How could I resolve the learned helplessness of a fifth-grade student based on the theoretical approach of Prochaska and Norcross on the basis of the theoretical approach of psychotherapy?

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Abstract

Objective: The purpose of this study, which was to address the learned helplessness of fifth grade elementary school students, was based on the theoretical approach of Prochaska and Norcross.

Method: The research site was one of the elementary schools in Birjand in the academic year 2014-2015. The purpose of the study was to eliminate the learned helplessness of fifth grade students using the Prokasca and Norcross school of theory. In this research, after proving the learned helplessness in the surroundings, using the quantitative and qualitative evidence and information gathered, the guidelines of each psychotherapy school were used and the results of the changes in evidence and information were reported. In addition to observational data collection, the research tools were two revised Nadine Caslo and Richard Tannen Childrens Documentation Style Questionnaires (CASQ) and the Rosenberg Self-Esteem Questionnaire (RSES). Proposed solutions in this research are based on the theory of Prokaska and Norcross's Transnational Theory of Psychology, Sigmund Freud's First Force Psychology, William Glaser's Theory of Reality Therapy, Alfred Adler's Individual Psychology, Constructive Psychology, and Self-Evaluation and Social Learning Theory.

Results: The results after applying new solutions showed increased self-esteem, learned helplessness and student progress in most courses.

Conclusion: The thoughtful, creative and up-to-date teacher is changing and modifying the traditional methods to suit the class conditions in order to achieve the desired method.

Key words: Theoretical approach of Prochaska and Norcrus, Learned helplessness, Education, Action research

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Introduction
Integrative strategies in teaching and learning

We have encountered many contradictions in the field of psychotherapy. On the one hand, a large number of psychotherapists adhere to a particular treatment approach, and on the other hand there is no evidence that one is more successful than the other. Comparative studies have shown that all approaches to psychotherapy are equally effective despite fundamental differences in theoretical orientation and techniques. To justify this, it can be assumed that there are essential elements or commonalities in different approaches to psychotherapy that are strongly associated with positive therapeutic outcomes, and in fact these elements have a decisive role in treatment rather than the theoretical orientation or philosophy of psychotherapy approaches. Human societies have long been confronted with people who are psychologically shaky and in need of help and treatment. The ways in which these people have been helped and treated have taken many forms from ancient times to the present day, each undoubtedly stemming from the prevailing thinking of each era and the progress of the sciences.

A brief look at the therapeutic practices on the scientific front shows that psychoanalysts are trying to keep themselves in the process of treatment as much as possible while encouraging the therapist to speak freely about their feelings and thoughts. This principle makes it possible to access the unconscious process. In this case, the psychoanalyst poses questions to summarize the material, identify the therapeutic contradictions, and interpret. Humanistic treatments focus on ways of treating a patient with essential aspects of human existence such as the meaning and purpose of life, isolation, freedom, and the inevitability of death, and he considers self-awareness better than unconscious exploration. Behaviorists see their primary purpose in altering symptoms and behaviors and trying to encourage a therapist to perform a paradoxical behavior, to change an obvious behavioral component into a psychological disorder, and cognitionists seek to change one or more adaptive ways of thinking. Change the way of thinking that is disordered that characterizes the disorder (Guilder et al., 1989).

Competition between theoretical orientations of psychotherapy has a long history going back to Freud's time. As the field of psychotherapy became more mature, monotheism emerged as the dominant trend. Dissatisfaction with the monopolistic approach and the simultaneous tendency to push the boundaries of schools in order to pursue other forms of psychotherapy to benefit patients are integral features of treatment. Other features of this eclecticism movement include differential views and differential treatment (keshavarz Afshar, 2013: 95). In general, eclecticism is the use of two or more theories (Sharif, quoted in Firouzbakht, 2002: 23).

