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Abstract

This study aimed at identifying effectiveness of cognitive behavior therapy art (CBTart) program on reducing oppositional defiant disorder (ODD) in children who aged (7 -12) years in Khartoum state. The researchers have been used the experimental research, and that to measurement the cognitive behavior therapy art (CBTart) program for children who aged (7-12) years which is set up by the researchers themselves. And at the same time, the probability reduction of oppositional defiant disorder (ODD) in these children it did guarantee. Therefore, after stating that the cognitive behavior therapy art (CBTart) program has an excellent psychometric properties, it immediately set up to be applied to (35) boys and girls of ages (7-12). In order to evaluate the reduction effects from pre- to post-test, reduction conditions were compared using (SPSS) which is measured by; paired samples t-test and Independent-Samples T-Test. Eventually, the results suggested that: there are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) for children who aged (7-12) years in favor of a post- test. There are also significant differences in program effectiveness of cognitive behavior therapy art (CBTart) for children who aged (7 -12) years in favor of a gender variable. Finally, the researchers have many recommendations, but their most important recommendation is that: applying cognitive behavior therapy art (CBTart) program to children of all ages; in addition to that, the program has to be unified, so that it can be beneficially used for them.

Keywords: Cognitive Behavior Therapy (CBT); art therapy (AT); cognitive behavior therapy art (CBTart); Oppositional Defiant Disorder (ODD); middle childhood and adolescence; psychotherapy.

Introduction

So many psychotherapists in America and Europe have been interested in the psychotherapy for children, especially in the field of how to effectively adapt cognitive behavior therapy (CBT) to children's developmentally levels have to be (Sigethy, 2012) But this study is unique and focuses on how to unify cognitive behavior therapy (CBT) skillfully with art therapy in such creative, funny, entertaining, and engaging ways. Though, this can be done by firstly creating very impressive worksheets which will be catching children's eyes. Therefore, the idea of this study is to make cognitive behavior therapy (CBT) as an art, which it gets inspired by Plummer (2005), Guest (2016) and Geldard et al (2013), who have created admirable works that attracted adults and children into therapeutic sessions, by using this marvelous worksheets and visual resources available for therapeutic work, and help both adults and children to

self-soothing to come eagerly to their sessions on time, of course this will be done without any required invitations to these children. That's why the researchers have filled their thoughts with these irresistible works and adding to that from their creativity many tools in spicy stories, games, worksheets, and activities that have been made from Zentangle and Mandela, only for the children to attend their sessions eagerly, this is how each session has a goal called for "the children must find the therapeutic resources enticing and powerful". Thus, this goal contributed to make a real change, which helps the researchers to transferring the cognitive behavior therapy's tools from tedious ones to be enjoyable, which this unification came very easily. Actually, the term cognitive behavior therapy art (CBTart) is a term created by the researchers for the first time as an evidenced-based practice like dough mixed to manageable

ingredients. However improvements are necessary because overall the effectiveness of Cognitive behavior therapy art (CBTart) is useful for children who aged (7-12) years, and has been proven to be effective is problem- solving skills and other techniques that are combined with games drawn in exquisite art (Ouda. 2018). Eventually, the researchers had unified cognitive behavior therapy's techniques with therapeutic games in an entertaining, appealing, captivating and fun as effective as it is, with the usage of mindfulness and relaxation techniques into concrete pictorial, palpable and narrative format.

In oppositional defiant disorder (ODD), a child's temper outbursts, active refusal to comply with rules, and annoying behaviors exceed expectations for these behaviors for children of the same age. The disorder is an enduring pattern of negativistic, hostile, and defiant behaviors in the absence of serious violations of social norms of the right of others. Although these patterns are otherwise normative behaviors at certain developmental stages or in special circumstances, in this disorder they more severe and frequent than expected and must result in significant functional impairments. The difficult caused by the disorder can be in social, academic, or occupational functioning. Conflicts with others are typically struggles for control (Sadock, et al. 2007). For the record, these symptoms are considering red flags which call for the researchers to find proper methods to help these children finding their ways to grow up in a stable adulthood. The researchers decide to create a Cognitive behavior therapy (CBT) program in order to reduce the oppositional defiant disorder (ODD) in children of ages (7-12) years.

