

Research Article		The foundation of CBT in clinical psychology	
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Abstract: Cognitive behavioral therapy is one of the never treatments which has proven its effectiveness and its work in dealing with abnormal behaviors and the clear reduction of symptoms and disorders in the field of clinical psychology, to clarify all this we completed the research to identify the most important foundation and the importance of cognitive behavioral therapy in clinical psychology.			
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Introduction

Clinical psychology, like other sciences, has gone through several stages in the development of psychological treatments clinically applied to patients. After there was widespread use of psychoanalytic therapy, as it relied on returning to the previous Libyan stages, signs of behavioral therapy began to appear.

The birth of the behavioral tendency came in a galaxy of contradictions, as it was born on the foundations established by positivism, but in the nineteenth century subjectivity occupied an important place, as it directed its attention and research to thought, emotions, instincts, and looking at the interior. For its part, psychoanalysis searches in depth and therefore in the psychological basis, and this is to reveal the messages of the Laoki and behaviorism in such a context that have the effect of a stone in the pond ().

But at the beginning of the twentieth century, signs of behavioral therapy began to appear through serious studies that focused on studying the external behavior of humans due to the ability of this behavior to be observed and measured, and the most important early beginnings and scientific indications were the opinions of John Watson and Franks" This was in the form of a group of early applications that included the use of repulsive conditioning in addiction treatment in 1969 and were based on the contributions and writings of Pavlov and the works of Thorndike ().

The results that emerged at the beginning of the application of cognitive-behavioral therapy are good, as the 2013 Cochrane review, which compared behavioral therapies with psychological therapies, was equally effective, although the evidence base evaluating the benefits and harms of behavioral therapies was weak at the time.

The founder of the behavioral therapeutic school, the American psychologist John Watson, praised and emphasized the results of the treatment, saying, "Give me ten healthy and well-groomed children, so I choose one of them randomly and train him, so I can do whatever I want from him: a doctor, an artist, a scientist, a merchant, or a thief... Regardless of his inclinations and the lineage of his ancestors"

Also, this school did not appear out of nowhere, but rather benefited from both the theories of Pavlov's conditional reflex, and from the theories of reinforcement and reinforcement (punishment and reward) by Edward Thundike and Skinner, as these theories relied on the principle of encouraging the individual to behave properly and stabilizing it with punishment for the person when Committing an abnormal act.

Cognitive behavioral therapy is not only a specific type of psychotherapy, but because of its wide range of scientific and theoretical aspects, cognitive behavioral therapy includes a wide range of psychotherapy models (REBT), cognitive therapy theories, rational behavioral therapy, acceptance-based therapy (MBCT), awareness-based cognitive therapy, metacognitive therapy «Dialectical behavioral therapy (ACT) and many other theories are a subset of cognitive behavioral therapy for media (MMT) and all of these treatments have a very strong clinical experimental background ()

From here, the theory of behaviorism was established and established so that the science of psychological treatments entered a new stage.

For a more in-depth and more detailed knowledge, we raised the following problem:

What is behavioral therapy in clinical psychology?

To answer them, we will review several points of definition of behavioral therapy and know the history of its development, its most important pioneers, its importance, and the most important foundations on which it is based. Therefore, the importance of this study is:

- 1- Full knowledge and familiarity with all aspects of behavioral theory in psychotherapy.
- 2- Knowledge of the pioneers of this school, its origins and development throughout the ages.
- 3- Knowing the importance of cognitive behavioral therapy and its most important foundations and principles.
- 2- The method used in the study:

In this study, we used the descriptive approach because we saw that it was the most appropriate for the subject of our study, because it is concerned with collecting a large amount of information about the phenomenon and real and detailed data about the phenomenon, and trying to answer the basic question of the phenomenon and addressing its history and the most important stations thanks to which it developed and It has become a stand-alone approach with proof by scientific evidence.

1- Cognitive behavioral therapy:

Behavioral therapy is simply a form of treatment that aims to achieve changes in an individual's behavior that make his life and the lives of those around him more positive and effective.

