A descriptive study of behavioural group parent training: a suggested sample for families of disabled children

Yusuf Ziya Tavil [a] *

a Gazi University, Ankara, Turkey

Abstract

The ultimate purpose of the education is to bring up kids to become productive, self-sufficient and independently-functioning individuals in the society. In this situation, this can be done through parent training programs presented systematically. Parent training programs should be planned by focusing on the number of people participating in the program, the environment in which the program takes place and the objective of the program. Considering the number of the people participating in the program, parent training programs can be organized in group and one-to-one education. Before the sessions regarding parent training programs for the group are planned, parents' needs and the objectives of the parent training program should be determined. After deciding the organization of the program in group or one-to-one, it is required that the objectives should be constructed, the teaching materials which will support the prepared plan should be developed and the teaching process should be written.

Keywords: Parent training, behavioral approach, group parent training

1. Parent Training

The ultimate purpose of the education is to bring up kids to become productive, self-sufficient and independently-functioning individuals in the society (AAMR, 2002; Barlow, Smailagic, Huband, Roloff, & Bennett, 2012; Coren & Barlow, 2004; Kaufman & Wandberg, 2010). Leading a life independently, becoming individuals who are self-sufficient and productive can only be possible for children in a society with the help of the acquired skills and behaviours. The acquisition of these skills and behaviours are closely related to the parent support provided for pre-school and schooling period, as well as the education provided in the school (Barlow et al., 2012; Berger, 1995; Coleman, 1991;

Dardig, 2008; Pierangelo, 2004; Reyno & McGrath, 2006; Smith, 1996; Wilmshurst & Brue, 2005).

Parents' support has great significance in child's education so, parents can encourage their children's educational process by participating the school functions or taking part in school obligations like conferences or meetings between parents and teachers. The parents can also be active supporters of their children at home by motivating their children to accomplish the tasks that must be completed at home or guiding them for the arrangement of their schedule to work. Besides, parents must be good models to their children by creating an encouraging environment for them not only by becoming active tutors but also by facilitating an atmosphere where people read for pleasure. Apart from outside of school, the parents may provide help for inside of school, too. They can help for school activities voluntarily and can also be active about making decisions for the planning, developing and evaluation process of the instruction in order to set the goals and objectives properly. (Berger, 1995; Loren, Vaughn, Lanberg, Cyran, Proano-Raps, Smolyansky, Tamm, & Epstein, 2015; Martin, 2009)

At this point, families have great roles one of which is being the first teachers of their children. Thus, the child acquires the primary skills at home without feeling the need of any systematic teaching (Coren & Barlow, 2004; Berger, 1995; Dardig, 2008; Loren, et al.,2015; Martin, 2009; Patterson, 2002; Pierangelo, 2004; Reyno & McGrath, 2006; Smith, 1996; Şahin & Özbey, 2007). Families can enhance their children with education by both sending those to pre-school institutions and using visual and printed media. However, the families of children who are affected by disability need more help which can be provided by numerous social services, visual and printed media that are for their children (Barlow et al., 2012; Berger, 1995; Chacko & Scavenius, 2018; Cunningham, Bremner & Boyle, 1995; Martin, 2009; Patterson, 2002; Smith, 1996). However, the sources for the families of disabled children are not sufficient and this underlines the crucial role of providing support for them. In this sense, providing support for the families with disabled children's parent support programs contribute positively to parents, children and education process (Coren & Barlow, 2004; Cunningham, 1985; Dardig, 2008; Fox & Binder, 1990; Patterson, 2002; Pierangelo, 2004; Sanders, 2008; Smith, 1996).

Besides, special education teachers are making effort to facilitate learning and teaching environment for their students but, the main consideration should be the involvement of the families to enlarge the educational environment and maintain a successful instruction. (Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995; Kaufman & Wandberg, 2010; Million, 2005; Pierangelo, 2004; Reyno & McGrath, 2006; Sanders, 2008; Shelton & Pollingue, 2009; Smith, 1996). It is known that sometimes parents are not feeling motivated to get an active role in schools of their children. Lack of time, understanding, not having information about the running of a school, lack of

welcome by the teachers or the administrators or teachers' beliefs about parents' inability to help to their children are some of the numerous reasons for this. Research show that if parents especially parents of disabled children get adequate training about the ways of supporting their children inside or outside of the school regardless of their own education, they can supply positive development during the educational process of their children(Dardig, 2008; Fox & Binder, 1990; Patterson, 2002; Pierangelo, 2004; Sanders, 2008; Smith, 1996). When the importance of parent involvement is taken into consideration, it can be easily seen that parents, as partners in school, must be one of the main contemplations of the schools.

