



RESEARCH ARTICLE

# The Impact of Dialectical Behavioral Counseling on the Development of Emotional Regulation in Middle School Students

Qusay Shanan Mazid<sup>1</sup>, Prof.Dr. Hamed Qasim Reshan<sup>2</sup>

<sup>1,2</sup>University of Basra, College of Education for Human Sciences, Department of Psychological Counseling and Educational Guidance, Iraq

ARTICLE INFO	ABSTRACT
Received: May 28, 2024 Accepted: Jul 10, 2024	This research aims to (identify the effect of behavioral dialectical guidance in developing emotional regulation among middle school students). To achieve the goal of the research and test its hypotheses, an experimental method was used with a design (one experimental group and a control group) with a pre- and post-test, and a measure of emotional regulation consisting of (36) was built. (A paragraph and building a counseling program based on the techniques of behavioral dialectical counseling, consisting of (12) sessions, two sessions each week, taking into account the scientific steps in building both the scale and the counseling program. After the final application of the research tool on the sample of (200) students, an experimental sample of (200) students was chosen. (20) of those who obtained the lowest scores on the emotional regulation scale. The results showed that the counseling program had an impact on developing emotional regulation among middle school students.
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<b>*Corresponding Author:</b> qsyaljrah240@gmail.com	

## INTRODUCTION

### Research Problem

Individuals face many situations, daily events, and human experiences that require different types of emotions that affect his adaptation and psychological health, which requires him to deal with them, organize and control those emotions, and form many correct emotional habits and strategies that, over time, become part of his behavior and daily life. The emotions that are varied The individual tells it according to each situation, which requires flexibility and the ability to change those responses according to the situations he is exposed to during his interaction with others (Eisenberg & Fabes, 1992, p: 133).Because of these changes, a group of cognitive, emotional, and affective problems appear during this rapid transition, from childhood to adolescence (Sudan, 2022: 2).

Also, students' feeling of inability to regulate their emotions due to the life pressures they face has a significant impact on personal aspects, and may lead to an imbalance in the style of emotional regulation (Gross&Thompson,2007:p499)

Individuals who have poor emotional regulation suffer from a weakness in suppressing negative emotions, and a loss of skills that help them manage their emotions well, such as self-soothing,

recalling positive experiences, and inhibiting negative moods. Therefore, we find that they quickly feel anxious, fearful, and sad. (Lane, A M. et.al)

School students face many problems, and perhaps the problem of lack of social skills represented by isolation and lack of social communication between colleagues is the most prominent of these problems, because it is considered an extreme form of disturbances in relations with colleagues, and socially withdrawn students often develop deviant behavior in daily interactions, which The educational counselor is required to take care of them and encourage them to socialize. This comes through his understanding of their emotions and his ability to regulate them (Shaaban et al., 1999: 216).

The main goal of guidance programs and their service, especially with students, is to develop and develop a positive and realistic self-concept in them, because most of their problems are poor satisfaction of their growth requirements, especially self-growth, and the resulting balance and balance in personality and behavior. Therefore, the most important thing that guidance programs aim at in school is Creating the appropriate opportunity to develop social, cognitive and leadership characteristics to help students build their personalities in a way that qualifies them to make the most of the present and future opportunities (Hamad, 2013: 144)

Accordingly, the problem of the current research is summarized around the following question:

Is there an effect of behavioral dialectical guidance in developing emotional regulation among middle school students?

#### **Research Aims:**

The current research aims to identify:

- The effect of dialectical behavioral guidance in developing emotional regulation among middle school students.

The following hypotheses emerged from the objectives:

#### **This is verified by testing the following hypotheses:**

1:-There are no statistically significant differences at the level of (0.05) between the average ranks of the experimental group's scores (behavioral dialectical counselling) in the pre- and post-tests on the emotional regulation scale.

2: - There are no statistically significant differences at the level (0.05) between the average ranks of the scores of the members of the experimental groups (behavioral dialectical counselling) and the control group in the post-test on the emotional regulation scale.

#### **- Research limits:**

The current research is limited to students of the middle school stage (fifth scientific and literary grade) in schools affiliated with the Dhi Qar Education Directorate in the (Nasiriyah Education Department) morning study in government schools for the academic year (2023-2024).

