

## THE COGNITIVE BEHAVIOUR THERAPY IN SCHOOL: AN ANALITICAL REVIEW

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### ABSTRACT

Cognitive behavioral therapy (CBT) is applied to popular therapies that are applied to various problems. The purpose of this discussion is to provide a meta-analysis-approved survey supported by CBT. We borrowed 136 meta-analytic studies and discussed CBT in children for the following problems: Anxiety, Emotions, Confidence, Self-efficacy and CBT Based on Local Wisdom. Additional meta analytic reviews to address CBT problems for various problems in school children. The strongest support for CBT is from monitoring and transition. CBT showed a higher response rate than considered in 7 of these reviews and only one review reported that CBT had a lower response rate than considering care. In general, the CBT evidence base is very strong. However, additional research is needed to study the efficacy of CBT for randomized controlled studies. In addition, using CBT in schools depends on the level of education and age of children.

**Key Word :** Meta Analisis Review, Cognitive Behaviour Therapy, School Students

### I. INTRODUCTION

Cognitive-behavioral therapy (CBT) refers to a class of interventions with various basic premises that mental disorders and psychological distress are maintained by cognitive factors. The core premise of this treatment approach, as pioneered by Beck (Anastopoulos & King, 2015; Cully & Teten, 2008; SAMHSA et al., 2006) and Ellis (Fitzgerald, 2013), argues that maladaptive cognition contributes to the maintenance of emotional distress and behavioral problems.. According to Beck's model (Raedt, 2020), This maladaptive cognition includes general beliefs, or schemes, about the world, self, and the future, thus giving rise to specific and automatic thinking in certain situations. The basic model holds that this therapeutic strategy for changing maladaptive cognition causes changes in emotional distress and problematic behavior.

Since its inception, a number of disorders-specific CBT protocols have been developed that specifically deal with various cognitive maintenance factors (Jongerden & Bögels, 2015) and behavior of various disorders. Although this special-interference treatment protocol shows big differences in some special treatment techniques (Asbrand, Heinrichs, Nitschke, Wolf, Schmidtendorf, et al., 2019; Assen Alladin, 2015; Salomonsson et al., 2019), they all have the same core model and general approach to care.

Consistent with the psychiatric medical model, the overall goal of CBT treatment is symptom reduction, improved function, and remission of the disorder. To achieve this goal, patients become active participants in the collaborative problem solving process to test and challenge the validity of maladaptive cognition (Castella et al., 2014; Nosouhian & Javadi, 2018) and to modify patterns of maladaptive behavior. Thus, modern CBT refers to interventions that combine various techniques that focus on cognitive, behavioral, and emotional (Castella et al., 2014; Essau et al., 2019; Maric et al., 2018). Although this strategy strongly emphasizes cognitive factors, physiological, emotional, and behavioral components (Eiraldi et al., 2018) also recognized to play an important role in the maintenance of the disorder.

A recent review of the CBT meta-analysis identified 16 quantitative reviews covering 332 clinical trials covering 16 different disorders or populations (Asbrand, Heinrichs, Nitschke, Wolf, & Tuschen-ca, 2019; Freeman, 2006; Neill et al., 2017; Taylor et al., 2014) To our knowledge, this is the first review of a meta-analytic study examining the effectiveness of CBT for a number of psychological disorders. This article has since become one of the most influential CBT reviews. However, the search strategy is limited, because only one meta-analysis is chosen for each disorder. In addition, the search only covered the period until 2004, but many reviews have been published since then. In fact, most of the research (95%) was published after 2004. The purpose of this meta-analysis is to provide a comprehensive survey of all contemporary meta-analyzes that examine the evidence base for the efficacy of CBT to date. The meta-analyzes included in this review are all considered methodologically logical.

## II. METHOD

The method of this research is meta-analysis review. Finding articles for this review, we searched in tandfonline, Springer, elsivier and Cochrane libraries using the following key words: meta-analysis and CBT in School, meta-analysis and cognitive therapy, quantitative and CBT reviews, quantitative review of CBT. This initial search resulted in 239 clicks, 103 of which were duplicates and must be excluded. The 136 remaining non-duplicate articles were further examined to determine whether they met the specific inclusion criteria for the purposes of this review. All research included must be a quantitative review (eg, Meta-analysis) of CBT. To limit this review to contemporary studies, only articles published since 2013 were included. The final sample included in this review consists of 136 meta-analyzes.