Today, the use of the same psychosocial treatments is inappropriate for all patients, even in unethical cases. The efficacy and practicality of psychotherapy is enhanced by matching it to the unique needs of clients rather than imposing coercive methods on them. Integrative instruction is based on Pavel's (1967) famous question: "Which treatment is most effective for whom and under what conditions for referrals with a particular problem?" (Kressini, quoted by keshavarz Afshar, 2013: 95).

Prochaska and Norcras's transnational approach explores many theories of psychotherapy. It shares the concepts, techniques, and factors that influence other theories. It combines the concepts and principles of psychoanalysis, individual theory, behavioral therapy theory, and several other theories. The Prochaska model has been called technical eclecticism. This approach can be applied to several therapeutic theories. Prochaska and Norcross have shown that there is a wide range of integrative theory. Since 1950, attempts have been made to use a combination of theories. In the 1970s, the combination of psychoanalysis was common therapeutic behavior, and then in the 1980s, cognitive behavioral therapy and humanism became commonplace (Sharif, quoted in Firouzbakht, 2002: 30).

One of the earliest effective writings on common causes was a book published by Frank (1961) entitled Hope and Improvement. In his view, there are common underlying factors in all forms of psychotherapy, such as hoping, encouraging altered activity outside of the treatment session, and

reinforcing new ways of understanding the person and his or her problems during interpretations and interpretations that can play a key role in treatment. Norcross and Prochaska (1994) combined two studies published in 1986 and 1988. In both studies, 818 psychologists, counselors, psychiatrists, and social workers were asked to identify their main theoretical orientation.

The Theories Used in Action Research
The American School Counselors Association (ASCA) defines counseling as a confidential, acceptable, non-evaluative, permissive, and confrontational relationship in which the counselor uses his or her knowledge and abilities to resolve students in a normal, unassisted manner. (Laffrey, Stirling, and FitzGerald, 1965: 99). The counseling of this study was based on the other theoretical theories of Prochaska and Norcross as follows:

1. Psychoanalysis Theory
Sigmund Freud was born on May 6, 1856, in the Freiburg city of Marawi, Austria (Sadeghzadeh, 2012: 25). Other celebrities of Freud's perspective include psychoanalysis, first-person psychology, deep psychology, life balance psychology, and the psychology of freedom. Change in psychoanalysis occurs when the unconscious is alert. This means that the 'self' is reinforced, self-reduced or eliminated, and authorities become more aware of the entity (Schilling, quoted by Arian, 2003: 71). In Freud's view, suppression of a strong motivation leads to psychological injury and physical symptoms are replaced by suppressed motivation (Shafiabadi & Naseri, 1987: 22). Unconsciousness arises from feelings, desires, and states that are not in control of our will (Freud, 1940). The main purpose of psychoanalysis is to heal the effects of the injury through the awakening of suppressed thoughts and emotions, and the more that goal is achieved, the patient regains control of his or her life and is able to make better decisions and direct oneself and others. Experienced, alert and careful (Schilling, quoted by Arian, 2003: 72). The job of the psychoanalyst is to prepare the patient to deal with the discovery and sensitization of psychologically disturbing subjects. Sometimes this action takes the form of education and focuses on introspective education to make the patient aware of their own internal guidance. The cognition and behavior of the authorities is first understood in relation to the emotions that express or convey them (Ibid: 74). Writing, asking questions, hurting others, and so on are some of the ways to understand the contents of the unconscious mind and are widely used in the healing process (Shafiabadi & Naseri, 1365:33).

2. Theory of Individual Psychology
Another theory of psychotherapy is the Canadian psychologist Alfred Adler's Theory of Personal Psychology ... Adler's followers use the "push button" technique with those who are victims of their own negative emotions. In this technique, authorities are asked to close their eyes and select and visualize a delightful event from their experiences and pay attention to the emotions associated with it. He is then asked to visualize an unpleasant event and pay attention to the emotions associated with it (Adler, 1973). The main purpose of Adler's method is to teach the individual that he or she can create whatever emotions he or she wants. In fact, it is as if a person has a button and can push it at will to create whatever emotion he or she wants. In other words, the person is the creator of his emotions, not the victim. Being depressed, for example, requires that he himself decide to do so (Ibid: 106). 1-3-3. Social Learning Theory Another theory of learning in psychology is the Julian Rutter theory. One of the main concepts of Rutter's theory is the minimum level of purpose. This concept refers to the lowest level of potentially satisfying reinforcement in individuals. It is actually a point on the continuum of one's behavior that is permitted in the presence of reinforcement. The minimum target level varies from person to person (Ibid: 170).