#### **- Definition of terms:**

**First: dialectical behavioral guidance :**( Dialectical Behavioral Therapy (DBT)

Everyone knew him:

##### **1- Marsha Linehan (Marsha M. Linehan,1993)**

Guidance directed towards changing the emotions of individuals who face temporary or permanent problems, and thus changing their attitudes and behaviors through working in small groups with common interests, interacting with each other and helping them through self-expression.(Linehan, 1993: 19).

##### **2- Linehan (WalksLinehan, & Wilks, 2015)**

It is known as a therapeutic and counseling approach that aims to teach the individual to reduce or modify extreme or severe emotions, reduce negative behavior related to emotions, and increase the

individual's confidence in his emotions, thoughts, and behavior. This approach belongs to cognitive-behavioral counseling, which is an integrative approach. (Linehan, & Wilks, 2015)

### 3- Rizvi and ScotchRizvi, Dimeff, Carroll, & Linehan, 2011)

A counseling style based on training individuals on adaptive behavioral skills that aims to help them get rid of incompatible behaviors and replace them with other effective behaviors, such as training in regulating emotions, tolerating stress, solving problems, and effective interpersonal relationships. (Rizvi, Dimeff, Carroll, & Linehan, 2011).

### 4- Operational definition: \_

A group of techniques, activities, events and guidance procedures that are presented through a number of guidance sessions to develop emotional regulation among middle school students.

### Secondly : Emotional regulation Emotion Regulation: Known by:

#### 1- Lazarus and Fleckman (Lazarus & Folkman (1984):

These are the internal and external processes, conscious and unconscious, used intentionally in order to regulate positive and negative emotions and put them in a specific direction using whatever strategies it deems appropriate, which indicates that it includes four areas (problem solving, positive reappraisal, seeking social support, denial). (Lazarus&Folkman,1984:p.14)

#### 2- Thompson (Thompson,1994)

"The internal and external processes responsible for monitoring, evaluating, and modifying emotional reactions to achieve one's goals" (Thompson,1994:27).

#### 3- (Kranevsky et al.)Garnefski et al., 2001)

Cognitive processes that help the individual manage and regulate emotions and feelings, as well as maintain emotional control and not become immersed in them at a high level, as in negative emotions. (Garnefski,etal,2001,p,1313)

### Theoretical framework and previous studies:

#### First: Emotional regulation:

#### Theories and models that explain emotional regulation:-

#### First: A theory by Folkmann and Lazarus (Folkman & Lazarus (1984)

#### Theory of stress and compatibility:

The theory of stress and adjustment suggests the possibility of the individual using conscious methods to organize his responses to the challenges he faces in stressful situations, under the influence of the stressful environment. This theory emphasized the importance of the cognitive processes necessary to deal with the external event in order to achieve adjustment for the individual (Afaneh, 2018: 25). The individual makes cognitive and behavioral efforts to manage his troubled relationship with the surrounding environment through his use of two types of coping strategies: the problem-focused strategy, which aims to search for any information related to the problem and solve it, and the emotion-focused coping strategy, which aims to reduce negative emotional experience and is concerned with the process of managing it. and regulation of emotions (Lazarus & Folkman,1984:p152).

Selye distinguished between two types of strategies: the emotion-centered strategy, which aims to reduce experiences of negative emotion, which has an effective role in studying emotional regulation, while the problem-centered strategy aims to determine the nature of the problem (Gross, 1999: p554). And that stress Which has a focus on the problem has an impact on emotional experiences through methods of solving the problem, meaning that through individuals' orientation towards achieving their goals, the emotions associated with not achieving the goals are reduced (Carver & Sheier, 1990: p20). Therefore, it is necessary to clarify both strategies on which they are based They include the theory of adjustment and stress, which are the problem-based coping strategy and the emotion-based coping strategy.

**First: problem-based coping strategy:** Strategy based confrontation of the problem:

This strategy is based on collecting information and developing a response plan according to the requirements of the problem and changing the reality of the perceived situation as pressure in order to stop it and be free from it. (Folkma & Lazarus, 2000:P 650). Which includes?

