Survey effectiveness of play therapy is based on CBT on reduction behavior of children with ADHD

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ABSTRACT: This study examined the effectiveness of CBT-based play therapy on symptom reduction in children with ADHD. Research 30 children who were randomly selected and randomly assigned to two groups of 15 control and tested were replaced. Symptom questionnaire parent form CSI-4 (Gadow & Sprafkin, 1997) was completed by parents of children. After that, participants in the experimental group 8 sessions of 90 minutes a game group therapy based on CBT in the center above and the control group were not received the intervention. After completion of therapy sessions, parents in both groups (experimental and control) filled out the questionnaire. The results of ANCOVA showed that game-based therapy CBT was effective in reducing symptoms in children with ADHD. (F\textsubscript{1,28} = 11.23; p=0.000) and Effect size was considerable 0.310. Discussion: According to the game therapy based on CBT is effective in improving symptoms of children with ADHD. This treatment authorities learning in centers and clinics that deal with exceptional children, is recommended.

Keywords: game therapy based on CBT, Exceptional Children, illness symptoms in children with attention deficit / hyperactivity disorder.

INTRODUCTION

Disorder, attention deficit / hyperactivity disorder is the most common developmental-neuropsychological disorders in children is estimated that 3 to 7 percent of children are suffering from it (America Psychiatric Association, 2000; Woodard, 2006; Gupta & Kar, 2009). Prevalence of 3% to 7% Attention Deficit Disorder / Hyperactivity means that out of every 20 students is at least one person with this disorder (Dupaul & Stoner, 2003). Furthermore, researcher estimates that 2 to 9 times more boys than girls are affected by the disorder - they (Psychological Society of America, 2007). According to the American Psychiatric Association Diagnostic Manual Fourth Edition three sub-types of attention deficit disorder / hyperactivity: the kind of mainstream attention deficit, hyperactivity type - shivering, Gray prevailed and composed. Disorder, attention deficit / hyperactivity often alone will not be revealed butwith many other disorders is comorbidity. The most common comorbid disorder that words are: learning disabilities, confront a defiant disorder, conduct disorder, Tourette's syndrome, depression, anxiety and bipolar disorder,(Barkley, 1998). Several studies remain the disorder during adolescence and adulthood after 4 to 5/7cent have been reported (Barkley, 1998; Epstein & Corry, 2004). Hence, today, the disorder of childhood diseases not only be. The study showed that attention deficit disorder / hyperactivity in 50 to 80 percent of children and adolescents in the 30 to 50 percent of adults continue toto(Barkley, Murphy, & Fischer, 2008 ; Biederman & Faraone, 2005). Disorder, attention deficit / hyperactivity disorder in many different educational including poor academic performance, grade repetition, leaving school, family and friendship ties, weak, anxiety, depression, aggression, abuse, drug abuse at an early age and the Law breaking is a lot. Moreover, the risk of failure associated with other disorders such as grudge match in aggression and disobedience or disorder includes (Biederman & Faraone, 2005; Davids & Gastpar, 2005). To reduce these problems, diagnosis and early intervention is essential. So far, five of treatment for children with attention deficit disorder / hyperactivity introduced - are: medical, behavioral parent training, behavioral intervention, classroom, social skills training, treatment programs and summer (Psychological Society of America, 2007). Although the American Psychological Association (2007) introduced the five intervention programs, but experts improve behavioral symptoms in children with attention deficit disorder / hyperactivity, other techniques may also be employed - are such that the Its, is play therapy. This usually consisted of no drug therapy, cognitive - behavioral therapy and family education is done. In most cases, the use of drugs to reducemajor signs of attention deficit / hyperactivity lead, but effects of long term use of