3. Behavioral Therapy
One of Thunder's most important contributions to behaviorism and learning theory is the concept he has provided of punishment. He believes that behavior is rewarded and punished, and that reward makes behavior more satisfying and effective. The law of his work is simply that actions that have good consequences are repeated and thus learned (Barclay, 1971; Belkin, 1975). Reinforcement is

any kind of stimulus that follows action and increases the likelihood of it happening (Hassford, 1974). Of course, what is a reinforcement for one person may not necessarily be a reinforcement for the other person or may be a weak reinforcement factor. Reinforcement may take place outside or outside the individual. Spontaneous inner reinforcement arises from within the individual and directs his behavior in a particular direction, while external reinforcement is provided to him from outside and from the environment of the individual and shapes his behavior in a particular way (Shafiabadi and Nasseri, 1987: 276). In other words, reinforcement is a special event that increases one's tendency to repeat the response (Schilling, quoted by Arian, 2003: 217). Negative reinforcement is not presenting a negative stimulus after an action. Negative reinforcement is not the same as punishment, but avoidance of punishment (Shafiabadi & Naseri, 1987: 277). Personal control is another concept of behavior therapy. Bandura and Perloff (1967) have shown that even for children and adolescents, personal rewards are an effective means of reinforcing certain responses (Schilling, quoted by Arian, 2003: 222).

4. *Theory of Reality Therapy by William Glaser*
American psychologist Glasgow and the realist inventor of psychotherapy emphasize that teachers must engage with their students, make education relevant and relevant, and make education relevant and relevant, and that students have successful school experiences (Schilling, quoted by Arian, 2003: 195). The most important strength of therapeutic reality is its application to mental health as a preventive factor and emphasizes strengths rather than eliminating weaknesses. The philosophical basis of this positive approach emphasizes personal responsibility and human interest. Reality therapy is a perspective on life and for the individual and society, with an emphasis on the present that can bring enormous benefits (Ibid: 210).

5. *Constructivist Learning Theory*
One of the applied concepts in constructivism theory is cognitive discipline. Cognitive discipline means that the learner learns while working with people with more proficiency. By definition, cognitive learning means working with the unskilled learner next to the more skilled learner (Saif, 2008: 221). Swan (2005) has used the term peripheral participation for cognitive learning.

Learned helplessness
The concept of learned helplessness is a special case that is often created as a result of one's belief that events are not under his control (Saif, 2008). Failures and mistakes are an integral part of the learning process. However, failures can appear as a disabling factor for students (Cideridis et al., 2003). The concept of learned helplessness represents its most negative state (self-concept). The learned helplessness refers to learners who do not regard effort as progress. They are learners who believe that whatever they do, they will not succeed. Seligman defined the concept of learned helplessness as a special state that is often created by the belief that events are not under control (Saif, 2008: 245). The learned helplessness comes from understanding that whatever one does is trivial, ineffective, and doomed to failure (Kadivar, 2008: 215). Seligman (1975; cited in Asalani, 2012) believes that when one is in a situation of multiple social, cultural, and educational failures, they experience a sense of inability to control the environment and that their activity and response are ineffective. Feeling sluggish, it will be shaken and destabilized, and in later situations, despite the possibility of success, will accept failure in advance. The speech of Imam Ali (peace be upon him) which states: "In the sense of despair" (despair, cause confusion and guilt) (Majlis, 1403, vol. 77: 211). It also refers to this phenomenon.
The learned helplessness in the process of teaching and learning can lead to shaky and motivational instability. In the field of education, the learned helplessness may be related to a consistent and internalized explanation of failure: "I have failed because I am incapable, therefore I will always

fail" (Diner & Dook, 1978). Seligman's explanation of the learned helplessness phenomenon is that the helpless creature learns that after events are out of its control.