Statement of the Problem

Given the above information, it would appear that children at age of (7-12) years, who suffer from oppositional defiant disorder (ODD), are in so much need for modified cognitive behavior therapy art (CBTart) techniques. Specifically these kids already diagnosed as having oppositional defiant disorder (ODD) and this disorder is an issue that requires greater attention, because their disorder bring them into significant conflict with caregivers and other authority figures, place greater strain on relationship with parents, teachers, and (sometimes) peers (American Psychiatric Association, 2013).

Therefore, children with oppositional defiant disorder (ODD) losing temper, being touchy so easily annoyed by others, thus they acting angry and resentful, arguing with adults' requests, deliberately annoying others, blaming others for his or her own behavior, acting spiteful and seeking revenge against others (weis, 2014). According these symptoms, children show at least four of them in noncompliant and defiant behavior toward adults. So for the record, the researchers have been chosen and creating cognitive behavior therapy art (CBTart) program for children with oppositional defiant disorder (ODD) to raise their awareness to their feelings, physical sensation, thoughts and behaviors.

The study questions

1. How effective is the cognitive behavior therapy art (CBTart) program on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years?
2. Are there any significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years that attributing to gender variable?

The study hypothesis

1. There are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of a posttest.
2. There are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of gender variable.

Where this study had been conducted:

This study had been conducted in Khartoum state in the period between 2018 - 2021.

Definition of terms

Cognitive behavior therapy (CBT):

CBT emerged in the 1990s as a modification or renaming of A. Ellis's Rational- Emotive Therapy, developed in the 1960s. Ellis had become highly dissatisfied with the practical effectiveness of psychoanalysis and similar forms of therapy.

The key features of CBT are, first. Its focus on the present and the behavioral changes the client wishes to make and, second, that the therapist specifies behavioral exercises and tasks for the client to undertake between therapy sessions. There is little doubt that CBT has developed some highly workable techniques and proven very suitable for certain kinds of problem, becoming extremely popular in counseling and psychotherapy especially in the context of short-term therapy (Richards, 2009).

Art therapy (AT):

Art therapy is a strengths-based approach, and that it emphasizes potential and creativity rather than deficits (Miller, 2007).

Cognitive behavior therapy art (CBTart) program:

The term cognitive behavior therapy art (CBTart) is a term created by the researchers for the first time as an evidenced-based practice like dough mixed to manageable ingredients. It's for the researchers intension to make the Cognitive behavior therapy (CBT) appealing for fun and enjoyment for the children will be capable to stay more with their sessions, for only this reason the researchers have thought about blending Cognitive behavior therapy (CBT) with art therapy hopefully the translating of the tedious CBT into art tools help the children express their feeling in an easy way. And the Cognitive behavior therapy art (CBTart) program consists of games, stories, drawing and the fantastic worksheets.

Oppositional Defiant Disorder (ODD):

ODD emerges in childhood and is often characterized by both irritable mood and temper outbursts (Weis, 2014).

Middle childhood:

Middle childhood (usually defined as ages 6-12 years) a time when children develop foundational skills for building healthy social relationships and learn roles that will prepare them for adolescence and adulthood (<http://education.stateuniversity.com/pages/1826/child-development-stages-growth.htm#ixx0j0jMHgRB>).

Adolescence:

(12-18 years) adolescence is defined as a culturally constructed period that generally begins as individuals reach sexual maturity and ends when the individual has established an identity as an adult within his or her social context

(<http://education.stateuniversity.com/pages/1826/child-development-stages-growth.htm#ixx0j0jMHgRB>).

Significance of the study

The Significance of the study is highlighted in these following sites:

Theoretical site:

1. Getting benefit from the program effectiveness of Cognitive behavior therapy art (CBTart) for children aged (7-12) years, which help the psychologists and researchers in treating childhood disorders.

Practical site:

1. Planning effective therapeutic program that helping to improve children's conduct problems.
2. Regulating the children's emotions of oppositional defiant disorder (ODD) with Cognitive behavior therapy's techniques.
3. This study will be enabling psychotherapists and researchers to improve their skills and have a good experience of perfectly planning an effective program of Cognitive behavior therapy art (CBTart).