**Problem Solving:****Second: Emotion-based confrontation strategy** Strategy of confrontation based on emotion:

This strategy is known as regulating emotions in various situations to which the individual is exposed through thoughts and actions that are designed to reduce the emotional impact, which includes cognitive processes dedicated to reducing emotional pressure, which are:

**1- Positive re-evaluation.** Positive reassessment:

**2- Seeking social support.** The pursuit of social support:

3- Denial Denial:

**Second: Cross's model of emotional regulation** (Gross Model Of Emotional Regulation 2003)

Emotion regulation is one of the modern concepts in psychology, and it focuses on the idea that individuals prefer pleasant emotions over unpleasant emotions, and regulate them accordingly by regulating internal processes (own emotions regulated in the self), and regulating external processes (emotions that are in response to the events experienced (in individuals), and thus emotional regulation includes internal and external emotions. When we help an individual to regulate his anger, the emotional regulation is external in order to calm himself, so it is internal emotional regulation (Gross & Thompson, 2007: 4, 6)

Croce carefully studied how the individual communicates his emotions and the possibility of controlling them and how he controls, implements and displays them according to the theory of emotion regulation. He assumed that emotional regulation is represented by all the conscious and unconscious strategies that the individual uses to maintain, reduce or increase one or more of the emotional response tendencies, and it consists of Each tendency has three components:

Experiential component (subjective feeling of emotion)

Behavioral component (behavioral responses)

Physiological component (physical responses)

Emotional processes have three important aspects:

- 1- Helping the individual reduce negative feelings in exchange for increasing and maintaining positive feelings
- 2- Trying to control the subconscious emotional processes that we perform and transform them into conscious emotional processes
- 3- Using good emotional strategies that allow us to be successful in facing external or stressful and threatening situations (Al-Mousawi, 2022: 60).

Emotional regulation includes the presence of a specific goal that the individual seeks to achieve through the process of modifying the extracted emotions, whether the internal emotional regulation processes that are carried out by the individuals themselves or the external emotional regulation processes that are carried out by others through a set of emotional and subconscious cognitive, behavioral and psychological strategies that are used to reduce (or increased emotion) Al-Omari, 2022: 78).

**Third: Georst model, (Jurist, 2005):** Georst defined emotional regulation as a broad term that describes explicit and implicit processes, which include monitoring, evaluating, changing, and modifying emotions. Monitoring includes the cognitive and emotional ability to understand the thoughts and feelings of ourselves and others, and since emotional regulation is a complex concept

of Where we try to define it as an automatic biological mechanism, or as an acquired developmental achievement, and also in terms of its conscious, voluntary submission, or is it a strategy that works without awareness?. 2010:296). (Jurist)

Accordingly, the process of emotional regulation requires re-evaluating emotional influences and not just modifying them, which leads to more effective emotional regulation and more influence on individuals through thinking about the emotional experience.(Jurist, 2010: 297).

Georst proposed three specific aspects that form part of a concentric process of emotional regulation:

- 1- identify feelings,Define Feelings:
  - 2- processing,Processing:
  - 3- expression,Expression:
- (Jurist,et.al, 2017:3)

## **Second: The concept of behavioral dialectical guidance**

Dialectical behavioral counseling is one of the components of the third wave of behavioral therapy developed by Marsha Linehan in (1993) specifically for females who suffer from chronic suicidal behaviors and thoughts, self-harm behaviors, and those with borderline personality disorder. In the beginning, Linehan applied cognitive-behavioral therapy techniques to these individuals, but over time Over time, I found that these techniques are tainted with insufficiency and weakness. I also noticed that although many individuals improve as a result of behavioral dialectical guidance, there are very many who respond either with anger, resentment, or withdrawal from the guidance. Therefore, he developed behavioral dialectical guidance, which is based on working with individuals to change their behaviors and thoughts. It also emphasized the strategies of acceptance and credibility, which are designed to achieve change. Although this type of intervention was designed to work with individuals with borderline personality, it has become an effective gateway to a wide range of problems, difficulties, and symptoms. It has proven its effectiveness in helping individuals modify their intense and extreme emotions. It reduces impulsive and disruptive behaviors, which makes it attractive, especially for those who suffer from high levels of stress or intense emotions.Matta, 2012, pp. 3-4)(Rashid, 2013: 28).

Dialectical therapy was designed according to dialectical philosophy, which emphasizes the value of searching and finding natural combinations in order to achieve change in the counselor. It also seeks to achieve balance, focus on strategies for change and acceptance, and encourages counselors to acknowledge and accept the emotional experience on the one hand, and to push and prevent feelings. Negativity from entering the arena of awareness on the other hand)Linehan, 1993: 41).

It is based on the idea of dialectics, where achieving mental balance, getting rid of contradictions, and overcoming everything that distorts the cognitive structure and hinders the individual from achieving positive change in his personal life. Therefore, dialectics means balancing between acceptance and the desire for change. It uses techniques that stem from the idea of dialectics and others that help, such as training on Skills and problem solving (Al-Shafi'i, 2018: 174).

