

The Survey of Effectiveness of Group Counseling with Cognitive – Behavioural Method in Reducing Mother’s Stress of Child with Mental Retardation under 6 Years Old Under Cover of Khorramabad Province Welfare Organization (2012)

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Abstract

The aim of this study was to investigate the effectiveness of group counseling with cognitive – behavioral method in reducing mother’s stress of child with mental retardation less than 6 years old covered of Khorramabad province welfare organization (2012). The statistical society of this study consisted of 52 mothers of child with mental retardation who their children had file in the welfare office. 30 persons were selected by simple random sampling and were divided into two groups including trial group (15 persons) and control group (15 persons).

The method of study was quasi – experimental way with control group and random trial and data gathering tool such as Friedrich, Greenberg and Crink resources and stress questionnaire. To perform the study; the first step was pretest trial and control group and then 10 group counseling sessions with cognitive- behavioral method had hold among trial group. The control group’s mothers did not receive any counseling. Then, it established post – testing of both group again and another test provided to following – up step for two weeks after test.

The result of variance analysis with repeated measurements showed that, there is significant difference in percentage1 level between control and trial groups post – test and follow – up scores, so, the first hypothesis of this study had approved upon group counseling efficacy with cognitive – behavioral method in reducing mother’s stress of child with mental retardation. In addition, these results showed that group counseling with cognitive – behavioral method has been established significant reduction in percentage 1 level physical and emotional symptoms of trial groups’ mothers, but it did not find the significant difference

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in the cognitive symptoms.

Key words:

Mothers of mental retarded children – stress - group counseling with cognitive – behavioral method.

Introduction:

We often recognize families that one member of them with mental retardation and are encountered many difficulties. The children with mental retardation have affected deeply on relation of member of family and each other of disabled child, if this unpleasant effects didn't solve by practical and logical method, it would be have irremediable result and damages on parent's spirit and other children and child oneself (Davarmanesh,2003). A source of stress is child with mental retardation considering supervisory specific needs for family's member special mothers who are dealing with child to other and influenced on their health, mental health and adaptation. When mother is suffer from of chilled with mental retardation, she is confuse about it and as it endangered her physical and psychological health, it may be forget rehabilitation services to child timely.

The response of parent to their children with mental retardation is not some, but generally we can say that majority of them are encountered many mental tensions and stress. The individual that are suffered from stress, they are lots power to encounter it, also are involved in term of behavioral, mental, physical health(Cooper and Baglioni ,1988; translated by Gharche daghi and Sharifzadeh,1994 question by Malekpoor, Farhani, Aghaie, Bahrami,2006) the more stress can cause mental and physical disease by reducing individual body's resistance (Brannon and Feist (2006)that translated by by (Taghi Low and Jafari, 2000).

Furthermore, by upon materials and considering the percent of material retardation spread in Iran is nearly 2.3 percent (Syf Naraghi & Naderi, 2003) and by considering the rate of disability (12 thousand person) based on level of society need to welfare services by welfare university and rehabilitation sciences (Yosefi, Nazmdeh, 2009), this question is important that how we can reduce rate of parent stress (special mothers) of these children.

In the course of mother's important role in the field of family and child health promotion and their necessary capability at giving supervisory and rehabilitation services and reducing stress effects on mother, we can utilize different approaches including client – centered, psychoanalysis, Adler, reality therapy gestalt therapy, cognitive – behavior and etc which it seems that it useful cognitive – behavioral approach.

The cognitive theoreticians believe that problems and events is not cause of the stress, so the individual interpretation about events is lead to these problems. The cognitive theories presented mainly as an attitude therapy and explanation to the stress. Although the different theoreticians have disagreement in this field rather, but generally cognitive theories suggest that stress is continued following wrong extermination about situation which it cause stress on person. In addition, the cognitive – behavioral remedy methods are appealing to diminish and renovate thought's wrong patterns; also, they perceived as method to applying behavioral practices in the different situations as integral part of remedy process.

The goal of this study is investigation of group counseling effectiveness by cognitive –

behavioral method on reducing mother's stress of children with mental retardation under 6 years old, under supervision of Khorramabad province's welfare organization in the 2012.

The main hypothesis:

The group counseling with cognitive – behavioral method in reducing mother's stress of children with mental retardation effected.

The subordinate hypotheses:

1. The group counseling with cognitive – behavioral method influenced on reduction of mothers stress cognitive symptoms of child with mental retardation.