Background
A review of internal research
Amiri and Molavi (2007; cited by Narimani et al., 2011) showed that both documentary educational methods and documentary metacognitive strategies have been effective in improving reading comprehension in dyslexic female students. In his research, Amirian (2013) examined the relationship between learned helplessness and academic achievement with the mediation of exam anxiety and academic procrastination. This research is in the framework of descriptive research and is a kind of path analysis and correlation. The population of the study consisted of all female students of second grade middle school in Mashhad who were educated in 2011-2012 academic year. The results of Pearson correlation showed that there was a significant negative relationship between learned helplessness and academic achievement, and between the helplessness learned and each of the variables of exam anxiety and academic procrastination. Also, there was a significant negative relationship between each of the variables of test anxiety and academic procrastination with academic achievement and there was a significant positive relationship between academic procrastination and test anxiety. Path analysis showed that the proposed model of the relationship between learned helplessness and academic achievement with the mediation of academic procrastination and test anxiety did not fit well. With the modifications made, three other models of research variables relationships emerged, all of which were confirmed.

Overview of External Research
Hirotto (1974; cited by Narimani et al., 2011) conducted research on learned human helplessness, which found that when placed in uncontrolled experimental situations that could not control unpleasant environmental factors, provided Coming to escape is less likely to elude evasive responses, but people who have never experienced a sense of helplessness use their full force to release themselves from unpleasant situations. Another study that explored learned helplessness and examined the psychological pressures of uncontrollable situations was conducted by Seligman (1975). He received dogs who had experienced uncontrollable shocks in one situation and, after 24 hours, transferred their feelings of helplessness to another situation where shocks were avoidable. These dogs lay on the ground and did not move during the shock. In contrast, dogs that initially learned to avoid shock responded to the subsequent shocks and avoided them (Kadivar, 2008: 217). Research by Diner and Dukes (1978) shows that helpless students attribute it to external factors and environmental conditions rather than to their success as a sign of their ability. Seligman's research (Parvin, 1989, quoted by Kadivar, 2008: 222) in relation to the first experiences of frustration and learned helplessness show that positive evaluations of parents or others of the child above all provide grounds for positive self-evaluation. He provides. As well as negative assessments of parents and others by the child, the child does not feel happy. If children feel negative about others' evaluations, they will become negative about themselves and feel insecure.
Zeeland (2004) showed in his research that students with learning disabilities have a pessimistic style of learning and attribute their chances of success to attribution. Bentham (2009, cited by Wilderness, 2009) in his study of learning disabilities and helplessness found that children with learning disabilities are always less in control of their lives than normal people and more at risk of developing. They have been taught to depression and helplessness.

Describe the status quo and state the problem
He was teaching in one of Birjand's schools in the 2014-2015 school year. One of the fifth-grade students did poorly in most of the courses, so early in the year, this student's descriptive assessment was only acceptable and needed more effort and reliance on this inclusive word I could not learn. This student's performance in courses such as spelling and sports was good, as evidenced by the early evaluations of the year. This situation prompted me to undertake research on this basis to answer the question, "Why is the student's performance poor in most of the lessons and I cannot and

will not learn the reason for the repetition of the sentence". The student had lost his father in elementary school and, as the youngest child in the family, had an adverse effect on the student, many times in the school's criticism and suggestions that he was worried about losing his father early. The teacher had written. Another noteworthy point was that last year's student (school year 2014-2015), due to the lack of school in the village, had to go to a neighboring village about 2 kilometers away, meaning that the student went to school last year, accompanied by physical exhaustion from walking and staying away from home and family.

