



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

Alireza. Tabrizi<sup>1</sup>  
Mostafa. Tabrizi<sup>2\*</sup>  
Mahnaz. Estaki<sup>3</sup>

1. PhD student, Department of Psychology of Exceptional Children, Central Tehran Branch, Islamic Azad University, Tehran, Iran
2. \*Corresponding author: Assistant Professor, Department of Counseling, Faculty of Psychology, Allameh Tabatabaee University, Tehran, Iran
3. Assistant Professor, Department of Psychology, Central Tehran Branch, Islamic Azad University, Tehran, Iran

Email: dr.mostafatabrizi@gmail.com | Received: 24.12.2022 | Acceptance: 04.09.2023

*Journal of Applied Family Therapy*

eISSN: 2717-2430  
http://Aftj.ir

Vol. 4, No. 3, Pp: 234-246  
Summer 2023 Special Issue

Original research article

## How to Cite This Article:

Tabrizi, A., Tabrizi, M., & Estaki, M. (2023). Comparing the effectiveness of behavioral counseling model and treatment based on parent-child relationship on externalizing symptoms of Children with attention deficit/hyperactivity disorder. *Aftj*, 4(2): 234-246.



© 2023 by the authors. Licensee Iranian Association of Women's Studies, Tehran, Iran. This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0 license) (<http://creativecommons.org/licenses/by-nc/4.0/>)

## 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.

### **References**

- Abbaslo, F. (2020). The effect of Parent-Child Relationship Therapy (CPRT) training on mothers on reducing behavioral problems in children with ADHD. *Pajouhan Scientific Journal*, 18 (4), 31-38. (In Persian)
- Abdolrahimpour, R., Bayrami, M., & Nosratabad, T. H. (2021). Comparison of Executive Functions between Children with Externalized Behavioral Disorder and

- Normal Children Considering the Role of Gender. *Journal of Exceptional Children*, 21 (2), 49-62. (In Persian)
- Achenbach, T., & Rescorella, L. (2005). *Handbook of school-age forms of the experience-based assessment system*. Translated by Asghar Minaei, 2011, second edition, Tehran, Education Research Institute (In Persian)
- Aghaei, E., Kalantari, M., & Jamali Paghaleh, S. (2014). The efficacy of mothers' training on behavioral and emotional problems of bereaved preschool children. *Journal of Fundamentals of Mental Health*, 16 (62), 100-9.
- APA, A. P. A. (2013). *Diagnostic and statistical manual of mental disorders*. The American Psychiatric Association.
- Bagheri S, Aghaziyarati A, Rostami M, Hoshi N. (2019). The effectiveness of emotional regulation on compatibility emotional, social and academic boys 12 to 14 years with ADHD disorder. *JOEC*, 18 (4) :67-76  
[20.1001.1.16826612.1397.18.4.9.2](https://doi.org/10.1001.1.16826612.1397.18.4.9.2)
- Bahmani, M., & Jahan Bakhshi, Z. (2020). The effectiveness of the play therapy intervention program based on the parent-child relationship on improving the quality of parent-child relationship interaction and reducing the aggression of preschool children. *Quarterly Journal of Counseling and Psychotherapy Culture*, 11 (44), 131-156. (In Persian)
- Bakhshayesh, A., & Mirhosseini, R. S. (2015). Effectiveness of play therapy on the reduction of children's severity symptoms with attention deficit/hyperactivity disorder (ADHD) and promotion of their academic performance. *Journal of Ilam University of Medical Sciences*, 22 (6), 1-13. (In Persian)
- Colliermeek, M, A. (۲۰۱۳). *Increasing Parents' Treatment Integrity to a Homework Intervention Through Conjoint Behavioral Consultation and Performance Feedback*. University of Connecticut.
- Ganji, K., Zabihi, R., Khoda-Bakhsh, R., & Kraskian, A. (2011). The Impact of Child-Centered Play Therapy on Reduction of Behavioral Symptoms of Children with Attention Deficit/Hyperactivity Disorder (ADHD). *Journal of Clinical Psychology*, 3 (4), 15-25. (In Persian)
- Haj Rezaei, B. (2014). The effectiveness of joint behavioral counseling program on externalizing symptoms of preschool-primary school students. Master's thesis, Islamic Azad University, Science and Research Branch, Tehran. (In Persian)
- Heidary, R., Isanejad, O., & Yoosefi, N. (2019). A Meta-Analysis on the Effectiveness of Parental Education Programs on Children Externalizing Disorder. *Journal of Counseling Research*, 18 (70), 35-58. (In Persian)
- Kashani Nesab, Z. (2015). Comparing the effectiveness of joint behavioral counseling model with mothers' training based on Adlerian approach on reducing internalizing and externalizing symptoms of 8-10 year old children in Tehran. PhD thesis, Faculty of Humanities and Social Sciences, Islamic Azad University, Science and Research Unit, Tehran (In Persian)
- Khodabakhshi Kolai, A. (2012). *Plans and patterns of family therapy and parent training: a comprehensive guide to solving behavioral problems in children and adolescents*. Second edition, Tehran, Jangal Javadane Publications (In Persian)
- Lindo, N. A., Akay, S., Sullivan, J. M., & Meany-Walen, K. K. (2012). Child-parent relationship therapy: Exploring parents' perceptions of intervention, process, and effectiveness. *International Journal of Humanities and Social Science*, 2.
- Mattis, V., & Lockman, J. (2010). *Oppositional defiant disorder and conduct disorder in children*. Translated by Akram Parand and Abbas Ali Hossein Khanzadeh Firouzjah, 2014, first edition, Tehran, Arjamand Publications. (In Persian)

