

## The Effectiveness Of A Counseling Program Based On Multimodal Therapy In Enhancing Positive Thinking Among Deaf University Students

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### **Abstract**

This study aimed to examine the effectiveness of a counseling program based on multimodal therapy in enhancing positive thinking among deaf students at the university level. The study approached the literature as a multi-dimensional phenomenon, which addressed both theoretical and applied research. This recent study is the first, which dealt with this theme, to the authors' knowledge, which in turn encourages other researchers to work on further research on this important topic. The study used the experimental approach, in a cross-sectional study, using the sampling survey method. The Positive Thinking Scale is appropriate for the exploratory nature of the research. Ten deaf students from Al-Quds Open University, at Ramallah and Al-Bireh Branch were purposively selected, who obtained the lowest scores on the Positive Thinking Scale. The findings of the study revealed statistically significant differences in the mean scores of the experimental group on the post-test measure of positive thinking. Implications of the findings and directions for future empirical research are briefly discussed.

**Keywords:** Multimodal therapy, Positive thinking scale, University deaf students.

### **1. Introduction**

Deaf students have received increasing attention in the field of special education due to their unique characteristics and their educational and communicative needs, which necessitate the provision of specialized educational and counseling services. Language constitutes the fundamental foundation of communication, thinking, and the exchange of ideas. However, limited access to language among deaf students contributes to gaps in their linguistic and cognitive development, which is reflected negatively in their ability to interact effectively with various life situations. Moreover, hearing impairment represents a fundamental barrier to the acquisition of communication, interaction, and thinking skills, which may limit their opportunities for academic and social integration.

Within this context, positive thinking emerges as a central cognitive-psychological construct that enhances an individual's ability to adapt to life stressors and to confront challenges with efficiency

and flexibility (Ibrahim, 2019). The importance of this type of thinking is particularly evident among deaf students, given the communication and social interaction difficulties they encounter, which are often associated with low self-esteem or the development of negative thinking patterns. Accordingly, there is a critical need to develop counseling interventions grounded in integrated theoretical and applied frameworks that take into account the psychological and cognitive characteristics of this group, and that provide a flexible counseling environment capable of employing diverse strategies aligned with their individual needs.

In light of contemporary trends in psychological counseling, the literature points to the effectiveness of Multimodal Therapy in addressing the complexities of human behavior, based on its holistic conceptualization of personality components as formulated by Lazarus. These components include behavior, affect, sensation, imagery, cognition, interpersonal relationships, and biological processes. Accordingly, the present study seeks to examine the effectiveness of a counseling program based on Multimodal Therapy in enhancing positive thinking among deaf students at the university level.

## **2. Background And Literature Review**

There is broad consensus that education for thinking, or the development of thinking skills, represents a fundamental goal of education. This requires schools and universities to provide rich learning environments that offer genuine opportunities for thinking. Teachers strive to promote their students' achievement and success, and many of them place the development of thinking abilities at the forefront of their educational priorities (Jerwan, 2016).

### **2.1 Positive Thinking**

Positive thinking is classified within the framework of positive psychology, which is based on a view of human beings as individuals possessing positive attributes shaped through their life experiences. This field is concerned with the study of positive emotions such as hope, happiness, and satisfaction. Positive thinking is closely associated with success and the achievement of psychological and social balance, which requires individuals to reconsider their patterns of thinking and their attitudes toward themselves and others (Al-Otaibi, 2024).

Positive thinking as a comprehensive system is not limited to a purely cognitive pattern of thinking, but extends to include how individuals perceive themselves and the surrounding world, along with the accompanying emotions, attitudes, and daily behaviors. It is considered a lifestyle approach that directs individuals toward positive interaction with various life situations (Salihin, 2017, as cited in Shambolia, 2022).

Various definitions of positive thinking have been presented. One of them is Stallard's (2002), as cited in Abdul Aal (2021), who describes it as a form of rational thinking that helps individuals avoid destructive thinking errors that may negatively influence their thoughts and emotions.