The meta-analysis is categorized into groups to provide the most meaningful and extensive examination of CBT effectiveness in various problem areas and research populations. The main grouping is taking meta data analysis of the effectiveness of CBT in Students in School and grouped into 4 main groups, namely: CBT and Students Anxiety, CBT and Student Emotion, CBT and Students self confidence and Self Efficacy, CBT and Local Wisdom

## III. RESULT

This meta-analytic study is grouped into four sections with each specific theme but still within the scope of students at school. The grouping can be seen in table 3.1.

Group	Author	Year	Title
CBT and Students Anxiety	Lotfi, S., Eizadifard, R., Ayazi, M., & Amin, M.	2011	Social and The Effect of Meichenbaum ' s Cognitive Behaviour Modification Therapy on Reduction of Test Anxiety Symptoms in High School Girls.
	Vincent, L., Norton, P. J., & Norton, P. J.	2018	The effectiveness of Cognitive-Behavioral Group Therapy on self-efficacy and assertiveness among

			anxious female students of high schools.
	Stallard, P., 2014		Classroom-based cognitive behaviour therapy ( FRIENDS ): a cluster randomised controlled trial to Prevent Anxiety in Children through Education in Schools ( PACES )
	Skryabina, E., Taylor, G., Phillips, R., Daniels, H., Anderson, R., & Simpson, N		
	Wong, N., Kady, 2014		Preventing anxiety and depression in adolescents: A randomised controlled trial of two school based Internet-delivered cognitive behavioural therapy programmes.
	L., Mewton, L., Sunderland, M., & Andrews, G.		
	Berle, D., Moulds, 2016		Does emotional reasoning change during cognitive behavioural therapy for anxiety? <i>Cognitive Behaviour Therapy</i>
	M. L., Starcevic, V., Milicevic, D., Dale, E., Viswasam, K., Brakoulias, V.		
	Esbjørn, B. H 2016		Can Parents Treat their Anxious Child using CBT? A Brief Report of a Self-Help Program.
	McLeod, B. D., 2014		The Relationship Between Alliance and Client Involvement in CBT for Child Anxiety Disorders The Relationship Between Alliance and Client Involvement in CBT for Child Anxiety Disorders.
	Islam, N. Y., Chiu, A. W., Smith, M. M., Chu, B. C., Wood, J. J., Smith, M. M., & Wood, J. J.		
	osoughi, S., 2014		The effectiveness of Cognitive-Behavioral Group Therapy on self-efficacy and assertiveness among anxious female students of high schools
	Poursharifi, H., & Mahmood, M.		
CBT and Students Emotion	Fernández-martínez, I., Orgilés, M., Morales, A., Espada, J. P., & Essau, C. A.	2019	One-Year follow-up effects of a cognitive behavior therapy-based transdiagnostic program for emotional problems in young children: A school-based cluster-randomized controlled trial.
	Lars Goran Ost, E. S	2013	Cognitive Behaviour Therapy for Dental Phobia and Anxiety. In <i>Cognitive Behaviour Therapy for Dental Phobia and Anxiety</i> .
	Essau, C. A., Sasagawa, S., Jones, G., Fernandes, B., & Ollendick, T. H.	2019	Evaluating the real-world effectiveness of a cognitive behavior therapy-based transdiagnostic program for emotional problems in children in

CBT and Students Self Confidence, Self Efficacy	Harding, L.	2017	a regular school setting Building positive thinking habits: increasing self-confidence & resilience in young people through CBT
	Ali Khaneh Keshi, B	2013	Effectiveness of Cognitive Behavior Therapy on Self-Efficacy Among High School Students
	Rosmawati Mohamad Rasit, S. Z. C. A. R.	2017	The Role of Self Efficacy and Cognitive Behaviour Therapy in Forming Posocial Behaviour.
CBT and Local Wisdom	Hidayah, N	2017	<i>Need of Cognitive-Behavior Counseling Model Based on Local Wisdom to Improve Meaning of Life of Madurese Culture Junior High School Students.</i>
	Hidayah, N., & Hanafi, H.	2017	Urgency cognitive-behavioral counseling based on local wisdom for junior high school counselor in East Java
CBT in Covid 19 Pandemic	Jinzhi Li 1†, Xiuchuan Li 2†, Jie Jiang3, Xuexue Xu3, Jing Wu4, Yuanyuan Xu4, Xin Lin5, John Hall 6, Huashan Xu7, Jincheng Xu3 and Xiaoyue Xu6 *	2020	The results indicate that the mean values of depression, anxiety, stress and total DASS-21 decreased significantly in both intervention and control groups after intervention. However, patients in the intervention group had a bigger mean deduction for scales of depression, anxiety and total DASS-21, indicating that CBT can effectively improve the psychological health of patients with COVID-19. These results are in line with previous studies. Many studies have indicated that CBT is the most effective psychotherapy in reducing depression, anxiety and stress symptom that has been recommended as a first line treatment for patients with psychological health disorders. Besides, the benefit of CBT is also shown in reducing insomnia and physical fatigue, which can further improve patients' quality of life. Results from a number of

