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THE EFFECT OF A CBT-BASED INTERVENTION PROGRAM ON THE QUALITY OF LIFE OF ELEMENTARY SCHOOL STUDENTS

Abstract: This study examined the effects of an intervention program based on cognitive behavioral principles on improving monitoring, regulatory, and self-management skills, as well as the effects on emotional and social climate in the classroom and on students' quality of life, well-being, and functioning. The intervention was conducted for one year with thirty 4th grade students in an elementary school and involved learning, implementing, and performing CBT principles and practices. The implementation process included monitoring and follow-up through interviews, questionnaires, and participant observation. The results of the study showed positive effects on classroom climate while reducing violence and improving students' well-being, sense of protection and belonging, and self-regulation skills.

Keywords: behavioral problem, behavioral disorder, classroom climate, quality of life, cognitive behavioral theory, elementary school

1. Introduction

Behavioral problems and disorders are terms that combine problematic or disruptive behavior, defiant, oppositional behavior, and antisocial disorder among them. Disorder refers to the violation of social rules and negative actions toward others such as aggressiveness, lying, and stealing (Fossum et al., 2008). Evidence gathered in studies over the years indicates that a high percentage of elementary school children are at high risk of developing a behavior problems and disorders during their school years (Duchnowski, Kutash, & Friedman, 2002; Rubin &Balow, 1978). According to Loeber, Burke, &Pardini (2009) behavior problems among students in the classroom can arise for a variety of reasons. Some are related to environmental factors, others to factors related to the individual. They can be influenced by developmental background, various types of learning disabilities, emotional state, difficulty driving, sense of competence, sense of belonging, educational challenges, mismatch of learning with the student's aptitudes, and other external and internal factors (Wells et al., 2019).

Conduct disorder in childhood can be an early sign of the development of conduct disorder in adolescence and adulthood (Liber et al., 2013). It can be associated with negative long-term outcomes, difficulties in child-parent interactions, early school dropout, vandalism, and lying (Loeber, Burke, &Pardini, 2009) and can negatively affect the child's development.

The effects of conduct disorder on the child may be manifested in impaired social status, expression of personal identity, self-image, sense of ability and belonging, shaping of

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interactions with peers and teachers, adjustment to the school environment, and success in developmental tasks of the age level. Behavioral disorders can interfere with adjustment and lead to social and behavioral deficits (Smith et al. 2014), challenges, and delays in various areas of functioning. They can act like a vicious cycle and, in the absence of remedies, lead to developmental withdrawal and a steady increase in negative behaviors. A situation that increases the likelihood of school dropout and at-risk situations (Danielson et al., 2018).

Erickson sees school as a significant and crucial factor in this stage of development, as it is able to identify and diagnose deficits in cognitive and academic skills. It is also a source of discipline, requiring the mobilization of "self-control" that help develop the ability to restrain and postpone rewards, as well as organizing children into a group, changing egocentric patterns, and teaching reciprocity as a value and behavior. In addition, the school setting separates the child from the home during activity periods and challenges the child to engage with new authority figures (ibid.).

Behavior problems in the classroom present numerous and varied challenges to the educational system. Their effects are felt directly and indirectly, manifesting in both academic and emotional-social domains, classroom climate, and students' sense of safety and belonging (Mooney et al., 2005).

Cognitive-behavioral intervention is based on an approach that incorporates cognitive and behavioral components and aims to effect change in student behavior. It utilizes basic cognitive processes that are responsible for successful problem-solving processes (Smith &Daunic, 2006; Smith et al., 2012). Studies have shown that this type of intervention is able to improve self-monitoring mechanisms and thus social problem-solving skills in a variety of situations and structures. Therefore, this type of intervention helps to reduce the risk of developing behavioral

problems (Daunic et al., 2006, 2012; Smith, Graber &Daunic, 2009). Several studies have found that programs of this type can be beneficial and help with both treatment and prevention of conduct problems (Sukhodolsky, Kassinove&Groman, 2004; Waschbusch, Pelham &Massetti, 2005).

Studies of various types of school-based intervention programs have shown a small but positive effect on aggressive behavior and conduct disorders. The positive effects have also been found to be long lasting (Dymnicki, Weissberg& Henry, 2011; Wilson &Lipsey, 2007).

The complexity of addressing behavioral disorders, their negative effects, and the importance of effective and adaptive developmental outcomes underscore the importance of studying and developing tools and responses to this complex issue.

2. Behavior Problems in the Classroom

Externalizing behavior problems and disorders manifest in the violation of social rules and negative actions toward others (Fossum et al., 2008).

Violence is an extroverted behavior characterized by the exertion of an unpleasant stimulus, physical or verbal, toward the other (Buss, 1961; Kazdin et al., 1987). The discussion of the phenomenon of violence is divided into two general categories: Conduct disorder, which is a disruption of social, academic, and occupational functioning and, in an adolescent who has not reached the age of 18, is characterized by patterns that have been repeated for at least 12 months and includes behaviors that are a violation of rights or norms and involve threats, fighting, cruelty, the use of weapons, theft, or forced sexual acts. (Moore et al., 2011). Oppositional Defiant Disorder is characterized by negative patterns of behavior that have been repeated for at least

six months and include at least four of the following behaviors: Loss of control, persistent arguing, and lack of cooperation, bullying, accusations, anger and hostility, obsessive preoccupation with the other's behavior (APA, 1994, DSM IV). The first category emphasizes intense engagement in violating rights, norms, and laws (ibid.) and is considered more difficult (Moore et al., 2011). However, untreated oppositional behavior can develop into a conduct disorder (Scotti, Mullen & Hawkins, 1998). It is important to note that a child who struggles with a violent problem usually suffers from disorders associated with the conduct disorder, such as attention and concentration problems, hyperactivity, impulsivity, and social problems. (Moore et al., 2011).

Gendreau& Archer (2005) distinguishes between violence that leads to physical harm and violence that leads to psychological harm. The= division focuses on the secret motives that cause violence, the motivation for violent action, and the degree of harm to the other (Gendreau& Archer, 2005 in Moore et al., 2011). This division led to examining violence at the level of the factors that underlie it. Ronen, Rahav&Moldawsky (2007) identified three distinct profiles of children: the aggressor who engages in violent behavior toward the other on their own initiative, the aggressed who is a victim of violence, and the neutral who is not involved in instances of violence. In the literature based on frustration-anxiety theory (Vitaro&Brendgen, 2005 in Moore et al., 2011), violence is divided into reactive and proactive violence. Reactive violence occurs in response to violence that causes anger and frustration and aims to reduce the level of anger and frustration by hitting the perpetrator. This type of violence has a more positive prognosis than initiated violence (Ibid.).