Dialectical therapy relies to a large extent on verbal persuasion, which is extremely important in the success of the therapeutic program used, in addition to its importance in training cases to calm themselves. This role begins by explaining the logic of treatment to the counselor, and convincing him of the necessity of adhering to it, implementing it, and performing the various tasks and duties required. Home: Such as practical practice of what is trained on during the therapeutic program, as well as the tasks of the sessions to present experiences and information to the counselors about the nature of psychological problems, their causes, development and symptoms, and how to treat and convince the counselors of the necessity of continuing with it by simplifying the procedures used for them and giving them insight into them, and the method according to which such procedures are implemented. (Al-Shammari, 2020: 19).

### **Techniques of behavioral dialectical counseling:**

**Mindfulness:** Mindfulness: It is one of the basic techniques and concepts central to dialectical behavioral guidance and helps individuals accept and bear their feelings in cases of psychological pain. Mindfulness is defined as a state of balanced awareness that avoids the individual from the extremes of total excess in self-identity and an exaggerated sense of self. It also means openness. It focuses on the world of painful thoughts, feelings, sensations, and unpleasant experiences within the individual, and includes experiencing the experience in the present moment in a balanced manner (Simpson, et al, 2004).

It requires taking a balanced approach in dealing with negative emotions, because feelings may be repressed or exaggerated. Mental alertness requires the person to monitor his negative thoughts and feelings and be open to them and live with them instead of keeping them in consciousness, in addition to not making negative judgments that condemn the self. A mentally alert individual does not issue a judgment on experiences as good or bad, achieved or not achieved, because the mind sees what is around it as a vision devoid of judgments, because it is a vision that represents the present moment and nothing more. (Segal, et al, 2002)

**Entering into paradoxes (separating the apparent contradictions):** It includes the element of surprise, and the guide presents the paradox without explaining it. The unexpected is brought in as the apparent contradiction is presented without change. Then the meeting sheds light on the apparent conflicting contradictions within behavior and reality, and the guide is pushed to achieve understanding and move towards synthesis. The polarities and the dilemma itself are resolved, the contradictory facts are highlighted, and both the guide and the guided confront and abandon the rigid patterns of thought, emotion, and behavior so that more spontaneous and flexible patterns emerge. (Miller, Rathus, Linehan, 2006) Research

**Reverse defense (devil's advocate):** It is a method of confronting individuals with their abnormal beliefs or problematic roles, where the guide presents an extreme proposal for one of the individual's abnormal beliefs and then plays the role of the devil's defense of this belief. For example, the guide says that he is overweight and must die, so the guide tells him that he is with him. It is right and every person who is overweight must die, and the issue of weight gain is a relative issue, and therefore everyone who has gained some weight must die. Then the individual is told that his weight has also increased and he must die as well, and thus the individual discovers the contradiction in these ideas and changes it, and it is usually used in the first sessions in order to strengthen the strong commitment on the part of the mentor (Jette, Aimee, 2019).

**Emotion regulation skills:** These are the processes that an individual uses to notice, monitor, and control his emotional and cognitive states, and express these states in a way that achieves his adaptation to the requirements of different social situations. These are skills that aim to replace negative and self-destructive emotion with positive emotion, and include the following skills:

Avoid thinking about negative events and emotions and focus on the positive aspects.

Social comparison: problem-solving orientation.

Self-blame and criticism: blaming others

**Homework:** Homework plays an important role in all psychological interventions and has a special role in increasing the effectiveness of behavioral counseling, if the individual is assigned in each session a homework assignment, such as applying a specific behavior for the purpose of helping him change his behavior and practicing the skills learned in the program sessions, and an assignment is specified in each session. My home's goals change depending on the topic and goal of the session, and its performance is reinforced every time.