Purpose of the Study

1. Disclosing about "is how effective Cognitive behavior therapy art (CBTart) program for children who aged (7-12) years".
2. Identifying Program effectiveness of Cognitive behavior therapy art (CBTart) for children aged (7-12) years according to the gender variable.

Methodology

First: The study method:

This study aimed at identifying program effectiveness of cognitive behavior therapy art (CBTart) for children who aged (7-12) years. Due to this, the researchers have used the experimental research and that's for the sake of their current study. Therefore, the experimental research is a kind of study that rigidly follows a scientific research design. It involves testing or attempting to prove a hypothesis by way of experimentation. As such it uses one or more independent

variables, manipulating them and then using them on one or more dependent variables (pollfish, 2021).

These followings procedure has been done by the researchers:

1. The researchers have conducted oppositional defiant disorder's pretest on the specific group in the period between (11/2/2021) to (7/3/2021).
2. Then entering the independent variable-cognitive behavior therapy art (CBTart) – has been providing with (14) sessions in the period between (7/3/2021) to (27/4/2021).
3. The posttest of oppositional defiant disorder (ODD) scale conducted, after cognitive behavior therapy' sessions being done in the specific period between (11/2/2021) to (27/5/2021).

Second: community study:

The community study has identified in children's oppositional defiant disorder (ODD) in Khartoum state, according to identifying this community, oppositional defiant disorder (ODD) scale started to survey these children.

Third: sample of the study:

To getting a sample that must be selected carefully according to the purpose of the study, the researchers had been following these are next stages:

First stage:

Children have been chosen by the purposive sampling; a purposive sampling is where a researcher selects a sample based on their knowledge about the study and population. The participants are chosen based on the purpose of the sample, hence the name (<https://www.statisticshoowto.com>).

Second stage:

Researchers have been considering this consideration in selecting the sample:

The researchers' report that the psychometric properties have been completed the rating scale which is based on the criteria for oppositional defiant disorder (ODD) in the Diagnostic Statistical Manual of mental disorder – fifth edition (DSM-5). The children themselves, parents, teachers and counselors had been asked to diagnose children with oppositional defiant

disorder (ODD) who showed at least four symptoms of noncompliant and defiant behavior toward adults that fell into three groups: Angry or irritable mood (i.e., losing temper, being touchy or easily annoyed by others, acting angry and resentful), Argumentative or defiant behavior (i.e., arguing with adults, defying adults' requests, deliberately annoying others, blaming others for his or her own behavior): Vindictiveness (i.e., acting spiteful or seeking revenge against others) therefore, putting the study's variables (gender, age and peer relationship) into the consideration.

Third stage:

The sample which had been selected purposively consisted of (35) boys and girls who aged (7-12) years by scoring the higher rate in oppositional defiant disorder (ODD) scale between these years (2020 and 2021).

This table clarifies the sample of the study according to its basic variables:

Table (1) clarifies the sample according to the gender variable

Gender	Frequency	Percentage
Male	18	%51.4
Female	17	%48.6
Total	35	%100

Fourth: the study' tools consisted of:

- A. Cognitive behavior therapy art (CBTart) program on reducing Oppositional defiant disorder (ODD) in children aged (7-12) years.
- B. **Oppositional defiant disorder (ODD) scale** which sets up by the researchers and has adapted to be fitting into Sudanese culture according to the Diagnostic Statistical Manual of mental disorder – fifth edition (DSM-5).

A. Cognitive behavior therapy (CBTart) program:

Cognitive behavior therapy art (CBTart) program is a new of its kind, because of it unifies cognitive behavior therapy's techniques with Art therapy which targeting children who aged (7-12) years. The steps of cognitive behavior therapy art (CBTart) program is being so mindful of oppositional defiant disorder's three clusters symptoms and thus depends on the

flexible protocol emotional regulation for children and their parents using meaning – focused therapy and Arts based on the principles of the cognitive behavioral approach by Yael Sharon and Shelly Zantkeren, and also relies on the book of cognitive behavior therapy for children and families that edited by Philip Graham and Shirley Reynolds. In addition to that, applying these program's steps depending on the researchers' capability of having talented in languages, writing and drawing, their wild imagination was represented an implemented facilitation for helping this program to be come true, rather than being inapplicable, so performing the art in cognitive behavior therapy techniques.