Initiated violence depends on a relationship that exists between two independent behaviors. Through past experiences, the individual has learned that a violent response helps him or her achieve various goals, and thus it is activated whenever the child wants to achieve his or her goals (Crick & Dodge, 1996; Hubbard et al., 2001; Vitaro&Brendgen, 2005). Other subdivisions refer to the differences between the behaviors that characterize violence, distinguishing between direct violence and indirect violence, and between verbal violence and physical violence (Bjoerkqvist et al., 2001; Yudofsky et al., 1986; Ronen et al., 2007).

3. Patterns of Victimization During the Elementary School Years

Victimization is a common stressor in school-aged children and can affect the child's future development (Giesbrecht et al., 2011). Children who suffer from persistent bullying and an unprotected social-emotional climate (Rudnicka et al., 2020) are at increased risk of developing psychological and behavioral adjustment problems such as loneliness, low self-esteem, anxiety, depression, externalizing problems, and school dropout (Hanish& Guerra, 2002; Kochenderfer-Ladd & Skinner, 2002; Leadbeater&Hoglund, 2009). Violent behavior is detrimental not only to the violent child's environment, but also to the development and functioning of the violent child, who is at risk of social rejection, dropping out of school, and developing criminal patterns (Loeber& Farrington, 2000; McGinnis & Goldstein, 1997; Pope &Bierman, 1999).

A relationship has been found between an early victimization experience during the elementary school years and the continuation of the pattern of bullying victimization in later years (Kochenderfer-Ladd &Wardrop, 2001; Schwartz, Proctor &Chien, 2001). The early years of elementary school are a significant and important time to observe the child's developmental process and understand why certain children are victimized and

others are not, and how the change in victimization patterns is related to their behavior and its context over time (Giesbrecht et al., 2011). In addition, the early years of elementary school are of great importance for social, emotional, cognitive, and personal development. Intervention programs can have a positive impact on reducing peer victimization before it takes root (Ladd, 1996; Olweus, 1994).

Research today seeks to understand the components of personality development, focusing on the emotional and cognitive factors that predispose a child to violent behavior (Tremblay et al., 2005). Several studies have shown that the social biological basis of certain children influences the way they interpret their behavior, the behavior of others, and the extent of their influence on a given situation, exposing them to risk and dangerous situations early in life (Anderson & Bushman, 2002; Dodge & Pettit, 2003). The child's information processing model in these situations influences the interpretation they give to the social situations around them, tends to attribute negative intentions and hostility to them, and influences the development of violent behavior (Crick & Dodge, 1996). Examining the individual versus the effects of the environment in relation to violent behavior assumes that an individual has an innate personality tendency toward violence that may predict violent behavior later in life (Brendgen et al., 2006). Therefore, individuals must acquire tools and skills to help them control their tendency (Moore et al., 2011). A somewhat more moderate approach also asserts that there is an innate tendency toward violence. At the same time, it believes that after age six, environmental influences and cognitive abilities determine the developmental trajectory (Rhee & Waldman, 2002). Another study considers violence as a tendency rather than a personality trait or hidden instinct. According to this study, the social environment, skills, and tools acquired by the

child during his integration into that environment determine whether his violent traits will be reinforced and influence his behavior and social affiliation (Nagin & Tremblay, 2005).

As the child progresses through the developmental stages of acquiring complex cognitive skills, patterns of violence decrease. It is likely that there is a relationship between these two processes (Seguin &Zelazo, 2005).

Cognitive skills are related to mechanisms of self-control, information processing, and emotion control. These mechanisms enable individuals to control and regulate their behavior and moderate the relationship between sensitivity and aggression (Apple, 2007; Weisbrod, 2007). Violence control and behavior regulation become possible for a child when he or she acquires tools and skills that enable him or her to behave socially.

The development of self-control skills enables the child to activate mechanisms of observation, monitoring, and self-reinforcement, to use accepted social models, and to control his or her behavior (Moore et al., 2011).

Birchmeter's (2009) study confirms previous studies showing a negative relationship between bullying and students' quality of life. Negative effects on the well-being of students involved in bullying and students who suffer from bullying at school were found. In addition, students who are not affected by bullying report a higher quality of life and receive more support from their friends and teachers.

The presence of behavior problems in the classroom poses a significant challenge to the educational system, affects the emotional and social climate, academic achievement, and students' sense of safety and belonging in the classroom (Mooney et al., 2005).

4. Cognitive - Behavioral Intervention

Cognitive-behavioral intervention relies on an approach that incorporates cognitive and behavioral components to change student behavior through its influence on basic cognitive processes responsible for successful problem-solving processes (Smith &Daunic, 2006; Smith et al., 2012). A cognitive-behavioral intervention addresses the acquisition and establishment of a cognitive change in the thinking and belief system to bring about stable emotional and behavioral change (Beck, 2014). The model represents a combination of cognitive strategies based on reflexive and metacognitive skills, behavioral strategies, emotion-focused strategies, and social strategies to build a cognitive infrastructure that leads to effective behavior (Kendall, 1993).

Studies have shown that this type of intervention is able to improve self-monitoring mechanisms and thus social problem-solving skills in a variety of situations and structures. Therefore, this type of intervention helps reduce the risk of developing behavior problems (Daunic et al., 2006, 2012; Smith, Graber &Daunic, 2009), contributes to positive social functioning, and promotes a visible and/or hidden impact on individual development (Kazdin et al., 1992; Lochman& Wells, 2004). Several studies have found that programs of this type can be beneficial and help in the treatment and prevention of behavioral disorders (Ukhodolsky et al., 2004; Waschbusch et al., 2005). Studies of school-based intervention programs have shown a small but positive impact on aggressive behavior and conduct disorders. The positive effects have also been found to be long lasting (Dymnicki et al., 2011; Wilson &Lipsey, 2007). In a study examining the impact of these programs on student behavior problems, it was found that two types of prevention interventions were implemented in schools over the years:

a classroom intervention program and a targeted individual intervention program. The latter were significant and contributed to the reduction of behavior problems. School-based interventions using the cognitive-behavioral approach have been shown to produce positive results in both the short and long term (Mytton et al., 2006). Interventions that focus on a specific goal have also been found to show more significant results than general school-based intervention programs (Liber et al., 2013).