To achieve this goal, behavioral therapy is guided by scientific and experimental facts in the field of behavior (1).

Behavioral therapy has been derived from the psychological principles of learning theory, which say that many psychological disorders result from maladapted patterns of learned behavior, and treatment specifically aims to remove symptoms, and it is not necessary to think about modifying or even knowing cognitive factors from the experiences of previous patients (2).

Behavioral therapy also relies on the theory of conditional charges, which considers psychological illnesses to be nothing but learned negative habits, that is, they are reflexive conditional actions, and treatment seeks to extinguish or stop these conditional actions, and to form an alternative and positive conditional reflex action. The mutual cessation of reciprocal inhibition depends on giving the patient the original stimulus, which was causing him anxiety, while he is in a state of general relaxation so that the stimulus appears and no symptoms of anxiety appear.

Treatment begins by giving the patient a slight degree of stimulation, then gradually increases until he reaches his medical size (3).

Although behavioral therapy was defined in the sixties and early seventies as a systematic application of the foundations of learning in the analysis and treatment of behavior disorders, today this definition is viewed as narrow, because not all behavioral therapy methods are derived from learning schools. But what is essential in the behavioral approach to treatment is to emphasize observable and confrontable events, especially the patient's behavior, rather than the inferred mental states and components. If in traditional therapeutic approaches, problems are viewed as problems within the person, then behavioral therapy views behavior (internally and externally) as a product of environmental events, and therefore the environment is often the client, and therefore the focus is often not on the individual who suffers from Problems, but on what happens in the individual's environment, are what often keep the problems at bay. Therefore, treatment may aim to reorganize the institutions to which the individual is associated, such as school, home, office, and factory, with the aim of modifying the consequences of their behavior on the individual (4).

It is also defined as a therapeutic method that focuses on behavioral skills and cognitive processes and attempts to integrate the techniques used in behavioral therapy that have been proven successful in dealing with the behavior and cognitive aspects of the seeker of help with the aim of bringing about the required changes in behavior (5).

It also depends above all on the pair (stimulus-response) and on the reward, which we call reinforcement in fact. In every learning process, there must be motivation and a final reward, if the answer is correct, we provide a reward, and this is called positive reinforcement, and if the answer is wrong, we carry out the punishment and Usually it is an electric shock, which represents negative reinforcement (6).

2- Definition of clinical psychology:

Clinical psychology is a branch of modern psychology and is concerned with providing psychological services and evaluating the degree of psychological and mental performance of the individual (through codified standards and specialized objective technical methods to find out the cause or cause and thus develop clinical treatment for the change in the individual's behavior or attitude (Al-Obaidi 1993).

Clinical psychology is an applied branch of psychology that aims to determine the characteristics of an individual's behavior and capabilities using methods of measurement, analysis, and observation, and also provides tests and recommendations for the purpose of the individual's compatibility together after the findings of the medical examination, historical personal data, and social background are addressed and Through the use of clinical psychology scientific methods, such as providing assistance to people suffering from psychological emotional disorders and then treating them(7).

The name clinical is a term that goes back to the origin of the word meaning (clinicus), meaning the patient's bed or the sick bed, but psychologist Woodworth (Woodworth 1937 objected to the use of the term clinical because he believes that the mission of the clinical person is to provide assistance and assistance to individuals in solving their problems or alleviating them. The crisis, whether it is an individual or a small group, especially those psychological dilemmas related to their educational life, choosing a profession, or Family problems and social compatibility, or to direct the individual to achieve his potential within his own abilities to achieve his compatibility with others, with scientific steps that begin with psychological evaluation and then therapeutic intervention by the psychologist, so it is easy to begin by describing the various roles that the qualified clinical psychologist performs himself, and through the description It will be easy for the reader to have a framework of thinking that helps him understand the precise meaning of what you call clinical psychology

3- Establishing cognitive behavioral therapy:

In the 1960s, Albert Bandura developed a social educational theory that combined procedural and classical conditioning with observational education and made knowledge the legitimate focus of behavioral therapy. Many cognitive behavioral approaches have emerged, which still have an important impact on the practice of therapy, and contemporary behavioral therapy emerged as a fundamental force in psychology during the seventies of the last century and left an important mark in the field of education, psychology, therapeutic psychology, and social service, and behavioral techniques have expanded to provide solutions to the world of industry, business science, and child-rearing problems. The behavioral field was known as the first wave, which provided techniques for many psychological problems.(8)

Cognitive-behavioral therapy was also developed in various forms by two main theorists, the most important of which are: rational-emotional therapy by Albert Ellis (1962, Ellis), cognitive-behavioral modification by Donald Meichenbaum (1977, meichenbaum), and multidirectional therapy by Lazarus (1976 'Lazareus) There are important contributions by many others, such as Michel Mahoffe (1991) and Giovanni Liotti (1983), and comprehensive historical reviews in this field provide a rich description of how the cognitive-behavioral trend emerged and developed (9).

One of the most important foundational stages that contributed to the development of the behavioral school is:

3-1 The works of Watson and Rainer et Rayner: and their famous experience about the child "Albert" (11 months), through which we proved that fears are something acquired, followed by the experience of the American researcher Eric Wover Jones, in which she treated the child "Peter" (3 years old), who was afraid of rabbits according to the rules of learning, as she would put the child in a room with rabbits and put children with him who were not afraid of them, and let them play with her, and at the same time provide a happy atmosphere while offering sweets and food that the child loved, as well as She gradually brought the rabbit closer each time until the child started touching the rabbit without fear 'The goal through this experience is to suppress the child's conditional fear.

3-2 The works of Joseph Woolby Joseph Wolfé: In 1957, Joseph Woolley published his famous book, Contrast Cuff Therapy, which included details of the procedures and results he obtained from his application of learning rules in treating neurotic disorders in adults, and Woolby cited a number of therapeutic methods that On the basis of Pavlov's theory 1927 and Hill's theory of learning 1934 'The experimental research he himself carried out and explained that removing fear depends on the rule of desistance, as he assumed that fear or anxiety can be neutralized if we are able to find an anti-anxiety response, and based on this rule the now famous method of treating fear appeared, which is known as getting rid of Gradual sensitivity (10).

3-3 The works of Hans Eysenck Hans Eysenck: The research and writings of Hans Eysenck and his students at the Institute of Psychiatry at the University of London represent a milestone in the development of behavioral therapy as an alternative to traditional psychotherapy (psychoanalysis), and Eysenck focused in his works in particular on the rules and Methods developed by Pavlov and Hill, as well as some theorists in the field of learning, such as: Moreau 1947 and Seller 1948 called for behavioral therapy to be a scientific method based on experimental methods that have been proven more effective than traditional psychotherapy, and in Eysenck's opinion, behavioral therapy is considered an applied science whose basic characteristic is that it can be scrutinized as well as mistaken, and the theory that can be chosen is Which can be determined precisely enough so that it can be defined for experimental research 'As for the theory that can be mistaken, it is the one that determines the experimental conditions that can be produced in the theory that is rejected, and Eysenck explained that, unlike behavioral therapy, we find that psychoanalysis is so ambiguous in its formulation that it is not possible to test its theory, and it is also impossible to determine the conditions under which Under which his error can be discovered (). Eysenck also says that mental illnesses "neurosis are caused by the formation of abnormal reflexive actions, under the influence of environmental factors and genetics, and that these illnesses are nothing but patterns of behavior that we have learned to reduce the intensity of anxiety and tension in special circumstances" (11).

