

Quality of Life Questionnaire (QLQ) were used as the pretest and post-test.

**Results:** Data were analysed by multivariate analysis of covariance (Mancova). Results showed a significant difference between the experimental and control groups in post-test ( $P \leq 0.001$ ).

**Conclusion:** It can be concluded that CBT can be applied as a useful method to Reduce rumination and depression in mourning adolescents.

**Key words:** *Adolescent, Cognitive-Behavioral, Quality of life, Rumination, Depression.*

**PTU - The Influence of Group Art therapy with Cognitive- Behavioral View on the - Year Old Aggressive Children**

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**Introduction:** Most of the children who have disorders during the first years of life cannot be easily cured, and their problems will continue in adolescence or adulthood. Aggression is an important concept during the childhood, because it can predict committing crime or violence during adulthood (Lioe, 2002; to cite Bayat, 1387).

Kerammer (2006; to cite Bayate, 1387) has mentioned that art therapy is an ideal intervention for aggressive children. These children are the huge sources of energy for creative artistic activities. Artistic activities utilize the surrounded aggression of such children and neutralize it (Nissimov-nahum, 2008).

**Objectives:** According to the texts, based on cognitive-behavioral view, group art therapy can decrease the behavioral disorders of children and their increase positive emotions. The main purpose of this research is to find whether this intervention can decrease aggressive behaviors in a sample of Iranian children or not?

**Methods:** This is an experimental study with pre test, post test and control group. There was a follow up after 3 months. The statistical society consisted of all of 9-10 year old boy students in the third and fourth grade of elementary schools of Tehran. The sample consisted of 20 students who had higher scores than the crisis point number in aggressive behaviors sub-scale in the Achenbach Child Behavior Check list. These children were selected by available sampling. After the subjects were matched for demographic characteristics, they were separated into two groups (experimental group and control group) randomly. The experimental group participated in 10 sessions of the interventions.

**Results:** The results of the research were analyzed by analysis of variance with repeated measure test .The

results of this study revealed that group art therapy with cognitive- behavioral view decreases children's aggressive behaviors and these reductions maintained in the follow up.

**Conclusion:** Incontrollable behaviors compared aggression and anger illustrates the negative and annoying emotions experienced by the child. Therefore, paying attention to this issue will help to select an appropriate treatment method for aggressive children will improve the emotions and behaviors of such children. (Lahey & et, 2002)

An exact treatment method which is as creative and visual as art therapy can help children to develop correct and acceptable strategies for expressing negative emotions such as aggression. Furthermore, art therapy can be one of the first three treatment methods of Elementary students' aggressive behaviors (Osvank, 2008).

**Key words:** *Group art therapy with cognitive-behavioral view, Aggressive behaviors.*

**PTU - Effectiveness of Group Psychotherapy with Transactional Analysis Approach on Resilience in Adolescent Girls**

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**Introduction:** Resilience refers to overcoming the tragedies of life, improving ability to deal with severe stress and difficulties, achieving developmental tasks, and meeting social expectations efficiently. Resilient adolescents have a positive competence that helps them survive stressful conditions.

**Objective:** The present study examined the effectiveness of group psychotherapy with transactional analysis approach on increasing resilience in adolescent girls.

**Methods:** Among all girls' schools in the city of Anzali, a school was randomly selected using a multi-step method. To determine the members of experimental and control groups, Connor – Davidson Resilience Scale Questionnaire was given to 180 freshmen, junior and senior students in Shahed High School. Inclusion criteria were obtaining questionnaire scale 25 >. Sixty three students filled the questionnaire completely; among whom, 24 were randomly selected, and placed in to two groups of experimental (n=12) and control (n=12). Connor Davidson Resilience Scale Questionnaire was used before and after the group