Cognitive-behavioral intervention methods use strategies aimed at bringing about change in thinking, feelings, and behavior (Kendall, 2012). Their foundation is the individual's belief system, behavioral strategies, and the person's understanding of the beliefs and behaviors that characterize them (Alford & Beck, 1997).

Cognitive behavioral Intervention with children focuses on the acquisition, practice, and assimilation of cognitive strategies that help the child cope effectively with events and solve problems. The child acquires cognitive strategies through experience, observation of experience, and interaction with the environment (Ingram, Miranda & Segal, 1998). The differences between creating an intervention plan for children and implementing it with adults arise mainly from the significant involvement of environmental factors in shaping the way the child interprets and responds to various situations, as well as the fact that children usually come to the intervention at the initiative of their environment, often without being aware of the problem that requires it (details in Moore et al., 2011). One of the main issues in child care is the issue of cognitive processing and the distinction between "cognitive impairment" and "cognitive distortion." Processing impairment is caused by a lack of attention to information and a lack of foresight that affects behavior and its outcomes. Cognitive distortion means a disturbance in the thinking processes

(Kendall, 2015). The terms impairment and distortion both refer to a disturbance in cognition (Kendall, 2000). According to Spivack& Shure (1982), deficits in processing interpersonal situations are etiological in nature. Barkley (Barkley, 1997) refers to impulsivity as a consequence of mediation deficits (Kendall, 2015). According to him, impulsive behavior results from cognitive impairment manifested by an inability to let thought precede action, as opposed to cognitive bias indicating active but distorted processing (ibid.).

Studies have shown that by applying cognitive-behavioral principles, self-monitoring processes and problem-solving strategies can be accomplished. These processes lead to the improvement of self-management and self-regulation skills (Daunic et al., 2006; Daunic et al., 2012; Smith, Graber, &Daunic, 2009).

Self-management is a general term that refers to a variety of components used to outline an internal locus of control (Chafouleas et al., 2011). Self-management is expressed in the influence a person has on events and situations around them and their outcomes (Barlow, &Chorpita 1998) and includes actions on reality (Ajares, 2007a). Self-regulation is an active process of self-management (Pintrich, 2000).

The self-regulatory system is at the heart of any daily process. Its components mediate the influence of the external environment on the individual and provide him or her with the basis for goal-directed action. (Bandura, 1991).

The use of self-observation can enable individuals to evaluate the relationship between thoughts, behaviors, physiological sensations, and emotions and their consequences (Moore et al., 2011).

The child's self-regulation skills can influence his or her adjustment to the school environment in which he or she must function independently without dependence or the presence of his or her primary caregivers (Sawyer et al., 2015).

The experiences the child has in his or her first years of school can have long-term effects on his or her behavior, mental health, relationships with children and teachers, and sense of belonging and attachment to school (Belsky& MacKinnon, 1994; Entwisle& Alexander, 1989; Finn, 1989; Hamre&Pianta , 2001; Ladd &Dinella, 2009; Luster & McAdoo, 1996). Studies indicate a negative relationship between the child's level of self-regulation and behavior problems (Belsky et al., 2007; Eisenberg et al., 2010; Hill et al., 2006; Kochanska&Knaack, 2003; Murray &Kochanska , 2002; Olson et al., 2005; Riggs et al., 2004).

Self-management strategies have been shown to be effective for both the individual and the class as a group for adjustment and success (Glynn & Thomas, 1974).

5. Quality of Life

The concept of quality of life refers to the degree of well-being and happiness of the individual. It is defined by the WHO(1996) as an individual's perspective on his or her life in the context in which he or she lives and in relation to the goals, expectations, values, and standards he or she sets for himself or herself. In childhood, quality of life is defined as subjective perceptions of well-being and happiness (Davis et al., 2008)

Almost all definitions of quality of life refer to physical, social, cognitive, and psychological dimensions (Hutting et al., 2022). Quality of life is influenced by both close indicators, such as family and friends, and more general indicators, such as socioeconomic status and culture (ibid). Physical or emotional-mental disabilities have been found to have the greatest impact on quality of life (Kourkouta et al., 2021).

Lack of support, protection, emotional and behavioral difficulties, and lack of

infrastructure to realize potential are considered factors that significantly affect quality of life (Wallander, 2015). The child is considered an individual with equal rights and a future citizen who has influence in shaping society, and therefore there is concern for his or her quality of life (Ben-Arieh et al., 2014). The quality of life is considered his natural right and is considered an important factor in his development and future prognosis (Ben-Arieh&Frønes, 2011).. According to the World Health Organization, mental health and emotional well-being are factors that affect the quality of life of the student and his ability to achieve his developmental goals in school (Rudnicka et al., 2020).

At school age, the child is at a developmental stage where he or she is confronted with the demands of learning together in society, following rules and routines, and participating in a group. Achievement, a sense of competence, and the ability to control become essential to the self-image the child builds (Tiano, 2010).

School provides developmental opportunities for the child, but it can also present challenges that can interfere with normal development. Classroom climate has an impact on student achievement in the classroom.

In the study of Hachoen& Ronen(2011) school climate is defined as the quality of school life. According to the researchers, students' perception of the quality of school life represents their satisfaction with the school and classroom, their sense of their social place, their emotional attitude towards the educator and teachers, and their emotional and behavioral attitude towards studying, showed a relationship between students' perception of class climate and sense of belonging, educational process development, personal development, integration, and effective behavior in the school environment and routine (Zedekiah, 1988; 1996. Urdan et al., 2004) found that positive interaction between class members increased students' social competence in the lower grades of

elementary school (Hoglund&Leadbeater, 2004). School climate is based on norms, relationships, goals, values, and organizational structure (Cohen &Geier, 2010). In addition, it influences students' social, psychological, and academic outcomes (Glisson, 2007). Interpersonal interactions, as a key component of school climate, influence behavioral norms and a sense of protection. A relationship has been found between positive interactions, avoidance of disruptive behavior, and good academic performance (Crosnoe, 2004; McNeely, Nonnemaker, & Blum, 2002; Powers, Bowen, & Rose, 2005; Whitlock, 2006) when the student perceives the school as a protected place where he or she can develop optimally. Similarly, the social-emotional climate creates insecurity, and the presence of verbal or physical violence poses the risk of interfering with student development and achievement, even if they are not directly affected by violence (Rivers et al., 2009)

6. Methodology

The purpose of the study

The purpose of this study was to examine the extent to which a classroom intervention program based on cognitive behavioral principles affects students' acquisition of self-regulation skills, behavioral problems, social and academic emotional climate in the classroom, and quality of life in the classroom.