### **Previous studies that dealt with dialectical behavioral counseling:**

- **Study (Badria, 2020).**

**Study title: The effectiveness of a program based on dialectical behavioral therapy to reduce self-harm behaviors and improve emotional regulation among a sample of adolescents.**

The study aimed to reveal the effectiveness of dialectical behavioral therapy in reducing self-harm behaviors and improving emotional regulation among members of the experimental sample compared with members of the control group after completing the application of the counseling program. It aimed to verify the effect and consistency of improvement among members of the experimental group two months after applying the program. guidance in both self-harm behaviors and emotional regulation compared to the control group on the post- and delayed applications at the quantitative and qualitative levels. The study followed the quasi-experimental approach, and the study sample consisted of (16) male and female students from the tenth grade of secondary school who were divided into two groups, an experimental group consisting of ( 8) and a control group consisting of (8) students. To achieve the objectives of the study, the self-harm scale and the emotional regulation scale prepared by Al-Asmi (2016) were used, which consists of (38) statements distributed over several dimensions. A counseling program based on dialectical behavioral therapy was prepared that includes a number of The sessions numbered (13) and were based on dialectical behavioral therapy techniques. The study revealed a number of results, including the presence of differences between the scores of the sample members before and after applying the program in emotional regulation and in favor of the post-application, meaning that the sample members showed an increase in emotional regulation after undergoing the counseling program. There is an effectiveness of the dialectical behavioral therapy program in raising the level of emotional regulation among members of the experimental sample (Badria, 2020: 183).

- **Tomlinson study)Tomlinson, 2015)**

The study aimed to find out the effect of dialectical behavioral therapy on aggression, anger, and hostility toward others. The sample consisted of (34) adolescents who had aggressive behavior and obtained high scores on the anger list and had mood disorder behaviors. The sample was distributed into two groups. An experimental group (17) adolescents was applied to them. A dialectical behavioral program using the skills of dealing with others, emotion regulation, and tolerance, and the second control group (17) adolescents who did not receive any treatment. The results showed the effectiveness of dialectical behavioral therapy in reducing aggression, anger, and hostility against others in the experimental group in the post-measurement (Tomlinson, 2015).

### **RESEARCH METHODOLOGY AND PROCEDURES**

**Firstly, research methodology:** The method used in research is the experimental method, and the experimental method is the closest research method to solving problems in the scientific manner, and experimentation is one of the methods by which we can discover and develop knowledge by predicting and controlling events (Melhem, 2002: 388).

Secondly, the research community:

By the research community, we mean: all the components of the phenomenon that the researcher will study (Melhem, 2017: 179).The research population is represented by students in the middle school (fifth grade) in government morning schools in the General Directorate of Education of Dhi Qar Governorate (the center), who number in the fifth grade (3455) students, distributed among (3029) students with scientific specialization and (426) students with specialization. Literary academic year 2023/2024, and Table (1) shows this. Table (1)

It explains the overall research community in middle schools in the Dhi Qar Governorate Education Center (the Center).

Number of fifth grade students		Number of schools in the center
Literary	Scientific	
426	3029	18
3455		the total

### Third: Research sample

#### Sample of the Research:

A sample of preparatory schools in the center of Dhi Qar Governorate was selected (18) schools, representing a percentage of (70%) of the center's schools. The total research sample reached (750) students from the fifth grade of middle school, representing a percentage of (21%) of the total number of students. The following is a presentation of the samples used in the research:

#### Sample statistical analysis:

The statistical analysis sample included (490) students from the fifth grade of middle school. The following is a presentation of the statistical analysis samples:

#### Survey sample:

For the purpose of identifying the clarity of the paragraphs and instructions of the scale in terms of wording and meaning, and calculating the time taken for it, the scale was therefore applied to a random sample consisting of (30) students from the sample.

#### 1\_ Discrimination sample:

The researcher chose a random sample of (400) students from the statistical research sample, to distinguish the items of the emotional regulation scale that was built to verify the ability of the item to measure the phenomenon of the study.

#### 2\_ Stability sample:

The scale was applied to a sample of (60) students in a random manner from the middle school students in the Directorate of Education in Dhi Qar Governorate (the center), to find the stability of the research tool.

#### Final application sample:

To reveal the nature of emotional regulation among fifth grade middle school students, the scale was applied in its final form to a sample of (200) students and to choose an experimental sample for the two groups.

### Fourth: Research tools

For the purpose of achieving the objectives of the current research, the following steps were taken:

1. Building an emotional regulation scale for middle school students.
2. Building a counseling program according to (Dialectical Behavioral Guidance) by (Linehan, 1975). (The following is an explanation of these procedures:

#### 1\_ Emotional regulation scale:

Since the current research aimed to identify the effect of the (Behavioral Dialectical Counseling) program in developing emotional regulation among middle school students, it was necessary to build a measure to reveal the nature of emotional regulation. A tool to measure emotional regulation was built and applied to a sample of (200) students for the academic year. (2023/2024) The discriminating power of the scale's items and (apparent validity) were extracted by presenting the scale to a group of experts and arbitrators in the field of psychology and psychological counseling from inside and outside Iraq. The number of items in the emotional regulation scale in its final form reached (36) items, corresponding to four Alternatives to the answer are: (always, sometimes, a little, rarely). The scores are respectively according to the order of the alternatives (1, 2, 3, 4), for the positive items of the scale and the scale is reversed for the negative items. The highest score on the



scale obtained by the respondent was (144). Degree and lowest degree (36). The hypothetical mean is (90).