Furthermore, positive thinking reflects an individual's willpower in evaluating, regulating, and directing their thoughts and beliefs in a way that serves desired outcomes and enhances problem-solving abilities. This is achieved through the construction of organized, logical, and optimistic cognitive systems aimed at finding appropriate solutions. Accordingly, positive thinking is regarded as a form of adaptive rational thinking that helps individuals avoid destructive cognitive errors (Shambolia, 2022).

Besides, positive thinking is a source of strength, as it helps individuals search for solutions until they achieve them, thereby enhancing their skills and self-confidence. It is also considered a source of freedom, as it liberates individuals from the suffering associated with negative thinking (Al-Faqi, 2012, as cited in Abdul Aal, 2021). Additionally, Taboazadeh (2018), as cited in Khalaf Allah (2022), explains that this concept represents an adaptive rational thinking style that is based on avoiding negative or destructive thinking patterns associated with certain beliefs that influence thoughts and emotions.

Finally, positive thinking as a form of adaptive rational thinking that involves reducing the dominance of automatic negative thoughts, avoiding exaggeration of mistakes and focusing on deficiencies, and refraining from absolute judgments based on an "all-or-nothing" thinking style (Paul, 2002, as cited in Al-Basir *et al.*, 2018).

## 2.2 Counseling Program

Counseling program can be define as an organized plan based on scientific foundations, aimed at providing direct and indirect counseling services, whether at the individual or group level, to all

members of an institution. This is intended to support their healthy development and assist them in making informed decisions that promote psychological adjustment within and outside the institution (Rabah, 2019, as cited in Khalaf Allah, 2022).

Similarly, Rubibi (2020), as cited in Khalaf Allah (2022), describes the counseling program as an organized system grounded in scientific principles that offers various counseling services (individual and group, direct and indirect). These services aim to help counsees achieve balanced development and make sound decisions that enhance their psychological adjustment.

Additionally, Shata (2018) views the counseling program as an organized psycho-educational process aimed at helping the individual gain a deeper understanding of the self, recognize personal experiences, accurately identify problems, and develop abilities and potentials to deal with them effectively. This contributes to achieving personal goals and enhancing psychological well-being. In this context, the objectives and methods of counseling programs are outlined as follows:

## **2.2.1 Objectives Of Counseling Programs**

Counseling programs seeks to achieve the following objectives that are,

2.2.1.1 Counseling programs aim to bring about positive behavioral change, develop individuals' social skills, and enhance their ability to adapt to real-life demands and new situations, enabling them to make appropriate decisions.

2.2.1.2 These programs also aim to modify unhealthy habits by replacing them with positive and desirable ones, in addition to helping the counselee develop self-direction and enabling them to manage their life with awareness and insight.

## **2.2.2 Methods Of Psychological Counseling**

### **2.2.2.1 Individual Counseling**

Individual counseling refers to a counseling process that takes place directly and face-to-face between the counselor and the counselee. Its effectiveness depends largely on the quality of the professional counseling relationship established between both parties.

## **2.2.2.2 Group Counseling**

Group counseling involves providing counseling services to a group of individuals who share similar problems within one or more group settings. Through this approach, psychological counseling aims to help counsees understand the causes of their problems, support them in making appropriate decisions, and work toward modifying their behavior.

## **2.2.2.3 Multimodal Therapy (MMT)**

In Multimodal Therapy, the therapist's role is to analyze psychological disorders across seven dimensions (BASIC-ID): Behavior, Affect, Sensation, Imagery, Cognition, Interpersonal relationships, and Biological/medical considerations. The therapist then selects appropriate techniques for each dimension with flexibility and openness, focusing on alleviating the client's distress as quickly as possible without being restricted to a single therapeutic approach (Rosenhan & Seligman, as cited in Qaiy Ghbali, 2014).

Multimodal Therapy is grounded in the principles of experimental psychology and assumes that the interaction among these modalities constitutes the essence of human personality. It guides the use of effective and sustainable therapeutic strategies. This approach is technically eclectic rather than theoretically eclectic, as it integrates various methods within the frameworks of social learning and cognitive theory, while emphasizing the adaptation of treatment to the individual characteristics of the client (Lazarus, 2006).

