# Clinical Trial Protocol
# Iranian Registry of Clinical Trials

07 Nov 2026

## The effectiveness of cognitive behavioral therapy focused on problem solving on rumination, alexithymia and loneliness in students with aggressive behaviors

## Protocol summary

**Study aim**

Determining the effectiveness of cognitive behavioral therapy focused on problem solving on rumination,alexithymia and loneliness in students with aggressive behaviors

**Design**

A concealed, randomized, blinded, controlled clinical trial with a parallel group design of 30 students who were placed in the experimental or control group by assigning a code and lottery.

**Settings and conduct**

A school for girls and boys are selected as sampling units using the accessible method. As a sample, 30 students who scored higher than 75 in the Bass and Perry aggression questionnaire were randomly assigned to the experimental and control groups.The study is single-blind.Participants are unaware of the experiment.

**Participants/Inclusion and exclusion criteria**

The participants are the students of the first secondary school in the academic year of 1402-1403 in Neishabur city. Entry criteria - Failure to participate in other counseling and psychotherapy sessions at the same time - Satisfaction with participation in training sessions - Obtaining a score higher than 75 in Bass and Perry aggression questionnaire Exclusion criteria - Having an incurable physical disease such as cancer, seizure attacks, heart disease -Obtaining a low score in Bass and Perry's aggression questionnaire

**Intervention groups**

The intervention consists of eight one-hour sessions of problem solving skills training based on the Nezu and D,Zurilla protocol for the experimental group. The control group received no intervention. Before and after the end of the training sessions, both groups answer three questionnaires: rumination, alexithymia and loneliness.

**Main outcome variables**

Problem Solving Skill Training; Management of Aggressive Behavior

## General information

**Reason for update**

**Acronym**

**IRCT registration information**

IRCT registration number: **IRCT20231125060172N1**
Registration date: **2024-06-16, 1403/03/27**
Registration timing: **retrospective**

Last update: **2024-06-16, 1403/03/27**
Update count: **0**

**Registration date**

2024-06-16, 1403/03/27

**Registrant information**

**Name**

Zeanab Soghandi

**Name of organization / entity**

**Country**

Iran (Islamic Republic of)

**Phone**

+98 51 4334 0929

**Email address**

zsoghandi812@gmail.com

**Recruitment status**

**Recruitment complete**

**Funding source**

**Expected recruitment start date**

2024-01-21, 1402/11/01

**Expected recruitment end date**

2024-03-18, 1402/12/28

**Actual recruitment start date**

empty

**Actual recruitment end date**

empty

**Trial completion date**
empty

**Scientific title**
The effectiveness of cognitive behavioral therapy focused on problem solving on rumination, alexithymia and loneliness in students with aggressive behaviors

**Public title**
The effectiveness of problem-solving cognitive behavioral therapy on aggression

**Purpose**
Education/Guidance

**Inclusion/Exclusion criteria**

**Inclusion criteria:**
Failure to participate in other counseling and psychotherapy sessions at the same time Consent to participate in Training sessions Obtaining a score higher than 75 in Bass and Perry aggression questionnaire Students studying in the first secondary section in 2024-2025

**Exclusion criteria:**
Having an incurable physical disease such as cancer, seizure attacks, heart disease Attending counseling or psychotherapy sessions in the previous six months Obtaining a low score in the aggression questionnaire

**Age**
From **13 years** old to **15 years** old

**Gender**
Both

**Phase**
N/A

**Groups that have been masked**

- Participant

**Sample size**
Target sample size: **30**

**Randomization (investigator's opinion)**
Randomized

**Randomization description**
The statistical population is all the students of the first secondary schools of Neyshabur. Two schools are selected as sampling units using the accessible method. After implementing Bass and Perry's aggression questionnaire 30 students who scored higher than 75 are identified. Each student is assigned a number. Put the numbers in a container Put the numbers in a container and 15 students are selected by lottery for each of the control and experimental groups.

**Blinding (investigator's opinion)**
Single blinded

**Blinding description**
The participants of both groups do not know about the study and the experiment in which they are in, so they are kept blind.

**Placebo**
Not used

**Assignment**
Parallel

**Other design features**
In the current study, there are two experimental and control groups. The intervention consists of eight one-hour sessions, cognitive behavioral therapy focused on problem solving, derived from the treatment protocol of Nezu and Desorilla, which is performed on the experimental group. The control group does not receive any intervention. The scores of rumination, emotional dyslexia, and loneliness questionnaires of both groups are measured and compared before and after the intervention. The follow-up period is done after two months.