stimulants is not approved. Recently two methods of play therapy and Yoga therapy has not been studied in children (Bliss, 2011; Peck, Kehle, Bray, & Theodore, 2005; Kimbrough, Balkin, & Rancich, 2007; Linda, Harrison, Manocha, & Rubia, 2004). Kaduson (1997) Research could improve the effectiveness of individual play therapy behaviors of hyperactivity and regulation of emotional behavior in a child with hyperactivity to confirm. Dupaul & Stoner (2003) reported - that of punishing used they intervene, they are rarely used in children with attention deficit disorder / hyperactivity effective, hence it do not recommend this type of intervention. to. Dupaul & Weyandt (2006) argue that social intervention for this -based skills are helpful as little children, because children with attention deficit disorder / hyperactivity lack social skills but do Although shivering was In thinking about the consequences of eating behavior failure. That - in the case sayscope of treatment to children with attention deficit disorder / hyperactivity that are difficult to deal with such behavior. Edwards (2002) in line with Dupaul & Weyandt (2006) on the advice of medical experimental intervention such as parent training, behavioral management techniques, facilitating friendships and relationships with peers and to engage in sports and games, and medication management, support that. Specialist Play therapy in improving behavioral problems such as fighting externalizing and internalizing problems such as irritable children are very effectiveResults (Ray, Schottelkorb & Tsai, 2007). Research has shown - that play therapy can be helpful for many children with problems because natural treatment for simple problems such as margin and convoluted confront a defiant disorder, conduct disorder, depression, fear, anxiety, depression anger, hyperactivity movement, impulsive behavior, are shy, solitary animals (Bliss, 2011). Piaget (Piaget) was one of the first to receive the pretense play enables children to newly acquired skills and improve their practice (Hughes Frgas Peter quoted Ganji, 2010). Researchers have found that playing pretense that cognitive and social skills can make you strong. Furthermore, studies have shown that playattention, memory, logical reasoning, language, imagination and creativity of children, and it helped them will be able to see others' perspectives (Frgas Peter Hughes, quoted treasure, 2010). Researchers have found that playing fantasyaddition to aid cognitive development, increased self-confidence, selfP, memory and language skills in children be. Play therapy on behavior problems, internalizing and externalizing problems, self-concept, self-efficacy, depression, and anxiety has a positive effect (Lndrt Gary, quoting Davarpanah, 2011). Johnson, Franklin, Hall & Prieto (2000) found that play therapy can help a child in children with attention deficit disorder / hyperactivity improve. Landerth (quoting Davarpanah, 2011) with child-centered play therapy play therapy approach to the development of guidelines Akslayn(Axline) was developed. His work with children based on this approach is described as follows: (1) small versions of adults, not children, so the therapist should not play with this manner, (2) that all children are capable of exciting man to express, (3) children deserve respect and should be valued for their noncounterparts are making, (4) Children are flexible, (5) Children have the inherent ability to grow, (6) children normally communicate through play - they (7) children have a right to express themselves as non-verbal, (8) children benefit from hearing how we havedetermines their treatment, (9) children grow at their own pace and played by the therapist must be patient in this process. The overall goals of child-centered play therapy in an attempt in which child is self-actualization.is the most important principles for adult children of supportive, knowledgeable, positive growth is possible for a child to be able to discover their inner .have to face decisions, having a sense of control, according to counteract the process of forming internal locus of evaluation and to gain more confidence to help themselves (Ray, Bratton & et al, 2005). In play therapy, children learn that their behavior is a choice and means to choose the consequences of their behavior. This enhanced awareness of self-control behavior makes it assist. Therefore, the present work is to check whether play therapy based on CBT is effective in reducing the behavior of children with ADHD?

