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Self-Regulation Skills and its Relation to Classroom Behavioral Problems Among the Students of Learning Difficulties

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Abstract:
This study aimed at identifying the efficiency level of a cognitive-behavioral program in developing the self-regulation skills, and their impact upon the classroom behavioral problems of 5th grade students with learning difficulties available at Amman schools and public and private centers. The sample included (40) male and female students who were randomly divided into 2 groups: a control and experimental with (20) students each. The experimental group was exposed to a training on the cognitive-behavioral program whereas the control group didn't get that training. The cognitive-behavioral program involved (10) sessions, 90 minutes each, through which the participants of the experimental group got cognitive-behavioral practices for developing their self-regulation skills. For the purposes of this study, the scale of self-regulation, which was prepared by Turki (2004),was used, as well as the estimation checklist of classroom behavioral problems prepared by the researcher in order to gather data and compare the 2 groups participants' performance on the pre and post tests. The results of the study indicated that there are statistically significant differences in each of self-regulation skills and classroom behavioral problems between the students of the experimental group who were exposed to the program and the students of the control group who were not exposed to the program for the benefit of the experimental. Besides, the results showed that there is a statistically significant contradictory connection between the acquisition of self-regulation skills and classroom behavioral problems.
Key words: Self-Regulation Skills, Behavioral Problems, Learning Difficulties

Preface:
The progress achieved by the domain of learning difficulties within the last 3 decades of the previous century was profound because the concept of learning difficulties has been defined and recognized. Also, the programs of special education have expanded, become widespread and varied in public schools, and the efforts have increased for establishing and preparing the related tools, tests and assessment and diagnosing methods. What is worth mentioning here is that there are lots of specializations that took care of this domain and showed great interest in, as well as studying it carefully and its long-term results on children. Some of these fields include scientists of various specializations such as psychology and education, the study of neuritis, the study of psychiatry, and pediatrics. Those try to find a convincing solution for clarifying the causes of this problem as well as finding the best ways for serving this group of children.

What is "learning difficulties"?
Actually, there are many definitions for the term of "learning difficulties", but the most common is the one recognized by the American Association for Children & Adults with Learning Difficulties which is considered a comprehensive definition since it doesn't only involve the school children difficulties of learning the basic academic skills, but it also includes the consequences resulting from character, social interaction chances and the general life activities. It also involves a clear indication for the varying degree of difficulty. The definition implies that (the special learning difficulties is a deep-rooted case that has a neural origin and affects the growth, integration or use of literal or non literal skills. The special learning difficulties appear as a clear trouble for the individuals who enjoy high or medium degrees of intelligence, and who have normal physical and perception systems and proper learning opportunities. Those difficulties vary in their effect on the individual's self-appreciation and on his social, professional and educational activities as well as the normal life tasks according to the degree of these difficulties) (Hallahan & Kauffman, 1998).

Thus, learning difficulties mean that there is a problem in the academic (studying) achievement of reading, writing and math. Usually those are preceded by indicators like difficulty in learning the oral/verbal language when the child is delayed in acquiring the language, and that is usually accompanied by speech problems. The result is difficulty in dealing with symbols since language is a group of symbols (speech sounds and then alphabets) agreed upon between the speakers of this language, and it is used by the speaker or writer to transfer a message (a piece of information or need) to the recipient who analyzes these symbols and understands the message of what he has heard or read. If there is a difficulty or mistake in understanding this message without a reason (like audio troubles or decrease in the intellectual abilities), a difficulty in learning the symbols would be the cause, and that what we call "learning difficulties". So, the basic condition for diagnosing the case of learning difficulties is having a clear delay such as getting an average that is less than the expected normal one compared with the kids of the same age, and also not having an organic or intellectual reason for that delay (the children with learning difficulties have normal intellectual capabilities). Since the kids don't have troubles in reading and writing, the cause would be their need for more training so their abilities would be better. That would be also ascribed to studying problems, and it may be part of the individual differences in personal capabilities. (Lerner, 2000) (Mercer, 1997).

Self Regulation:

The program of self regulation is considered one of the forms of behavior modification which is based on the assumption that the human can control his behavior and incentives, and this assumption contradicts the basic psychological principles which see that the surrounding imposes control not the individual himself (Abd Al-Sattar, 1994).