2. The group counseling with cognitive – behavioral method influenced on reduction of mothers stress emotional symptoms of child with mental retardation.

3. The group counseling with cognitive – behavioral method influenced on reduction of mothers stress physical symptoms of child with mental retardation.

. In fact, Holroyd has made this questioner to measuring the stress of families' member that takes care of a chronic mental or physical disabled child. This questionnaire was included 52 items, which 21 positive items and 31 negative items designed of these questions. Masaeli (1999) applied the method to reliability of this questionnaire by made of retaining during ten days on sample consist of 12 parent with child with educated mental retardation and calculated the scores correlation coefficient by Pearson method. The correlation coefficient of father's stress score in two performance times was equaled %94 and among mothers was %92. The many of researchers such as Antoni et al. (1991) and it approved validity of this questionnaire and believed that above test are appropriate materials to test the parent's stress of disabled children (Masaeli, 1999).

The method of study performance:

After the selection of samples and permitting cooperation and acceptance among individuals' the method of study's performance had debated with them and than the rate of control and trial groups stress determined as pre- testing by using study measurement materials and after post – test also, 10 sittings (which 2 sessions in each week a period of one half haultly) hold on trial group so that they exposed to independent variable (group counseling by cognitive – behavior method) but control group didn't get counseling. Than post – testing provided for both groups again and another test provide to following stage timing two weeks.

(Table 1-1): summary of holding educational sittings.

Number session	Topic of discussed materials in the session
First session	Introducing oneself, to be welcome, thanks of groups members to their attending and to inviting for the partnership in group and expressing groups rules and goals by therapist, individuals friendship with each other, the explanation about mental retardation, its cause and factors and effects on family, to expressing the individual responses to their children mental retardation, to collecting the materials and to determining sitting time by researcher.

Second session	Stress and awareness, giving food advices on stress, the effect of joke in reducing stress, giving the homework's including (1. you should be write your physical and emotional responses and thoughts on paper about events that are happening in this week. 2. you should be on paper of samples about common situation relate to your child with mental retardation who cause stress on you).
Third session	The investigation of past sittings homework's, distributing muscles relaxation, educational vocal CDs among member of group, giving homework's including (you should be practiced muscle relaxation two times in day and wrote on paper your stress level after and before practice with less and more words.)
Fourth session	The investigation of past sitting homework's, the study of cognition relationship, excitement and behavior, (learning A, B, C series to individual), giving homework's including 1-1 you must be wrote 10 deplorable events which had experience in your life during one year by using A, B, C series. 2- You must write badly A, B, C series that you had experience every day. 3- You must be practice the muscle relaxation 2 times on day).
Fifth session	The study of before sitting homework's, the exploration of negative thoughts and cognitive distortion, replacing intellectual thoughts instead of them, to training the techniques of thoughts challenges and to considering in reducing stressful and anxious thoughts, giving homework's including (1. the exploration of 5 negative thoughts and excitement related on its and finding intellectual thoughts instead of them. 2. to practicing the muscle relaxation 2 times in day, 3. to applying the technique of thoughts challenges and considering it outside of remedy sitting.)
Sixth session	To reviewing the past session's homework's, nuclear belief's and self – made thoughts, giving homework's including (1- you can be completed transfer of thought's. 2- practicing muscles relaxation).
Seventh session	To reviewing the past session's homework, change the beliefs, beliefs test and scale analysis, giving homework's including (the exploration of main beliefs list, objective analysis of beliefs, practicing muscles relaxation).
Eight session	To reviewing the past sitting homework's, practicing diaphragmatic breathing, to training the intellectual picturing, and stage of performance, to training the muscles relaxation synchronization with mental picturing, following up the individual's feeling about sitting, to training the techniques of embarrassment, giving homework's including (1. making several desirable picture according progressive stage of intellectual picturing. 2. to expressing economic and social, valuable, emotional results of any behavior (at least 2 results).

Ninth session	To reviewing the past sitting homework, to training useful comparison skills, giving homework is including (1. each person should be identify the compression style that he has studied by giving example. (Picturing). 2. To practicing the muscle relaxation practices with mental).
Tenth session	To investigating the past sitting homework's, to reviewing and collecting past sitting's materials, to practicing the trained educations practice of past sitting and emphasizing on practice and applying in common life, follow – up the individual feeling about sitting.

The method of data analysis:

The data collected analyzed by SPSS 18.0 through descriptive statistical methods such as frequency, percentage, average calculation etc., and inferential statistical methods and variance analysis method by repeating measurements and correlated t- test and calculated the rate of effectiveness of group counseling by cognitive – behavioral method in reducing the rate of stress of trial group.

