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## The effectiveness of child-parent relationship-based therapy (CPRT) on improving parenting styles of mothers of children with attention deficit/hyperactivity disorder

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### Abstract

This study aimed to investigate the effectiveness of parent-child relationship therapy in improving the parenting styles of mothers of children with attention-deficit/hyperactivity disorder. The current research method was quasi-experimental with a pre-test-post-test design with a control group. The statistical population of the research included all mothers with children aged 7 to 12 with attention deficit/hyperactivity disorder who were referred to the psychological clinic of Ardabil city in 2020. Thirty people were selected by the available sampling method and were randomly assigned to two experimental and control groups. The data was collected using Bamrind's parenting styles questionnaire. In the experimental group, treatment based on the parent-child relationship was implemented for ten 60-minute sessions, and the control group was not subjected to intervention. Data were analyzed using multivariate analysis of variance. The results of multivariate covariance analysis showed that the treatment based on the parent-child relationship on the parenting styles of mothers of children with attention deficit/hyperactivity disorder was effective on the parenting styles of these mothers. In addition, it significantly improved parenting styles. According to the research findings, it is possible to use parent-child relationship therapy to improve the parenting styles of mothers of children with attention-deficit/hyperactivity disorder.

**Keywords:** *Treatment based on parent-child relationship, parenting styles, attention deficit/hyperactivity disorder.*

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## Introduction

Attention-deficit/hyperactivity disorder is known as neurodevelopmental disorder and its main characteristic is impulsivity, hyperactivity and attention deficit (Mor-Jensen, Steen-Jensen, Bang-Snak et al., 2019). It is described based on three subtypes: dominant inattentive type, dominant hyperactive/impulsive type and combined type (Arnes, Hamrich, and Strell, 2013). The prevalence of this disorder in school children is about 5%, where boys have a higher share than girls (Waford and Everett, 2018). Attention-deficit/hyperactivity disorder has adverse consequences such as academic problems, behavioral disorders, social and family problems (Partrose, Alderson, Hodak, Tarley and Lee, 2016).

Parenting styles refer to the purposeful efforts of parents to help children's sufficiency and their development in a specific direction (Darling and Steinberg, 1993). The main studies in the field of parenting styles go back to the works of Baumrind and Black (1971) (Bartholomy, Monteil, Fiamengi et al., 2016). According to Bamrind's opinion, parents' parenting methods can be classified based on the two dimensions of expectation and response into three authoritarian, permissive and authoritarian parenting styles (Mishar and Kiran, 2018).

CPRT is based on the basic assumption that since parents have a strong emotional connection with the child, it is likely that this natural and inherent connection between the parent and the child is the key to its high effectiveness and stable results (Landerth, 2006). In this method, mothers are taught how to manage and influence their child's behavior and can improve parent-child interactions (Dros, 2009). The most

important advantages of this treatment method is to create a sense of self-efficacy in the child and mother, so that their relationship is strengthened and the effects of the treatment continue (Hafzi, Tavakoli Quchani, and Lashkardoost, 2019). The aim of the study was to investigate the effectiveness of parent-child relationship therapy (CPRT) on improving the parenting styles of mothers of children with attention deficit/hyperactivity disorder.

## Method

The method of the current research was quasi-experimental with a pre-test and post-test design with a control group. The statistical population of this research included all the mothers of children with attention deficit/hyperactivity disorder who referred to the psychology clinic in Ardabil city in 2020, and 30 mothers of hyperactive children were selected from this group using the available sampling method. After selecting the sample, people were randomly divided into two experimental (15 people) and control (15 people) groups.

## Materials

1. Bamrind's Parenting Styles Questionnaire (1972): This questionnaire was created by Bamrind (1972) and consists of 30 questions that are scored on a five-factor Likert scale from 0 to 0 (Bori, 1991). Every 10 questions measure one method.

## Findings

The average age of mothers in the experimental group was 33.66 (standard deviation 4.23) and the average age of mothers in the control group was 34.86 (standard deviation 4.05).

