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Parent management training used in abusive parent – child interaction in children with ADHD

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Abstract

The present study examined the efficacy of group positive parenting program, a psycho educational intervention, on abusive parent – child interaction in children with ADHD; participants were mothers of thirty children who met attention deficits and hyperactivity disorder. They were selected from two child and adolescent psychiatric clinics of Tehran and put in to two groups (experimental and control group). their baseline condition was assessed with CTSPC (conflict tactics scale parent- child) .the program of intervention that run for the participant of experimental group had eight sessions, six weekly session of two hours duration plus two telephone session of fifteen minutes, training took over two months. finding for pre and post treatment data indicated the frequency of abusive behaviour of mothers was reduced and one month follow up showed the stable efficiency of the program The results of this program show that we can use this kind of intervention to compensate the lack of information of mothers for solving their problems with their child by no abusive ways and by learning the acceptable behavioural tactics.

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Keywords: Abusive behaviour, group positive parenting program, ADHD.

1. Introduction

General incidence of misbehaviour and abusive behaviour during childhood and adolescents has been announced to be 10 to 25%. Misbehaviour toward the child accompanies with broad scope of emotional problems and mental symptoms. The maltreated children are sad and disappointed and hate themselves. Their weak self concept is physical and emotional stigma and which is reinforced with each new period of abuse. When a child is beaten and threatened to be abandoned and conceives misbehaviour and misconduct of the parent as result of his maladjustments (Ozcinar, 2006). Finally, they look at themselves with dissatisfaction and disdain toward which their parents have oriented during this event, there are many factors intervening in them. Generally these factors can be effective on the child as well as the parent. In this regard, generally physical and emotional misconduct are considered as a phenomenon which results from a complex process. In this case, during this process, a child with a series of special characteristics which subject him to misbehaviour is abused and annoyed by parent suffering from a series of problematic behavioural models (carr,2006). Meanwhile, one of the possible factors is affliction of the

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child with attention deficit and hyperactive disorder and generally, developmental disorders such as overall developmental disorder and attention deficit and hyperactive disorder are considered as risk factors for occurrence of this phenomenon. In fact many believe in an overall between these two psychological or psychiatric phenomena. According to studies, ADHD disorder has been reported about 14 to 46 % of the children who have been misbehaved (Endo, 2006).

Gold and Tiches (2003) also reported that the children who didn't have ADHD criterion before misbehaviour showed states and symptoms similar to those of hyperactivity in ADHD disorder after being abused physically. There is high possibility for the children and adults with ADHD to be abused physically and psychologically due to hyperactive and impulsive behaviours (Goldstein,1998). On the other hand, some of the parent's characteristics subject them to the risk of physical and emotional abuse toward their children (Kaplan, 2007).Generally the experimental data shows that the abusive parents are highly involved in negative interactions.

The abusive parents have less positive interactions than the non-abusive parents (Timmer, 2005).Typically, the abusive parents suffers from lack of parental and social skills. Mainly this weak skill is due to history of the primary learning of such parents and their childhood modelling (Egan,2006). Many parents are victims of misbehaviour and have been confronted with family violence. In some cases, individuals image that their method is acceptable method in discipline training. In other cases, parents are doubtful about training method with misbehaviour, but due to lack of defeating mechanisms, they resort to imitation of their parent's behaviour (Kaplan,2007).

Now, many studies have been done on misbehaviour and misconduct toward the child inside the family and generally in these studies, therapeutic methods titled negative control techniques have been used such as anger control, stress reduction , while limited studies have enjoyed positive parental techniques in this regard (Huges,2004). In fact one of the common therapeutic approaches which are used for the abusive families is training interventions of the parent (Dore,1999). Through training the parent, parent's function will increase and negative parental mechanism decreases and the number of positive interactions increases (Milner,2003) and this will have positive effects on the children.

1-2Group positive parenting program (2002) is one of the group parental training programs which have been regarded as the strongest experimental past among preventive and therapeutic interventions used among the children with ADHD (Turner,2006).it has acceptable and successful results in other fields which relate to abusive interactions inside the family. For example, it has been effective in the field of authoritative parental style (Sanders,2004) as well as decrease of depression, stress and marital conflicts (Sanders,2004,2005,2007) and improvement of anger control (young,2004).

2. Method

Participants were twenty mothers of children with a principal diagnosis of ADHD, being treated at the University Social Welfare and rehabilitation and referred by psychiatrist.

Individual were included only if their children were taking Ritalin for at least six month and they should not be absent more than one session in a program. They had mean age of thirty four and mean age of their children was seven and all of their children were boys. Demographical characteristics of parents show in table 1.The experimental and control groups (n=10) did not differ significantly on any demographical variable. Comparison made by independent –sample t test for age ($t= 0/641$, $p<0/05$) and χ^2 for education ($\chi^2= 1/744$, $p<0/05$).

Table 1: Demographic characteristics of parents

	Experimental	Control
Parental education	20	10
Below high school		
Parental education	60	70
High school graduate		
Parental education	20	20
Higher education		
Parental age in years(mean ,SD)	33/9(5/40)	53/3(4/72)

3-1 Procedure

After diagnostic screening and divided them into two groups randomly. Participants completed the self – report measure then group positive parent training was applied to experimental group for eight Wk (one session per week) a post – treatment assessment was conducted after completion positive parent training and a one month follow up was carried out to check stability data before and after treatment were analyzed statistically.

At first all clinical pre-test variable of two groups were compare with independent t test and then for hypothesis of study we perform independent sample t test in order to ascertain the specific difference after the intervention between experimental and control group .we retain an alpha of 0/05 for all contents.