Findings:

The main hypothesis: the group counseling with cognitive – behavioral method is effect in reducing mother's stress of children with mental retardation.

Table (1-2). Average and standard division of total score two groups including trial and control group in three stages: pre –test, post – test, follow – test stages.

Group	test time	number	average	standard deviation
trial	Pre- test	15	29.60	1.24
	Post – test	15	23.20	1.08
	Follow - up	15	23.33	1.17
control	Pre- test	15	31.12	1.08
	Post – test	15	31.38	1.14
	Follow - up	15	31.38	1.40

As you observe that average of score of trial group was 29.60 in pre – test stage, which has reduced in the pre – test 23.20 and follow – up stage 23.33 but the score average of control group, is not observable change in three stages.

Table (1-3): the result of K.Mokheli test in two group: control and trial groups.

group	Mokheli	free degree	meaningful level
trial	0.082	2	0.001
control	0.827	2	0.26

To investigating co – variance monotony, K. Mokheli test is used the premedical results (Epsilon Grinhas – Giser test) by considering Mokheli's meaningful test.

Table (1-4) the results of variance analysis test by repeated measuring to comparing score of two group's, trial and control groups in three stage including pre and post – testing and follow – up stages.

group	Square root total	Free degree	Square root average	F	Meaningful level
Trial	401.24	1.04	384.71	161.62	0.001
Control	0.66	2	0.333	1	0.38

As we are, observe in table (1-4), so the scores difference of trial group is significant but it does not observe significant difference in control group at three analyses. Furthermore, the main hypothesis of study is accepted base on effectiveness of group counseling by cognitive behavior method in reducing stress mother's with mental retardation. By considering, the meaningful difference of trial group's scores in three stages can apply correlated t – test between each group which the results are following.

Table (1-5) the result of correlate t – test in trial group.

	number	average	difference	t	free degree	Meaningful level
Pre-test	15	29/6	6.4	13.44	14	0.001
Post-test	15	23/20				
Pre-test	15	29/6	6.26	12.25	14	0.001
Follow-up	15	23/33				
Post-test	15	23/20	- 0.13	-1.46	14	0.16
Follow-up	15	23/33				

As we observe at table (1-5), there is significant difference scores average between trial group in the pre and post testing stages and it is not significant difference between post – testing and follow – up stage this means that interference was effective way and has effect until following up stage after post of time.

The subordinate hypothesis:

First hypothesis: the group counseling with cognitive – behavior method is influence in reducing mother's stress of child with mental retardation.

Table (1-6) the result of variance analysis test by repeated measurement to comparing score by cognitive small scale two groups such as control and control groups in three stage pre test, post test and follow up.

group	Square root total	Free degree	Square root average	F	Meaningful level
Trial	8.13	1.02	7.96	3.007	0.1
Control	0.667	2	0.333	2.87	0.17

As we are observed that there is not difference scores among both control and trial group, so that first hypothesis of study is not accept by the effectiveness of interference by cognitive behavioral method in reducing cognitive symptoms of mother stress of child with

mental retardation.

Second hypothesis: the group counseling by cognitive – behavior method has influence on reducing stress emotional symptoms of mothers of child with mental retardation.

Table(1-7) the result of variance analysis test by repeated measuring to comparing score below emotional scale of two control and trial groups in three stages including pre - testing, post - testing, and follow - up stages.

group	Square root total	Free degree	Square root average	F	Meaningful level
Trial	613.64	1.048	585.71	436.32	0.001
Control	0.167	2	0.83	2	0.38

As we observed at table (1-7), there is significant difference in the trial group but does not observe significant difference among individual scores of control group in the three stages. Furthermore, the second hypothesis approved based on the effect of interference by cognitive – behavior method on reducing emotional sings of mothers of children with mental retardation.

Third hypothesis: the group counseling by cognitive – behavior method has influence on reducing physical sings of stress mothers of children with mental retardation.

Table (1-8) the result of variance analysis test by repeated measuring to comparing scores below physical scale of two control and trial groups in three stages: pre – test, post – test and follow – up stages.

group	Square root total	Free degree	Square root average	F	Meaningful level
Trial	3.6	2	1.8	9.94	0.001
Control	0.197	2	0.83	2.14	0.13

As we observed in the table (1-8), there is significant difference in the trial group's score but there was no significant difference in three stages. Therefore, third hypothesis of study approved based on the effect of interference by cognitive – behavior method on reducing physical sings of stress mothers of children with mental retardation.