## **2.2.2.4 Stages Of The Multimodal Therapy Process**

Palmer and Dryden (2010) explain that Multimodal Therapy, as developed by Lazarus, is based on a set of key stages represented by the BASIC-ID model. These stages include, problem identification, problem diagnosis, exploration of alternatives, development of a treatment plan, implementation of the treatment plan, and evaluation and feedback.

## 2.3 Deaf Students

### 2.3.1 Concept Of Deaf Individuals

Deaf individuals can be defined as those who are unable to benefit from the sense of hearing to meet the demands of everyday life, whether due to total deafness or a degree of hearing loss that results in insufficient comprehension of speech. A deaf person is an individual who experiences hearing loss exceeding (90) decibels, which hinders their ability to respond effectively to the auditory environment without the use of communication aids (Al-Shihabi *et al.*, 2024).

Faris *et al.* (2020) indicate that there are three main methods of communication used with deaf individuals:

### 2.3.2 Bilingual Method

This approach relies on the use of sign language in direct face-to-face communication, alongside the dominant societal language such as Arabic or English.

#### 2.3.2.1 Oral (Speech) Method

In this method, deaf students express themselves through spoken language, while receiving linguistic input through lip reading, with the use of sound amplification whenever possible.

#### 2.3.2.2 Combined Communication Methods

This approach integrates the oral method with sign language, finger spelling, and gestures, enabling students to express themselves and receive learning through multiple communication channels.

## 2.4 Institutional Support For Deaf Students In Higher Education

Higher education institutions play a pivotal role in enhancing the success and academic adjustment of deaf students within the educational environment. This requires the development of a clear administrative plan for communication with deaf students from the moment they enroll at the university, as well as holding regular meetings with administration to follow up on their academic and social challenges and provide ongoing support throughout their studies.

Additionally, providing dedicated student clubs or groups for deaf or hard-of-hearing students within the university campus also contributes to strengthening their sense of belonging. Moreover, the commitment of faculty members to employing appropriate teaching strategies that take into account the needs of deaf students and their learning styles, as well as supporting the development of their thinking skills, is considered a fundamental factor in achieving their academic success.

### 3. Further Related Studies

#### 3.1 Studies Related To Positive Thinking

In a recent study, Bal *et al.* (2025) investigated the effect of mindfulness practices on coping behaviors and positive thinking skills among nursing students. The researchers adopted a quasi-experimental design. The study was conducted on a sample of 22 male and female students. The results indicated that no statistically significant differences were found between the experimental and control groups in the post-test scores of positive thinking skills, nor in coping behaviors such as optimism and problem-solving.

Moyukeeva *et al.* (2024) aimed to examine the processes and methods used to develop creative thinking among students in the context of employing digital educational tools and technologies. The study was conducted on students at Kyrgyz State University. The findings revealed that the use of digital learning resources led to a noticeable increase in the proportion of students with high and moderate levels of creativity, indicating the positive impact of digital technologies on enhancing students' creative abilities.

The study of Al-Otaibi (2024) identified the levels of self-regulated learning, positive thinking, and problem-solving among students at Taif University. The researcher used a descriptive correlational approach. The sample consisted of 108 male and female students. The results showed a statistically significant positive correlation between self-regulated learning and positive thinking among Taif University students.

In an experimental study, Shambolia (2022) examined the effectiveness of a counseling program based on positive thinking in improving quality of life and developing decision-making skills among a sample of university youth. The researcher used a quasi-experimental design, and the sample consisted of 64 male and female students. The study found the effectiveness of the psychological

intervention using a counseling program based on positive thinking components in improving quality of life and enhancing decision-making skills.

The study of Al-Wael (2021) investigated positive thinking and its relationship with dimensions of mental health among female students at the College of Education, Princess Nourah bint Abdulrahman University in Saudi Arabia. The researcher adopted a descriptive correlational design, and the sample consisted of 21 students. The results indicated a high level of positive thinking among the participants, a moderate level of mental health, and a positive correlation between positive thinking and mental health.