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systematic reviews and meta-analyses have also found the effectiveness of CBT in improving short-term symptoms of depression, anxiety and related disorders and further reducing the risk of PTSD and social anxiety disorder.

results from this preliminary study may suggest that a directed, emotion-based drawing intervention could be useful to alleviate symptoms that may be attributed to increased levels of psychological distress, such as inattention, in elementary school children, in the current context of the COVID-19 pandemic. Although results from this study are underpowered due to the study's small sample size, the decreases found in inattention scores are supported by a moderate to large effect size. Indeed, giving children the opportunity to reflect on their feelings, as well as providing them with a safe space in which to process what they understand of the COVID-19 pandemic and how they feel about it, through artistic expression, may be helpful to improve attention capacities. Nonetheless, it is also important to note that students in the mandala condition also showed improvements on mental health measures, such as hyperactivity, which indicates that a non-directed approach may also be useful to alleviate psychological distress that is associated to COVID-19.

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#### IV. DISCUSSION

##### *CBT And Students Anxiety*

There is evidence for the efficacy of CBT for student anxiety, with evidence In different studies, many methods are used to reduce test anxiety. In this study, cognitive methods are more useful than behavioral methods for treating anxiety (Mckay, 2019). So in these two decades, there has been more emphasis on cognitive methods and cognitive-behavioral interventions in the treatment of anxiety (Lotfi et al., 2011; Vincent et al., 2018), (Lotfi et al., 2011; Vincent et al., 2018), other

encouraging results and show that anxiety prevention programs given at school to children aged 9-10 years indeed reduce anxiety symptoms at 12 months. Findings that children with low symptoms who benefit from the program support a universal approach, which also fits in with the school schedule and organizational structure. However, our data shows that the same program can produce different effects depending on who gives it (Stallard et al., 2014). Students in the depression intervention group showed a significant increase in anxiety and depressive symptoms at the end of the CBT course, while students in the anxiety intervention showed a reduction in anxiety symptoms after being given CBT treatment (Wong et al., 2014).

There may be variations in how CBT is given between therapists, and the small sample size precludes this statistical control. Also, many participants need more than 12 therapy sessions, so a "posttreatment" assessment may have occurred before additional acquisitions were made (Rohde et al., 2014). Maybe emotional reasoning is a process that takes more time to change than other cognitive processes and biases. Finally, the sample consists of heterogeneous groups of individuals with anxiety disorders and it remains possible that there are differences in emotional reasoning between different groups of disorders. For example, emotional reasoning might change a lot during treatment for primary panic disorder, but relatively little for treatment of social anxiety disorder (Berle et al., 2016; Esbjörn, 2016).

Higher effectiveness of multi-session CBT compared to single sessions or other short interventions, and lower dropout rates compared to control conditions. However, the size of the effects of CBT is small compared to other psychosocial interventions (eg contingency management, relapse prevention, and motivational approaches).

Some suggest that alliance and client involvement play a key role in CBT for children's anxiety, although several studies have examined this issue. We therefore examined the relationship between alliances and client involvement during CBT for children's anxiety to better understand how these therapeutic processes relate to each other during treatment. Our research is unique because we use psychometrically strong measures to assess each treatment process, measure each treatment process at two time points during treatment, and use an independent team to code each treatment process. As hypothesized, positive changes in alliances predicted higher involvement in treatment. However, we also found that changes in positive involvement predicted stronger alliances later in treatment. Together, these findings suggest the relationship between alliance and client involvement in CBT for child anxiety might be more complex than the previous hypothesis. (McLeod et al., 2013)

Another CBT study showed that participants experienced a significant decrease in anxiety, and increased self-efficacy and assertiveness. The findings of this study indicate that CBGT might be able to increase self-efficacy and assertiveness among anxious middle school students (Vosoughi et al., 2014).