The active attendance by the parents can be provided via parent training that is systematically offered because it ensures the permanency of learning at school or environment. It can be easily stated that parent training provides great help to disabled children and their families (Akkök, 1984; Berger, 1995; Cavkaytar, 1999; Cunningham, Bremner & Boyle, 1995; Elksnin & Elksnin, 1991; Fox & Binder, 1990; Patterson, 2002; Shelton & Pollingue, 2009; Smith, 1996; Snell, 1983).

One of the main approaches that is applied for the preparation and implementation processes of parent training is behaviouristic approach. Behavioural parenting programmes are mainly focusing on both social learning principles and teaching of basic behavioural strategies in order to manage their children's behaviours, and in some of these, videotape modelling is involved (Barlow et al., 2012; Berger, 1995; Coates & Sayal, 2015; Michael, Paul, Hobart & Razia, 2006; Reyno & McGrath, 2006; Smith, 1996).

Behavioral parent training is a kind of a treatment model, which is mainly based on the application of child management strategies by behavior-analytic principles. Theoretically, these principles are not challenging, and can easily be applied. Mainly, parent training means teaching to parents how to determine target child behaviors, and answering   them appropriately. Mostly, parents are being taught about the main principles of behavioristic approach like reinforcing, punishing, correcting errors, giving prompts, shaping and observing their child's behaviors properly. There are two types of behavioral parent training programs which are mainly applied; one of them is focusing on parenting skills and the other one aims understanding child behaviour. In both of them, the main focus is adapting the parental skills to the home environment and becoming aware about the child's behaviour in order to respond them properly (Chacko & Scavenius, 2018; Smagner & Sullivan, 2005).

Several research and study prove the crucial role of parents and parent training. Dangel and Polster (1984), for instance, explained the development and conceptual foundations of several behavioral parent training programs adapted for different groups of parents and in their book they also include how to develop observational codes and instructional manuals to understand the problematic behaviors. On the other hand, Briesmeister and Schaefer (1998) underlined the significance of effective parent-training

programs in which the parents can solve several problematic children behaviors like school refusal.

Lots of studies have been constructed to pinpoint how to train parents with an effective program to enhance efficacy and in these studies the main aim is to create the desired behavioral change between parent and children (Dangel, Yu, Slot, & Fashimpar, 1994; Graziano & Diament, 1992)by determining certain child and parent features (Dangel et al., 1994; Egel & Powers, 1989; Graziano & Diament, 1992), the specific training methods applied by experts (Dangel & Polster, 1988; Dangel et al., 1994; Egel & Powers, 1989; Graziano & Diament, 1992; Polster, Dangel, & Rasp, 1987), the diagnostic methods employed (Sisson & Taylor, 1993), the skills taught to parents (Dangel et al., 1994; Graziano & Diament, 1992; Sisson & Taylor, 1993), and the implementation of evaluation and measurement strategies (Polster et al., 1987).

Behavioral parent training has been known efficient as different formats, procedures, intensities, and durations in different learning environments are considered. Parents routines, culture, educational background, socioeconomic status, and stress level should be valued while determining the coverage and the main focus of parent training process based on behavioristic approach as the demographic profiles of the parents are as important as the educational process itself to reach success. To get longitudinal effects, the parents should be informed about not only the implementation process of the program but also the reflections and the evaluation of it in order to get the desired outcomes (Chacko & Scavenius, 2018; Coates & Sayal, 2015; Evelyn & Vince, 2014; Michael et al., 2006; Nowak & Heinrichs, 2008; Pierangelo, 2004; Reyno & McGrath, 2006; Smith, 1996) .