In self-regulation programs, the individuals make decisions that are related to certain behaviors they would like to control or change so that they discover that the main reason for their failure in achieving their goals is their lack of certain skills. The researchers use many terms to refer to the same concept like: self-control, and self-management (Cornier & Cornier, 1991). Grandvold (1994) mentions the difficulty of differentiation between the terms of self-management, self-regulation and self-control, and although there are many differences, these terms are largely used to refer to the same thing.

In summary, the process of training on self-regulation refers to training on a group of behavioral and cognitive methods that are exploited to help individuals self-control their personal behavior in different places and situations, and that is called the Generalization Strategy which extends to creating new behavioral patterns where the individual controls himself, and consequently interest in self-regulation is directed towards previous behaviors, intermediate cognitive processes and behavior resultants as they are all processes that control behavior (Grandvold, 1994).

The effective self-regulation program is characterized by the following features as indicated by Mary (1999):

1. the strategies of self-regulation are more effective if they are used as a group, thus it is preferred to be used as a group and not individually.
2. stability in using these strategies is essential and fundamental, and if they are not used regularly within certain intervals, its efficacy would be limited in making important changes.
3. it is important to set up realistic goals as well as evaluating the achievement degree.
4. the environmental support is essential to protect the changes that resulted from self-regulation program.
5. the use of self reinforcement, as it is an essential component in the programs of self-regulation (Turki, 2004).

Learning difficulties & self-regulation:

The most distinguished feature for the students of learning difficulties is their inability to regulate their selves properly. Merrell's (1990) study that aimed at comparing between normal students and students with learning difficulties using the teachers' checklist of assessing the excessive energy and self regulation indicated that there are significant differences between the 2 groups in the skills of self-regulation for the benefit of normal students. Whereas Mithaug's (1998) study mentioned that excessive imagination, delay in work and attention distraction are the aspects of lack of self-regulation. In this study, strategies were introduced to be used by teachers to encourage their students' self-regulation who suffer from distraction, excessive activity or delay in doing work. Shore (1998) describes those students as unorganized since the following aspects are noted while in the classroom: he may forgets bringing his needed tools, he is careless and inattentive, he is confused when doing any work, he suffers from difficulty in remembering things like the difficulty of remembering the school timetable, he remembers doing homework late or even never remembers that, he finds it difficult to start a project or write a report, he never does homework correctly or even never does it at all, if he does the homework correctly, he forgets it at home, he finds it difficult to express himself regularly or constantly, he rarely feels the importance of time, and he always loses his papers and tools (Turki, 2004).

Many studies mentioned that the reason for these undesirable behaviors is their lack of self-regulation, and in order to help students manage their problems themselves, the cognitive-behavioral model is used on a wide range in which interest is directed towards the previous events and the intermediate cognitive processes as well as the antecedent events as considered the processes that control the behavior. In addition, it helps in transferring the individual's exterior control centre into the interior domain, and it increases the individual's realization of his ability and his motivation towards progress (Mithaug, 1998).

Learning difficulties & Classroom behavioral problems:

There are lots of behavioral and emotional disorders for the children of learning difficulties like their inability to form normal social relationships. They always expect failure and underestimate themselves, and believe that anything they do is not enough to achieve success. The behavioral disorders that are mostly connected to learning difficulties are: excessive activity, distraction, hastiness, reduction in self-concept, withdrawal, aggressiveness, and problems in social interaction and self-regulation (NJCLD, 1994). Also, learning difficulties refer to an extensive group of behavior types in which many terms were used to describe. Also, long lists of features and attributes that children demonstrate were set to reveal these types of behavior, but these features don't appear on an exact child. Thus, we have to consider the learning difficulty as a group of behavior patterns that negatively influence as a whole the child's social and academic functions. As a result, the children of learning difficulties are usually aggressive, emotionally unbalanced, worried, not responsible, unconfident, and weak in self-control (Turki, 2004).

The Common Aspects of Classroom Behavioral Problems:

The theoretical literature and other related studies mentioned many classroom behavioral troubles that students of learning difficulties demonstrate, and the following are the most important:

1. classroom problems that include many un adjustment behaviors like: un obedience, clowning in the classroom, disturbing others and staying away from desk, damaging the school's furniture, shouting and turmoil, and hitting peers.
2. risky behaviors like: worry, tension, weak self-appreciation and frustration.
3. immature behavior like: recklessness and hastiness, excessive activity and distraction, in concentration and day dreams.
4. disordered habits like: weak academic performance, biting nails, and speech disorders.
5. problems with colleagues like: aggression, withdrawal, shyness and introversion.
6. problems with teachers like: not following instructions, not obeying orders and irritating the teacher (Yahia, 2000: 163).