In this case study, I have attempted to examine the student's barriers and problems first, and to address hopelessness and disability using the treatment and counseling methods presented in various articles and books, his or her innovative experiences and strategies, and the comments and suggestions of other colleagues, improve student learning.

Purpose:
Elementary school student learned helplessness on the basis of Prochaska and Norcrass meta-theory

Method
The purpose of this study is practical and descriptive in terms of method of action research.
Research community and sample
The study population consisted of all fifth-grade students with learning disabilities, and the sample selected through available sampling was a student from one of the Birjand's schools with learning disabilities.

Information gathering (Evidence 1)
In order to collect data to describe the status quo, qualitative and quantitative indices have been used, and the data obtained from this research has helped to study the causes of the existing problem.

Qualitative indicators of the status quo
To evaluate the current status of the above mentioned classroom, two methods of peer evaluation and completing the evaluation sheet and direct and indirect observation sample were used which are as follows:

1. Partner Evaluation
Experienced colleagues were asked to evaluate the student and complete the class evaluation form in the first quarter of the academic year 1394-94.

Table 1. Outcome of student evaluation in the first quarter of the academic year 1394-94

Student learning level	Number
Need more effort	1
acceptable	3
Good	5
very good	0

2. Using direct and indirect observation
After observing the student's behavior and speech after oral or written exams, disappointment was observed during and after studying the lessons. Applying the learned helplessness paradigm to human beings, it has been found that in addition to experiencing uncontrollable events, other factors influence how one behaves, including how one interprets events. In other words, in the new paradigm learned from helplessness, how the uncontrollable events are explained by the individual is more important than the events that actually happened (Trotter, 1987). In the same pattern, when a person becomes helpless to deal with unsolvable problems and finds that his answer is ineffective, then he asks himself what is the cause of my current disability? The answer to this question is in the

form of causal documents. These explanations are influenced by three important dimensions of 'source', 'repetition' and 'time' (Abramson, Garber, & Seligman, 1980).

In the student's behavior and speech to learn the lessons, he repeatedly observed, "I don't learn what I want", "I forget everything I learned quickly." In these sentences, all three effective dimensions of pervasive helplessness are observed: first, the source of the student's speech was outside, so he learned to be out of control; The third dimension was the time when learning happened. Abramson's research showed that when an individual attributes their failure to external factors, inactivity appears and their self-esteem decreases greatly (Kadivar, 2008: 218).

3. Quantitative indicators of the status quo
Numbers and figures can be used to illustrate the status quo in the following quantitative indices:
1. Using the learned helplessness questionnaire
For this purpose, the CASQ (1996) Nadine Caslo and Richard Tannon Roam Childrens Documentation Style Inventory were used. The results of interpretation of this questionnaire showed that the student had learned helplessness.

2. Using the Rosenberg Self-Esteem Questionnaire (RSES)
The Rosenberg Self-esteem Questionnaire (RSES) was used for this purpose. The results of this questionnaire showed that the student had very low self-esteem.

4. Data analysis and interpretation
Using quantitative and qualitative methods mentioned above, the research effort was to collect data on the status quo that caused the problem for the student as follows:
1- Relatively severe trauma to father's death in elementary school,
2- Not far from the family hot spot in the last school year (academic year 2014-2015),
3- Fatigue caused by walking to the neighboring village most days of the week in the previous school year (academic year 2014-2015),
4- Student's lack of interest in being bored at the beginning of the class in the academic year 2014-2015,
5- No use of self-assessment and other measures,
6- Not using cognitive discipleship,
7- Not using negative encouragement and reinforcement against the results,
8- Failure to delegate responsibility to the student in the classroom,
9- Lack of universal attention to the present situation.