### **3.2 Studies Related To Multimodal Therapy (Lazarus)**

A recent study by Al-Muhtaseb (2025) examined the effectiveness of a therapeutic program based on Multimodal Therapy (Lazarus) in reducing test anxiety among twelfth-grade female students. The researcher adopted a quasi-experimental design. The study sample consisted of 40 students who obtained the highest scores on the Test Anxiety Scale. The results revealed statistically significant differences between the mean scores of the experimental and control groups in the post-test in favor of the experimental group. In addition, there was a significant reduction in test anxiety between the pre-test and post-test for the experimental group, while no significant differences were found between the post-test and follow-up measurements, indicating the sustained effectiveness of the program. The findings also showed a high effect size, confirming the program's effectiveness.

Khatib and Awad (2021) conducted a study to investigate the effectiveness of a counseling program based on Multimodal Therapy (Lazarus model) in enhancing self-assertiveness and reducing future anxiety among tenth-grade female students. The researchers used a quasi-experimental design. The study was conducted on a sample of 24 students who scored low on the self-assertiveness scale and high on the future anxiety scale. The results indicated statistically significant differences between the experimental and control groups in the post-test on both self-assertiveness and future anxiety in favor of the experimental group. The findings also showed significant differences between the post-test and follow-up measurements among the experimental group participants.

The study of Ibrahim (2019) identified the effectiveness of a counseling program based on Multimodal Therapy in enhancing positive thinking and psychological well-being among university youth. The study sample consisted of 30 male and female students from the University College of

Educational Sciences in Ramallah, Palestine. The results showed statistically significant differences between the experimental and control groups after implementing the counseling program in favor of the experimental group. Furthermore, no statistically significant differences were found between the post-test and follow-up measurements for the experimental group, indicating the sustained effectiveness of the counseling program.

Furthermore, Behnasawi (2019) sought to design an eclectic psychological treatment program using Lazarus' model. The researcher employed a quasi-experimental design, and the study sample consisted of 30 university students from Beni Suef University. The results demonstrated the effectiveness of Lazarus' model in reducing persecutory thinking and academic procrastination among university students.

To sum up, the current study will be an extension of these studies and its recommendations, mostly in establishing the theoretical framework for both positive thinking and Multimodal Therapy, as well as in identifying appropriate methodological foundations for constructing counseling programs and evaluating their effectiveness. In particular, it drew on the quasi-experimental design and the use of pre-test, post-test, and follow-up measures, as applied in studies based on Lazarus' model. Moreover, findings confirming the possibility of developing positive thinking through structured counseling interventions supported the practical orientation of the current study and guided the construction of the counseling program on a scientific basis.

However, the present study differs from previous research in several aspects. It integrates both Multimodal Therapy and positive thinking within a single counseling program, whereas previous studies addressed each variable separately or in relation to other variables. Additionally, it specifically targets deaf university students—a group that, within the reviewed literature, has not been directly addressed in experimental studies in this context. This gives the current study a distinctive dimension and contributes to filling a research gap in the field of psychological counseling for individuals with hearing impairment in higher education.

#### **4. Purpose And Scope**

The statement of the problem arises from the psychological and social difficulties experienced by many deaf students at the university level, which may influence their patterns of thinking and lead

them to adopt negative cognitive styles such as pessimism, frustration, or low motivation—particularly in light of the current circumstances faced by Palestinian society.

The problem was identified through the researchers' experience in working with deaf students at both school and university levels, as well as through observations reported by instructors of deaf students in higher education.

Given the limited availability of programs specifically designed for this group, it becomes necessary to propose counseling interventions that contribute to the development of positive thinking among them. Accordingly, the study problem is articulated in the following main research question: What is the effectiveness of a counseling program based on Multimodal Therapy in enhancing positive thinking among deaf university students?

The significance of this study stems from the importance of the stage it targets—the university stage—which represents a critical period that shapes students' academic trajectories and future prospects. The experiences students undergo during this stage play a pivotal role in shaping their personalities and influencing their psychological well-being and sense of security. Theoretically, the study focuses on an important group within special education, namely deaf students; it highlights a crucial construct—positive thinking—given its significant role in the development and advancement of deaf students; this study may serve as a scientific foundation for specialists to conduct further research on this topic and may provide a theoretical framework that future researchers can build upon; and it contributes to enriching the educational and psychological literature related to psychological counseling for deaf individuals.