The purpose of the program:

1. Employing some of cognitive behavior therapy art (CBTart) techniques for children aged who (7-12) years.
2. Specifying the scientific criteria of cognitive behavior therapy art techniques for choosing the stories, games and worksheets that can be worked for children aged of 7 to 12 years.
3. Providing psycho-Education for these children is about how their thoughts influence their feelings.

Program content:

The cognitive behavior therapy art (CBTart) program contains (14) sessions, and the type of sessions that was used is; group, individual, therapeutic and preventive sessions. All sessions are structured in a similar order. Each sessions comprises of determining the session's objectives, a presentation of the subject to the children with oppositional defiant disorder (ODD), a psycho-educational explanation and presentation of a variety of creative ways to convey and internalise the subject, a verbal summary of what was learned and summarization through arts and play- then closing with energy circles that reinforce and emphasise strength. Therefore, a list of accessories is given at the end, which were used in the sessions and in the tasks given to these children.

The steps of cognitive behavior therapy art (CBTart) program setting:

1. Getting letter of permission to conduct our study from the postgraduate college's coordination office to Alqabas

primary schools for boys and girls who aged (7 to 12) years in Omdurman.

2. After getting the schools approval to implement the cognitive behavior therapy art (CBTart) program, there are (35) children being chosen by the teachers, counselors and parents. Besides, these children had already been listed in the conduct disorder' list, and after having the oppositional defiant disorder (ODD) scale applied to these children who have been scored the highest grades in the oppositional defiant disorder (ODD) scale.
3. **For implanting the cognitive behavior therapy art (CBTart) program the researchers have followed these procedures:**
 - A. Having parents' consent to include their child in the program.
 - B. Preparing the children's mood for the cognitive behavior therapy art (CBTart) program.
4. For managing the program's plan, the main goals of each session have assuredly been specified to be achieved all through the sessions.
5. The corresponding resources of cognitive behavior therapy art (CBTart) program have been prepared to be implemented during sessions.
6. For further progress toward the overall goals of every session, the (35) children have been divided into (7) groups, each group has (5) children, been distributing according to (14) sessions; each three groups have taken on the first day, for the first session, and the other four groups have involved in the first session for the next day, and so on till the (14) sessions are smoothly done.
7. the therapy session will be lasting approximately (30) to (45) minutes, and this is referred as a therapeutic hour. In the initial session there will be starting a meaningful conversation, so teaching children how to reframe negative self-perceptions and encourage using positive affirmation by using the cognitive behavior therapy art's tools which are consisted of games, worksheets, stories, in addition to the third creative wave's techniques.

When the therapeutic program had started and when it did end?

The program had been started being applied on (14/3/2021), and finished on (28/4/2021). The implementation period of this program only was taken 4 weeks

Program evaluation:

1. Putting the cognitive behavior therapy art (CBTart) program for children 7 to 12 years of age in place on the period between (17/4/2021) to (23/5/2021).
2. Children, parents, teachers' reviews about cognitive behavior therapy art (CBTart) program had been taken in order to evaluate the program's effectiveness.

B. Oppositional defiant disorder (ODD) scale:

The steps of ODD scale setting:

- 1) For setting up the scale, the researchers have referenced it by many confidential books that relate to Oppositional defiant disorder (ODD) the Diagnostic Statistical Manual of mental disorder – fifth edition (DSM-5).
- 2) Adapting oppositional defiant disorder (ODD) scale to be fitted into Sudanese culture for there isn't a one alike- according to the researchers' knowledge. In consequence, the Egyptian scale of professor Majdi Muhammad Aldousogi had been chosen and was setting according to the Diagnostic Statistical Manual of mental disorder – forth edition- text revision (DSM-IV).
- 3) The researchers had made some modification to alternate the ODD scale of Diagnostic Statistical Manual of mental disorder – forth edition- text revision (DSM-IV), to the (DSM-5), in the first step, this had been done by the great help of Doctor Muhammed Hamed Al-Neel, so the ODD scale is made up of two parts in its initial form:

Part one: related to the basic information of the sample.