It's been asserted that the parent training for correction methods which can be permanently useable, make families with disabled children acquire knowledge and skills that they can use for solving the new problems of their children. When viewed from this aspect, it can be clearly seen that the aim in the parent training is to teach them how to teach their chidren in a natural environment, rather than taking the role of a teacher (Cavkaytar, 1999; Chacko & Scavenius, 2018; Coates & Sayal, 2015; Fox & Binder 1990; Million, 2005; Patterson, 2002). Besides, it contributes to the families taking parts in education, to making the education taken by students easier, efficient, permanent, generalizable and economic and value the time families spend with their children in a good way (Akçamete, 1989; Chacko & Scavenius, 2018; Coates & Sayal, 2015; Coleman, 1991; Martin, 2009; Million, 2005; Pierangelo, 2004). Apart from these, the importance of parent training is revealed through pursuing, reinforcing the skills which are learnt at school, at home and the more important, the satisfaction they have out of helping their children's development and it proves the importance of developing and enforcing various parent training programmes (Coates & Sayal, 2015; Coleman, 1991; Coren & Barlow,

2004; Cunningham, Bremner & Boyle, 1995; Fox & Binder 1990; Michael et al., 2006; Reyno & McGrath, 2006).

Parent training programmes are typically offered to parents over the course of eight to 12 weeks, for about one to two hours each week. They can be delivered on a one-to-one basis or to groups of parents and are provided in a number of settings, ranging from hospital to community-based settings such as schools. They typically involve the use of a manualized and standardized programme or curriculum, and are aimed at increasing the knowledge, skills and understanding of parents (Barlow et al., 2012, Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995). Recent evidence shows that parenting programmes can improve the emotional and behavioral adjustment of children under three years and of children aged three to 10 years with conduct and behavior problems (Barlow at al., 2012; Reyno & McGrath, 2006).

2. Parent Training Arranged for Group Training

Parent training via group training is carried on with families having children who are in an educational institution. In these programmes, besides getting the ways to control the children's actions, the abilities for teaching various skills or notions are also given (Chacko & Scavenius, 2018; Loren, et al.,2015; Martin, 2009; Minke & Anderson, 2003).

There are some advantages of parent training by group training. One of the most crucial advantages is peer learning and sharing the achievements with group member parents. With this, many parents can make use of this kind of group attendance (Snell, 1983). Besides this, group training is preferred since it is economic and brings service to more parents (Akkök, 1984; Black, 2005; Cavkaytar, 1999; Coren & Barlow, 2004; Michael et al., 2006; Miller, 1975; Minke & Anderson, 2003; Smith, 1996; Snell, 1983; Varol, 1996; Vuran, 1997). Withal, it is possible that parents see they are not alone in many problems, others have the same problems, sharing their strong emotions with parents who can understand them, raising solutions together and sharing these solutions (Black, 2005; Cavkatyar, 1999; Coren & Barlow, 2004; Loren, et al.,2015; Michael et al., 2006; Million, 2005; Varol, 2005). In the meantime, one of the main disadvantages within the parent training via group training is having the limits for fulfilling the requirements for all parents (Miller, 1975). Hence, when planning group training, it can be possible for spending more time to requirements by keeping the group number small (Black, 2005; Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995; Michael et al., 2006; Miller, 1975; Snell, 1983).

Preparation of Parent Training Programmes for Groups

After deciding on preparing parent training programmes for groups, firstly aims should be established. While putting the aims, the content analysis should be done by consulting the experts of the subject dealt in the programme by revising the sources

related to the subject. Then, long term aims, sub-aims and educational aims that are needed to fulfil each aim should be set based upon content analysis (Black, 2005; Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995; Varol, 2005). After forming the aims, the instruction explaining how to make them acquire every single objective should be formed. The education process which is constructed can be done with the parts of presentations and evaluation materials. Tools used for presentations and evaluations can be designed separately for every single educational aim as visual (movie) or printed version (Coren & Barlow, 2004; Minke & Anderson, 2003; Varol, 2005). With recordings, it is possible to re-ward and re-show, moreover logistic and administrative problems can be avoided (Kashima, Baker & Landau, 1980). So, it is more appropriate to use visual materials in the programmes when working with parents.

Presentation should be prepared by explaining the method which is going to be used, how to apply it, how parents should reward the appropriate responses and what to do with inappropriate situations (Coren & Barlow, 2004; Loren, et al.,2015; Minke & Anderson, 2003; Varol, 2005). The evaluation made for the completing of the educational process of educational aims, and for determining whether the aims are done with every single parent should be monitored. As the evaluation is made, parents completing the aims should be rewarded, whereas for parents who couldn't complete the aim, presentation should be done again and again until the aim is achieved (Black, 2005; Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995).

After preparing the parent training programme, before doing the application, handbooks and small information materials should be prepared for parents, so that they might use them at home while the programme is still on or after the programme comes to an end.

