

Comparison of the effectiveness of parent-child communication therapy and parent-child interaction therapy on communication skills and social adjustment in children with attention deficit/hyperactivity disorder

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Introduction

Attention Deficit/Hyperactivity Disorder (AD/HD) is a chronic neuro-developmental disorder that is characterized by three categories of problems related to inattention, hyperactivity and impulsivity. Children with, AD/HD do not have enough skills to monitor their behavior and cannot control and regulate their behavior for a long time. Weak communication skills can be associated with feelings of loneliness, social anxiety, depression, low self-esteem, and academic failure. Also, lack of communication skills and inability to control impulses cause children with, AD/HD to develop problems in adjustment and social bonding. The aim of this study was to compare the effectiveness of parent-child communication therapy and parent-child interaction therapy on communication skills and social adjustment of children with AD/HD 4 to 6 years old, in a quasi-experimental method with a single-experimental design.

Method

The present study is a quasi-experimental study of a single subject with A. B.design. The statistical population of the study included mothers of children aged 6 to 12 years with AD/HD, who were referred to Isfahan health centers in the spring and summer with their of 2019. From the mentioned population, 6

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mothers children were selected by purposive sampling method and randomly assigned to the two experimental groups. This study contains of 12 sessions of therapy. During this intervention, research questionnaires were completed in 4 sessions by the subjects of both groups. Then 4 follow-up sessions during two weeks were evaluated for both groups. For the first time, parent-child communication therapy was implemented in this study in accordance with the needs and conditions of children with AD/HD and their parents. The research instruments included Jarabak Communication Skills Questionnaire (2004) and Vineland Social Adjustment Scale (1935). Process changes for each child were used to analyze the data. Data impact coefficients were also used. The ups and downs of the dependent variables were the basis of judgment if the rate of changes.

Results

The results showed that parent-child communication therapy and parent-child interaction therapy had effects on communication skills of children with AD/HD ($p < 0.05$), but only parent-child communication therapy had lasting effects on social adjustment of children with AD/HD.

Conclusion

In order to improve the communication skills of children with AD/HD, two interventions of parent-child communication therapy and parent-child interaction therapy can be used. It is important to note that only parent-child communication therapy can be used to improve the social adjustment of this group.

Keywords: AD/HD, communication skills, social adjustment, parent-child interaction therapy, parent-child communication therapy

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