelings on the appearance of disruptive behavior</p>	<p>-Emphasizing the existence of different patterns of thinking that play an important role in influencing our behavior.          -Identifying the effect of ideas on the emergence of behavior.          - showing the group members that their</p>	<p>- Lecturing          - Dialogue and group discussion          -Reinforcement          - The ABC Model          -Relaxation          -Homework</p>	<p align="center">90'</p>

		<p>behavior, actions, and thinking patterns are interrelated.</p> <ul style="list-style-type: none"> <li>-Presentation of irrational thoughts and clarification of their nature.</li> <li>- Changing irrational thoughts that accompany the forms of disruptive behavior with rational thoughts.</li> </ul>		
<p>Session 8</p>	<p>Presentation and training in desensitization and reprocessing therapy technique</p>	<ul style="list-style-type: none"> <li>- Restoring the target's components: the image, negative thought, emotions and feelings at the same time.</li> <li>- Starting to consult bilateral attention, that is, the movements of the two eyes.</li> <li>-To make a verbal exchange after every excitement, and to ask the student to take a deep breath and rest.</li> <li>-When the student answers, we ask him to record this in his mind, but without repeating the student's words.</li> <li>- We carry on with the same procedure, i.e. the arousal series, until the client gives us positive or neutral answers several times, and this</li> </ul>	<ul style="list-style-type: none"> <li>-Lecturing and group discussion.</li> <li>-Simulation and visualization</li> <li>- ABC Form</li> <li>-DEF Technique</li> <li>-Homework</li> </ul>	<p>90'</p>

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		<p>indicates the cleaning of the channel.</p> <p>--Return to the original memory.</p> <p>- After the student answers, we ask him to record this, and then we return to the instigating series.</p> <p>- If the material appears again, this means opening a new channel, so we continue the arousal chains.</p> <p>When we reach the desensitization of this new channel, we return to the original memory.</p> <p>-If there is no other negative thing, you go to monitor the scale of the autonomous units of the disorder.</p>		
Session 9	Installation	<p>- Controlling the positive thought CP</p> <p>-Verifying the validity of the positive idea by repeating and evaluating it on a scale from 1 to 7 CP</p> <p>-Linking the positive idea to the basic situation with the use of the instigating series.</p>	<p>-Lecturing and group discussion</p> <p>-Emotional ventilating</p> <p>-Homework</p>	90'
	Presentation of and training in cognitive	<p>- Reviewing the homework given in the previous session</p>	<p>-Lecturing</p> <p>-Foresight</p> <p>-Reinforcement</p>	90'

<p>Session 10</p>	<p>reconstruction technique</p>	<p>and responding to the group's inquiries.                      -Helping students pay attention to their negative self-talk and the need to change it.                      -Helping students believe that the behavior itself is a problem, not the student himself.                      -Helping students to change their illogical ideas and replace them with logical ones.                      - Giving alternatives to the misconceptions held by the individual and helping him adopt them to get rid of his anger and thus avoid class disruptive behavior</p>	<p>-Relaxation                      -Emotional ventilating                      - Homework</p>	
<p>Session 11</p>	<p>Presentation of the training in body visualization strategy (introspection)</p>	<p>-Reviewing the homework given in the previous session and responding to the group's inquiries.                      - Asking the learner to close his eyes and focus on the situation by saying the positive idea, and be mentally sensitive to his body. If there are good feelings, we reinforce this with a series of instigations to reinforce those feelings.</p>	<p>- Lecturing                      -Emotional ventilating                      - Feedback                      -Homework</p>	<p>90'</p>

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Session 12	Discussion, evaluation and finishing the treatment program	<ul style="list-style-type: none"> <li>- Summarizing the content of the tutorial sessions through an activity entitled "Session News Harvest",</li> <li>-Ending the program and setting the group to sign a document as a confirmation of their participation.</li> <li>-Post-measurement</li> </ul>	<ul style="list-style-type: none"> <li>Lecturing and group discussion</li> <li>- Feedback</li> <li>-Reinforcement</li> </ul>	60'
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**Statistical data processing**

To verify the validity of the assumptions, the results were statistically processed by the statistical package (SPSS) through the “T-Test” to see the significance of the differences between the mean of the experimental group and the control group.