Things to Do Before and During the Group Parent Training

Before applying the group parent training programme, the session numbers of parent training should be defined. In order to define the parent training sessions firstly, every single sub-aim's educational aims are kept in mind and time for accomplishing the sub-aims are calculated. When one session is thought to last for one hour or one and a half hour, the sessions which are thought to be lasting longer should be planned as two different sessions. As a result, parent training sessions are decided by determining how many sessions it would take to accomplish every single sub-aim (Black, 2005; Coren & Barlow, 2004; Loren, et al.,2015; Minke & Anderson, 2003; Varol, 2005).

After deciding the session numbers, attendance number is needed to be defined. While working in groups with parent training tasks, it is recommended that groups shouldn't be over 10 to 12 people (Akkök, 1984; Black, 2005; Fox & Binder, 1990; Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995). After defining the parents' needs, if people with similar needs exceeds 10-12 people, the separating of the group into more groups should be recommended (Coren & Barlow, 2004; Varol, 2005).

Upon deciding the participant numbers, the date and time should be arranged for sessions. Dates and hours of parent training sessions must be defined collectively in accordance with parents, who have decided to participate, and programme trainer's conditions. It's been recommended to have at least one parent training session once a week (Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995; Varol, 2005).

Deciding on the date and hour can be difficult since the group members could meet the half way on different dates and hours for different reasons. One of the most important reasons for these could be about the transportation to the place where the meeting is going to be held, and another one is having no place to leave kids for care. These situations can be counted within the factors that keep parents from attending the sessions regularly. Hence, while setting the sessions, transportation of parents should be provided as far as possible, and regulations should be thought-out for the child or children care while the sessions are on (Minke & Anderson, 2003).

It is important to regulate the environment's heat, light and noise before the sessions take place. While sessions are performed, it is important to provide a crescent-shaped sitting pattern in which parents will face the trainer and to leave some space between the chairs so as to let the trainer watch and give feedback to parents (Coren & Barlow, 2004; Cunningham, Bremner & Boyle, 1995; Varol, 2005). Withal, if recordings are used in the sessions, the TV, video players (vcd, dvd, powerpoint etc.) and the machinery which are placed should be constituted according to the parent sight area and in order to avoid light reflection, either lights should be turned off or the curtains should be drawn.

While the sessions are on, the presenter should define his/her dressing and oral communication style considering the features of participant parents. The regulations for clothes should be made so as to keep down the attentions of parents during the sessions. Besides the sessions, language should be cleared off from scientific terms; so that parents can understand each other (Coren & Barlow, 2004; Varol, 2005). Trainer's absorption of stationary materials as pen, paper etc that parents need should be given to them before the session starts, learning the names of parents and calling them with their names may serve for providing of the continuity.

General Format of Group Parent Training

The session should be consisted of checking the homework, preparation for education, education process and assigning homework. In the first session, giving information about general scope of parent training is important since there are no previous homework given, and information should be given about what kind of a process can be traced. Apart from the first session, parent training sessions should begin with checking the homework and preparation for education parts. In these parts of the sessions, homework assigned to the parents for doing at home with their children aimed at previous sessions should be emphasized. In this part an improperly done homework should be chosen and reasons for why it is an improper homework should be given by shaping and what could be done to

change it to a proper homework should be debated with other parents as a feedback activity. At the very end of this part, presentation should take place by pointing which topics are dealt with in the session that day (Minke & Anderson, 2003).

In the presentation part, educational aims that are supposed to be taught to parents that day and evaluation of these aims should be included. According to the educational aims, being notion, skill or operation, the usage of open expression, inductive or direct education can differ. After finishing the presentation about aims, with defined method, evaluation for deciding whether that educational aim is materialized as expected or not is needed. One of the most important things at the evaluation stage is measuring instruments which can evaluate all parents together but keeping them unaffected from each other (Minke & Anderson, 2003).

Upon finishing the presentation of all the aims for that day's session, it should be completed and homework part should be assigned. In this part, the trainer applying the parent training explains the content and how to do the assignments to parents. Then points made out that day can be briefly explained and if there are any, informing materials about the session can be handed out and the session can end with thanking.

3. A Suggested Sample of Behavioural Group Parent Training

In this suggested sample, one session of behavioural parent training is expressed in details to enlighten and highlight the importance of parent training sessions providing an example that can guide the trainers of parents of disabled children.

Aim: Families determine ¾ of the actions that are inappropriate for the age, out of 4 different images exemplifying appropriate and inappropriate actions.