#### **Fifth: Experimental design:**

The experimental design is the general structure of the experiment or the specific structure of the experiment. The researcher cannot design a specific experiment unless he determines the nature of its design through which he can achieve his goals and hypotheses. Each experiment has its own design (Al-Naimi, 2014: 382).

Experimental design means that it is a research based on a scientific experiment that reveals causal relationships between variables in light of controlling all the dependent influencing factors or dependent variables, except for one factor that the researcher controls and changes for the purpose of measuring its effect on the dependent variable or variables (Al-Hamdani et al., 2006: 144). ). Depending on the nature of the research, an experimental design with one experimental group and a control group was relied upon, where members of the two groups were randomly distributed to a control group and an experimental group. At the end of the experiment, a post-test was conducted for the two groups, then a comparison process was conducted between the two groups. The following steps were followed:

1. The researcher chose a sample of (20) students as a sample for the counseling program after conducting a pre-test for the students who obtained the lowest scores on the emotional regulation scale.
2. The sample members were distributed in a simple random way into two groups, a control group and an experimental group, with (10) students for each group.
3. The counseling program was applied to the experimental group using (behavioral dialectical counselling), while the control group was left without a counseling program being applied to it.
4. Conducting a post-test for the two groups on the emotional regulation scale to determine the significance of the differences and the effect of the counseling program in developing emotional regulation among members of the experimental group.

#### **Sixth: Parity between groups:**

The existence of statistical parity between research groups is necessary for the research design, so that the results can be interpreted in light of the experiment without the interference of any external factor. In other words, the researcher seeks for his research groups to be equivalent so that the differences in the performance of its members are not due to differences between the groups in variables. Other than the variables whose effect is being studied (Abu Allam, 2006: 205).

Equality was conducted between the members of the two groups (the experimental group and the control group) in the following variables:

1. The scores of the experimental sample on the emotional regulation scale.
2. Chronological age.
3. Birth order.
4. Father's achievement.
5. Mother's collection.
6. Economic level.

**2- Guidance programme:** It is a set of direct and indirect counseling strategies planned and organized on scientific foundations, presented in a constructive manner by specialists in the field of psychological counseling for individuals (counselees) who suffer from academic, psychological, or social problems in a specific place and time, with the aim of helping them identify their problems and needs and develop their potential. And their abilities to overcome the difficulties or problems facing them, help them make sound decisions in their lives, and achieve psychological compatibility for them while interacting with stressful life situations (Al-Asmi, 2015: 27).

All guidance programs contain sequential and logically sequential steps to guide a specific problem, and are based on specific goals and follow them to guide the problem under investigation. The difference between them is due to the sequence of modification steps, as well as the difference in the degree of efficiency, so reliance was placed in preparing the program. Heuristic based on the Borders-Drury model (**Borders & Drury, 1992**).

**4. Borders-Drury model (Borders & Drury, 1992):** Its steps are summarized as follows:

1. Identifying and assessing the needs of counselors.
2. Formulating goals in light of the needs of those being guided.
3. Choose priorities.
4. Determine the activities on which the extension program is based.
5. Identify the people implementing the extension program.
6. Determine the steps used to implement the program.
7. Evaluating and assessing the efficiency of the extension program (Borders & Drury, 1992, p. 487).