### ***CBT dan Students Emotion***

This study is the first to test the long-term effectiveness of SSL in a sample of young Spanish-speaking children. In line with our hypothesis, children who participated in SSL showed a small, but statistically significant decrease in anxiety and depressive symptoms after the intervention. The results suggest the long-term effects of SSLKseprimary results, because the results of the effects after the direct intervention show a significant impact on the same results (Fernández-martínez et al., 2019). The findings of other authors indicated that an prevention RCT study using another CBT-based program targeting older children aged 8-13 years showed that the reduction of anxiety and depressive symptoms was maintained up to 1-year after the intervention. However, the effect of SSL was greater in the posttest compared to follow-up, based on the size of the effect of a statistically significant difference. The results on the main outcomes came from this study in line with analytic studies of anxiety prevention and / or depression intervention in children, showing small, but significant effect, on international symptoms at follow-up. Additional benefits found at

12-month follow-up were related to panic / agoraphobia symptoms. Specifically, within 12 months of follow-up, the likelihood of panic / agoraphobia in the SSL group was 21% lower than in the WLC group (Lars Goran Ost, 2013).

**Other Research Results** There is agreement between self-reports, parents, and teachers, showing a significant reduction of emotional symptoms from pretest to posttest and pretest for follow-up. The main effects of gender are significant for anxiety symptoms, emotional symptoms of peer problems, and prosocial behavior. Video analysis of the 2-minute speech task showed a significant increase in eye length, vocal quality, speech length, manifestation of comfort, and conversation flow. However, the hypothesized increase in self-esteem does not mediate changes in symptoms before or after anxiety or social phobia subscale scores (Essau et al., 2019).

#### ***CBT, Self Confidence and self efficacy***

CBT results and Confidence find interesting approaches and combination techniques, delivered in a structured and practitioner-friendly way that requires limited preparation, especially since there is a CD Rom Support with all worksheets and resources needed to run the group. Many other interventions available for schools and EP often come from one particular approach or another, but this is a creative combination of evidence-based approaches (Harding, 2017). However, although this resource is based on an evidence-based approach, it does not include information about how this specific intervention is in practice. It would be useful to have more information about the effectiveness of this particular set of approaches, so that the EP feels more confident in recommending it to schools than any other approach.

Besides self confidence, self efficacy has a great influence on students especially in their anxiety. Some result said that the relationship between self-efficacy and anxiety: in particular, the students with low self-efficacy have a reduced level of anxiety if use the right treatment. In this direction, students experience an amusing, relaxing and less formal atmosphere, increasing the likelihood of feeling positive emotions and decreasing the likelihood of negative ones, such as anxiety (Passiatore et al., 2019). so, these problems need to be handled appropriately one of them is with CBT.

Other studies on CBT and Self Efficacy are also explained in Ali's research which shows the results of this study have been conducted to investigate the effectiveness of cognitive behavioral therapy (CBT) on self-efficacy among middle school students. In this study the following hypothesis was verified with the appropriate statistical method: CBT is effective in increasing self-efficacy (Ali Khanesh Keshi, 2013). Self-efficacy is a construct related to CBT strategies that may be involved in changing the mind, behavior, emotions, and performance of individuals.

Cognitive behavioral therapy (CBT) is a universal expression derived from cognitive models of affective disorders, which consists of many approaches based on postulates that cognition significantly influences emotions and behavioral barriers, and also offers various evidence-based cognitive and behavioral techniques and therapies. The concept of self-efficacy explains the attitude of individuals who believe in themselves. It becomes a catalyst for rational cognitive processes in shaping individual behavior (Rosmawati Mohamad Rasit, 2017)

#### ***CBT and Local Wisdom***

Cognitive behavior counseling can be collaborated with local wisdom in the community to be used as a model approach that can help students in school. Research on CBT and local Wisdom has been reviewed by Nur Hidayah with the results. Related to the ethnically based counseling model, it has strategic value to (1) build the imaging of internal counseling services by counselor and other professions such as psychologists, psychotherapists, are professional services based on local wisdom; (2) facilitating counselors while serving diverse cultural counselees using conversion techniques that are appropriate in accordance with the cultural values of the counselee. In addition counselors are expected to really foster problem solving appropriately. In turn, the counselor is happy when providing counseling services (Hidayah & Hanafi, 2017); (3) Cognitive-Behavioral

Counseling based on local wisdom is a new counseling paradigm in Indonesia especially in East Java; and (4) disseminating the importance of Cognitive Behavior Counseling services based on local wisdom for students, so that the preparation of future human resources front of our nation improve its quality.