The problem of the Study:

The Special Education domain, in general, and the learning difficulties domain, in particular, are witnessing a progress specially in connection to academic and behavioral problems that students demonstrate including those with learning difficulties who join the learning resources rooms. As a result, their performance in influenced as well as their appreciation of themselves. Perhaps, the students' need for self-regulation skills is considered the main cause that leads to problems in learning and classroom behavior.

Thus, learning difficulties cause negative results and effects that lead to severe tension and worry suffered by the children of learning difficulties and by those who surround them. They also lead to reduction in self concept and lack in self confidence, as well as loss of motivation and interest needed for performing studying tasks and keeping in line with colleagues, whether on the level of academic achievement or the social and psychological level (Al-Rifa'ee, 1993). Moreover, students with learning difficulties suffer from troubles in self-regulation and social interaction and understanding (Hardman, 1996), as well as difficulties in the long-term memory (Boudah, 2002). Thus, the researcher sees that it is necessary to prepare and develop many programs that improve the self-regulation skills of students with learning difficulties, particularly those who join the resources room since their company there represents a big chance for solving their academic and behavioral problems through the collective counseling programs, which are represented in this study in the cognitive-behavioral program for improving their self-regulation skills and reducing their classroom behavioral problems. Based on what has been mentioned, the idea of this study emerged so as to identify the impact of a cognitive-behavioral program on improving the self-regulation skills of the students with learning difficulties, and its relation to their classroom behavioral problems. Thus, we can formulate the study's problem as follows:

What is extent of efficiency for the cognitive-behavioral program implemented in this study in developing the self-regulation skills for the students of learning difficulties, and its relation to their classroom behavioral problems?

The aim of the study:
The main aim for this study is to identify the efficiency extent of a cognitive-behavioral program in developing the self-regulation skills, and its relation to classroom behavioral problems which are demonstrated by the students of learning difficulties.

The hypotheses of the study:
This study is based upon the following hypotheses:

1. there are no statistically significant differences at the level of (α=0.05) in the self-regulation skills between the control and experimental groups for the post test in the entire degree of self-regulation scale.
2. there are no statistically significant differences at the level of (α=0.05) in the level of classroom behavioral problems for the 2 groups in the post test in the entire degree of classroom behavioral problems scale.
3. there is no statistically significant relation at the level of (α=0.05) between the acquisition of self-regulation skills and the improvement of classroom behavioral problems for the students with learning difficulties.

The importance of the study:
This study is important for the following reasons:

1. providing those interested in students with learning difficulties with the most proper programs that could help in training students on how to regulate their selves, and reduce their classroom behavioral problems.
2. benefiting those who train teachers of learning resources rooms from the study results in using a cognitive-behavioral program for developing the self-regulation skills, and then reducing improper classroom behaviors.
3. coping with global recent trends in the field of teaching and learning of learning difficulties students.
4. improving positive attitudes towards the students of learning resources rooms.

The terms of the study:
The cognitive-behavioral program: it is a group of procedures that aim at making individuals fully aware of their disorder as well as teaching them the essential strategies for dealing with this disorder until it becomes part of his behavioral provision (in a form of cognitive structures). For this goal, many methods are utilized as described by the cognitive-behavioral theory.
Learning difficulties: it can be defined as referring to a disorder in one or more of the basic processes related to language, writing, reading, speaking, math, or pronunciation. These difficulties emerge because of the possibility of having functional brain disorders or behavioral and emotional disorders, and not because of any mental retardation or sensible deprivation or cultural and environmental factors (Al-Zayyat, 1998).
Self-regulation skills: self-regulation is a style the individual follows to control his behavior through making changes in incentives and related factors, whether they are interior or exterior factors (Hamdi, 1995). But the procedural definition for the concept of self-regulation is measured by the degree the individual gets on the scale of self-regulation which is accredited for this research.
The classroom behavioral problem: it is a from of abnormal behavior that the individual demonstrates as a result of having deficiency in learning, and usually this takes the form of reinforcing the un adaptive behavior and not reinforcing the adaptive behavior (Yahia, 2000: 162). But the procedural definition for the concept of self-regulation is measured by the degree the individual gets on the scale of classroom behavioral problems which is accredited for this research.
The limitations of the study:

- how accurate is the disgnosis of the resource rooms' teachers of their students who are selected as the sample for the study as having learning difficulties.
- the content of the cognitive-behavioral training program prepared by the researcher for the purposes of this study.

