



Comparing the effectiveness of behavioral counseling model and treatment based on parent-child relationship on externalizing symptoms of Children with attention deficit/hyperactivity disorder

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Abstract

Aim: The purpose of this study was to compare the effectiveness of joint behavioral counseling model and treatment based on parent-child relationship on externalizing symptoms in students with attention deficit/hyperactivity disorder. **Method:** The research method was a quasi-experimental type with a pre-test-post-test design with a control group. If the diagnosis of attention deficit/hyperactivity disorder was given, Achenbach System of Empirically Based Assessment (ASEBA) and Children's Behaviour Checklist (CBCL) were administered to diagnose externalizing problems. Among those who had externalizing symptoms in the Achenbach questionnaire, 45 people were selected to participate in the research and were randomly divided into three groups of 15 people. The experimental groups were trained for one hour per week for 10 weeks, while the control group did not receive any training. The mixed analysis of variance statistical test was used to analyze the data. **Results:** The findings showed that there is no significant difference between the mean externalization score of CPRT and CBC experimental groups ($p < 0.05$), but this difference is significant between the CPRT and CBC experimental group and the control group ($p < 0.05$). **Conclusion:** It can be concluded that both methods of joint behavioral counseling model and treatment based on parent-child relationship have been effective on externalizing symptoms in students with attention deficit/hyperactivity disorder.

Keywords: joint behavioral counseling model, use of games based on parent-child relationship, externalizing syndrome, attention deficit/hyperactivity disorder

Introduction

Attention Deficit/Hyperactivity Disorder is a type of neurodevelopmental disorder that is characterized by problems in the levels of attention and agitation or hyperactivity and impulsivity. Lack of attention and confusion causes the inability to focus on the task, apparent deafness and losing things to an extent that is not compatible with the level of development and age of the person. These children's behaviors occur in all settings (home, school, and social situations) and are pervasive and suggestive of a significant clinical disorder (American Psychiatric Association, 2013).

One of the new training programs for parents and teachers is the Common Behavioral Counseling (CBC) model. This program focuses on school and family partnership to improve children's experiences and performance, including academic, social, emotional (emotional) and behavioral performance (Sheridan et al., 2017).

By using the model of joint behavioral consultation between parents and educators, it is possible to simultaneously enter the two systems of family and school, as the most important systems involved in child education, into the process and intervene; Such an intervention will naturally be more effective than single system interventions (Kashani Nesab, 2015).

Play therapy does for children what talking and counseling does for adults. The game is one of the most important alternative means of conversation. Play is the child's language and allows him to talk to us without words (Ganji et al., 2011). Parent-child therapeutic relationship is a type of child therapy in which the parent-child relationship is used as a source of changing the child's understanding and ultimately his behavior. In child therapy, the focus is on improving the parent-child relationship, and the goal is to weaken the dysfunctional parent-child interactions and increase the parent's ability in the child (Mozes, 2012). The goals of the CPRT method mainly focus on the parent-child relationship and the child's inner self and what it is capable of becoming; It means that the child's potential abilities are important. The parent-child relationship can be an important tool in creating a change process, as a result, one of the most important goals of this method is to help parents establish a sincere relationship with the child.

Due to the lack of parenting training for parents in an organizational form, every day we see an increase in behavioral problems in children, especially children with attention deficit/hyperactivity disorder. On the other hand, the lack of research regarding various methods for teaching parents and the confusion of parents, educators and experts regarding choosing the appropriate intervention method in the field of children's behavioral problems prompted the researcher to conduct research in this field. The aim of this research was to answer the following question:

Is there a difference between the effectiveness of parent training based on the collaborative behavioral consultation model (CBC) and parent-child relationship therapy (CPRT) on externalizing symptoms in students with attention deficit/hyperactivity disorder?

Method

The research method was a quasi-experimental type with a pre-test-post-test design with a control group. For this purpose, a semi-structured interview was taken from

the volunteer parents of the students who referred to the Roozbeh Mandegar tehran counseling center, and then if there were some symptoms of attention deficit/hyperactivity disorder in their child, according to the questions in the interview and the possibility of this disorder. CSI-4 Children's Morbid Symptoms Questionnaire was used to diagnose attention deficit/hyperactivity disorder. If their child is diagnosed with attention deficit/hyperactivity disorder in this test, the Achenbach System of Empirically Based Assessment (ASEBA) and Children's Behaviour Checklist (CBCL) to diagnose externalizing problems. It was executed. Among those who had externalizing symptoms in the Achenbach questionnaire, 45 people were selected to participate in the research and were randomly divided into three groups of 15 people. Two experimental groups and one control group. Among the entry criteria in this research are: having the criteria of externalizing syndrome in the diagnostic system based on Achenbach's experience, having the criteria of diagnosing attention deficit/hyperactivity disorder in the CSI Children's Symptoms Questionnaire and also having physical health, not being treated, not taking medicine by the child and not receiving counseling in the field of parenting from other counseling centers, which were examined in detail by a semi-structured interview. The experimental groups were trained for 1 hour per week for 10 weeks, while the control group did not receive any training. The mixed analysis of variance statistical test was used to analyze the data.

Results

The findings showed that there is no significant difference between the mean externalization score of CPRT and CBC experimental groups ($p < 0.05$), but this difference is significant between the CPRT and CBC experimental group and the control group ($p < 0.05$).

Conclusion

The aim of this study was to compare the effectiveness of the CBC model and parent-child relationship-based therapy (CPRT) on the externalizing symptoms of students with attention deficit/hyperactivity disorder. The final results showed that both methods were effective in reducing externalizing symptoms. This result was in line with the results of previous domestic and foreign researches that evaluated the effectiveness of each method alone. The innovation of this research was to compare these two methods in children with attention deficit/hyperactivity disorder, and as a result of this research, there was no difference between the two methods.

It is suggested that researchers investigate other treatment methods on this variable and also evaluate and compare these two methods on other disorders of the child field.

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