Practically, the study may help inform educators about the effectiveness of a counseling program based on multimodal therapy in enhancing positive thinking among deaf university students; it may assist psychological counselors and specialists in designing counseling programs and adapting them to meet the needs of deaf students; it may highlight the importance of positive thinking as a life skill that can be developed through targeted programs. Additionally, it may provide valuable data and insights that decision-makers can benefit from; and the program may be useful for counselors and specialists in supporting and enhancing positive thinking among deaf students.

## 5. Hypotheses

Taking into consideration, the set objectives, questions and variables of the study, the study addresses the main hypotheses:

5.1 There are no statistically significant differences at  $\alpha \leq 0.05$  in the mean scores of the experimental group in the pre-test and post-test measures of positive thinking attributable to the implementation of the counseling program.

5.2 There are no statistically significant differences at  $\alpha \leq 0.05$  in the mean scores of positive thinking for the same experimental group in the follow-up measurement attributable to the counseling program.

## 6. Definition Of Terms

**6.1 Counseling Program:** A series of structured sessions aimed at modifying specific behaviors or patterns of thinking. In this study, the program is based on cognitive, behavioral, and rational-emotive models (Ibrahim, 2019). Operationally, it is defined as a set of twelve sessions grounded in Multimodal Therapy, designed for deaf students at Al-Quds Open University. The program was implemented at a rate of two sessions per week, with each session lasting 60 minutes.

**6.2 Multimodal Therapy:** A comprehensive, systematic, open, and flexible approach to psychological counseling that encourages technical eclecticism and adherence to the principles, methods, and findings of psychology as an empirical science. It incorporates distinctive methods of assessment and evaluation and conceptualizes human personality as comprising seven interrelated yet functionally distinct modalities. According to Lazarus, these modalities include, behavior, affect, sensation, imagery, cognition, interpersonal relationships, and biological factors (Palmer & Dryden, 2010).

**6.3 Positive Thinking:** Seligman and Csikszentmihalyi define positive thinking as a multidimensional construct comprising six dimensions, where individuals are characterized by courage, humanity, wisdom, justice, transcendence, and moderation. These dimensions carry strategic implications that render the individual more responsible, altruistic, and civilized (Ibrahim, 2011). Operationally, positive thinking is defined as the score obtained by the participants on the study's Positive Thinking Scale.

**6.4 Deaf Students:** Deaf students are those who have lost their hearing ability within the first three years of life and, as a result, were unable to acquire spoken language; they are often referred to as deaf-mute (Palestinian Ministry of Education, 2013).

**6.5 Operational Definition of Deaf Students:** They are students who experience a degree of hearing loss that prevents them from relying on auditory input for language acquisition. In this study, they are students enrolled at Al-Quds Open University, Ramallah and Al-Bireh Branch, who have severe to profound hearing loss and use sign language as their primary means of communication.

## 7. Limitations

**7.1 Spatial Scope:** The study was conducted at Al-Quds Open University, Ramallah and Al-Bireh Branch, in Palestine.

**7.2 Temporal Delimitations:** The study was implemented during the second semester of the 2024–2025 academic year.

**7.3 Human Delimitations:** The study was applied to deaf students enrolled at Al-Quds Open University, Ramallah and Al-Bireh Branch.

## 8. Methods And Design

### 8.1 Approach

The study uses the experimental design, in a cross-sectional study, using a test, which is appropriate to the exploratory nature of the research, and will provide more meaningful in-depth data.

### 8.2 Population And Sampling

The target population consists of deaf students at Al-Quds Open University, Ramallah and Al-Bireh Branch, in Palestine, during the second semester of the academic year 2024/2025, which includes (30) male and female students.

Ten deaf students purposely selected using the purposive sampling method. The sample population consists of deaf students based on several criteria, the most important of which were: severe or

profound hearing loss, primary use of sign language for communication, ages ranging between 18–25 years, and no prior participation in similar counseling programs during the current academic year. A purposive sampling technique was adopted due to its suitability for facilitating research procedures and ensuring focus on the target group most in need of counseling intervention.