3-4 Skinner's works: In the first, Skinner conducted his experiments on animals, where he placed a dove in a box without eating, and inside the box he placed two buttons: the first red and the other green 'Since the dove is hungry, it clicks on anything in front of it in search of food. While it clicks by chance, it clicks on the red button and opens a box containing food for it. However, if it clicks on the green button, it does not get anything, and with repetition, the dove becomes aware that the red button is The source of food, and this is how she got used to it. Whenever she gets hungry, she goes directly to the red button to get food. Through this experience, Skinner emphasized to us that one of the conditions for learning is repetition and error. Skinner's experiments were not limited to animals only, but he generalized them to humans and their behaviors, as he encouraged the principle of "procedural conditioning" in daily life so that our lives would become more satisfied and perfect, as he called for reforming the prison system, and instead of focusing on the principles of justice and punishment, we should Promoting good behavior and punishment for abusive behavior. He said that the best way to understand human behavior is to investigate the causes and consequences of the action. He called this theory "active conditioning", and its first foundations were inspired by the works of Thorndike (1905). Skinner was also the one who coined the term "active conditioning", and he was also the first to coined the term "reinforcement", as he emphasized that reinforced behavior tends To repeat itself, while unenhanced behavior tends to weaken and die.

He also formulated three types of responses that result from behavior:

Neutral factors: These are responses from the environment that do not increase or decrease the likelihood of repeating the behavior.

Positive reinforcements: These are factors that lead to the possibility of repeating the behavior.

Negative reinforcement: These are factors that reduce the likelihood of repeating the behavior. Skinner also focuses in his writings on the fact that observed behavior is the basic topic of therapeutic change, and this opinion is considered one of the basic axes on which behavioral therapy is based. Skinner also relied in his research on repeating measurements on the same individual on whom the experiment is being conducted and under highly controlled experimental conditions. He also refused to adopt the method of statistical comparisons between groups of individuals for research, justifying this by saying that the averages do not reflect the true behavior of individual cases. His method was called experimental analysis of behavior to distinguish it from the traditional scientific method of statistical analysis of data from a group of groups, and based on this name, the modifications made to Skinner's method for use in human problems were known as applied behavioral analysis (12).

4- The emergence and development of cognitive-behavioral theory:

The beginnings of behavioral perception go back to the first decades of the 19th century. In the same period that witnessed Sigmund Freud, Ivan Pavlov emerged in Russia with his study of reflex action, which gained him wide appreciation for his theories about it. He was awarded the Nobel Prize with merit, and although Pavlov's influence on psychology did not crystallize as early as Freud, circumstances wanted to make him the founder of the behavioral approach in psychology when Watson was able to skillfully apply Pavlov's theories of reflexive action to describe the acquisition and elimination of mental illnesses () through his book "Psychology from a Behavioral Point of View" (1919), especially the classic experiment he conducted with "Warner" in which he used a child named "Albert" to explain Fears are learned or conditioned.

At the beginning of the experiment Albert did not show fear of a white mouse, rabbit, dog, monkey or masks with and without hair and fluffy cottonEtc

When Albert was 11 months and three days old, a white mouse suddenly came to him and began to approach him. As soon as his left hand touched the mouse, a loud sound was made from behind by a metal object, so the child jumped violently and fell forward, hiding his face in bed. However, he did not cry, and as soon as his right hand touched the mouse, a loud sound came out again, and a second time the child jumped violently forward and began to tremble. A week later, when the mouse came to the child, he hesitated to reach him and was pulling his hand before touching the animal. Then he presented a joint alert that combined the mouse and the sound three times, during which the child would fall each time and move his head and body away from the animal, and when the mouse suddenly came alone, Albert's face became congested, his body trembled, and he pulled it tightly, and the joint alert was repeated and the mouse appeared alone alternately, and in this last case Albert began to cry, turned sharply to the left, and began to crawl away from the mouse. The same response was repeated after five days, and the same response appeared, where a dog was presented alone once, then a fur coat, and after 31 days in which there was no contact with the previous subjects, Albert showed the same fear responses, which were generalized to include other subjects such as a white rabbit and fluffy cotton...Etc. However, the response was not generalized to topics that differed in appearance from the mouse.