Education Method: Open- Expression method.

Presentation Tools

1st Tool Kit: Image showing a 10 year old wanting his mother to take off his shoes after he gets home / Image showing a 2 year old whose mother takes off his shoes just out of the front door.

2nd Tool Kit: Image showing an 8 year old watching TV on her mother's lap/ Image showing a 2 old watching TV on her mother's lap.

3rd Tool Kit: Image showing a 10 year pulling her mother's skirt- shirt while she is working in the kitchen / Image showing a 3 year old pulling her mother's skirt- shirt while she is working in the kitchen.

4th Tool Kit: Image showing a 7 year old splitting her food on the table / Image showing a 2 year old splitting her food while eating soup with spoon.

Post-Presentation Evaluation Tools

1ˢᵗ Tool Kit: Image showing an 8 year old throwing his toys when playing/ Image showing a 2 year old throwing his toys when playing.

2ⁿᵈ Tool Kit: Image showing a 2 year old wanting to sleep next to her parents/ Image showing a 10 year old wanting to sleep next to her parents.

3ʳᵈ Tool Kit: Image showing a 2 year old fed by his mother/ Image showing a 5 year old fed by his mother.

4ᵗʰ Tool Kit: Image showing a 1 year old crawling/ Image showing a 7 year old crawling.

Introduction

New session can start with summing up the previous session's topics, talking about the assignments and topics that will be dealt with in this session.

Summary of previous session

As you all remember, in previous session, we talked about behaviour and non-behaviour situations. We mentioned that a situation needs to be delivered as an action that can be observable and measurable in order to be counted as a behaviour. You met the criteria by pointing at least 3 out of 4 behaviour and non-behaviour images. So, I thank you all can be said.

Checking the assignments

By saying, at the end of the last session I assigned some works, the assignment will be checked. Every parent's assignments should be revised briefly. Their correct answers are appreciated by saying appreciation words since they are observable and measurable', Bravo, Very nice and Thank you for doing your assignments. If there are parents who didn't do their assignments, nothing negative should be said to them. To the parents who have misunderstandings or wrong answers, the feedback can be given either by the trainer or by the rest of the group by asking how they had done it by asking for an explanat

Providing information about the session's topics

By saying, the definition of inappropriate actions for home environment can be held in today's session, information about the content of topic can be explained as follows:

In today's session, we can deal with definition of inappropriate actions for home environment. When this session ends, you are able to distinguish the appropriate behaviours from the inappropriate behaviours for home environment. I tell you the topic by showing samples of appropriate and inappropriate behaviours from the video. I show you the videos about every subject, I talk about and ask which ones are appropriate and which ones are not appropriate behaviours for home environment, and I want you to write down your reasons why you think so. And lastly, I can end the session by assigning some chores.

Presentation

We all feel disturbed by our kids for their actions at home and try to get rid of them or we have heard that our friends, neighbours cannot deal with their kids or kids don't listen to them. We are all trying different solutions and sometimes getting help of a professional in order to resolve this situation. In order to resolve the actions of our kids, firstly we need to decide if the actions are problematic or not. While some actions are considered as appropriate for the age, some are not considered as appropriate. Now, let's try to show this via examples.

1. Example: The video of a 10 year old wanting his mother to take off his shoes after he gets home is being watched. After video is shown, As you see in the movie, a 10 year old asking his mother to take off his shoes after he gets home is an inappropriate activity. Because a 10 year old can take off his shoes by himself. So, a 10 year old asking his mother to take off his shoes after he gets home is not normal for his age is told to the parents by the trainer. Recording can be turned on and Image showing a 2 year old whose mother takes off his shoes just out of the front door is being watched. When the video ends, these are said to the parents: As you see in the video, a 2 year old whose mother takes off his shoes just out of the front door is not an inappropriate situation because 2 year olds can get help while taking off their own shoes. So, a 2 year old's mother taking off her child's shoes just out of the front door is not an inappropriate situation for the age.

2nd Example: Recording can be on and image showing an 8 year old watching TV on her mother's lap can be watched. When the video ends the trainer can say that the sitting of an 8 year old on her mother's lap is not an appropriate behaviour for her age because most of the 8 year olds do not sit on their mother's laps and they are expected to sit on a couch, chair etc on their own. So, the sitting of an 8 year old on her mother's lap is not an appropriate behaviour. Recording get started and Image showing a 2 year old watching TV on her mother's lap" is being watched. When the video ends, the following can be told to the parents: "As you see in the video, it is not inappropriate for a 2 year old to watch TV on her mother's lap because most of the 2 year olds prefer to sit on their mother's lap and it can be considered as appropriate behaviour.