**Discussing and analyzing hypotheses**

**Presentation and discussion of the results of the first partial hypothesis:**

There are statistically significant differences between the mean scores of the members of the experimental group before and after the implementation of the counseling program in the dimensions of the classroom disruptive behavior scale

**Table (07). Differences between the mean scores of the members of the experimental group in the pre and post measurements**

<b>Variable</b>	<b>Measurement</b>	<b>Mean</b>	<b>Standard deviation</b>	<b>T-Value</b>	<b>Significance level</b>	<b>Direction of differences</b>
Violation of instructions	<b>Pre n = 12</b>	<b>24.38</b>	<b>1.79</b>	<b>11.49</b>	<b>0.01</b>	Differences in favor of the Pre measurement
	<b>Post n = 12</b>	<b>17.02</b>	<b>1.91</b>			
Vandalism	<b>Pre n = 12</b>	<b>27.12</b>	<b>2.10</b>	<b>17.65</b>	<b>0.01</b>	Differences in favor of the Pre measurement
	<b>Post n = 12</b>	<b>14.81</b>	<b>2.14</b>			
Agression	<b>Pre n = 12</b>	<b>22.65</b>	<b>1.82</b>	<b>14.24</b>	<b>0.01</b>	Differences in favor of the Pre measurement
	<b>Post n = 12</b>	<b>15.44</b>	<b>1.75</b>			
Excitement and inconvenience	<b>Pre n = 12</b>	<b>26.55</b>	<b>1.68</b>	<b>26.67</b>	<b>0.01</b>	Differences in favor of the Pre measurement
	<b>Post n = 12</b>	<b>15.73</b>	<b>2.13</b>			
Total score	<b>Pre n = 12</b>	<b>95.68</b>	<b>4.14</b>	<b>24.98</b>	<b>0.01</b>	Differences in favor of the Pre measurement
	<b>Post n = 12</b>	<b>52.32</b>	<b>4.71</b>			

From the results of Table 7, it is clear that there are statistically significant differences between the mean scores obtained by the members of the experimental group in the pre- measurement and the post- measurement on the scale of class riot behavior, in favor of the pre- measurement. This means that the mean of the experimental group scores in the pre-measurement was high, while the mean of the group scores decreased in the post-measurement, which confirms the effectiveness of the treatment program in reducing class disruptive behavior and indicates that we are fulfilling this assumption.

The researchers explain these results in the context of relying on the therapeutic program used in this study. This is based on the technique of Eye Movement Desensitization and Reprocessing Therapy called the educational direction, and this trend confirms the existence of strong evidence that behind every emotional behavior associated with aggression or violence is based on misconceptions and beliefs that the individual holds about himself and others.

The results attained in the framework of the interaction shown by the members of the experimental group are attributed to their endeavor to reach a degree of effecting a change in behavior based on the change in their thinking patterns.

Consequently, the student's pursuit of change, and his emphasis on this change during therapeutic practice, is an important aspect in achieving the desired goals of using the technique of Eye Movement Desensitization and Reprocessing Therapy and change

In this respect, the researchers reject prejudicial judgments that the teenager receives from others around him. These experiences form false ideas about the teenager and his abilities.

It is worth mentioning that the results reached in the light of the quantitative and qualitative diversity of the techniques and treatment methods adopted by the treatment program, techniques contributed to achieving the desired goals of the treatment process.

The therapeutic program relied on many techniques such as dialogues and group discussion. Group discussion technique is crucial in the program, as it focuses mainly on the true interaction and communication between the group members, and through that interaction, views are exchanged and decisions are made. The valuation of the results are bound to be effective because this technique provides a sound understanding of all past experiences, awareness of reality through educational situations and within a framework of mutual dialogue and cooperation within the therapeutic group members.

Moreover, the results obtained from the therapeutic program confirm an important principle, which is the flexibility of human behavior and its ability to adjust and change.

If efforts are directed and therapeutic treatment programs are used to deal with forms of abnormal behaviors, whether with ordinary or abnormal people, this will undoubtedly result in the modification of abnormal practices.

The therapeutic programs, according to their different theoretical trends, and with statistical measures have demonstrated their tangible effect in varying proportions.