Watson and Raines' ideas became a source of the main methods of behavioral therapy after a period when their direct impact on clinical application was almost non-existent. Mary Cause Jules then explained the effectiveness of these ideas in removing children's fears, especially by repeating direct conditioning or counter-conditioning, which contains a frightening topic with a pleasant topic. This method was tried with the child Peter, as he was suffering from a fear of the rabbit when he was three years old. On the first day of the experiment, while the child was eating, he held a rabbit in his hand in a corner of the room, but the child did not show fear, and every day he moved The rabbit moved closer to Peter while he was eating. The child gradually learned to relax in the presence of the rabbit, and at the end of the experience he did not hesitate to play with it. It is noted that Watson's first behaviorism attempted to reduce all human actions to forms represented by: stimulus-response: If the phenomenon cannot be reduced to units that fit the test tube, the phenomenon becomes metaphysical and meaningless. Watson denied the existence of feeling and consciousness and rejected subconscious contemplation (self-determination) as an honest scientific method, and saw that all human actions are determined by external forces (13).

Skinner also believes that we can reinforce and support behaviors that we deem good through the positive reinforcement method and vice versa.

5- Development of behavioral therapy:

Behavioral therapies (methods of care) represent in some way the progress and development of behavior. In fact, they have a background in Pavlov's research and Watson's research, which is somewhat limited.

Behavioral theories also called behavior therapy « Behaviorthérapies » in 1953 by Lindsley and Skinner got their official name in 1972. They worked for "Eisenk Eysenk" 1952, "Lazarus" 1958 and "Wolpe Wolpe" 1958.

Quickly accepted in the later Saxon and Scandinavian countries, experimental psychology took more time to impose itself in France, where analyzers and some philosophical currents violently boycotted this trend. However, behavioral therapies crossed our borders smoothly in the 1960s, as explained by C. Ronan J. Rognant "Methodology of Treatment for Opponents."

However, much earlier, Skinner achieved several successes when he launched the movement "Modification of Behavior" and thus emphasized the fact that this treatment proposes a procedure aimed at modifying pathological behavior called "patient".

He pointed out the necessity of controlling and controlling the circumstances surrounding the individual, and he tried to treat the neurosis that afflicted the animals that Pavlov was conducting experiments on in his teacher in the early twentieth century, but it was noted that the neurosis that afflicted these animals was different from the neurosis of humans, as it was a neurosis characterized by It has a strong ability to resist and is mostly caused by physiological factors «It is not psychological, as the animal gets rid of its neurosis after being given a sedative or irritant drug.

In 1943, scientific evidence appeared that contradicted the previous head. Meserman conducted a series of experiments on cats that had become neurotic as a result of being exposed to electric shocks while they were placed in a small cage. He noticed that the animal got rid of the neurosis if it was provided with food -Positive reinforcement - in the cage in which the experiment was conducted, but "Meserman" He did not explain these results by referring to learning theories, but rather relied on psychoanalysis, and experiments and research were later advanced and it was possible for the first time to know that neurotic responses whose source could be determined could be induced if the individual was exposed to stimuli similar to the first stimulus that caused the neurosis «Other stimuli later become able to cause such responses through what scientists called second-order conditioning, and after that it was also shown that different things that do not have a natural relationship can cause the same response, as in Pavlov's experiments on saliva secretion in dogs. And the sound of the bell (i.e. the process of generalizing the stimulus) «As for the role of learning in curing the patient of psychological neurosis, credit goes to Mrs. Mary Coverjohn Jones Covermary, who tried to treat cases of phobia in children by feeding them in the presence of the stimuli they were afraid of, as they were at a distance from the stimuli, and this distance was gradually decreasing until It disappears completely until the child comes into direct contact with the frightening stimulus without arousing the emotion of fear in him «Thus, evidence supporting opportunities for treatment through learning has increased (14).

6- History of behavioral psychotherapy:

Behavioral psychotherapy is a type of modern treatment, which we cannot deny has roots as old as history, as in ancient times similar methods of behavioral therapy were used for the purpose of modifying behavior or changing it for the better, and we mention among these methods are preaching, advice and persuasion..Etc. However, these methods were not effective for all psychological disorders, but some of them did, while others did not respond (such as: hallucinations, delirium, bets, pathological fears....Etc.) to this type of treatment.