The general conclusions achieved from these studies:

- students with learning difficulties suffer from severe deficiency in self-regulation skills.
- there is a close connection between the self-regulation skills and classroom behavioral problems.
- scarcity in Arabic studies which defied for building cognitive-behavioral programs for improving self-regulation skills and reducing classroom behavioral problems, and if there are similar studies, there is a difference in the study tools, particularly in the content of the cognitive-behavioral training program related to developing the skills of self-regulation, and a difference in the dimensions of the checklist related to classroom behavioral problems used in this study, as well as the features of the study sample.

The Method & the Procedures:

The sample of the study:

The sample consisted of (4) female and male 5th grade students joining the learning resources room in Amman, and the participants were divided into 2 equal groups: a control and experimental group, having (20) students for each. The 2 groups are equal in age, gender and class. This sample was selected intentionally from 4 schools and centers having resource rooms for students with learning difficulties during the year 2005/2007, as shown in table (1).

Table (1) Distribution of the study sample participants

School	5th grade						Total of control & exper.
	Control group			Experimental group			
	males	females	total	males	females	total	
Akkah Mixed Basic	5	-	5	-	5	5	10
Centre of Talent	5	-	5	5	-	5	10
Oxford Schools	-	5	5	5	-	5	10
Western Shmeisani	-	5	5	-	5	5	10
Total	10	10	20	10	10	20	40

The tools of the study:

1- the scale of self-regulation skills:

For the purposes of this study, the scale of self-regulation skills was used which was prepared by Turki (2004) depending upon Kendall's scale (1979). It measures the kids' self-regulation skills, consisting of 30 items that are adhered to 2 dimensions: self-regulation and recklessness, and the teachers fill in the test items.

The validity of the scale:

The designer of the scale checked its validity by showing the items to 10 arbitrators, professors of counseling, special education, and psychology, and they were asked to offer their views regarding the items' suitability for the dimensions and their linguistic accuracy, and then their notes were taken into consideration.

The stability of the scale:

The designer of the scale checked its stability through implementing and re- implementing it with a time parting of 7 days among 30 students, and the correlation coefficient reached (0.74) using the repetition method, as seen in appendix (1).

2- the checklist of classroom behavioral problems (prepared by the researcher):

The researcher prepared a checklist for the classroom behavioral problems in light of some related studies like: the tool of sorting learning difficulties (Coon, Waguespack, & Polk, 1994), the test of diagnosing learning difficulties (Salem, 1988), Al-Qamash's study (1995), Turki's study (2004), and Abd Al-Khaleq's & Al-Yahoufi's study (2004). This list is used to identify the most common classroom behavioral problems among the students of learning resources rooms, consisting of (32) items that cover the following 5 dimensions: 1/ aggressive behavior. 2/ excessive activity & attention distraction. 3/ social withdrawal. 4/ worry. 5/ poor academic performance.

The validity of the tool:

It was reviewed by a number of educationalists and specialists, and their views were considered regarding the suitability of dimensions for the study purposes, and the suitability of the statements in terms of formulation and

its representation of the dimension. In light of these views, some statements were modified, and the statements which gained a percentage of agreement less than 85% were deleted.

The stability of the tool:
The tool's stability was calculated through Chronbach's Alpha coefficient for interior consistency, and it was (0.89) for the tool as a whole. After calculating the test and re-test 2 weeks later from the 1st and 2nd implementation, the correlation coefficient was (0.91), and that indicates that the tool enjoys acceptable stability percentages, as seen in appendix (2).

3- the training program (prepared by the researcher):
Following is a description for the procedures and steps the researcher followed so as to reach the main goal of the research which is building a training cognitive-behavioral program for the development of self-regulation skills among the students of learning resources rooms, and identifying its impact upon reducing their classroom behavioral problems.

A/ Steps of building the program:
the researcher prepared the training program depending upon the self-regulation strategy and relying on the topic's literature and related studies concerning the cognitive-behavioral methods used in self-regulation, based upon Kanfer's model (1973). The researcher first started with an initial formulation for the program, and then asking some experts and specialists to review it so as to take their suggestions and views into consideration regarding the program's validity and its suitability for dealing with the self-regulation skills for the students of learning difficulties. The committee of experts and specialists consisted of some professors from Al-Balqa'a Applied University.