3-2 Measure

Conflict tactics scale parent – child: Abusive parent – child interaction, psychology aggression, physical assault and corporal punishment, the dependent variable were measured using a Farsi version of CTSPC a thirty one items self rating inventory with established reliability and validity. This test is intended to measure psychological and physical maltreatment and neglect of children by parents. CTSPC included four subscales, two of them were chosen for this study and the total mark was using to measure abusive parent and child interaction. Psychological aggression with five items ($\alpha=0/60$) is intended to measure verbal and symbolic acts by parents intended to cause psychological pain or fear on the part of the child. The scale of physical assault with 13 items ($\alpha=0/58$) covers a wide range of severity and legality acts. (Straus,1998).

3-3 Treatment condition

This program involved teaching parent 17 core child management strategies. Ten of the strategies are designed to promote children' competence and development and seven strategies are designed to help parents manage misbehaviour in addition, parents were taught a six step planned activities routine to enhance the generalization and maintenance of parenting skills, consequently, parents were taught to apply parenting skills to abroad range of target behaviours in both home and community setting with the target child and all relevant siblings. On average, mothers allocated to this condition attended 8 sessions.

3. Result

As predicted, the results indicated that the difference between two groups after the intervention in each three variable of mother – child abusive interaction ($t= 2/518$, $p<0.05$), psychology aggression ($t=3/2$, $p<0/005$) and physical assault ($t= 2/2$, $p<0.05$) are significant. See table 2

Table 2: Results of t test for differences between experimental and control groups

	<u>Experimental</u> Mean(SD)	<u>Control</u> Mean(SD)
Mother – child abusive interaction	82/60(72/43)	16/4(41.54)
Psychological aggression	38/40(23/37)	6/5(16/9)
Physical assault	40/2(50/58)	3/7(12/12)

The differences between the result of pre-test and follow up measurements was significant .it show the persistence of the reduction in each three variable, mother- child abusive interaction ($t= 4.522$, $\alpha= 0.001$), psychological aggression ($t= 5.364$, $\alpha= 0.001$) an physical assault ($t= 2.843$, $\alpha=0.019$).see table3

Table 3:Paired sample t test of pre test and follow up scores

	<u>baseline</u> Mean(SD)	<u>Follow up</u> Mean(SD)
Mother – child abusive interaction	129.30(83.67)	50.9(43.50)
Psychological aggression	53(30.57)	15.20(12.35)
Physical assault	55.12(17.43)	21.37(6.76)

The results of paired t test of differences between post test and 1 month follow up measurement did not show statically significant, so it could be inferred that education – related changes are constant through the time. in graphs the increases that was seen can be related to ending the program and also these differences are not significant

4. Discussion and Conclusion

The present research shows that training mothers of the children with attention deficit and hyperactive disorders about positive parent training program is effective on decease in mother-child abusive relationships, psychological aggression and physical beating and foul language by the mothers. This result was obtained by confirmation of research hypotheses.

There are different studies which accompany with the results obtained in this research. In this regard, one can say that the results obtained in the field of mother-child abusive relationship conform to research results (Fetsch,1999,Goldstein,1998,Shelton,2003,Wolf,2002,Long,1994&Sanders,2004).In review on the studies which Dore and Lee had performed, efficiency of training curriculum for parent who has been subjected to risk of misbehaviour toward their children has been referred emphasizing results of this study. As found in purposes of the research, the assumption was that parent management training program for the mothers whose children were afflicted with ADHD deceased physical and psychological misbehaviour of the children and research results indicate confirmation of this hypothesis. In fact work commencement was based on this assumption that these children were misbehaved by their parents more than other children due to their behavioural characteristics such as high agitation, impulsiveness, lack of concentration and disobedience. This subject has been referred in different studies such as Fish and Barkley (1999), Alizadeh and colleagues (2007), Goldstein (1998), Huges(2004).

One of the other assumptions regarding reason for misbehaviour toward children especially those afflicted with ADHD relate to weakness of parent's skill in behaviour toward these children.

On the basis of these descriptions, we tried to decrease occurrence of physical and psychological misconduct toward the children by removing some deficiencies and weaknesses of the mothers in behaving toward the child and

training suitable behavioural methods and techniques. Therefore, one of the reasons for decrease in occurrence of misbehaviour in these families can be due to training and practice actions which have been taken in these sessions.

The subject that may be raised is that this case follows change of mother's behaviour requiring continual and more session and practices. Its occurrence following 6 session at one's presence and two sessions on the phone can spring other probabilities regarding results obtained in this study to the mind. One of the factors can be attendance of mothers in sessions, on the one hand because information which mothers reported was used in this research, there is possibility that mothers have esteemed themselves and tried to show the conditions better than what it seems. Another probability which can be mentioned about change of the mothers' behaviour is that perhaps some changes have been made in mothers' attitude toward their children's behaviours following increase of their information and awareness about ADHD disorder leading to changes in their behaviour toward their children, so that they can explain easily their children's behaviour and know that the reasons for these behaviours are not intentional defiance and disobedience of their child. One can say that correction of incorrect attribution will be very useful in such a manner that one should appropriate a separate section of curriculum to this case.

At the end, it is necessary to note that one of the problems mentioned in this research was short execution of curriculum for positive parent training in order to make change in behaviour. In this regard, in order to restudy, after one month of completion of curriculum, the mothers were assessed. The obtained results indicate continual effects of this curriculum on quality of mother-child interactions.

Generally in the present study on research hypotheses, there were different studies similar to or contrary to the results obtained from the present research about which some discussion were made. With regard to low number of the subjects in this research, dropout of the subjects, failure to assess broadly the problems which the families face, non participation of the fathers in training sessions and non participation of the children in research project, it is necessary to deal with more accurate and multilateral long term experimental studies about the mentioned subjects so that one can achieve consistent and integrated results in this regard.

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