4-1. Choosing the right solution
After explaining the causes of the problem in the student teaching and learning process, the Temporary Action Researcher solutions are as follows:
1. During the school year, in some recreational bells, the student was asked to stay in class and talk intently with his teacher about his father (applying the first-person psychological approach).
2. The classroom and teaching process became more active and diversified.
3. The student was asked to question the lower elementary students and was thus given responsibility (applying the theory of therapeutic reality and constructivism).
4. Applying cognitive learning (applying constructivist learning theory).
5. Using Alfred Adler's push button technique to create positive attitudes and emotions (application of individual psychotherapy theory).
6. The student was asked to focus on the present, not on the past, and on past events (the application of therapeutic reality theory).
7. Considering the minimum level of progress for encouragement (application of social learning theory).
8. Use of self-assessment and peer-review.

5. Implementation of the new plan (from theory to practice)
In this section, the case study describes each of the methods and describes how they are implemented as follows:
Applying Psychology Theory First: During the school year, some fun bells were asked by the student to stay in class and to talk with his teacher about everything his father remembers. According to Sigmund Freud, our forgotten knowledge affects our behavior and personality, and childhood events adversely affect one's behavior and actions. This effect originates in the unconscious of the individual and changes as the subconscious becomes aware of one's behavior and attitude (Freud, 1940). The student's talk about his father's traits and hardships for the village created a sense of calm in the surroundings. In addition, he was asked to give his learning intentions a gift of fortune to his father's soul. For example, every day for the joy of his father's soul read a page of the Qur'an textbook at home.

• Change in teaching and classroom process: In the following months of the academic year 2014-2015, teaching was not restricted to the classroom and outdoor spaces were used for the classroom. The prize bank was also activated in the reopened primary school.

Applying Reality Theory and Constructivism: The student was asked to question his or her lower classmates and was given responsibility. For example, he was asked to supervise assignments and question students at lower grades.

• Applying Constructivist Learning Theory: To perform the lesson assignments and semi-independent exercises, the student was asked to sit alongside the other fifth grader, to share experiences and reflections.

• Applying individual psychotherapy theory: When the learner had negative and negative emotions, they were asked to come to the teacher and act on what the teacher was saying. The teacher wanted him to close his eyes and imagine his favorite moments and emotions. He would then be asked to assume the conditions he was not fond of and even hated. Finally, the teacher asked him to open his eyes and answer the question of who created the good and the bad images! The student also responded honestly after a little meditation! That is, the perpetrator came to the conclusion that negative emotions originated from him / her and could easily change them into positive ones.

• Applying the theory of reality therapy: Sometimes a student is observed while teaching or asking questions and his or her mind is not focused on the class. When he was asked the reason, he would answer I think of my father! In the meantime, he has been asked to focus on the present. To this end, he was asked about his physical condition and the situation of himself and other learners at that moment - the present. For example, where is your pencil now or what color is Mehdi's hand pencil? In this way, the student's focus was directed from the past to the present.

• Applying Social Learning Theory: In a student's learning situation, the teacher would be encouraged to sign a scorecard whenever he or she achieved the minimum level of learning. This greatly increased the student's motivation to learn.

• Using self-assessment and peer-review: In addition to the above, the student was asked to self-test in a number of tests, and he or she would personally discover his or her mistakes. He was also sometimes asked to rate his peer student test (peer review). This led him to learn how to write and learn from his classmates and to learn from the other student.

6. Data gathering (Evidence 2) and interpretation of results
Qualitative evidence
1. Using direct observation and peer evaluation
Research in the second quarter of the academic year 1393-94 and after implementing the solutions presented, re-examining student learning status, questioning experienced and reassessed peers, as

well as careful observation of behavior and questioning. The student achieved the following findings:
• Maintain student mentality in class
• Internalizing learning control due to changes in maladaptive attribution.
• Increase motivation by creating healthy competition with your fifth-grade classmate
• Significantly reduced student negative thoughts, feelings, and beliefs
• Increasing student satisfaction with changing their mood at home
• Improving outcomes in other courses as well as monthly developmental evaluation
• Interested in getting superior results in other courses such as spelling.
2. The Examination of the Second Quarter of the 2014-2015 Academic Year