B/ the program content:
It consisted of 10 training sessions, with (90)minutes for each, and each session contains a cognitive-behavioral style. Specifically, what happens in each session is the following:

- Defining the skills, concepts and terms included in every strategy related to self-regulation.
- Clarifying the session's specific strategy and offering the trainee practical real-life examples.
- Homework that are discussed at the beginning of each session to give feedback and offer the trainees a chance for debate and discussion.

The following is an illustration for each session's topic:
1st session: a constructive session for building a positive relationship between the students and the trainer, and between the students themselves, as well as presenting the program of self regulation and its goals.
2nd session: clarification for the skill of self-regulation and its different stages in general.
3rd session: introduction of the behavior self-control skill, and training students on it.
4th session: introduction of the students' self-evaluation skill, and training students on it.
5th session: introduction of the students' self-reinforcement skill, and training students on it.
6th session: presenting the skill of stop & think before acting, and training students on it.
7th session: presenting the skill of positive self-talk before acting, and training students on it.
8th session: presenting the skill of problem-identification and finding the possible alternative solutions for it, and training students on it.
9th session: presenting the skill of positive self-assertion for students, and training them on it.
10th session: the final session for the training program.

C/ Strategies used in the program:

1. offering instructions for the trainee: in which the trainee is provided with information about the techniques of implementing each skill, and then giving him information about how skillful his performance was.
2. giving feedback: in which the trainee is provided with information around the perfection of his performance of the skill.
3. continuous behavioral practice: which means continuously practicing what has been taught during the training program's sessions in practical daily real-life situations.
4. assigning homework for the trainee: in which home tasks are done where the trainee apply what he has learned during the training sessions, and then these tasks are discussed at the beginning of each session

so as to identify the amount of benefit and to overcome the difficulties the trainee encountered when applying what he has learned.

Procedures of implementation:

When the researcher finished building up the training program and preparing the final versions of the study tools, the study was applied sticking to the following steps:

1. counting the centers and schools in which 5th grade students with learning difficulties are enrolled within learning resources rooms.
2. counting the students with learning difficulties who are officially and scientifically diagnosed after using specific diagnostic exams for learning difficulties.
3. intentional selection for the sample.
4. distributing the students among 2 groups (control & experimental) using the random method.
5. before starting the application of the program, a pre-test was conducted on the sample participants for the 2 groups (control & experimental) through implementing the 2 tools of the study (self-regulation scale & the classroom behavioral problems checklist).
6. forming collective counseling groups from the students who were randomly chosen from each school and centre separately.
7. the researcher applied the program, and it included 10 sessions, 90 minutes each, twice a week.
8. directly, after finishing the implementation of the training program, a post-test was conducted on the sample participants for the 2 groups (control & experimental) through the re-application of the 2 tools (self-regulation scale & the classroom behavioral problems checklist).
9. conducting the statistical processing to check the study hypotheses.

The methodology of the study:

Design:

This study is considered an experimental study which includes 3 variables: one independent variable and 2 dependent variables. The design of the control group and experimental group was used through a pre and post test as follows: table (2)

Experimental group:

Random selection – pre test – processing – post test.

Control group:

Random selection – pre test – without processing – post test.

Table (2) The table of the study Design

Group	Pre-test	Processing	Post- test
Experimental	Self-regulation skills Classroom behavioral problems	Implementing the training program related to self-regulation skills	Self-regulation skills Classroom behavioral problems
Control	Self-regulation skills Classroom behavioral problems	Without processing	Self-regulation skills Classroom behavioral problems

The variables of the study:

This study involved the following variables:

1. the independent variable: the cognitive-behavioral educational program related to self-regulation skills.
2. the dependent variables: (self-regulation skills & classroom behavioral problems).

The results were analyzed using ANCOVA to identify the impact of the independent variable upon the dependent ones.

The results of the study:

Results related to the 1st hypothesis:

to check the validity of the 1st hypothesis which says: **"There are no statistically significant differences at the level of (α=0.05) in the self-regulation skills between the control and experimental groups for the post test in the entire degree of self-regulation scale"**.

Means and Standard deviations for the entire degree were calculated on the scale of self-regulation for the 2 groups (control & experimental) on the pre and post tests, as shown in table (3).

Table (3) Means & SDs for the participants' responses on the entire degree of the self-regulation scale on the post & pre tests

Group	Experimental Group		Control Group	
Test	pre	post	pre	post
Mean	54.63	84.33	60.73	55.00
SD	10.28	7.88	13.16	11.29

To identify the statistical significance of these differences, ANCOVA was conducted, and table (4) shows the results of that analysis for the entire degree on the scale of self-regulation.