This has highlighted the important impact of preparing treatment programs in educational institutions, and providing therapeutic services to students according to scientific foundations, focusing on the preventive, developmental and curative aspects. The results are explained in light of the important characteristic of the normal personality.

The individual always adjusts his behavior based on the experiences that he is going through. He changes and adjusts his behavior according to what he learned from the previous positions, especially the situations that are related to the position he is experiencing to face future situations. (AlaEddin, 2003, p. 25)

## Presentation and discussion of the results of the second partial hypothesis

There were no statistically significant differences between the mean scores of the members of the control group in the pre and post measurement in the dimensions of the classroom disruptive behavior scale, and its overall score.

To validate this hypothesis, the researcher calculated the significance of the differences between the means using the T- test

**Table (8): Shows the differences between the pre and post averages of the chaotic behavior of the control group members.**

Variable	Measurement	Mean	Standard deviation	T-Value	Significance level	Direction of differences
Violation of instructions	Pre n = 12	<b>24.81</b>	<b>1.48</b>	<b>0.324</b>	<b>0.01</b>	There are no differences
	Post n = 12	<b>25.54</b>	<b>1.65</b>			
Vandalism	Pre n = 12	<b>26.61</b>	<b>1.78</b>	<b>1.095</b>	<b>0.01</b>	There are no differences
	Post n = 12	<b>27.32</b>	<b>1.95</b>			
Aggression	Pre n = 12	<b>21.32</b>	<b>2.12</b>	<b>0.264</b>	<b>0.01</b>	There are no differences
	Post n = 12	<b>21.85</b>	<b>1.93</b>			
Excitement and inconvenience	Pre n = 12	<b>22.15</b>	<b>1.65</b>	<b>0.161</b>	<b>0.01</b>	There are no differences
	Post n = 12	<b>22.74</b>	<b>1.76</b>			
Total score	Pre n = 12	<b>91.26</b>	<b>3.04</b>	<b>0.852</b>	<b>0.01</b>	There are no differences
	Post n = 12	<b>92.42</b>	<b>2.79</b>			

From the results in Table 8, it is clear that there are no statistically significant differences between the means of the total score of class disturbance behavior in both the pre-measurement and the post- measurement of the control group in the following dimensions: excitement and inconvenience, aggression, vandalism, violation of regulations and instructions, as well as in the overall degree.

These results are consistent with the results of the previous hypothesis, which indicated the effectiveness of a therapeutic practice to reduce class disruptive

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behavior, and also confirmed that the level of classroom disruptive behavior practiced by students at the secondary school level increases in the absence of an appropriate therapeutic assistance.

Classroom disruptive behavior in its four dimensions (excitement, inconvenience, aggression, vandalism, educational authorities, teachers and the family. Class disturbance is one of the behavioral disorders that has recently emerged, and which has increased in quantity and quality in the absence of the correct therapeutic methods. The treatment practices are based on special practical foundations because developmental psychologists consider adolescence as a critical period in an individual's life. Khaled Aziz, (2020, p. 251) describes adolescence as "the stage of problems." The behavior issued by an adolescent, whatever its type or appearance, is a problem that exceeds other stages in complexity. Adolescence in itself is considered a problem towards the teenager himself and others. This is because the adolescent is a person who is not adapted to his new role in life, and consequently turns turbulent, stubborn, aggressive, rebellious, etc.

Therefore, most of the scientific studies conducted on adolescents confirmed the existence of diverse adolescent problems, which need specialists' careful attention to solve or eliminate them. AlaEddin, (2003, p. 140) stresses that "aggressive behavior is one of the most common problems that appear in adolescence, or throughout the second decade of life, because the nature of the developmental stage facilitates that behavior."

The persistence of class disturbance behavior among the members of the control group is because they did not benefit from the treatment program.

It provided the members of the experimental with models of proper behavioral practices, and mechanisms for dealing with various life situations, whether in the school environment or social life.

The results confirm the relationship between the socioeconomic situation of the learners and the class disruptive behavior. The way parents deal with their children is often inappropriate, and is conducive to the kid's misbehavior. Punishment like reprimand, deprivation and ruggedness are to some extent responsible for the chaotic behavior in the school environment. Amara, (2000, p. 51) confirmed this relationship, when she declared, "economic and social conditions constitute important factors in the development of delinquent behavior, where the individual gets an alternative satisfaction with what he lacks in the family".