Another research result show that a survey study of counselors' needs for the Cognitive Behavior Counseling model based on local wisdom in Madura culture shows that there is very high acceptance and support and requirements for the development of a Cognitive-Behavioral Counseling model based on Madura culture. The appearance of the Cognitive-Behavior Counseling model based on local wisdom of Madura culture is complemented by counseling guidelines for counselors. Based on the results of the research the suggestions for guidance and praxis counseling to utilize the results of the development of counseling models based on local wisdom, especially Madura culture to improve the meaning of junior high school students' lives. Counseling models based on other local wisdom need to be developed more broadly in East Java, such as Osing, Bawean, and Material culture (Hidayah & Ramli, 2017)

### ***CBT and Covid 19 Pandemic***

The COVID-19 pandemic has had its own impact on society and in schools. Psychological problems accompany the journey of life, especially in the face of the covid pandemic. Depression, anxiety and stress are the effects that often arise and cause insomnia and physical fatigue, which in turn can guarantee the quality of life. Cognitive behavior can be an alternative intervention to help solve psychological problems.

The results of the study are in table 3.1. showed that the mean scores of depression, anxiety, stress and total DASS-21 decreased significantly both in the intervention group and after the intervention (Li et al., 2020). However, patients in the intervention group had greater mean reductions for the depression, anxiety, and total DASS-21 scale, which suggests that CBT can effectively improve the psychological health of patients with COVID-19. The results are in line with previous studies. Many studies show that CBT is the most psychotherapeutic therapy in reducing symptoms of depression, anxiety and stress effectiveness which has been confirmed as first-line treatment for patients with psychological health disorders. In addition, the benefits of CBT have also been shown in reducing insomnia and physical fatigue, which can further improve patient quality. Results from a systematic fear and meta-analysis also found the effectiveness of CBT in improving short-term symptoms, and related disorders and subsequently reducing PTSD and social impairment.

The problems that arise due to the COVID-19 pandemic are not only experienced by adults but also to children. Emerging literature on the current COVID-19 crisis suggests that children may experience increased anxiety and depression in the context of the COVID-19 pandemic. In particular, the emotional and behavioral problems that arise in children who have been or are still confined to the home because of the School From Home policy. Lack of social interaction, boredom and family tension can all contribute to the emergence of this problem. Preliminary evidence suggests that the effects of the COVID-19 Pandemic are particularly pronounced among children who have pre-existing psychological disorders.

Recent data show that primary school children are experiencing increased school adaptation and psychosocial problems, in the current context of the pandemic. It has been suggested that this issue could hinder academic achievement and school persistence which may have long term impacts extending far beyond the current pandemic. To prevent such school and mental health problems, there is a timely need to develop prevention and intervention strategies to address the potential negative impact of COVID-19 on children's mental health, particularly regulations in schools.

The results of the study are in table 3.1. What appears is the right intervention for children who are experiencing psychological problems during the covid 19 pandemic (Malboeuf-Hurtubise et al., 2021). Cognitive behavior therapy is one of the right interventions to choose from. And this study

suggests that a directed emotion-based drawing intervention could be useful for alleviating symptoms that might be associated with increased levels of psychological distress, such as inattention, in primary school children, in the current COVID-19 pandemic. Although the results of this study were less robust due to the small study sample size, the reduction found in the inattention score was supported by a moderate to large effect size. Indeed, giving children the opportunity to reflect on their feelings, as well as giving them a safe space to process what they understand about the COVID-19 pandemic and how they feel about it, through artistic expression, can help to increase attention capacity. Nonetheless, it is also important to note that students in the mandala state also showed improvement in mental health measures, such as hyperactivity, which suggests that a self-directed approach may also be useful for reducing the psychological distress associated with COVID-19.

## V. CONCLUSION

In summary, our review of a meta-analytic study examining the effectiveness of CBT shows that this treatment has been used for a variety of psychological problems in schools. In general, the evidence base for CBT is very strong, and especially for treating anxiety disorders. However, despite the enormous literature base, there is still a clear need for high-quality research that examines the efficacy of CBT. In addition, the efficacy of CBT is questionable for several problems, which indicate that further improvements in the CBT strategy are still needed. In addition, many meta-analytic studies include studies with small sample sizes or inadequate control groups. In addition, except for children and the elderly population, no CBT meta-analytic studies were reported in certain subgroups based on education and age.

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