Table (4) ANCOVA for the participants' tests on the entire degree of the self-regulation scale regarding the post test

Source of variance	Sum of squares	Degrees of freedom	Sum of squares mean	F-value	Significance level
Variance	83.431	1	83.431	6.966	0.914
Group	45546.487	1	45546.487	*3803.089	0.000
Error	443.119	37	11.976		
Total	4579.60	39			

Table (4) clearly shows that there are statistically significant differences in the level of self-regulation for the students of learning difficulties since the value of (F) was (3803.089) which is statistically significant at the level of (α=0.05). With reference to means, we can notice that the learning difficulties students' level of self-regulation in the experimental group raised up obviously from (54.63) to (33.84) as compared to the participants of the control group, and that refers to the impact of the training program.

Results related to the 2nd hypothesis:
to check the validity of the 2nd hypothesis which says: **"There are no statistically significant differences at the level of (α=0.05) in the level of classroom behavioral problems for the 2 groups in the post test on the entire degree of classroom behavioral problems scale".**
Means and Standard deviations for the entire degree on the classroom behavioral problems' checklist for the 2 groups on the pre and post tests, as seen in table (5).

Table (5) Means & SDs for the participants' responses on the entire degree of the classroom behavioral problems checklist on the post & pre tests

Group	Experimental Group		Comparing Group	
Test	pre	post	pre	post
Mean	157.39	131.87	146.93	145.42
SD	19.70	23.18	21.40	22.96

To identify the statistical significance of these differences, ANCOVA was conducted, and table (6) shows the results of that analysis for the entire degree on the checklist of the classroom behavioral problems.

Table (6) ANCOVA for the participants' tests on the entire degree of the self-regulation scale regarding the post test

Source of variance	Sum of squares	Degrees of freedom	Sum of squares mean	F-value	Significance level
Variance	47.678	1	47.678	4.440	0.42
Group	47563.630	1	47563.630	*4429.287	0.000
Error	397.322	37	10.738		
Total	46643.77	39			

Table (6) clearly shows that there are statistically significant differences in the type of classroom behavioral problems demonstrated by the students of learning difficulties since the value of (F) was (4429.287) which is

statistically significant at the level of (α=0.05). With reference to means, we can notice that the learning difficulties students' problems' type in the experimental group improved obviously as compared to the participants of the control group after controlling the pre differences between the 2 groups, and that refers to the impact of the training program in improving the classroom behavioral problems.

Results related to the 3rd hypothesis:
to check the validity of the 3rd hypothesis which says: **"There is no statistically significant relation at the level of (α=0.05) between the acquisition of self-regulation skills and the improvement of classroom behavioral problems for the students with learning difficulties".**
The analysis of gradual inclination was calculated for the relation between self-regulation and classroom behavioral problems, and table (7) displays these results.

Table (7) Summary of the gradual inclination analysis results for the relation between self-regulation and classroom behavioral problems for the students of learning difficulties

Coefficient of inclination B	Standard inclination coefficient Beta	Standard Error	T value	Explanation percentage R^2
-1.786	- 0.487	-.205	*	0.266

*significant at the level of (0.05).

The results of gradual inclination analysis shown in table (7) clearly indicate that the variable of self-regulation skills negatively affects the dependent variable, and that explains 26.6% of the changes in classroom behavioral problems, which means that the improvement in self-regulation skills leads to the reduction in the level of classroom behavioral problems among the students of learning resources rooms, so the relationship between them is counteractive.

Discussion of Results:
The decrease in the level of classroom behavioral problems among the learning difficulties students indicates the efficiency of the cognitive-behavioral program which has the noticeable influence in increasing the level of self-regulation among the participants of the experimental group as compared to the control group participants, which leads to reducing the students' classroom behavioral problems, and the following is a detailed discussion of the results related to the study's hypotheses.