In the same context, the psychological heritage suggests that a large part of the adolescent's suffering is due to a set of frustrations such as: the lack of criteria to determine normal and acceptable behavior, the failure to increase individual learning for some students, and the speed in giving educational material without taking sufficient periods of rest between activity and the other. In addition to that,

the monotony of educational activities and their lack of connection with the needs and reality of students. (Mohamed Al- Amayreh, 2007, p. 57)

**Presentation and discussion of the results of the third partial hypothesis**

There are no statistically significant differences between post-implementation (1) and post-tracking (2) in the dimensions of class disruptive behavior within the experimental group.

To validate this hypothesis, the researcher used the significance of differences between the means using the T - test (Table 9)

**Table.9 Differences between the mean scores of the experimental group in the post and follow up measure**

Variable	Mea surement	Mean	Standard deviation	T-Value	Significance level	Direction of différences
Violation of instructions	Post n = 12	15.85	1.92	0.693	0.501	No différences
	Tracking n = 12	15.32	1.89			
Vandalism	Post n = 12	15.65	2.15	0.614	0.553	No différences
	Tracking n = 12	15.47	2.09			
Aggression	Post n = 12	15.81	1.71	0.751	0.468	No différences
	Tracking n = 12	15.91	1.68			
Excitement and inconveni ence	Post n = 12	15.62	2.03	0.491	0.652	No différences
	Tracking n = 12	15.69	2.01			
Total score	Post n = 12	60.97	4.97	1.89	0.090	No différences
	Tracking n = 12	61.05	5.01			

The results in Table 9 show that there are no statistically significant differences between the average scores obtained by the EG on the scale of class disruptive behavior in post-measurement (1), and the average rank of the degrees obtained in the post-ranking scale. The results achieved using T-test as a parametric statistical method, confirm the validity of this hypothesis.

The research highlights the positive impact of the treatment program based on the technique of Eye movement desensitization and reprocessing therapy. The program enabled the CG to acquire a set of correct behavioral practices that help reshape

knowledge and intellectual structure. Moreover, the EG developed the ability to think rationally about the consequences of behavior and understand the theory of frustration that the individual adopts about himself and about others in his community and how to replace it with more rational ideas.

The continued impact of the treatment program to the experimental group after the end of the sessions is due to the fact that the members of the experimental group have become aware of the methods of school compatibility. Having been exposed to some new experiences through therapeutic practice, they could develop aspects of rational thinking which enabled them to deal with situations that they considered threatening, and stir up the behavior of class disruption.

Throughout the treatment sessions, the members practiced several methods that helped them see the relationship between the cognitive structure of the individual and their thinking style on the one hand, and between both normal and abnormal, that stem from the individual's thinking system on the other.

Working to modify human behavior depends in the first stage on reorganizing the system of ideas of the individual, by re-evaluating these ideas, and putting them in the circle of vision and insight. This procedure helps restructure the system of ideas in a positive way.

## **Recommendations**

In light of the results of the current study, teachers and educational authorities should implement the following recommendations to eliminate class disruptive behavior and ensure a school environment conducive to true learning:

- Applying therapeutic programs based on the technique of EMDR Therapy and implementing them at the secondary school level to address various educational and learning problems.
- Rehabilitation of therapists and supplying them with a regular training on the implementation of treatment programs in all sectors related to the Ministry of Education.
- Directing the attention of officials in the Ministry of Education to the necessity of having a psychologist beside the student counselor in every secondary school so that they can discover abnormal behaviors and psychological problems in their early stages and find appropriate counseling and treatment programs in due time.
- Organizing the teachers, therapists, and school administrators' efforts so that they can efficiently deal with from which negative behaviors cases, and avoid rushing to the absolute decision in describing the behavior of some students as untreatable.
- Establishing training programs and courses that educate schoolteachers and administrators about the characteristics of adolescent emotional development, in order to have a correct scientific awareness of the characteristics of the teenager and positively interact with various aspects of his behavior.

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