**METHODOLOGY**

This quasi-experimental research design with pre-test - post-test control group is. Students in the experimental group play therapy based on CBT intervention programs that run them, while the control group no intervention took place. The population of the study, all children with ADHD are at a distance till 01.10.2012 01.07.2012 time to visit the Neka Shaaban Clinic Medical Center - have been there 50 million. In this study, a two-stage sampling was conducted in the first phase, half of the children referred to the clinic Shaban Neka on the above, 30 children with a volunteer (if agreed Parents) selected; and phase II, randomized, 15 patients in the control group and 15 subjects were tested- have. In the present study, measurement instrumentation phrase was: CSI: The questionnaire is a behavior rating scale for the first form in 1984 by Sprafkin, Loney, & Gadow based on the Diagnostic and Statistical Manual Fourth Edition classification Psycho (Mohammad Esmaeel, 2007) where there was little variations with the name CSI fourth version was published. The form of the questionnaire, as well as previous form, both the parent form and teacher. The parent form contains 97 questions, the 18 questions disorder, attention deficit / hyperactivity sieve to make. The 4 severity (option never, sometimes, often, very often) it is . 9 The first question related to attention deficit disorder and hyperactivity and impulsiveness related to the 9 second question is. This test is a screening cut-off score grading method that is
The method of screening score, a score of zero, and sometimes the answer is never the answer, often and is most often awarded grade one. If the sum of the scores obtained by the same token, disorder diagnostic criteria for DSM-IV, 6 marks, equal, or greater, the possess is considered impaired. Validity and reliability: Gadv and Asprafgyn 1997 correlation test measures the child's behavior on ADHD, conduct disorder and ODD, respectively, 66/0, 58/0 and 72/0 are reported. The correlations between the first-phase authentication teacher form the results of the first phase of the parent form was estimated that 89/0 with 95% confidence that Czech credits approved list. The degree of correlation between the results of the second phase teacher form the second phase of the parent form 93/0 - 99 percent confidence that the Czech credit approved list (Ghahari, 1996). Abraham, the reliability of this test, 89/0 to 96/0 earned (quoting Mohammad Esmaeel, 2007). M. E. (2007) Research in psychotherapy characteristics of this questionnaire survey is conducted. According to him, the 9-sensitive 91/0 and a specificity of 97/0 in disorder, attention deficit / hyperactivity May - will be screened children without the disorder. Retest reliability coefficient of the questionnaire for various disorders in range from 29/0 to 76/0 is estimated. This questionnaire has been used in various research and psychometric properties of the assessment is favorable. The method of play therapy sessions for run 8 sessions of cognitive behavioral group play therapy experiments were performed. Application treatments were as follows: Session One: child therapist and the therapist connect children and their mothers program treatment and how to explain them. Session Il: doll types that each have different roles and emotions occur incomplete sentences were completed by the children's puppet show is trained. Session Three: Communicate thoughts and feelings running through the pattern of play for children and their children as they have in place. The fourth to the eighth therapeutic techniques, this method include: feeling relaxed, feeling good, Afkardrvny, exploration maps of child( o coping strategies), their reward for good work, practice, skill by staying calm new coping methods. All these situations using a variety of dolls - with the will offer positive and negative. Desirable and undesirable thoughts by puppets in this gamewill indicate. In each session, a strategy such as breathing exercises, relaxation technique, Khvdgvyy positive to encourage its own reward and

That children should be taught at home and in puppet show to exercise his mother. At each meeting to leave the meeting by the mother added. The other parent does not attend the eighth session of the class. All 8 sessions of 45 minutes of play therapy,( 2 times a week for 4 weeks in a row), the researchers tested the subjects as a group did a group , half of Sha'ban Neka is done in the clinic. Ethical considerations: It is explained that the standards and ethical considerations in research, the research is finished, the subjects of the control group a short period of 3 sessions of play therapy clinic Neka held half of Sha'ban. Also, in order to comply with ethical principles of research, personal characteristics subjects are kept confidential and independent variables (play therapy based on CBT), as presented in the study and treat problem does not exist subjects were free not to participate in research and whenever they may choose for their nickname. research methods and data analysis: Data collected through CSI, two stages of pre and post test, test and one way analysis of covariance (ANCOVA) with the help of SPSS software to analyze have been.

RESULTS

Table 1 Mean and standard deviation of test scores in pre -test and post-test is reported. For statistical analysis, the mean difference in the two groups, and thus determine the effectiveness of play therapy based on CBT and one way ANCOVA results are presented in Table 2.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Group</th>
<th>The number of subjects</th>
<th>Average</th>
<th>Standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>control</td>
<td>15</td>
<td>14.27</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>Experiment</td>
<td>15</td>
<td>14.73</td>
<td>2.25</td>
</tr>
<tr>
<td>Posttest</td>
<td>control</td>
<td>15</td>
<td>13</td>
<td>3.81</td>
</tr>
<tr>
<td></td>
<td>Experiment</td>
<td>15</td>
<td>6.83</td>
<td>2.85</td>
</tr>
</tbody>
</table>

Since F calculated at 1 and 28 degrees of freedom equal to 23/11 and the value of F table at a confidence level of 99 percent (01/0 = p), the 64/7 is larger, so the null hypothesis is rejected and the research hypothesis is confirmed is. (HZadeh, 2012). One way analysis of covariance to test the effect size is expressed in Chi Ata would share. Ata-square value of a share is the estimated effect size obtained by. The reason is that the share of the variance of the new hybrid variant leads the group. The general rule is that if the value is greater than 14/0 (or 14%) is indicative of a large effect size (Brace et al. Quoted Aliabad and Samadi, 2012). As indicated in the table, the size of the effect test research hypotheses, equal to 310/0 to 14/0 was more spacious, so the effectiveness of play therapy based on CBT is at present considerable.
CONCLUSION AND DISCUSSION