3rd Example: Recording can be started and image showing a 10 year old pulling her mother's skirt- shirt while she is working in the kitchen" should be shown. When the video ends, the following should be told to the parents; As you see in the video, a 10 year old pulling her mother's skirt- shirt while she is working in the kitchen is not an appropriate behaviour for her age. Because, most of the 10 year olds don't pull their mother's shirt, skirt while she is busy and they are expected to deal with their own business. So, a 10 year old pulling her mother's shirt, skirt is not an appropriate behaviour for that age. Recording can be started and Image showing a 3 year old pulling her mother's skirt- shirt while she is working in the kitchen should be shown. After the video is over, the following can be told to the parents: As you see in the video, a 3 year old pulling her mother's skirt- shirt while she is working in the kitchen is an appropriate behaviour because you cannot expect a 3 year old to sit down quietly while her mother is busy. So, a 3 year old pulling her mother's skirt- shirt while she is working in the kitchen is not an inappropriate behaviour.

4ᵗʰ Example: Recording should be started and Image showing a 7 year old throwing her food on the table should be watched. When the video ends, the following should be told to parents; As you see in the video, a 7 year old throwing her food on the table is not an appropriate behaviour because a 7 year old is not supposed to throw her food and she is expected to eat her food without causing problem. So, a 7 year old's throwing her food on the table is not an appropriate behaviour for her age. Video must be started and image showing a 2 year old throwing her food while eating can be shown. When the video ends the following is told to parents: "As you see in the video, a 2 year old's throwing her food while eating is not an appropriate behaviour but considering her age it is acceptable and can be considered as appropriate whereas; it is not acceptable for a 7 year old one.

Post-presentation evaluation

After the presentation, to reach the intended aims the followings should be considered;

 For the evaluation phase, parents are informed about the process and they are asked to make discriminations of appropriate and inappropriate behaviours on the images considering the age of the children and later they are also encouraged to discuss about the reasons of these behaviours and the expected ones related to the age.. Then, a paper on which both of the situations of the videos are written is handed to parents. The videos for each behaviour are shown previously and now the parents are requested to determine and write down which behaviour is appropriate, which is inappropriate for the mentioned age and the reasons of that. After the writing part is completed, the papers can be collected and parents whose answers are proper can be appreciated since they are observable and measurable behaviours. Parents who answer in an unexpected way are made to watch the presentation with the same videos and reinforced to evaluate the behaviours by considering the expected behaviours according to the age and their answers can be appreciated. Evaluation of the parents can go on with the number of the evaluation tools as long as they have problems about the determination of appropriate and inappropriate behaviour till they meet the criteria of ¾.

Assigning the next sessions assignments

Parents can be asked to write down the two behaviour samples, if there is any, which are not appropriate for the age of the child for the next session. And the session can be closed by handing out the printed materials about next session's subject 'Defining Inconsistent Behaviours' and parents are asked to come to the next session after reading them.

4. Conclusion

In recent years, various research has been done to highlight the importance of parent training. In the light of the results presented, it appears that parents should actively take part in their child's educational process. In particular, the implementation of behavioral parental training requires parents to respond appropriately towards their child's behavior. Given by the results of the research, increasing the parents' support by

parental training help the children to acquire the required skills. Adapting behavioral parent training to the parents who are struggling with their child's problem behaviors should firstly address these difficulties.

In general, the findings provide further evidence that behavioral parent training is an effective strategy for teaching parents to develop their parenting skills; at this point most of them meets this objective. It is not possible to talk about all the behavioral problems of a child but behavioral parent training programs can let the parents to gain insight through behavioral strategies not only to respond the problem behaviors properly but also to help their children to gain and generalize the required skills . Finally, this study is just one of the stepping stones of the big picture which is parent training. Increasing the number of the research will provide to reach the desired outcomes in the educational process. These studies will shine brightly for the parents who are considerate about their children.

References

Akçamete, G. (1989). Okul Öncesi Düzeydeki İşitme Özürlülerde Aile Eğitimi, Eğitim Bilimleri Dergisi, XIII (71), 65–68, Ankara Üniversitesi Yayınları, Ankara.