The average of the experimental group in permissive and authoritarian parenting styles has decreased in the post-test compared to the pre-test. Also, the average of the experimental group in authoritative

parenting style has increased in the post-test, but there is no significant difference in the control group.

Before using the covariance analysis test, Levene's test was used to comply with its presuppositions. Equality of variances test for variables with Levene's test to check that the results for variables are reported in this way. Autocratic style variable ( $P=1.27$ ,  $F=2.24$ ), authoritative style ( $P=1.09$ ,  $F=2.73$ ) and permissive style ( $P=1.64$ ,  $F=2.04$ ).

The findings of the multivariate variance analysis indicate that the multivariate  $F$  value is statistically significant at  $P<0.05$  and there is a significant difference between the two experimental and control groups in at least one of the components of parenting styles. . Therefore, the independent variable (treatment based on the parent-child relationship) has been effective on the dependent variable (parenting styles).

The results of multivariate analysis of variance show that CPRT is effective on authoritarian ( $P = 0.01$  and  $F = 42.67$ ), authoritative ( $P = 0.01$  and  $F = 9142.47$ ) and permissive ( $P = 0.01$ ) parenting styles. and ( $F=43.27$ ) had a positive and significant effect.

### **Discussion**

The present study was conducted to investigate the effectiveness of child-parent relationship-based therapy (CPRT) on the parenting styles of mothers of children with attention-deficit/hyperactivity disorder. The results of the data analysis showed that child-parent relationship-based therapy (CPRT) decreased the scores of permissive and authoritarian parenting styles and increased the scores of authoritarian parenting styles in the experimental group. In other words, child-parent relationship therapy (CPRT) has improved parenting styles.

The impulsivity and hyperactivity of children with hyperactivity cause parents to continuously receive negative feedback from various environments in which the child is placed (school and classroom, play environment, and family gatherings). When the causes of the child's lack of attention, hyperactivity, and impulsivity are not apparent to people, the child's emotional and behavioral reactions are attributed to the parents' educational problems and inadequate and sometimes inappropriate parenting methods. Parental education first targets the parents' attitude towards the child and his behavioral and emotional disorders, and then their parenting methods. This awareness allows them to use more efficient ways to manage their child's behavior and not resort to confrontation. One of the fundamental concepts in this method, which has led to a more appropriate self-evaluation of parents and, as a result, to motivations for improving parenting, is knowing the way of dealing, changing, and its effect on the situation of oneself and children. In this way, parents' self-awareness, recognition of the disorder by them, and the emergence of a sense of sufficiency after knowing about the changeability of symptoms can significantly improve treatment acceptance and adherence to treatment in all fields. Regarding parents' attitudes, first of all, they should know that they are not the cause of the disorder and that many of the child's problems can be treated (Moradi, Davoudi, Heydari, et al., 2018).

Educational program based on the parent-child relationship by teaching traditional parenting methods and improving parenting abilities increases the child's self-esteem and self-confidence and improves their interaction. This method teaches parents to strengthen their relationship with the child while playing with him. During this

communication, children use toys to explore new experiences and express their thoughts and feelings. Therefore, the parents' empathetic and emotional response to the child's feelings and emotions strengthens his self-respect and helps him accept responsibility for his actions by strengthening self-control. In addition, the child is the center of attention of the parents during the game, and the parent provides a favorable communication and reception for the child so that he can express his anger, loneliness, failures, fears and wishes through the game with a feeling of peace. When the child is playing, parents usually follow the child's orders and there are no such things as reprimand, punishment, humiliation, evaluation and judgment.

### **Ethics**

In this research, ethical standards including obtaining informed consent, ensuring privacy and confidentiality were observed.

### **Acknowledgement**

The cooperation of all participants in the research is thanked and appreciated.

### **Conflict of Interest**

According to the authors, this article has no financial sponsor or conflict of interest.

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