### ***8.3 Instrumentation***

The Positive Thinking Scale was used to measure the effectiveness of a counseling program based on multimodal therapy in enhancing positive thinking among deaf university students, that was introduced by (Ibrahim, 2019), taking into consideration the cultural appropriateness in the Palestinian society. The final version of the scale consisted of (38) items distributed across four dimensions, that are, positive expectations and optimism about the future; emotional regulation and control of higher mental processes; positive self-concept and general sense of satisfaction; and positive flexibility, responsibility acceptance, and love of learning.

#### ***8.3.1 Instrument Validity***

Validation of the instrument proceeded in three distinct phases. The initial phase involved a group of referees and expert arbitrators (N=10), who provided some comments on the tool. The second involved the implementation of a pilot study (N=20) to validate the survey using exploratory Pearson correlation. R-value for all items exceeded 0.50 (0.52 to 0.70), which means that those items are suitable in measuring every item of The Positive Thinking Scale among deaf students.

#### ***8.3.2 Instrument Reliability***

The reliability was tested using Cronbach's Alpha and Guttman Split-Half coefficients to ascertain reliability and consistency of the survey. Cronbach's Alpha and Guttman split-half for the survey instrument was 0.97 and 0.93, respectively, indicating excellent reliability and consistency.

#### ***8.3.3 Counseling Program***

The general objective of the counseling program is to enhance positive thinking among deaf university students. The program was developed based on Multimodal Therapy (Lazarus). It was designed in accordance with the characteristics of deaf students in terms of communication and

learning needs, using visual instructional aids and sign language translation. The sessions were diversified to include psychological, social, and cognitive dimensions of positive thinking.

The study employed a quasi-experimental design focusing on an experimental group to investigate the effectiveness of a counseling program based on Multimodal Therapy in enhancing positive thinking among deaf university students at Al-Quds Open University. A pre-test was administered to the experimental group, followed by the implementation of the counseling program, after which a post-test was conducted to examine the effectiveness of the program through testing the null hypotheses and examining the statistical significance of differences between the pre-test and post-test scores. After a period of one and a half months, a follow-up measurement was conducted for the experimental group.

## **8.4 Data Analysis**

Statistical analysis was performed using the Statistical Package for the Social Sciences (SPSS version 28). The normality of the distribution of numerical data was evaluated using the Shapiro–Wilk test. Additionally, the following statistical techniques were measured: Regression, Paired Samples T.test, Cronbach's Alpha, Guttman Split-Half Coefficient and Pearson Correlation.

Descriptive statistics gauged the effectiveness of a counseling program among the sampled population, The highest score indicates a high level of the effectiveness of a counseling program based on multimodal therapy in enhancing positive thinking among deaf university students.

## **9. Findings**

### **9.1 Differences in the Mean Scores of the Experimental Group in the Pre-test and Post-test of Positive Thinking Attributed to the Counseling Program**

Findings revealed that there are statistically significant differences at ( $\alpha \leq 0.05$ ) in the mean scores of the experimental group in the pre-test and post-test of Positive Thinking Scale attributed to the counseling program. The differences were found in the post-measurement. Participants in the experimental group achieved significantly higher mean scores in the post-test across all dimensions compared to the pre-test, which reflects the effectiveness of the counseling program. The mean score for positive expectations and optimism about the future increased from 2.29 to 4.31, emotional

regulation from 2.42 to 4.00, positive self-concept from 2.84 to 4.50, and positive flexibility from 2.61 to 4.44, while the total score increased from 2.54 to 4.27. These results demonstrate a substantial and consistent improvement in positive thinking following the intervention.

Overall, these findings provide strong empirical evidence that the counseling program based on positive thinking was highly effective in enhancing positive thinking among deaf students enrolled at Al-Quds Open University – Ramallah Branch, as demonstrated by both statistically significant differences and large effect sizes.

## **9.2 Differences in the Mean Scores of Positive Thinking Among the Same Experimental Group in the Follow-up Measurement Attributed to the Counseling Program**

Findings showed that there are no statistically significant differences in the mean scores of the experimental group in the post-test and follow-up measurements across all dimensions of the Positive Thinking Scale.

This is also evident that the mean scores in the follow-up measurement were very close to those obtained in the post-test, which indicates the continuity of the counseling program's effect after the completion of its implementation. These findings suggest the stability of the program's effectiveness over time, and that the improvement achieved among deaf students enrolled at Al-Quds Open University was not temporary, but rather persisted during the follow-up period, reflecting the depth and stability of its impact.