Akkök, F. (1984). Davranışsal Yaklaşıma Dayalı Aile Rehberliğinin Öğretilebilir Çocukların Özbakım Becerileri Üzerindeki Etkisi, (Yayınlanmamış Doktora Tezi), Ankara Üniversitesi, Ankara.

American Association on Mental Retardation (2002). Mental retardation: Definition, classification and systems of supports (10th ed.), Washington, DC: Author.

Barlow, J., Smailagic, N., Huband, N., Roloff, V., & Bennett, C. (2012). Group-based parent training programmes for improving parental psychosocial health, Campbell Systematic doı: 10.4073/csr.2012.15

Berger, E. (1995). Parents as partners in education: Families and schools working together. Englewood Cliffs, NJ: Prentice Hall.

Black, S. (2005). Rethinking parent conferences. American School Board Journal, (pp.46-48).

Briesmeister, J. M., & Schaefer, C. E. (1998). Handbook of parent training: Parents as co-therapists for children's behavior problems, New York: John Wiley.

Cavkaytar, A. (1999). Zihinsel Engellilere Özbakım ve Ev İçi Becerilerinin Öğretiminde Bir Aile Eğitim Programının Etkiliği, (Yayınlanmış Doktora Tezi), Anadolu Üniversitesi, Sosyal Bilimler Enstitüsü, Eskişehir.

Chacko, A., & Scavenius, C. (2018). Bending the Curve: A Community-Based Behavioral Parent Training Model to Address ADHD-Related Concerns in the Voluntary Sector in Denmark, J Abnorm Child Psychol, 46, (pp. 505-517).

Coates, J., Taylor, J. A., & Sayal, K. (2015). Parenting Interventions for ADHD: A Systematic Literature Review and Meta-Analysis, Journal of Attention Disorders, Vol.19(10), (pp.831-843).

Coleman, M., & Apts, S. (1991). Home alone risk factors. Teaching Exceptional Children, 23(3), (pp.36-39).

Coren, E., & Barlow, B. (2004). Individual and group-based parenting programmes for improving psychosocial outcomes for teenage parents and their children (Cochrane Review)', The Cochrane Library.

Cunningham, C. (1984). Training and Education Approaches for Parents of Children with Special Needs, British Journal of Psychology, 51, (pp.285-305).

Cunningham, C. E., Bremner, R., & Boyle, M. (1995). 'Large group community-based parenting programs for families of preschoolers at risk of disruptive behaviour disorders: Utilisation, cost-effectiveness and outcome', Journal of Child Psychology and Psychiatry, 36, 7, (pp.1141-1159).

Dangel, R. F., & Pollster, R. A.(1984). Parent training: Foundations of research and practice. New York: Guilford.

Dangel, R. F., & Pollster, R. A. (1988). Teaching child management skills, New York: Pergamon.

Dangel, R. F., Yu, M., Slot, N. W., & Fashimpar, G. (1994). Behavioral parent training, In D. K. Granvold (Ed.), Cognitive and behavioral treatment: methods and applications (pp.108-122), Pacific Grove, CA: Brooks/Cole.

Dardig, J. C. (2008) Involving Parents of Students with Special Needs, Corwinn Press, A Sage Company, thousand oaks, California.

Egel, A. L., & Powers, M. D. (1989). Behavioral parent training: A view of the past and suggestions for the future, In E. Cipani (Ed.), The treatment of severe behavior disorders: Behavior analysis approaches (pp.153-173), Washington, DC: American Association on Mental Retardation.

Elksnin, L. K., & N. Elksnin. (1991). Helping Parents Solve Problems at Home and School Through Parent Training, Intervention in School and Clinic, 26 (4).

Fox, R., & M. C. Binder. (1990). Parenting; A Developmental Behavioral Approach, Advances in Special Education, 78,(pp.187-201).

Graziano, A. M., & Diament, D. M. (1992). Parent behavioral training: An examination of the paradigm, Behavior Modification, 16, (pp.3-38).

Kargın, T. (1990). Eğitsel Yaklaşımlı Aile Rehberliğinin İşitme Engelli Çocukların Sözel İletişim Becerilerine Etkisi, (Yayınlanmamış Yüksek Lisans Tezi), Ankara Üniversitesi, Ankara.

Kashima, K. J., Baker, B. L., & Landau, S. J. (1980). Media Based Versus Professionally Led Training for Parents of Mentally Retarded Children, American Journal of Mental Retardation, 93 (2), (pp.209-217).