Table 2. Outcome of Student Assessment in the Second Quarter of 2014-2015

Student learning level	Number
Need more effort	0
acceptable	2
Good	6
very good	1

Quantitative evidence
Quantitative evidence after applying solutions to the student includes:
1. Using the learned helplessness questionnaire
To this end, the revised Children Documentation Style Questionnaire (NADC) and Richard Tannen Roam CASQ (1996) were again used. To obtain more accurate information, some changes were made to the questionnaire so that new responses were not affected by the responses of the previous period. The results of the interpretation of this questionnaire showed that the symptoms of helplessness learned in the student were significantly removed.

2. Using the Rosenberg Self-Esteem Questionnaire (RSES)
The Rosenberg Self-Esteem Questionnaire (RSES) was again used for this purpose. In this questionnaire, in order to obtain more accurate information, some changes were made to the questionnaire so that the new answers would not be affected by the answers of the previous period. The results of this questionnaire showed that the student's self-esteem has increased significantly.

7. Evaluate the impact of the new action
Evaluating the quality changes made
The modified results of the student's lesson results in the first and second trimester of the academic year 2014-2015 are as follows: Changes made based on the number of items.

Table 3. Anticipatory table of the number of items in the first and second trimester of the academic year

Components		Spheres			
		Need more effort	acceptable	Good	very good
Monthly evaluation quarterly	First Quarter	1	3	5	0
	Second quarter	0	2	6	1

As Table (3) shows, the number of items requiring more and acceptable effort has changed from the first and second trimester and decreased from 1 to 0 and from 3 to 2, respectively. Also, good and very good items have changed and increased from 5 to 6 and from 0 to 1, respectively.

Evaluation of quantitative changes
The student's optimistic explanation score dropped from 5 to 9, and his pessimistic explanation score dropped from 11 to 5, indicating overall a learned helplessness. The student's self-esteem score increased from +4 to +7, indicating an increase in self-esteem.

Conclusions and Discussion
As mentioned, each of the theories explains their success and justification for changing one's personality in order to differentiate their school from other schools. The study also used the power of each of these schools together with the use of the Proceska and Norcross school of theory and was able to address the learned helplessness of the fifth-grade student. In this research study, after proving the learned helplessness in the learner, using qualitative and quantitative evidence and information gathered, the guidelines of each school were used and the results of the changes in evidence and information were reported. In addition to collecting observational data, the two revised Nadine Caslo and Richard Tannen Children Documentation Style Questionnaires (CASQ) and the Rosenberg Self-Esteem Questionnaire (RSES) were used in this research. The results before the introduction of new solutions showed low self-esteem, learned helplessness and poor student performance in most courses. In selecting the proposed solutions, based on the Prochaska and Norcross school of theoretical psychotherapy, the school of psychology is the first force to inform the subconscious with the aim of changing one's behavior and attitude, change in teaching and class process, theory of reality therapy, and constructivism to create Student responsibility, constructivist learning theory for semi-autonomous homework assignments and exercises, individual psychotherapy theory for the inclusion of negative emotions, originates from the individual and can easily be changed into positive emotions. Transform, the theory of reality to get you focused inclusive to the present, social learning theory and considering the minimum level of learning to encourage inclusiveness, the use of self-assessment, and peer-to-peer learning that, in addition to transferring responsibility, have found adaptive learning in their writing and peer learning. Another student was also used to pay. Results after applying new solutions showed increased self-esteem, learned helplessness, and student progress in most courses.

Suggestions
The thoughtful, creative and up-to-date teacher is changing and modifying the traditional methods to suit the class conditions in order to achieve the desired method. In the teaching process, it is up to the teacher to take into consideration the status of the class students, and to select appropriate strategies for teaching students learning and developmental skills. What creates powerful teachers' thoughts and ideas has no educational rules or laws, so it is recommended that all teachers dealing with particular students be furthered in their study of educational problems under the supervision of experienced teachers and teachers to fix these problems efficiently.

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