Study Population

The sample consisted of thirty4th grade students in an elementary school in the city of Jerusalem. The vast majority of children in the class have been learning together as a group for about five years, i.e., since pre-compulsory kindergarten Of these, 8 are girls and 22 are boys, aged 9-10 years, who live in or around Jerusalem. 16 of the children in the class were diagnosed with learning

disabilities or ADHD, and 14 of the children were not diagnosed (Table 1).

Five school employees also participated in the study. 3 women and 2 men, all with academic degrees and working at the school. 4 with more than 10 years of experience in education and one with 2 years of experience. 4 of them were born and raised in Israel. 3 of them are married and 2 are not married (Table 2).

Table 1. Children

	N	%	Mean
Gender			
• Girl	8	26.66	
• Boy	22	73.33	
Age			9.4
Origin			
• Abroad	2	6.66	
• Israel	28	93.33	
Place			
• Jerusalem	24	80	
• Outside Jerusalem	6	20	
• Adhd	9	30	
• learning Disability	7	23.3	
• undiagnosed	14	46.7	

Research tool

In-depth interviews: semi-structured in-depth interviews to capture and observe staff feelings towards the class before and after the intervention program. In addition, open-ended face-to-face interviews were conducted on predetermined general topics to understand students' feelings and needs.

Participant observation: participant observation was conducted in the classroom, involving directly and personally in the lives and processes of the students and experiencing the reality in the classroom together with them. Observations focused on events that took place during common class time related to self-management and self-

regulation, as well as in the general atmosphere of the classroom during class time and extracurricular activities.

In addition, class discussions were recorded with students during designated class periods to implement and monitor the program and its outcomes.

Table 2. School employee

	N	%	Mean
Gender			
Female	3	60	
Male	2	40	
Age			37.21
Education			
Academic	5	100	
Origin			
Abroad	1	20	
Israel	4	80	
experience in education			
More than 10	4	80	
Less than 10	1	20	
Marital status			
Mrried	3	60	
Not married	2	40	

Open-ended questionnaires:open-ended

questionnaires were distributed twice a year before the end of each semester. Students were asked to rank various verbs on an axis according to their personal feelings and to put their choice into words.

Quality of life questionnaire components: the ESQoL questionnaire (Yuen et al., 2022) is a 21-item questionnaire developed and validated for elementary school students in Taiwan. The questionnaire was developed with the aim of bringing to light the differences between age levels and the impact that developmental stage may have on quality of life (Wee, Chua, & Li, 2006). The

components of the questionnaire help assess factors related to students' emotional well-being and relate to functioning in school and other areas of the student's life. This study examined the effects on 12 of the 21 components of the questionnaire that relate directly to the educational framework. The questionnaire was developed in Taiwan, a culture where the academic achievement of their children is very important to parents (Chan et al., 2014, Tzeng, 2007), similar to Israel. The questionnaire proved to be an effective instrument for measuring the quality of life of elementary school students and has high validity and reliability.

Research process

Initial data collection occurred during the academic year prior to the year in which the study was conducted through information collected in reflection sheets completed by students at the end of the year, classroom observations, and information provided in a final team meeting. The data collected indicated an abusive climate in the classroom. This manifested itself in reports of an impaired sense of safety, ability, and motivation among students and teachers teaching in the classroom. All teachers reported that, in their opinion, the academic level in the current class did not reflect its potential. There were also reports of verbal and physical bullying and social boycott.

A joint analysis of the members of the educational staff along with the behaviors that emerged from classroom observations and routine student complaints led to the hypotheses that: Classroom challenges are affected by difficulty in postponing a response and impulsivity.

Dealing with challenges on a daily basis affects students' quality of life and their ability to use resources for optimal development.

At the outset of the study, open-ended face-to-face interviews were conducted with the students and with five staff members who provide regular support to the class, including the principal, who was personally involved in the implementation of the program.
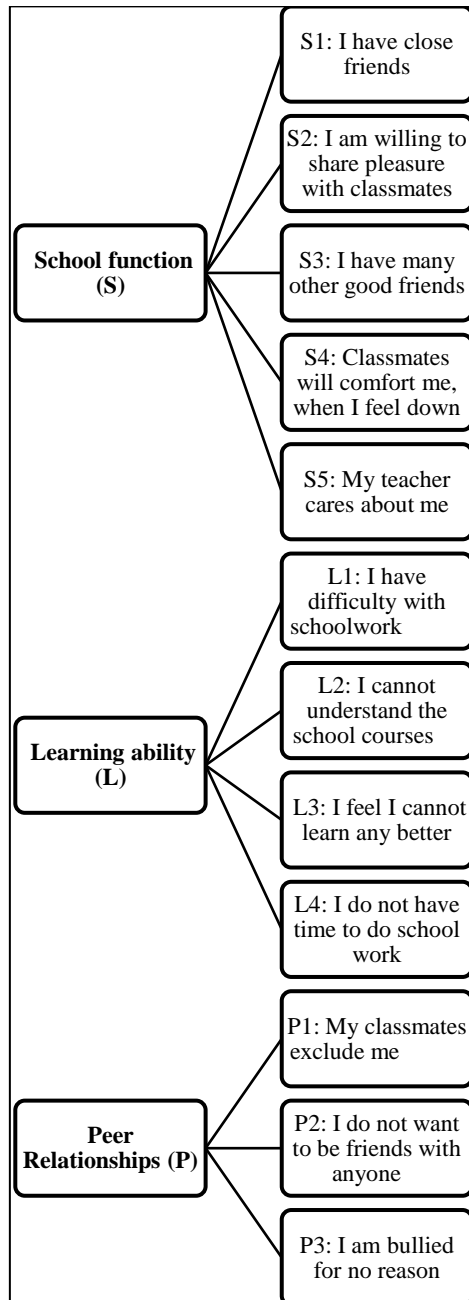

Figure 1. Quality of life 12 components

The course of the investigation included the implementation of a classroom intervention program based on cognitive-behavioral principles with the students, as well as scheduled meetings with staff for the purpose of induction, assimilation, ventilation, and implementation.

During the intervention, regular classroom meetings were held and recorded to practice and monitor assimilation.

Reflective questionnaires were distributed at the end of the program to capture the personal process and general feeling in the classroom. The pages contained a limited number of closed-ended questions on a response scale as well as open-ended explanations. The use of behavior mapping charts helped to observe the behavioral changes that occurred in the class throughout the period. Pre-intervention and end-of-intervention questions were asked about feelings in the school setting to observe changes in students' quality of life related to their functioning and feelings in the classroom.