Kaufman, R., & Wandberg, R. (2010). Powerful Practices for High-Performing Special Education, A Sage Company, Thousand Oaks, California.

Loren, R.E.A., Vaughn, A.J., Lanberg, J.M., Cyran, J.E.M., Proano-Raps, T., Smolyansky, B.H., Tamm, L., & Epstein, J.N., (2015). Effects of an 8-session Behavioral Parent Training Group for Parents of Children with ADHD on Child Impairment and Parenting Confidence, NIH Public Access, 19(2), (pp.158-166).

Martin, L. C. (2009). Strategies for Teaching Students with Learning Disability, A Sage Company, Thousand Oaks, California.

Michael R., Paul E. P., W. Hobart D., & Razia A. (2006). Differential Effectiveness of Behavioral Parent-Training and Cognitive-Behavioral Therapy for Antisocial Youth: A Meta-Analysis, Journal of Abnormal Child Psychology, Vol. 34, No.4. DOl: 10.1007/s10802-006-903I-I

Mıller, H. W. (1975). Systematic Parent Training: Procedures, Causes and Issues, Research Press, IL.

Million, J. (2005). Getting teachers set for parent conferences. The education Digest, (pp.54-56)

Minke, K., & Anderson, K. (2003). Restructuring routine parent-teacher conferences: The families-school conference model. The Elementary School Journal, 104, (pp.49-69).

Nowak, C. & Heinrichs, N. (2008). A comprehensive meta-analysis of Triple P- Positive Parenting Program using hierarchical linear modeling: effectiveness and moderating variables, Clinical Child and Family Psychology Review, 11, (pp.114-144).

Patterson, G. R. (2002). The early development of coercive family process, In J. B. Reid, G. R. Patterson, & J. Snyder (Ed.), Antisocial behavior in children and adolescents: A developmental analysis and model for intervention (pp. 25-44). Washington, DC: American Psychological Association.

Pierangelo, R. (2004) The Special Educator's Survival Guide, Second Edition.

Reyno, S. M., & McGrath, P. J. (2006). Predictors of parent training efficacy for child externalizing behavior problems - a meta-analytic review, Journal of Child Psychology and Psychiatry and Allied Disciplines, 47, (pp.99-111).

Sanders, M. R. (2008). Triple P-positive parenting program as a public health approach to strengthening parenting, Journal of Family Psychology, 22, (pp.506-517).

Shelton, C. F., & Pollingue, A. B. (2009). The Exceptional Teacher's Handbook (3rd ed.), A Sage Company, Thousand Oaks, California.

Sisson, L. A., & Taylor, J. C. (1993). Parent training. In A. S. Bellack & M. Hersen (Eds.), Handbook of behavior therapy in the psychiatric setting (pp. 555-574). New York: Plenum.

Smagner, J. P., & Sullivan M. H. (2005) Investigating the Effectiveness of Behavioral Parent Training With Involuntary Clients in Child Welfare Settings. Research on Social Work Practice, Vol. 15 Nu. 6, (pp.431-439). doı: 10.1177/1049731505276994

Smith, C. (1996). Developing Parenting Programmes, National Children's Bureau.

Snell, M. E. (1983). Systematic Instruction of the Moderately and Severely Handicapped (2nd ed.), Ohio: Merrill Pub. Cor. Columbus.

Sucuoğlu, B. (1994). Özürlü Çocuğu Olan Anne-Baba Gereksinimlerinin Belirlenmesi, Çocuk ve Gençlik Ruh Sağlığı Dergisi, 2 (1), (pp.65–68).

Şahin, F. T., & Özbey, S. (2007) Aile Eğitim Programlarına Niçin Gereksinim Duyulmuştur? Aile Eğitim Programları Neden Önemlidir? Aile ve Toplum, Vol.3, Nu.12, (pp.7-12).

Varol, N. (2005). Aile Eğitimi. Kök Yayıncılık, Ankara.

Vuran, S. (1997). Zihinsel Engelli Çocuk Annelerine Ödüllendirme ve Eleştirmemenin Kazandırılmasında Bilgilendirme, Dönüt Verme, Dönüt Verme ve Ödüllendirmenin Etkililiği, (Yayınlanmamış Doktora Tezi), Anadolu Üniversitesi, Eskişehir.

Wilmshurst, L., & Brue, A. W. (2005). A Parent's Guide to Special Education, AMACOM, New York.