First: discussion of the results related to the 1st hypothesis which says:
"There are no statistically significant differences at the level of (α=0.05) in the self-regulation skills between the control and experimental groups for the post test in the entire degree of self-regulation scale"
The results related to this hypothesis indicated that the experimental group which was exposed to the cognitive-behavioral training program demonstrated the impact of this program in acquiring the skills of self-regulation. That was manifested through the significant differences between the experimental and control groups in the post conduction of the tool of self-regulation. These results are compatible with the results of Demers' study (1981) which indicated that the students who were exposed to the cognitive-behavioral program for the improvement of self-regulation skills became gradually more dependent on themselves and less dependent on the followed system, and that helped them practice school activities. Also, they are compatible with the study of Debora & Smith (1988) whose results indicated the decrease in the level of chaotic behavior among the experimental group participants due to the self-regulation training program. Moreover, it was compatible with Sander's study (1991) whose results revealed the relation between using self-regulation style and behavior independency since the targeted behaviors were equal to the program's criterion or even beyond that within the training situations as well as in the other similar situations. Besides, the results of this study are similar to the results of the study conducted by Mary (1994) which revealed that the development of self-regulation and self-management skills facilitates the process of merging the different special education parties and supports the early interference. It also contributes to the improvement of students' academic and behavioral skills. In addition, the results of this study are similar to the study of Paul & et al (2002) whose results revealed the improvement of the experimental group results and the efficiency of using the self-regulation program for reducing anger. Finally, this study is compatible with the study of Turki (2004) whose results indicated the existence of statistically significant differences in the skills of self-regulation and classroom behavior between the students of the experimental and control groups for the

benefit of the experimental group participants who were exposed to the cognitive-behavioral training program which aimed at developing the skills of self-regulation for a sample of children who suffer from learning difficulties, and the researcher may ascribe that to the fact that the students of learning difficulties may be characterized by a high degree of intelligence which helps them to comprehend the content of the self-regulation training program.

Second: discussion of the results related to the 2nd hypothesis which says:
"There are no statistically significant differences at the level of (α=0.05) in the level of classroom behavioral problems for the 2 groups in the post test on the entire degree of classroom behavioral problems scale".
The results related to this hypothesis indicated that there were significant differences in the level of classroom behavioral problems between the experimental group and the students of the control group for the benefit of the experimental one. That means that the level of classroom behavioral problems decreased among the members of the experimental group after being exposed to the training program of self-regulation skills. That generally agrees with many previous studies which indicated that the cognitive-behavioral programs and self-regulation were efficient in decreasing the level of classroom behavioral problems as a result of acquiring self-regulation skills that came up because of the impact of the cognitive-behavioral program. The results of this study are compatible with the study of Demers (1981), Debora & Smith (1988), Sander's (1991), Mary's (1994), Paul & et al (2002), and Turki's (2004). The results of all of these studies indicated that the improvement in students' self-regulation skills contributes effectively to developing their skills in controlling the negative ideas around their capabilities, and replacing them with positive notions so as to overcome the problems. Moreover, it provides students with the basic tools and skills for overcoming the factors causing the classroom behavioral problems, like identifying the problem, and following the scientific steps for solving it. Besides, it motivates the children's self-awareness around the causes of thee problem, identifying it, defining it, observing it, evaluating it, and controlling its causes. Consequently, the use of cognitive-behavioral strategies to focus on these skills so as to satisfy the students' needs and support their shortage, and then improve the level of their classroom behavior.

Third: discussion of the results related to the 2nd hypothesis which says:
"There is no statistically significant relation at the level of (α=0.05) between the acquisition of self-regulation skills and the improvement of classroom behavioral problems for the students with learning difficulties".
The results related to this hypothesis indicated that there was a negative significant relation between the self-regulation skills among the students of learning difficulties and the classroom behavioral problems at the level of (α=0.05), which means that when the students' acquisition of elf-regulation skills increases, the level of their classroom behavioral problems decreases. The researcher sees that this is a logical conclusion resulting from the cognitive-behavioral training program and its related self-regulation skills which positively reflects upon the learning difficulties students' abilities in dealing effectively with their classroom behavioral problems and consequently reducing them.

Recommendations:
Through what have been achieved in this study, the researcher recommends the following:

1. benefiting from the program being used in this study for reducing the classroom behavioral problems among the students enrolled in learning difficulties rooms.
2. examining the educational program being used in this study for decreasing the classroom behavioral problems among other groups of students like those of disordered behaviors and others.
3. asserting the importance of implementing techniques and strategies of cognitive-behavioral counseling for guiding and directing the individuals of learning difficulties in particular, and the individuals of special needs in general.

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Appendix (1)

The Scale of Self-Regulation

Dear male & female teachers:
Best Greetings …….
The following list is a form of behavior patterns your students may reveal in the classroom or school. In order to fill it in, you have to be fully aware of the student you would like to evaluate, and your evaluation of his behavior should be for the last three months.
Please read each statement in the list, and answer it accurately and carefully because accuracy and honesty in answers will have the great influence in gaining precise results.