Part two: the scale consisted of (28) survey questions that measure Oppositional defiant disorder (ODD) in children who aged (7-12) years.

Face validity:

1. Oppositional defiant disorder (ODD) scale has been revised by reviewers. This method is common in the fields of psychological, social, and educational research. In this regard (Taylor and Francis, 2022) peer review, also known as refereeing is a collaborative process that allows independent experts in the same field of research to evaluate and comment on manuscript submissions. The outcome of a peer review gives the researchers feedback to improve their works and, critically, allows the editor to assess the paper suitability for publication.
2. The researchers had also made the modification that's been referred by the experts and getting benefit from another reference such as Hommersen at el rating scale of Oppositional defiant disorder (ODD) in adding some of their scale's questions. Eventually, the survey has lastly become (20) questions for the children, (21) questions for the teachers or the school counselors and (20) questions for the parents instead of (28) questions.

Discussions

The first hypothesis states that:

“There are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of a posttest”.

Table (2) clarified the paired samples t-test to recognizing how effective cognitive behavior therapy art (CBTart) program is on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state.

ODD Symptoms	Comparison groups	Arithmetic mean	Standard deviation	Degrees of freedom	T value calculator	P Value	Conclusion
Angry/Irritable mood	Posttest	4.57	2.638	34	2.205	0.007	There are significant differences in favor of posttest
	Posttest	3.20	2.784				
Argumentative/Defiant Behavior	Posttest	14.89	10.767	34	2.292	0.024	There are significant differences in favor of posttest
	Posttest	9.77	8.296				
Vindictiveness	Posttest	4.89	2.805	34	1.553	0.015	There are significant differences in favor of posttest
	Posttest	2.03	2.684				
Total	Posttest	24.35	16.21	34	6.015	0.013	There are significant differences in favor of posttest
	Posttest	15.13	13.674				

Noted: from the table (2) which clarified the paired samples t-test to recognizing how effective cognitive behavior therapy art (CBTart) program is on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of a posttest. Where is noted that the T value calculator (6.015) and P value (0.013) which indicate that “There are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children aged seven to twelve years in Khartoum state in favor of a posttest in the significance level of 0.05.

The study of Susan H Spence, Caroline Donovan and Margaret (2000) agrees upon this alternative hypothesis which stating: fifty children aged (7-12) years with a principal diagnosis of social phobia were randomly assigned to either child-focused cognitive- behavior therapy (CBT), plus parent involvement, or a wait list control (WLC), and in comparison to the WLC, children showed significantly greater reductions in children’s social and general anxiety and a significant increase in parental ratings of child social skills performance.

Another study of Walter Matthys and Dennis J. L. G. Schutter (2021) also agrees with this alternative hypothesis that stating: Cognitive behavioral therapy (CBT) is particularly relevant for children from 7years on and adolescents with clinical levels of conduct problems. CBT provides these children and adolescents with anger regulation and social problem-solving skills that enable them to behave in more independent and situation appropriate ways. Typically, CBT is combined with another psychological treatment such as behavioral parent training in childhood or an intervention targeting multiple systems in adolescence.

Graham and Ghirley (2013) stating: the growth and development of cognitive behavior therapy (CBT) means that many more children and adolescents with mental health problems can now benefit from an effective psychological treatment.

And Pattison et al (2015) also stating about this: cognitive behavior therapy (CBT) can be used with children from seven years of age if it’s carefully adapted to the developmental level of the child, and adolescence will have more developed

cognitive and verbal skills and many be able to engage in more sophisticated and abstract verbal discussions.

The researchers have seen that, according to these researchers who mentioned above, which their points of view stand perfectly for the current study, and that's each and every creative cognitive behavior therapy' tools had been used and innovated as applicable methods and concrete artistic instruments for the children of this study whose ages from (7 to 12) years by the researchers themselves, and had chosen rightly very carefully to get down to the children's levels of understanding and apprehension, is that they really could grasp

the meaning of these interventions and interact cheerily with the cognitive behavior therapy art (CBTart) contents, sacks and techniques, only for this reason this hypothesis comes true and alternative, as it is the best choice had been taken to use cognitive behavior therapy art (CBTart) for these children.