The components of the intervention program

The intervention included the use of cognitive and behavioral therapy tools. The goal was to teach strategies and tools to strengthen and develop monitoring, management, and self-regulation skills in the first phase.

In the second phase, they were to be applied to defined goals that would support the creation of a positive social and emotional classroom climate and improve the quality of life for students in the classroom.

This, while continuing the processes of establishing and assimilating tools and semantics.The program was established and implemented using a variety of tools:

Tools for assimilation: with the beginning of the school year, the schedules, the system of hours and the accompanying lessons were created in terms of the intervention plan to create a unified and consistent language and a sense of framework and security.

Permanent Lessons: Three permanent weekly lessons were incorporated into the system to learn and use program language, role play, learn tools and strategies, learn through stories, practice social discourse, practice reflection skills, reflect, and create daily report pages.

Monitoring boards: behavior boards were created and posted in the classroom for consistent, orderly, and mandatory monitoring of the behavior process.

Self-management wheel board: based on the cognitive behavioral model derived from the emotional-rational method a self management board was created. The board is divided into quarters to distinguish between an event, a thought, an emotion/feeling, and a reaction.

To allow the model to be applied using routine events and role-plays, each quarter was assigned its own color and a set of cards of the same color was included. The cards included events, thoughts, emotions/feelings, behaviors, and blank cards for self-completion (figure 2).

Reaction stages: Areaction stagesaxis was placed below the circle for the practice of monitoring behaviors and responses (figure 3).

Board of Sentences and proverbs: the board with the collected Sentences and proverbs was placed under the level of the answers and on it the Sentences and proverbs were hung throughout the year to support and perfect the internal dialog. The Sentences and proverbs helped students solve events and situations. In addition, the board included alternative verbs for practiced situations.

Throughout the process, a goal was set once a month to guide the class according to the goals - based on the needs established in advance.

Each goal was assigned a time range. The first overarching goal was familiarity with the plan and ways to implement it. Familiarity with the auxiliary panels that accompany the behavioral program, experience with pre-

dictated chance events, experience with the panels in everyday situations, experience in role-playing and using the auxiliary panels and the semantics derived from them in everyday behavior in real time. Another overarching goal was proper speech and included using navigation tabs to monitor speech patterns in real time, behaving according to the speech rules used in the classroom, speaking in class when given permission to speak, developing the ability to listen to each other, listen to what adults say, express oneself clearly and in an appropriate tone of voice, respond to what friends say out of respect and politeness, treat a friend's words with respect and politeness even when there is an argument, and use language appropriate to the time and place. Another overarching goal was defined as reflection as a foundation for behavior regulation and included familiarity with the concept of restraint, reflection on situations and situations where students have had to restrain themselves in the past, knowledge of different ways to help avoid an immediate reaction, familiarity with the concepts of self-management, self-regulation, reflection, and self-control, identification of past thoughts and physiological signs of behavior that may lead to an impulsive response, application of behaviors and phrases that help students choose and manage their thinking and behavior in real time, understanding of the emotional impact of success in regulating behavior as opposed to an impulsive response. Another overarching goal was a positive classroom climate and included: learning about the concepts of empathy and intervention, practicing recognizing and expressing the feelings and thoughts of others through role-playing, intervening in a social situation in an appropriate way, acting from the perspective of others, understanding the differences between different individuals' feelings and thoughts about the same situation while having respect for others and their feelings.

Each objective was composed of the phases of the program: Defining a need, identifying automaticity at the level of feelings, thoughts, and actions, suggesting possible responses, choosing a behavior, choosing a word that supports the behavior, and reinforcements.

During the year, specific goals were also defined, based on specific needs - individual and group - that came up in discussions with the group of children.

Reinforcement plan for defined goals: A pool of High goals and personal and group goals are set and rewarded according to progress. Blackboards accompanied the program and allowed for the accumulation of reinforcers of various types and to varying degrees individually or in groups.

Individual processes were conducted with a number of children that were found to have a significant impact on the atmosphere and feeling in the classroom. These processes included phases that were identical to the phases of group work and related to personal goals, goal refreshment, monitoring, and regular updating of all staff involved in the program.

Work with educational staff included recruitment of appropriate staff, ongoing dialog, maintaining consistency in classroom work, and regular meetings within the system. The meetings included acquiring the principles of the program, a discussion of possible courses of action, and airing, sharing, and brainstorming. Times were also set aside for regular and periodic reporting on classroom behavior.
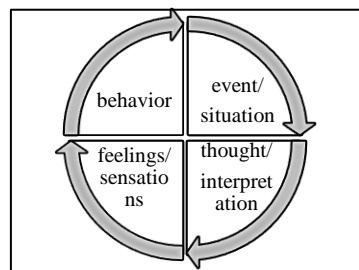
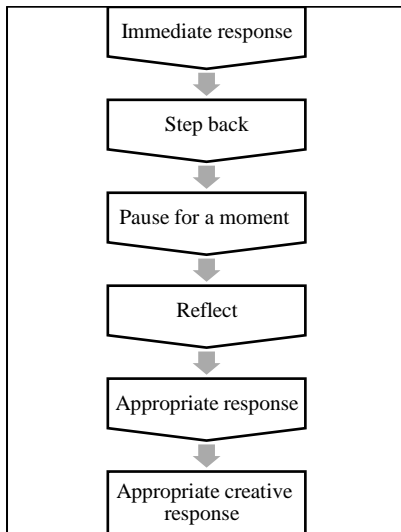