Instructions:

- put an (X) under the level's symbol that applies to the student.
- The estimation of each item comes in 5 levels as follows:

Very large = 5
Large = 4
Medium =3
Poor = 2
Very poor = 1

The student's name: …….
Class: ……
School: …….

The Scale of Self-Regulation

No.	**Item**	v. large	large	medium	poor	v. poor
1	The child fails in organizing things (misestimates results)					
2	The child participates in games and activities without asking him to do that.					
3	The child finishes tasks on time.					
4	The child's work is homogeneous, balanced and predictable.					
5	The child tries to achieve the long-term goals.					
6	When he asks a question, he waits for the answer without doing anything else.					
7	The child improperly interrupts his colleagues while talking, without waiting for his turn to speak.					
8	The child commits to completing his work.					
9	The child follows the adults' instructions.					
10	The child behaves recklessly and carelessly.					
11	The child suffers from lack of beneficial productivity.					
12	The child avoids doing tasks he is required to do.					
13	The child accepts pothers; suggestions and views without collective projects without imposing his own views on others.					

14	It is necessary to remind the child always to do things.					
15	The child completes the individual required task in the classroom.					
16	The child answers without permission.					
17	The child always forgets homework.					
18	The child bothers others while doing tasks.					
19	The child contradicts laws and regulations.					
20	The child is careful when doing a certain job.					
21	When answering a question, the child thinks deeply.					
22	It is easy to distract the child's attention when doing things.					
23	This child is careless and not committed.					
24	When playing with kids, the child follows the game's instructions.					
25	The child moves from one activity to the other instead of focusing on one task.					
26	Is the child faces a difficulty, he is frustrated and doesn't try again.					
27	When other kids don't share him in games, he destroys their toys.					
28	The child thinks before doing anything.					
29	If the child focuses more on his work, his achievement is better.					
30	The child does many things at the same time, which makes him distracted or confused.					

Appendix (2)

The checklist of classroom behavioral problems Among the learning difficulties students

Dear Respectful Teachers

Best Greetings,……..

The researcher is studying the self-regulation skills and their relation to classroom behavioral problems among the students of learning difficulties rooms. Please read the following items accurately and answer by ticking (√) the place you think it fits your student's behavior. In order to fill it in, you should be fully aware of the student you would like to evaluate, and your estimation should be based upon the last 3 months.
Please note that this information will be confidential, and will be used only for the purposes of this scientific study.

Thanks for your cooperation

The Researcher
Name:
School / Centre:
Class:
Gender:

No.	**Item**	Occurs (v.large rate)	Occurs (large rate)	Occurs (medium rate)	Occurs (low rate)	Never occurs
1st dimension: the aggressive behavior						
1	He insults friends and uses bad words.					
2	He spits friends in the classroom.					
3	He hits friends using hands or kicks them.					

4	He hits friends with things or throw things on them causing harm.					
5	He tears friends' things or properties.					
6	He breaks things (toys, tools…) in the classroom.					
2nd dimension: excessive movement & distraction						
7	His ability of concentration is limited (his attention is easily distracted).					
8	He is never stable while sitting (too much restless).					
9	He always wanders and jumps inside the class.					
10	He doesn't sit quietly which affects his ability of concentration.					
11	He doesn't finish tasks because of doing other things.					
12	He always changes his place in the classroom.					
3rd dimension: social withdrawal						
13	He is separated from friends and never gets close to them.					
14	He doesn't participate in other friends' social events (parties, visits …….).					
15	He feels embarrassed when dealing with colleagues.					
16	He feels shy and afraid in social events.					
17	He doesn't defend himself when colleagues annoy him.					
18	He doesn't share friends while playing.					
4th dimension: worry						
19	He feels unstable (unbalanced).					
20	He feels tensioned and disturbed while being inside the classroom.					
21	He suffers from dyspnea and speed heart beating while doing exams.					
22	He expects bad things when being in the class.					
23	He feels fearful from future.					
24	He always thinks of annoying things.					
5th dimension: weakness in academic achievement						
25	He suffers from lack of ability of discussion in the classroom.					
26	He has difficulty in formulating and ordering ideas logically and sequentially.					
27	He needs more time for doing the required tasks than colleagues.					
28	He is weak in following the teachers' instructions.					
29	His ability of understanding is lower than his peers'.					
30	He doesn't use the class time effectively since he is always late and confused.					
31	He is unable to perform the required tasks.					
32	He is weak in following and understanding the teacher's illustrations.					