The study intervention was a research project aimed at pre-test and post-test control and test the effectiveness of play therapy based on CBT in reducing symptoms of illness of children with ADHD was carried out. ANCOVA results one way test to test this hypothesis, a significant reduction in total symptom scores than the control group showed pathological (23/11 = F, 000/0 = p, 310/0 = size effect). The findings of this study with previous research, including the findings of AsghariMarriage (2009) on educational applications - Reconstructivenative played in the education and rehabilitation of children with special needs; ZareM et al. (2009) in regarding the effectiveness of play therapy in reducing depressive symptoms in children with cancer. Ghanbari and bliss (2010) regarding the effectiveness of children’s social interactionsmentally rhythmic movements of yoga, al-Mahdi rubberPour2009 effectiveness of the relationship with the play therapy as a way to pay attention to pain management in children, while making the vesselAbrahamDehshir et al. (2011) the effectiveness of play therapy, cognitive - behavioral therapy compared with parental education on children's fear of the night; minimum marriage and colleagues (2011), the effect of therapeutic intervention puppetplaycommunication skills of children with pervasive developmental disorders; Tkvly (2011) the effect of play therapy training on behavioral problems in children of mothers with disabilities - learning, Sohrabi wonders (2011) in the process of implementing a -five stages of play therapy in the diagnosis, therapy selection game, program for treatment planning, treatment and evaluation of treatment process and introduced a program of emotional word game, balloon anger, slow motion play gamesseats, including techniqueeffectively introduced; Bdkhdassy and honest Ardvbady (2011) the effectiveness of play therapy based on cognitive behavioral approach to reduce separation anxiety exceptional Children; Ganji et al. (2011) the impact of child-centered play therapy to reduce the symptoms of children with ADHD behavioralattention Deficit / hyperactivity; Zrnyvshan to - research and therefore dust (2012) the efficacy of play therapy with cognitive- behavioral approach to behavioral problems, low male student - mentally primary school; Bahrami (2012) the effectiveness of playhub and Ghyrtvpy reduce symptoms of attention deficit disorder / hyperactivity boys 9 to 11 years; HamidianJahromi et al. (2012) the effect of localplayed on social development in preschool and first-grade students are consistent. It has been with conducted research abroad, including: effects on social adjustment and flowing game Cognitive Therapy (Berret, 1975), the conceptknowledge of their students progress in reading and sources control (Crow, 1990), speech problems (Danger, 2003) at different stages of growth (Dougherty, 2006), before surgery and its consequences (Williams et al., 2007), internalizing problems (LeBlance & Ritchie, 2001; Garza & Bratton, 2005; Ray, 2004), emotional and behavioral problems in young children (Bratton & Ray, 2000), anxiety and depression and higher self-esteem (Baggerly & Landreth, 2001; Shen, 2002), children witnessing domestic violence (Lind et al., 2001) have been consistent. Effectiveness of social development of children with ADHD also played on attention deficit / hyperactivity (Cordier et al., 2009) and to compare these patterns of play in this disorder (Cordier et al., 2010). Naderi, Heidari, &Bouron-Asghari, 2010) signs of decline in attention deficit / hyperactivity children later sessions of play therapy positive effects of activity - physical therapy for anxiety, depression, stress, and general improvement in the mental status of patients with ADHD studies (Paluska&Schwenk, 2000; Raglin& Morgan, 1987) have been consistent. Spend particularly in view of the different approaches, nearly all have a common view that the game and its environment, a problem is useful in the diagnosis and treatment of children. During the course of treatment, children in the early sessions of treatment were easily able to express their thoughts and emotions in the final session to ease their mothers were permitted sitting somewhere else or leave the room without any shy, unable on the situation - and their feelings wereand thus able to partially overcome the symptoms of their illness. Similarly, aggression and disobedience Some mothers have their children in the house, thereby to control. Disorder, attention deficit / hyperactivity problems in response inhibition, self-control is associated with deficits in executive function on the child's ability to pay attention, follow the rules and docognitive task in academic achievement are important, rather than a significant effect once can do (Barkley, 1997,1998; Barkley et al., 2008). If you remain unknown and the lack of appropriate and timely medical intervention for this disorder, adverse outcomes such as academic failure, rejection by peers, and self-esteem in children with growth Nayaftgy will happen. The fact that attention deficit disorder / hyperactivity during adolescence and adulthood, between 4 and 5/7 per cent will remain also adds to the importance of (Barkley, 1998; Barkley et al., 2008). Children with attention deficit disorder / hyperactivity, often compared to a computer, computer equipment and computer
and video game passion is to show, however, that such activities require successful coordination of several cognitive skills where there are problems. Parents of children with attention deficit disorder / hyperactivity have been reported. Although many problems in attention and focus on their children about their environment, but focus on performance, perceptions and motivation to do it during the game computer and video improvements is increased (Shaw et al., 2005). Positive consequences of using play therapy in various settings, including schools, clinics, and boarding facilities are well studied (Ray et al., 2005). Several therapeutic approach to treat, children with attention deficit disorder / hyperactivity have been introduced. Each have their own strengths and weaknesses. Of this study was to evaluate the effectiveness of play therapy based on CBT as a natural way to reduce the symptoms - children with behavioral disorders, attention deficit / hyperactivity is discussed. Psychotherapy for children compared with adults is always faced with many problems. Important most of these problems are as follows: the low level of consciousness and emotion children’s awareness of their limited ability in children with therapy verbal communication limits the child’s ability to identify their problems and unfamiliarity with the coping strategies and their ability to solve this problem. So which method barriers of communication between the child and the therapist is a very important win. Specialist Play therapy in improving behavioral problems such as fighting externalizing and internalizing problems such as irritable children are very effective findings (Crow, 1990). Although the American Psychological Association, only five methods of drug therapy, behavioral parent training, behavioral intervention, verbal and social skills training program a summer treatment for children with attention deficit disorder / hyperactivity is raised. The method requires a different treatment time and money is plentiful. Furthermore, there are also the effects of difficulties. For example, medication side effects adopted by a family of hard to it is also noteworthy. The other hand, drug use, problem behavior again be. But experts to improve the symptoms of this disorder such children, including play therapy techniques in other used to have. Play therapy is based on the study of CBT for reducing signs and behavioral disorder attention deficit / hyperactivity were children have conflict and its uncomfortable to face, to reflect the consequences of their behavior during the game retains its sustained attention and reduce their arousal state of. In the present study, play therapy, cognitive behavioral guidelines so that their children, toys - games and other did not harm the baby, it permit to engage in free play, except in urgent cases no child asked to intervene in the game they did not. The results obtained from this study play therapy based on CBT for reducing signs and behavioral disorder attention deficit / hyperactivity demonstrated in the studied sample. A study of trends 8 sessions of 45 minutes of play therapy based on CBT, a significant reduction of symptoms, disorder attention deficit / hyperactivity showed. Diverse research on the effectiveness of different approaches to play therapy for children with psychological disorders has stressed said.