## Secondary Ids

empty

## Ethics committees

### 1

**Ethics committee**

**Name of ethics committee**
Ethics committee of Neyshabur Islamic Azad University

**Street address**
Neyshabur Islamic Azad University, Paghouhesh Blvd

**City**
Neyshabur

**Province**
Razavi Khorasan

**Postal code**
9319975853

**Approval date**
2024-02-14, 1402/11/25

**Ethics committee reference number**
IR.IAU.NEYSHABUR.REC.1402.033

## Health conditions studied

### 1

**Description of health condition studied**
Aggressive behaviors

**ICD-10 code**

**ICD-10 code description**

## Primary outcomes

### 1

**Description**
Aggressive behavior scores of students in Bass and Perry aggression questionnaire

**Timepoint**
Before the start of the intervention and after the end of the intervention

**Method of measurement**
Bass and Perry Aggression Questionnaire

## Secondary outcomes

empty

## Intervention groups

### 1

**Description**

Intervention group: This group received eight one-hour sessions of problem solving skills based on the protocol of Nezu and DesorillSession 1: Familiarization and introduction of the members, review of goals and expectations, rules, explanation about the length and duration of the meetings, 2- Familiarization and training with the ABCD model. A events that happened. B is the opinion about that incident. C emotional consequences of this way of thinking, D discussion and challenge; recognize their negative spontaneous thoughts, get involved with these thoughts and try to gradually replace them with positive or logical thoughts. Specifying homework and thought recording sheets 3- Teaching problem solving steps including: explaining the treatment and its logic, diagnosis, definition and analysis of the problem, determining achievable goals, creating solutions, evaluating and choosing a solution, performing the selected solution, evaluation The result after the completion of the solution, determining the assignment, applying the problem solving method in life situations and recording it. 4- Introducing the use of joking in anger-inducing situations, explaining the concept of one's attitude to life with the use of humor along with maintaining the perspective-taking method. Setting the homework of using two sides of jokes (combating with enjoyable activities and using jokes to avoid anger) during the next week 5- Reviewing the concept of self-talk and emphasizing the difference between anger-increasing and anger-reducing self-talks, helping to identify more anger-increasing and anger-reducing self-talks, strengthening the ability to understand the concept of perspective-taking and the behavior of playing the intellectual game of self-talk in the meeting and also practicing it outside the meeting. 6- Teaching the successive stages of problem solving, including identifying the problem, thinking about the action, thinking about the consequences of the action (sequential thinking), generating a solution (substitution thinking), understanding step by step to achieve special goals (semantic thinking) and looking at the problem from the perspective of others (viewpointing) ) through the game of choice. 7- Training to differentiate between aggressive, passive, passive aggressive, and assertive responses. Determining the individual rights of people in different situations, identifying and confronting irrational thoughts that support non-assertive behaviors. Practicing assertive responses in various anger-stimulating situations through power play 8 -Reviewing and summarizing skills taught in past sessions to help participants apply them in future situations.

**Category**

Prevention

### 2

**Description**

Control group: 15 students who had an aggression score higher than 75 were randomly placed in this group. This group answered three questionnaires before the beginning and after the end of the training sessions of the experimental group: Nalen and Hoeksma rumination, TAS 20 Toronto and UCLA. The control group did not receive any training or treatment.

**Category**

Other

## Recruitment centers

### 1

**Recruitment center**

**Name of recruitment center**

First secondary schools of the academic year 1402-1403 in the city of Neishabur

**Full name of responsible person**

Zeanab Soghandi

**Street address**

No. 19, 6/3 Amirkabir Blvd

**City**

Neyshabour

**Province**

Razavi Khorasan

**Postal code**

9314737459

**Phone**

+98 51 4334 0929

**Email**

zsoghandi812@gmail.com

## Sponsors / Funding sources

### 1

**Sponsor**

**Name of organization / entity**

Vice-Chancellor of Research at Azad Neyshabur University

**Full name of responsible person**

Zeanab Soghandi

**Street address**

No. 19, 6/3 Amir Kabir Blvd

**City**

Neyshabour

**Province**

Razavi Khorasan

**Postal code**

9314734459

**Phone**

+98 51 4334 0929

**Email**

zsoghandi812@gmail.com

**Grant name**

**Grant code / Reference number**

**Is the source of funding the same sponsor organization/entity?**

Yes

**Title of funding source**

Vice-Chancellor of Research at Azad Neyshabur University

**Proportion provided by this source**
100
**Public or private sector**
Private
**Domestic or foreign origin**
Domestic
**Category of foreign source of funding**
*empty*
**Country of origin**
**Type of organization providing the funding**
Academic

## Person responsible for general inquiries

**Contact**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Zeanab Soghandi
**Position**
Student
**Latest degree**
Bachelor
**Other areas of specialty/work**
Psychology
**Street address**
No 19، 6/3 Amir kabir Ave.
**City**
Neyshabour
**Province**
Razavi Khorasan
**Postal code**
9314737459
**Phone**
+98 51 4334 0929
**Fax**
**Email**
zsoghandi812@gmail.com

## Person responsible for scientific inquiries

**Contact**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Zeanab Soghandi
**Position**
Student
**Latest degree**
Bachelor
**Other areas of specialty/work**
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**Fax**
**Email**
zsoghandi812@gmail.com

## Person responsible for updating data

**Contact**
**Name of organization / entity**
Islamic Azad University
**Full name of responsible person**
Zeanab Soghandi
**Position**
Student
**Latest degree**
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**Other areas of specialty/work**
Psychology
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**Email**
zsoghandi812@gmail.com

## Sharing plan

**Deidentified Individual Participant Data Set (IPD)**
Yes - There is a plan to make this available
**Study Protocol**
Yes - There is a plan to make this available
**Statistical Analysis Plan**
Yes - There is a plan to make this available
**Informed Consent Form**
Yes - There is a plan to make this available
**Clinical Study Report**
Yes - There is a plan to make this available
**Analytic Code**
Not applicable
**Data Dictionary**
Not applicable
**Title and more details about the data/document**
All data is potentially shareable after de-identifying individuals
**When the data will become available and for how long**
The access period starts 6 months after the results are published
**To whom data/document is available**
Researchers working in academic and scientific institutions
**Under which criteria data/document could be used**
Students with aggressive behaviors, schools, education, counseling centers and psychological clinics can benefit from the results of this research.

**From where data/document is obtainable**

zsoghandi802@gmail.com

**What processes are involved for a request to access data/document**

Three months after submitting the application

**Comments**