The second hypothesis states that:

"There are significant differences in program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of gender variable"

Table (3) clarified the independent-Samples T-Test to recognizing if there were to be found differences in the cognitive behavior therapy art (CBTart) program on reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state.

ODD Symptoms	Comparis on groups	Sample size	Arithmetic mean	Standard deviation	Degrees of freedom	T value calculator	P Value	Conclusion
Angry/Irritable mood	male	18	3.44	2.99	34	2.52	0.004	There are significant differences in favor of male in the significance level of 0.05
	Female	17	2.94	2.60				
Argumentative/D efiant Behavior	male	18	11.11	9.89	34	3.53	0.028	There are significant differences in favor of male in the significance level of 0.05
	Female	17	8.35	6.16				
vindictiveness	male	18	3.28	3.17	34	2.98	0.021	There are significant differences in favor of male in the significance level of 0.05
	Female	17	2.76	2.10				
total	male	18	17.83	16.02	34	8.77	0.017	There are significant differences in favor of male in the significance level of 0.05
	Female	17	14.05	10.88				

Noted: from the table (3) which clarified the independent-Samples T-Test to recognizing, if there were to be found differences in the cognitive behavior therapy art (CBTart) program in reducing oppositional defiant disorder (ODD) in children who aged (7-12) years in Khartoum state in favor of gender variable. Where is noted that the T value calculator (6.015) and P value (0.017) which indicates that "There are

significant differences in the program effectiveness of cognitive behavior therapy art (CBTart) on reducing oppositional defiant disorder (ODD) in children aged seven to twelve years in Khartoum state in favor of male in the significance level of 0.05.

The researchers have seen that; there's no previous study to back up this hypothesis which resulting in "There are significant differences in favor of male in the significance level of 0.05". But for the therapeutic program sake and the researchers' concentration on the boys, regardless of the program' tools were distributing fairly among girls and boys, to that boys are more defiant than girls and challenging their teacher in way overtly obvious. On contrast, girls were defying their adults in covert way. Thus, data are limited, reported rates of oppositional defiant disorder (ODD) among boys are only slightly higher than among girls before the age of 13 (Sadock, 2005). For this reason, while the researchers during applying their therapeutic program have noticed that; the boys who involved in cognitive behavior therapy art (CBTart) program were so eager to have their social problem solving done, enjoying their lives, and owning so much skills to improve prosocial emotions without biasing toward being with their friends in the moment of sessions. Unlike girls who show depressed feelings and a lot of dispute; why them being chosen to have sessions without their friends, this self-blaming and doubting for being alone without their friends, let them self-centered distracting them from focusing on the cognitive behavior therapy art (CBTart). Notwithstanding, girls were showing their enthusiasm to complete the program tasks, coming on session time, and doing their homework.

Recommendations for Further Study

Based on the findings which the researchers have recommended that:

1. Applying cognitive behavior therapy art (CBTart) program for children with oppositional defiant disorder (ODD).
2. Cognitive behavior therapy art (CBTart) programs' techniques must be standardized for genders, boys and girls, thus equalizing the therapeutic hours for both gender.
3. There should be chosen different time of session in different zones that could be appropriate for the girls, the therapeutic hours' time that start in the breakfast could distract them intensively, for they emotionally prefer staying with their friends in their classroom or in school's campus than coming to attend the sessions.

Conclusion

It was intension for the researchers to search art therapy and blending it with Cognitive Behavior therapy (CBT) techniques, as it does appear that both of them are useful interventions in working with children who aged (7-12) years. During the course of this research, it was found a few studies that support applying cognitive behavior therapy for children, which is considered "evidence-based" or proven to be effective on these children, but was in the researchers' mind that using Cognitive Behavior therapy (CBT) alone would be so boring for children and of course they wouldn't have fun so staying for till the end of each session. The researchers then went to research the use of art therapy techniques to be as one technique that can be used along with Cognitive Behavioral Therapy (CBT). And this appears to be an appropriate intervention to use with children.

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