Figure 2. Self management wheel

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┌─────────────────────────┐
│   Immediate response    │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│       Step back         │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│   Pause for a moment    │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│        Reflect          │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│  Appropriate response   │
└─────────────────────────┘
            ↓
┌─────────────────────────┐
│ Appropriate creative    │
│      response           │
└─────────────────────────┘
```

Figure 3. Reaction stages

7. Results

The results obtained combine data suggestive of qualitative processes that indicate a change in perceptions and experiences with measurable data that indicate a reduction in maladaptive behaviors, an improvement in adaptive behaviors, and an increase in the quality of life for individuals in the classroom.

Analysis of social climate results: The results describe a comparison between the responses on the reflection questionnaires completed by the children at the end of third grade before the intervention program and at the end of fourth grade after the program The questionnaires completed by the children contained closed and open-ended questions. The closed questions were rated on a scale of 1-5: 1 - never, 3 - sometimes, 5 - always, 2,4 - intermediate situations between always and sometimes or between sometimes and never.

The results describe a comparison between the answers to the reflection sheets filled out by the children at the end of the third grade before the intervention program and at the end of the third grade after it. The questionnaires

included closed and open questions. The closed questions are given a quantitative score on a scale of 1-5: 1 - never 5 - always respectively.

In reference to the saying *"I choose my friends and girlfriends"*

Table 3. Reflection sheets comprasion

	Mean - Before	Mean – After
"I choose my friends by myself"	1.76	4.33
"My friends respect me and my opinions"	2.63	4.43
"I manage to avoid conflicts and arguments with friends and reach a solution in pleasant ways"	1.53	4.36

Numerical results :in 70% of the students a numerical increase was observed in legitimacy and in their ability to choose their friends, in 30% the group was ranked at the beginning of the program with the highest score and the result was kept. 60% of the children rated the statement with the maximum number of points at the end of the year compared to 30% at the beginning of the year.

Literal results: at the beginning of the year, 70% of the subjects reported a certain difficulty in connecting with a friend with whom they would like to play. At the end of the year, all the children testified about an improvement in their feeling towards their social status in the class. 40% of the children testified about a personal process they went through regarding their personal responsibility in choosing friendships. In reference to the saying "My friends respect me and my opinion"

Numerical results: in 80% of the subjects a numerical increase in the feeling of being respected was observed, in the remaining 20% no change was observed, while in 10% of them from the beginning the saying was rated with the highest score and in another

10% it did not apply Improvement in the feeling that they are respected in the classroom. 60% of the subjects scored the statement with the maximum number of points at the end of the year compared to 10% at the beginning of the year. **Literal results**: at the beginning of the year, 80% of the subjects expressed dissatisfaction with the degree of respect they receive among their classmates and 10% stated that they do not know how to refer to a verb. At the end of the year, 80% of the subjects indicated that a change could be felt in the general classroom climate. 10% reported that their feeling in the class is not good.

In reference to the saying "I manage to avoid fights and arguments with friends and reach a solution in pleasant ways".

Numerical results 50% of the subjects observed a numerical increase in the feeling that they manage to conduct themselves better in conflict situations. In the remaining 50%, no change in the result was observed. 60% of the subjects rated the statement with the maximum number of points at the end of the year compared to 10% at the beginning of the year. No drop in score was observed in any of the subjects.

Literal results: At the beginning of the year, 50% of the subjects testified about the lack and need for conflict management tools. 30% did not see personal responsibility in their involvement in fights. 30% referred to their personal responsibility. 20% stated that they have tools that help them solve problems. 10% referred to their general feeling regarding interactions and communication in the classroom. At the end of the year, all the subjects reported an improvement in dealing with conflicts. 70% of the subjects testified to purchasing tools that help them manage conflicts and solve problems. 30% of the subjects responded positively to the process and the general atmosphere in the class and said that they expanded their social circles. In the next question, the students were asked to say what they would preserve in the class

and what they would improve in it. The question included only a verbal description without a numerical representation. At the beginning of the year, 90% of the subjects thought that there was something to improve in the class in the social aspect. 60% of them experienced the class as an unsafe place and reported bullying behavior towards them or their classmates. 10% reported feeling disrespected. 20% stated that they would like to expand their social circles and the possibilities of playing with friends.

20% reported noise and anger affecting the atmosphere. 10% said they did not know what they would like to improve. 10% said they would like to improve everything in the classroom. At the end of the year, 30% of respondents felt there was nothing left to improve. 10% felt everything should be improved and 60% mentioned specific changes that should be made. Compared to the beginning of the year, only 10% said that the attitude of the children towards each other should be improved.

In terms of things students wanted to keep in the classroom: At the beginning of the year, 70% of subjects wrote that they would keep their best friends. 30% did not find anything on the social level in the class that they would like to keep. At the end of the year, 70% of the children referred to the flow in the class and the general social climate, 40% of the subjects described the improvement of the children's behavior towards each other. 20% of the subjects the presence and effectiveness of the acquired tools for self-management and problem solving. 30% mentioned the good atmosphere and pleasant feeling in the class. 75% of the 30% who did not find what they wanted to preserve at the beginning of the year found things they would preserve.

At the level of the defined goal of social climate and social communication, there was a significant improvement in how children felt about their social status and an increase in their overall good feeling in the classroom. 20% reported noise and rioting affecting the

atmosphere. 10% said they did not know what they would like to improve. 10% said they would like to improve everything in the classroom. At the end of the year, 30% felt there was nothing left to improve. 10% felt everything should be improved and 60% mentioned specific changes that should be made. Compared to the beginning of the year, only 10% said that the attitude of the children towards each other should be improved.

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At the level of the defined goal of social climate and social communication, a significant improvement was observed in the children's feeling of social status and an increase in their overall good feeling in the classroom.

Results of a circle for self-management, guided discovery, and mantras:

The results describe a comparison between the content brought up during observations, conversations with children, and class discussions at the end of third grade before the intervention program and at the end of fourth grade after the program.

At the level of the defined goal of habituation and internalization and application of the principles of the program and the reference tables: At the end of the year, most children had acquired the circle of self-management and the tools for observation, internalized the stages at the cognitive level and the emotional level, and used them to achieve defined behavioral goals, such as: social climate, rules of discourse, social play.

At the defined goal level of rules of discourse, significant improvement was observed in the ability to engage in attentive, appropriate, and respectful classroom discourse. Prior to the intervention, classroom discourse was characterized by outbursts and speaking without permission, rejecting the opinions of others, language that was not respectful and appropriate to the time and place, and verbal violence towards class members and staff. In the observations conducted at the end of the implementation of the intervention program, students in the class waited for permission to speak to express their opinions in class, listened to their classmates and the teacher, expressed themselves clearly, in an appropriate tone of voice and in appropriate and respectful language, and the level of verbal violence decreased significantly.