- Meany-Walen, K. K. (2012). Child-parent relationship therapy: Exploring parents' perceptions of intervention, process, and effectiveness. *International Journal of Humanities and Social Science*, 2.
- Moormankim, E; Sheridan, S, M. Kwon, K. Wood, K, E. (۲۰۱۲). Conjoint Behavioral Consultation and Parent Participation: The Role of Parent-Teacher Relationships. Nebraska center for research: Children, Youth, Families & Schools. November.
- Moses, A. (۲۰۱۲). Child parent relationship therapy for parents of children with disruptive behavior. Doctoral dissertation, Western Michigan University.
- Nematzadeh Sote, P., & Mousavi, K. (2020). A review article on the role of play therapy and story therapy on restlessness, inattention and aggression of children with attention deficit and hyperactivity disorder. *Ormazd Research Journal*, (53), 54-71. (In Persian)
- Opiola, K. K., & Bratton, S. C. (۲۰۱۸). The efficacy of child parent relationship therapy for adoptive families: A replication study. *Journal of Counseling & Development*, ۹۶(۳).
- Rostami, R., Farahani, S., & Dehghani Arani, F. (2021). Comparison of internalizing and externalizing problems in inattentive and combined subtypes of attention deficit/hyperactivity disorder. *Journal of psychologicalscience*, 19 (96), 1547-1556. (In Persian)
- Sella, F., Re, A. M., Lucangeli, D., Cornoldi, C., & Lemaire, P. (2019). Strategy selection in ADHD characteristics children: A study in arithmetic. *Journal of attention disorders*, 23 (1).
- Sheridan, S, M., & Witte, A, L., & Holmes, SH, R. (2017). The efficacy of conjoint behavioral consultation in the home setting: Outcomes and mechanisms in rural communities. *Journal of School Psychology*. Volume 62 (6).
- Sheridan, S, M., & Witte, A, L., & Holmes, SH, R. (2017). A randomized trial examining the effects of Conjoint Behavioral Consultation in rural schools: Student outcomes and the mediating role of the teacher-parent relationship. *Journal of School Psychology*. 61 (5).
- Sheridan, S, M., Bovaird, J. A., Glover, A., S. Garbacz, S, A., Witte, A., & Kwon, K. (2012). A randomized trail examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. Vol 41, issue 1.
- Tophen, G.L., Wampler, K.S., Titus, G., & Rolling, E. (2014). Predicting parent and child outcomes of a Filial Therapy program. *International Journal of play therapy*, 20 (2).
- Von Gontard, A., & Equit, M. (2015). Comorbidity of ADHD and incontinence in children. *European child & adolescent psychiatry*, 24 (2).
- Wells, L. (2014). Supporting Preschool Teachers' Use of Positive Behavior Strategies Through Conjoint Behavioral Consultation. *Counseling and Psychological services Dissertations*. University of Georgia.
- Yang, H. N., Tai, Y. M., Yang, L. K., & Gau, S. S. F. (2013). Prediction of childhood ADHD symptoms to quality of life in young adults: adult ADHD and anxiety/depression as mediators. *Research in developmental disabilities*, 34 (10).