## **10. Discussion And Recommendations**

Participants in the experimental group achieved significantly higher mean scores in the post-test across all dimensions compared to the pre-test, which reflects the effectiveness of the counseling program. The researchers attribute the improvement observed among members of the experimental group to the nature of multimodal therapy, which focuses on transforming negative cognitive images into positive ones, modifying negative cognitive domains into positive ones, challenging distorted thoughts, and replacing them with more rational thinking patterns.

This improvement is also attributed to the fact that the counseling program incorporated a variety of techniques, such as sign-language lectures, reinforcement, role-playing, problem-solving,

enjoyable activities, and homework assignments. These were implemented in a manner consistent with the personality of deaf students and its seven components: behavior, affect, sensation, imagery, cognition, interpersonal relationships, and biological aspects. This contributed to making the program an engaging and beneficial experience for all participants.

Effectiveness of a counseling program based on multimodal therapy in enhancing positive thinking and psychological well-being among university students. They are also consistent with the study of Behnasawy (2019), which aimed to design an integrative selective psychological treatment program using Lazarus' model. The results of that study demonstrated the effectiveness of Lazarus' multimodal therapy in reducing paranoid thinking and academic procrastination among university students.

The research team observed a strong willingness among deaf students to participate in the program, as they expressed—using their own sign language—their desire to continue attending the sessions. This was attributed to the engaging and positive activities derived from Lazarus' model, which helped improve their attention, reduce inappropriate negative thoughts, and simultaneously develop their social skills.

This improvement observed in the program is also attributed to the researchers' competence in implementing the counseling sessions in a logical sequence, beginning with introductions and rapport building, followed by reinforcing participants' experiences of success during activities. Moreover, the program emphasized participants' strengths, which contributed to increasing their self-confidence and, in turn, enhanced their positive thinking.

Finally, during the counseling sessions, the researchers emphasized the importance of building social relationships among the deaf students themselves. This had a positive impact on the participants and contributed to the development of their positive thinking. Additionally, the homework assignments given after each session helped extend the effect of the program beyond its implementation period.

Furthermore, no differences were found in the mean scores of the experimental group in the post-test and follow-up measurements across all dimensions of the Positive Thinking Scale. These findings reflect the stability of the program's effectiveness over time and suggest that the improvement achieved among deaf students enrolled at Al-Quds Open University was not

temporary, but rather persisted during the follow-up period, demonstrating the depth and stability of its impact.

The research team attribute this sustained effect of the counseling program to the nature of the techniques, information, and skills acquired during the program, as well as the employment of diverse practical activities, which contributed to making the acquired learning resistant to forgetting. This is based on the program's integrative practical foundation and the active participation of students in its various sessions, which enhanced their motivation, strengthened their self-confidence, and increased their desire to continue participating in the program and complete the assigned homework activities.

The findings are consistent with several quasi-experimental studies, most notably the study of Khattab and Awad (2021), which examined the effectiveness of a counseling program based on multimodal therapy (Lazarus' model) in enhancing assertiveness and reducing future anxiety. It is also consistent with the study of Al-Uwayl (2021) on positive thinking and its relationship with dimensions of mental health among female students at the College of Education at Princess Nourah bint Abdulrahman University in Saudi Arabia, as well as the study of Ibrahim (2019), which investigated the effectiveness of a counseling program based on multimodal therapy among university students at the University College of Educational Sciences in Ramallah – Palestine. Based on the findings of the study, and its discussion, the following recommendations were proposed:

- 10.1 Applying of the counseling program used in this study to other groups of university students, in order to enhance their positive thinking.
- 10.2 Paying attention to the factors and stimuli affecting positive thinking among deaf university students as important variables that warrant further investigation and intervention.
- 10.3 Considering deaf students by identifying their needs, providing them with psychological and social support, and strengthening their capacity to continue successfully their university studies.
- 10.4 Further studies for better understanding of positive thinking among university deaf students are essential.

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## CONFLICTS OF INTEREST

The authors declare no conflicts of interest regarding the publication of this paper.

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