The scientist Mesmer was the first to use the basic principles of behavior in treatment, as he did not succeed in laying firm foundations for behavioral psychotherapy, but his theories established the method of suggestion, hypnosis, and other types of verbal control of behavior, and the traditional situation of suggestion, which is replacing Unwanted behavior with another desirable behavior, and it is known that suggestion succeeds when the new response competes with the old «The new response triumphs to prevent and stop the old one, such as a person who is accustomed to writing with the left hand and tries to stop this habit and replace it with writing with the right hand, and when the child learns a foreign word and

pronounces it incorrectly, the teacher tries time after time to correct this pronunciation by showing discomfort to it. Incorrect pronunciation and suggesting to the child that he can pronounce correctly 'Thus, a new response appears and the old response disappears, and this is called the "conditional palm" (15).

In 1932, Danlope used an approach called "passive teaching", which means stopping unwanted motor habits by controlling their appearance, and in 1935, Guthrie, the author of the associative conditioning theory in learning, pointed out the possibility of applying the idea of antiretirement in Treatment, and Guthrie pointed out that the easiest way to stop a habit is to find out the reasons that provoked this behavior 'The individual practices another response that produces these causes.

7- Foundations and principles of cognitive behavioral therapy:

The first priority of cognitive behavioral therapy is to correct the wrong thoughts that cause psychological disorders and understand the nature of the patient and his way of responding to the disorder by educating the individual about methods for monitoring his thinking and confronting the pressures and emotions to which he is exposed (16).

The first principle: a growing and continuous evaluation of formulating the problem in the form of cognitive terms by determining the way of thinking, following up on the events surrounding it, and making assumptions based on the information provided by the subject.

The second principle: sound therapeutic alliance through care and true respect for therapeutic efficiency by paying careful attention to ideas and being optimistic about realism to get rid of or alleviate negative feelings.

The third principle: Cooperation and participation, where the patient becomes a partner in the therapeutic process and decides many things with the therapist.

The fourth principle: Focus on the present, which includes a strong focus on current problems and immediate situations that cause pain. Realistic assessment of current painful situations and working to solve them will lead to an improvement in symptoms.

The fifth principle: It is considered essentially an educational method, as it teaches the subject how to be a self-healer and avoid setbacks, as well as teaching him to test ideas and beliefs and plan to change behavior.(17)

8- The importance of cognitive behavioral therapy and the conditions for its success:

Among the most important results achieved by cognitive behavioral therapy are achieving therapeutic gains and increasing the client's level of optimism and the positive results he expects in developing a healthy cognitive balance: That is, his personal, social and professional life as a result of treatment and increasing the person's stock of information and knowledge, including the information he has obtained or is obtaining about situations of fear, anxiety, depression, psychological and behavioral disorders, and the ability to control mental processes: A person's skills in directing his attention and memories in sound and useful directions to develop his balance of mental health, social harmony, and mental orientation, that is, what distinguishes him from positive attitudes toward the therapist and toward psychotherapy in general.(18)

Behavioral psychotherapy is also considered one of the most successful treatments in the field of clinical psychology, as it focuses primarily on modifying behavior represented by the internal or external reactions that the individual issues as a result of receiving internal or external stimuli or stimuli within the framework of his interaction, as it includes several techniques with great effectiveness in Treating psychological disorders, such as a gradual immunization technique, which is often used to treat anxiety, stress, and even fear. The technique of palm, mutual palm, hamza, and other techniques, and the success of behavioral therapy depends on several conditions and controls, the most important of which are:

- Psychotherapist's competence(19)
- The patient's desire to get rid of his problem and disorder
- The patient's understanding of the therapeutic technical steps and his acceptance of them without pressure

The psychotherapist expects a relapse in the client and thus prepares an alternative method to deal with the patient in the event of a relapse (20)

- Conclusion:

Cognitive therapy was able to take up a large space in clinical psychology, after the emergence of its impressive and rapid results in treating psychological disorders, and after the widespread revolution of rejection to which it was exposed, and it also became considered one of the modern therapeutic methods that many specialists found Psychologists are effective and do not exhaust the energy of the therapist and client alike.

Therefore, its use has become very widespread in the therapeutic environment of clinical psychology.

Footnotes:

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