At the level of the defined goal of a social game, the intervention helped in acquiring tools to manage a social game: observations conducted prior to the intervention found that students were disrespectful of the rules of the game, failed to divide into game groups, gave up the game before they lost, and many conflicts occurred. After the intervention, observations showed that students invited friends to play, managed to play together for a long time, enjoyed playing together, cooperated, followed the rules, lost respectfully, and won without humiliating the other person.

Reaction stages results:

according to students' reports, using the Reaction stagesas an available, practical and clear tool has helped them avoid impulsive and violent behavior. At the beginning of the year, 51.7% of the children reported being victims of verbal violence, expressed in humiliation, insults, threats, social ostracism

and boycott, compared to 17.24% at the end of the year.

At the beginning of the year, 24.13% of students reported suffering physical violence, compared to 10% at the end of the year.

At the beginning of the year, the percentage of children who required repeated treatment and activation of personal programs due to violent behavior was 30%, compared to 6% at the end of the year.

Table 5. Violent and victims compression

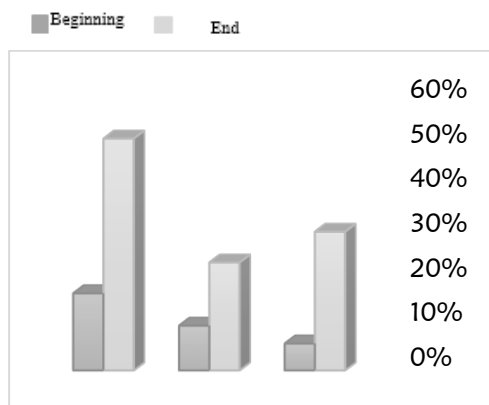|	Percent – before	Percent – after
Violent behavior (physical or verbal)	30%	6%
victims of physical violence	24.13%	10%
victims of verbal violence	51.7%	17.24%

Figure 4. Violentand Victims Compression

In terms of behavior, the reinforcement program was implemented: Throughout the intervention program, the process of self-monitoring became

more accurate, honest, and realistic through written reflections. Students received more and more positive reinforcements for achieving the set goals. After goals were met and behaviors improved, the demand for positive behaviors was increased to maintain

the reinforcements.

Table Results Quality of life :

The impact of the intervention program on students' quality of life and well-being was measured using student reports and 12 items related to three quality of life indicators related to the school environment. The indicators were selected from the QQL questionnaire, which contains 21 items and a total of six quality of life indicators.

Table 6: School function
5 -High QoL

School function (S)	Mean - Before	Mean – After
S1: I have close friends	3.6	4.13
S2: I am willing to share pleasure with classmates	3.6	4.1
S3: I have many other good friends	2.6	3.03
S4: Classmates will comfort me, when I feel down	2.9	3.86
S5: My teacher cares about me	3.6	4.23

In terms of quality of life :

Indicators related to functioning in school. Answer 5 means a high level of quality of life (Table 6).

For the index: I have close friends, the average of students' responses before the intervention program was 3.6. After the intervention program, the average of responses increased to 4.13.

In the index: I am willing to share joy with classmates, the average of students' responses before the intervention program was 3.6. After the intervention program, the average of responses increased to 4.1 .In the index: I have many other good friends, the average of students' responses before the intervention program was 2.6. After the intervention program, the average of responses increased to 3.03.In the index: classmates comfort me

when I feel down, the average of students' responses before the intervention program was 2.9; after the intervention program, the average of responses increased to 3.86.For the index: my teacher cares about me, the average of students' responses before the intervention program was 3.6; after the intervention program, the average of responses increased to 4.23.

In all indicators of school functioning (s), an increase was observed after the intervention program.For the indices related to learning skills ((l) and relationship with peer group ((p), the response 1 indicates a high standard of living.(Table 7) In the indicators related to the ability to learn:For the index: I have difficulty with schoolwork, the average of students' responses before the intervention program was 3.06, and after the intervention program, the average of responses decreased to 3.The average response of the index: I cannot understand school subjects was 3.03 before the intervention program and remained unchanged after the program. In the index, I feel I cannot learn better, the average of students' responses before the intervention program was 3.1. After the intervention program, the average of responses decreased to 3.06. In the index I do not have time for school, the average of students' responses before the intervention program was 2.5. After the intervention program, the average of responses decreased to 2.3.

For the indices related to the relationship with the peer group. For the index: my classmates exclude me, the average of students' responses before the intervention program was 3.16. After the intervention program, the average of responses decreased to 2.In the index: I do not want to be friends with anyone, the average of students' responses before the intervention program was 3.1. After the intervention program, the average of responses decreased to 2.73.In the index: I get bullied for no reason, the average of students' responses before the intervention program was 2.53. After the intervention program, the

average of responses increased to 2.

Table 7. Learning ability (L) & Peer Relationships (P) 1 – High QoL

Learning ability (L) &Peer Relationships(P)	Mean – before	Mean – after
L1: I have difficulty with schoolwork	3.03	3
L2: I cannot understand the school courses	3.03	3.03
L3: I feel I cannot learn any better	3.1	3.06
L4: I do not have time to do school work	2.5	2.3
Peer Relationships (P)		
P1: My classmates exclude me	3.16	2
P2: I do not want to be friends with anyone	3.1	2.53
P3: I am bullied for no reason	2.73	2

8. Discussion

School climate is influenced by a sense of support and responsiveness to individual needs, as well as fair and clear rules, order, discipline, organization, and care for the physical environment. Disorder, disciplinary problems, and a sense of alienation and lack of protection significantly affect the climate and do not allow the school to achieve its goals for development, teaching, and learning (Benvanishti et al., 2008). The intervention program primarily required the organization of the classroom, that is, the creation of the weekly and daily schedule and the creation of regularities and routines in the classroom. The organized and orderly structure of the environment is an important and central element in building a framework that facilitates productive learning academically and socially (Allen, 2010). Studies have shown a clear relationship between classroom organization, the establishment of clear and consistent rules and expectations, and an

infrastructure that allows for student participation in decision-making, and a decrease in violence and bullying (Safran& Oswald, 2003). It can be concluded that maintaining an organized and orderly work environment has helped to improve classroom climate, which is reflected in the improvement of how students feel in the classroom by making more connections to learning and having a sense of safety.

The uniqueness of action research was demonstrated by activating a cognitive-behavioral intervention program in a school setting with a large group of 30 students. Studies point to the power of the group and its influence on the effectiveness of any cognitive-behavioral intervention program (Wiborg, et al., 2015; Skjemov, et al., 2015). In addition, intervention programs that work at the level of groups of children have been shown to be particularly effective intervention tools for reducing behavior problems and improving prosocial behavior (Yavuzer&Karatas, 2013; Bowman-Perrott, et al., 2015).

Giesbrecht, Leadeater& Macdonald (2011) attribute great importance to the influence of the early elementary school years and the sense of security during those years on children's social, emotional, cognitive, and personality development. Many studies have found that in a situation where there is no protection, both the victim and the bully are at increased risk of developing social, emotional, and behavioral problems (Hanish& Guerra, 2002; Kochenderfer-Ladd & Skinner, 2002; Kochenderfer-Ladd &Wardrop, 2001; Leadbeater&Hoglund, 2009; Loeber& Farrington, 2000; McGinnis & Goldstein, 1997; Pope &Bierman, 1999). At the beginning of the year, prior to the start of the program, there was a significant disconnect between the high cognitive and academic abilities of the group and the students in it and their lack of implementation. This, along with social, emotional, and behavioral skills that were

