

## Comparison of the Effect of Dialectical Behavior Therapy and Emotion Regulation on Distress Tolerance and Suicide Ideation in Symptoms of Attention Deficit/Hyperactivity Disorder in Adolescents

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### Introduction

Attention deficit hyperactivity disorder is the most common behavioral disorder in childhood and adolescents. The deficit in attention, hyperactivity and impulsivity could affect learning and social relations. The purpose of this study was to compare the effect of dialectical behavior therapy and emotion regulation on distress tolerance and suicide ideation disorder in adolescents.

### Method

The statistical population of this study included all Tehran city female high school students in academic year of 2019-2020. 45 students were selected, using a purposive sampling method and randomly assigned to two experimental groups and one control group. To collect data, Conner's Adult ADHD Rating Scale of Conner et al. (1999), Distress Tolerance Scale of Simmons and Gahr (2005) and Beck and Steer (1987) Suicide Ideation Scale were implemented. This quasi-experimental study was conducted with a pretest, posttest and follow-up design with control group. The experimental groups underwent dialectical behavior therapy (12 sessions 60 minutes each) and emotion regulation training (8 sessions of 45 minutes), while the control

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group received no training. Data were analyzed using covariance analysis as main statistical procedure.

### Results

The results indicated that dialectical behavior therapy and emotion regulation training were significantly effective to increase distress tolerance and decrease suicide ideation in students ( $p < 0.01$ ); there was no significant difference between the two treatments in increasing distress tolerance, but dialectical behavior therapy had a greater impact on improving adolescents suicide ideation than emotion regulation training.

### Discussion

The first part of the findings confirmed Rezaei et al. (2019), Nadimi (2016) and Mitchell et al. (2019) researches outcomes while the second part was similar to those obtained by Zamani et al. (2016), Rathus et al. (2019), Navarro-Haro et al. (2019), Burckhardt et al. (2018) and McCauley et al. (2018). The possible explanation of the findings would be that dialectical behavior therapy, by training such skills as interpersonal skills, emotion regulation and distress tolerance while integrating these three approaches to client centered sympathy and cognitive- behavioral problem solving, caused more flexibility and suggesting new solutions. By moderating the consequences of undesirable conditions, dialectical behavior therapy helped the individual to better cope with painful events. Emotion regulation training could also support the clients to find effective adaptation and new solutions.

### Conclusion

It was concluded that the use of dialectical behavior therapy and emotion regulation training could reduce risky behaviors in individuals with ADHD.

**Keywords:** symptoms of attention deficit/hyperactivity disorder, distress tolerance, suicide ideation, dialectical behavior therapy, emotion regulation.

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