**Seventh: The steps on which the guidance program is based:**

A number of steps were followed in the course of the guidance program:

1. Reviewing a number of experimental designs, the experimental design was chosen for the experimental group and the control group with two pre- and post-tests.
2. Relying on the techniques of (dialectical behavioral counselling) in implementing counseling sessions.
3. Learn how to build the guidance program and its literature and models.
4. The (emotional regulation) scale was applied to a sample of (200) students from the fifth grade (literary and scientific), and the results of the scale were adopted in selecting the experimental group and the control group, where (20) students who obtained the lowest scores on the emotional regulation scale were chosen and were randomly distributed among An experimental group and a control group with (10) students in each group.
5. Equality between the two groups was carried out by identifying a number of variables that have an influence and are among the main conditions when forming and homogeneous the groups.
6. The titles of the counseling sessions and the plan of the program sessions were presented by a group of specialized arbitrators in the Department of Psychological Counseling and Educational Guidance to ensure the appropriateness of the goals and needs, the titles of the sessions, the techniques and procedures used, and the time taken by each counseling session.
7. Determine the number of counseling program sessions at (12) sessions for the behavioral dialectical counseling program, at two sessions per week, and the time taken for each counseling session is (45) minutes. As shown in Table (2).

**Guidance sessions and their dates according to (Dialectical Behavioral Guidance).**

The specified time	Date of its holding	Session title	T
45 minutes	Sunday 3/3/2024	Editorial	1
45 minutes	Wednesday 3/6/2024	Understanding feelings	2
45 minutes	Sunday 3/10/2024	Emotional suppression	3
45 minutes	Wednesday 3/13/2024	Contradictions of emotional expression	4
45 minutes	Sunday 3/17/2024	Self-confidence and openness to others	5
45 minutes	Wednesday 3/20/2024	Emotion management	6

The date of the seventh session was postponed from Sunday (3/23) to Wednesday (3/27), a local holiday due to bad weather conditions.			
45 minutes	Wednesday 3/27/2024	Cognitive analysis of emotions	7
45 minutes	Sunday 3/31/2024	Emotional balance	8
45 minutes	Wednesday 4/3/2024	Flexibility	8
45 minutes	Sunday 4/7/2024	Emotional awareness	9
The eleventh session was postponed from Wednesday (April 9) to April 14, the Eid al-Fitr holiday.			10
45 minutes	Sunday 4/14/2024	Emotional control	11
45 minutes	Wednesday 4/17/2024	Conclusion	12

### Seventh: Statistical methods:

Appropriate statistical methods were used in the current research using the statistical program (spss).

1. Chi-square: to determine the rate of agreement among the arbitrators on the validity of the items of the emotional regulation scale
2. Mann-Whitney test: to identify the significance of the differences between the experimental and control groups in the variable of students' scores on the (emotional regulation) scale. For the purpose of testing the significance of the differences in the post-test between the experimental and control groups.
3. Wilcoxon test: for the purpose of identifying the final results among members of the experimental group in the pre- and post-measurements of the research scale.

### Presentation, interpretation and discussion of results:

The results will be presented, interpreted, and discussed for the research in accordance with the research objectives, to determine the effect of (behavioral dialectical counselling) in developing emotional regulation among middle school students, and to verify the validity of its hypotheses, in the following format:

**1:- There are no statistically significant differences at the level (0.05) between the average ranks of the experimental group's scores (behavioral dialectical counselling) in the pre- and post-tests on the emotional regulation scale.**

To test the validity of this hypothesis, the Wilcoxon test was used to determine the significance of the differences between the pre- and post-tests, as it appeared that the calculated value equals (-2.805), which is statistically significant when compared to the tabulated value, which equals (8) at the significance level (0.05), so The null hypothesis is rejected and the alternative hypothesis is accepted, which indicates that there are statistically significant differences between the experimental group (behavioral dialectical counselling) before and after implementing the program and in favor of the post-test. Table (3) shows this.

**Table (3). Statistical values of the Wilcoxon test for the average ranks of the scores of the experimental group members (Behavioral Dialectical Counseling) on the emotional regulation scale in the pre- and post-tests**

Significance level	Wilcoxon value		Average rank	Total ranks	standard deviation	Arithmetic mean	the number	the test	the group
	Tabulation	Calculated							
function	8	2,805-	zero	zero	7,880	90,900	10	Tribal	Experimental
			5,50	55,00	7,859	101,00	10	Al-Baadi	

This result can be interpreted to mean that behavioral dialectical counseling has a clear and statistically significant effect on the first experimental group through the significance of the differences in the post-test for the members of the first experimental group on the emotional regulation scale. The researcher attributes the reason for this result to the influence of the techniques and activities used in (counseling). Behavioral dialectic), which contributed to modifying students' grades after applying the counseling program and to developing emotional regulation after the end of the counseling program. This is consistent with what Linehan stated that behavioral dialectical counseling is one of the most importantRelatively modern cognitive methods in dealing with many problems, which include poor emotional regulation, in order to reach a lifestyle that one deserves to live.And work with the guided to accept his personal responsibility for irrational thoughts and beliefs and try to replace them through logical analysis, focusing on contradictions, and trying to reconcile these contradictions, which enables him to have a new vision of reality and achieve...Mental insight and logical awareness of the facts of life mattersThe results of the current research were consistent with the results of some previous studies and research, such as this study(Badriya, 2020) indicated the effectiveness of the dialectical behavioral therapy program in raising the level of emotional regulation among members of the experimental sample, Tomlinson's study (Tomlinson, 2015).