below their age. According to Apple (2007) and Weisbord (2007), there is a relationship between cognitive skills and self-control, information processing, and control over emotions as mechanisms that allow an individual to control and regulate their behavior and moderate the relationship between emotions and aggression. Behavior regulation and control of violent behavior allow individuals to acquire tools that help them behave socially using accepted social models (Moore et al., 2011). Going through the process and internalizing the language resulted in significant improvement in the level of violence in the subject and feelings of protection. The reflective and metacognitive work impacted automatic responses and the system of beliefs and perceptions. It also helped students discover for themselves, for the first time, skills and potential in several areas, including mastering appropriate social discourse and finding a place in the social group.

The goal of the intervention program was to develop self-management skills in students through cognitive and behavioral tools to improve classroom climate and the quality of life and well-being of students in the class.

The intervention program led to an improvement in the students' regulation and self-monitoring skills. Something that expanded their awareness and personal responsibility (Kaniel, 2013). The results of the intervention plan illustrate the importance of teaching effective problem solving skills in various situations through a self-management circle. According to Smith &Daunic (2004), problem-solving skills can help monitor thoughts, i.e., act according to reality, monitor the results of monitoring, and manage the results of responding accordingly. The use of cognitive behavioral principles has the potential to change the way students think. Changing thinking and learning thinking and observation skills allow for the development and implementation of an independent self-management system and the learning of new

behaviors (Harris & Pressley, 1991).

The results of the study show how through a slow and structured process, through small successes and reinforcements, self-management skills were acquired in the students. Self-management skills are a tool that students can use to deal with different situations and work on different defined goals. Through these skills, students were able to create a calm climate, regain a sense of protection and belonging compared to the stormy climate that characterized the class at the beginning of the year.

Kaniel (2006) defines self-reflection in terms of "metacognition" or "inner eye." It can be assumed that the writing of daily reflections, monitoring, and daily use by students helped to acquire and internalize the tools. According to Kaniel (2006), the need for reflection and metacognition arises in complex situations that require a combination of cognition, emotion, and behavior. The requirement to conduct daily and aggressive reflections helped to internalize and work on reflective observation as a tool to examine thoughts, feelings, and behaviors. Several studies indicate the relationship between negative automatic thoughts and feelings of anger and violent behavior (Yavuzer&Karatas, 2013). The process of internalization and establishment involved regular classes in the system in which automatic thoughts, belief systems, perceptions, and cognitive patterns, feelings, and emotions that arise as a result and their effects on behavior were brought into awareness. Research results show that by changing automatic thoughts, students were able to moderate the emotion of anger and, as a result, moderate behavioral responses according to the level of reactions and broaden the range of possible responses in a given situation. This contributed to a positive classroom climate and an increase in the feeling of safety. The improvement in climate was reflected in student reports, a reduction in the percentage of physical and verbal violence, and a positive change in quality of life indicators related to school functioning.

9. Conclusion

The purpose of the study was to examine the effect of an intervention program based on cognitive-behavioral principles on classroom climate, classroom interactions, the sense of safety of the students in the class and the teachers who teach in the class, the quality of life and well-being of the students in the class, and the extent to which the students relate to social-emotional development and learning.

Prior to the start of the program, the classroom climate was turbulent, unyielding, and disrespectful. Students in the class reported a lack of a sense of belonging and a sense of protection, as well as a constant feeling of noise and disorder. These feelings prevented the implementation of interventions that would enable and promote learning. Students in the class and teachers reported a lack of legitimacy to express themselves in front of the class and a violation of their sense of competence, self-esteem, and ability to express skills in the cognitive domain. Students indicated that they found it difficult to initiate and sustain social activities in the classroom, such as conversations or social games. This reality caused a sense of constant frustration and a lack of appropriate response. Behaviors indicative of cognitive deficits and biases led to misinterpretation of everyday situations and maladaptive and disruptive behavioral responses, as well as a noticeable lack of reflective and metacognitive strategies. Over the years, the struggles described led to the development of negative social roles and images, associations based on a false background and having a negative and offensive effect. These reinforced the behavioral problems and created a closed circle that determined the fate and place of the individual in the class and the class as a group.

The intervention plan developed for the class was based on cognitive behavioral principles. The initial goal of the program was to build and establish a management and self-regulatory system in the students to provide them with tools to monitor their goals versus their actions, monitor the cognitive and emotional factors that influence behavior, and advocate for intentional self-change based on their will and their personal and group goals.

Through a long and consistent process, consistent semantics were established, tools were practiced and their use adapted, group and personal goals were established, all with shared thinking, clear definition, and limited time. All children in the class acquired management and self-regulation skills at different levels. The individual work built the group and the group work supported the individuals.

There was an improvement in class climate, sense of security, quality of life indicators related to the school environment, legitimacy and belonging of the children in the class, and motivation to maintain and act for a positive atmosphere. Social interactions were created on a positive basis, social circles were expanded, and appropriate and respectful discourse skills and rules were established. Consistent facilitation improved feelings of support and belief in the ability to handle conflict and challenges, calmed the classroom atmosphere, and allowed for learning, initiative, and personal expression.

The study was conducted over one year and demonstrated the positive results of an intervention program based on cognitive behavioral principles for management and self-regulation skills, as well as the impact of the program, along with the acquired skills, on student performance in various domains. The approach proved to be appropriate, the process was successful and provided resolution. In addition, the degree of effectiveness of the group intervention program varied among the children and about 10% of the students in the class needed an individual intervention program at the same time.

The study did not include a control group to examine the effectiveness of another program or the natural developmental processes of puberty without the implementation of a program

The initiative to set up the program, its creation, implementation, monitoring, and analysis and drawing of conclusions were in the hands of the researcher. However, it must be remembered that this is one of the limitations of any action research (Shakdi, 2011).

In the future, it would be worthwhile to examine the impact on the specific group over time to assess long-term reasonableness and to examine the acquisition and implementation of the tools and their independent use. In addition, to provide continuity, self-management skills will need to be adjusted and the possible tools to manage additional situations will need to be expanded as students mature and enter adolescence.

It would also be interesting to adapt and study the functioning of the intervention program and its outcomes at different levels and for groups with different needs, as well as for prevention in groups without behavior problems

In addition, it is important to conduct a comparative study that examines the effectiveness of the specific intervention program compared to other intervention programs.

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