Limitations of the study will be as follows: difficulty convincing parents of children with attention deficit / hyperactivity disorder (ADHD); problems with coordination with health officials; limited run-time due very extensive to do, it was necessary, and also problems with all parents and children attended the sessions (given that the group has completed play therapy) noted. In line with the research limitations as the low number of samples and the small community of children long-term follow - up results suggest: a study on the various medical centers and a large sample of more followmore long- evaluated; another Nabrkhvrdary control of the counseling session, ordinary (but not play therapy) to eliminate the effect of treatment group is Darvnmayy due to limited resources, it was not possible to observe. Further research suggests that the way to resolve these issues, play therapy compared with conventional treat (especially cognitive behavioral therapy) may be tested in children recommended, this mode of therapy individually evaluated and the results are compared with each other, this study actually showed that children of dysfunctional thought it can identify and use appropriate strategies in place to deal inapppropriate behavior by modeling, teaching mothers to communicate correctly identifying cognitive errors, try to eliminate the symptom and cause incorrect behavior and slow to develop, and reward them appropriately in their symptoms reduced. can also be used in kindergartens play therapy, CSI largely be treated. The results reaffirm the effectiveness of play therapy. Therefore, it is recommended that all kindergartens across the country coordination with counseling and rehabilitation centers for the diagnosis and treatment of children with behavior disorders, particularly attention deficit disorder / hyperactivity practical measures should be taken, and finally, the application will suggest play therapy results in various fields including behavioral adjustment, social skills, emotional adjustment, intelligence and anxiety can also be examined.

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