**2:- There are no statistically significant differences at the level (0.05) between the average ranks**The scores of the members of the experimental group (behavioral dialectical counselling) and the control group in the post-test on the emotional regulation scale.

The researcher calculated the scores of the students for the experimental group and the control group on the emotional regulation scale that was applied after completing the counseling program. Then the students' scores for the two groups were arranged and the Mann-Whitney value was calculated (The calculated U is (7.50), which is statistically significant when compared to the tabulated value of (23) at a significance level of (0.05). The result indicates that there are statistically significant differences between the grade levels of the experimental group that used (behavioral dialectical guidance) and the control group. After applying the indicative program and for the benefit of the first experimental group, Table (4) shows this.

**Table (4). Results of the Mann-Whitney test in the post-test of the emotional regulation scale between the two groups**

**(experimental and control)**

Judgment	Significance level	Mann whitney valueU		Total ranks	Average rank	the number	the group
		Tabulation	Calculated				
A function in favor of the first experiment	0,05	23	7,50	143,50	14,75	10	Experimental
				62,50	6,25	10	Female officer

Thus, the experimental group to which (behavioral dialectical counselling) was applied contributed to the development of emotional regulation among middle school students. The researcher attributes the reason for this result to the effect of behavioral dialectical counselling, in which the researcher used cognitive, emotional, and behavioral techniques that contributed effectively to helping the students.To learn new experience and the necessary skills in dealing with situations and events that lead to poor emotional regulation and difficulties in dealing with different situations, and to practice the techniques used through homework in daily life, which facilitates the expression of feelings and emotions, especially when exposed to psychological and social problems, and it agrees with what was mentioned. In explaining the first hypothesis, therefore, members of the experimental group were able to develop emotional regulationWhile there was no improvement for the control group students who did not undergo the program.

## **Second: Conclusions:**

In light of the research findings, we can conclude the following:

1\_ It became clear from the results that the counseling program that was prepared had a clear impact on developing emotional regulation among members of the experimental group, as it showed clear statistically significant differences and statistically significant differences with the control group that did not receive the counseling program on the other hand.

2-The interaction of the counseling group members with the counseling program contributes to the success of the counseling program sessions.

3\_ The mentoring relationship has an effective and important role between the mentor and members of the two mentoring groups, in which acceptance, interaction and mutual respect prevail, and giving them the opportunity to express their emotions, thoughts and opinions in all frankness and freedom, to spread the spirit of cooperation and mutual trust. This has led to the development of emotional regulation and the emergence of positive behaviours.

### **Third: Recommendations:**

In light of the results of the current research, we can recommend the following:

2- Benefiting from the counseling program and implementing the sessions by educational counselors in middle schools to develop emotional regulation and protect them against some emotional and psychological disturbances and difficulties.

3- Organizing special courses for educational counselors in psychological and educational counseling and informing them of the importance of cognitive therapeutic methods in treating the emotional and psychological disorders that middle school students are exposed to as a result of emotional fluctuations, emotional instability, and irrational beliefs and ideas.

3- Preparatory school students need psychological counseling programs based on scientific study of their needs and problems that they suffer from. Therefore, the counseling program that was prepared is an appropriate tool to reduce the problems facing middle school students.

### **Fourth: Proposals:**

Based on the findings of the current study, the researcher proposes to conduct a number of studies and research to complement the current study, which are as follows:

1\_ conducting a study to identify the effect of self-constructive guidance in reducing negative thinking among a sample of adolescents.

2\_ Conducting a study to identify the effectiveness of self-constructive guidance in reducing negative emotional sensitivity and emotional suppression for middle school students who suffer from parental abuse.

3\_ Conducting experimental studies on the development of emotional regulation using counseling methods according to other cognitive methods, such as the behavioral activation method, empathy-based guidance, and cognitive-analytical guidance according to (Anthony Ryle).

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