Discussion:

The finding of this study showed that, group counseling has effect on reducing stress mothers of children with mental retardation. The outcome in this study is similar to studies such as Mavin (2001), Bahrami (2006), Shachtman, Zipora, Irit (2005), Wong (2010), Wong and Poon, Kowok (2011) based on efficacy group counseling with cognitive – behavioral method in reducing stress.

The group counseling by cognitive – behavioral method is caused the mothers of child with mental retardation to be knew disability and causes and factor its creation and identified their responses including guilt feeling, failure and frustration, the denial of reality, stress and anxiety, to tend the rejection of child by mother, projection mechanism, weeding problems and

etc and recognize logical and unreality, so that obtained rather self – knowledge. This causes that individual does accept reality of child with disability and is connect by more appropriate method which it cause reduce the stress timely.

On other hand, the nature of group counseling can be positive effect in reducing stress, because to crowding the people in the group and individual feeling because on other also have problem as them may be have effect on reducing stress and negative spirit and so the acceptance child with mental retardation. In addition, the awareness of stress and its outcomes may cause applicants to be able control. The method on how encounter to stress easily. The analyses were performed by Powell (1987), it was asked 47 testable individuals in six separate established collective plans was classified more useful element. The therapies were more useful parts of remedy course as information and data about stress and to remaining in the group and to encountering others to some problems.

The second hypothesis of this study based on the efficacy of group counseling with cognitive – behavioral in reducing stress cognitive sings mothers of child with mental retardation was not approved. However, there was no another investigation which can be analyze according to the outcomes of this study, so this results was conflicted to the performed analysis by Batshaw (1997).

There is on probable explanation, which showed that the difference of scores trial group was not significant in three stages: pre – test, post – test and follow – up stages so that individual is need to more time (8 until 12 week) to reducing cognitive signs of stress individuals (Otto et al., 2000), whereas group counseling sessions in this study was 5 weeks.

Another possible explanation is that most of applicants in present study were low-literate (93.3 percent), which had been difficult in the field of noting and understanding techniques, to practicing and discussing on cognitive discussion in the sessions including the study of cognitive relation, excitation and behavior, to identify the unclear beliefs and self – made thoughts in beliefs test and criteria analysis, to practicing through, to practicing objective analysis's and finally this is cause the reduction of efficacy of this remedy method.

Third hypothesis of this study approved on the efficacy of group counseling with cognitive – behavioral method in reducing the emotional sings of mother's stress of child with mental retardation. The result of this assumption is according to performed analysis by (Daiyt, 1997); (Shachtman, Zipora, Gilat and Irit ,2005). on the efficacy of interference of cognitive – behavioral in reducing stress of parent of children with learning disorders. As probable explanation is, the use of intellectual picturing technique can be exchange the unsuitable excitation of applicant's such as stress, the feel of guilt, depression, to exciting, the more anxiety, and reducing jest, to changing temperament, lonely feeling and more anxiety to suitable emotions (Corey, 2005).

There was an explanation to reducing emotional sings of stress mothers of child with mental retardation using joke in the group counseling sittings. Ashby et al.(1999) believed that one factor in applicant's emotional disorder is losing the feel of joke by individual mostly, if this matter is corrected, so they are replaced assiduity to decreasing some of unsuitable opinions and mistakes and to become quiet, than relinquished wrong beliefs by retrieving their cognation. In addition, the use of ashamed practices caused that applicants had no

ashamed emotion to discarding others probability on having child with mental retardation the applicants encouraged by this practices that went to general places with their children. However, they were trying to the experience of appropriate sorry emotion, no shaming or depression feeling, when was not received agreement by them. Also, to training the appropriate comparison skills in cognitive behavioral counseling cause the applicants would have better emotion for physical and emotional feel (Antoni, Ironson , Schniderman, 2007).

The fourth hypothesis of this study on group counseling by cognitive behavioral method confirmed on reducing physical sings stress of mothers with mental retardation.

The outcomes of this assumption is similar to the performed analysis by Bahrami (2006), there is an possible explanation which the use of muscle relaxation techniques is effective method in reducing stress physical signs including confusion, turning, hard state and the contractile in throat, neck, head, head age, stomach injuries, So, the reduction of individual stress in such situation cause increase rate of stress.

Further, when individual is tired in the special situation, the stress and depression of individual is showed that returning the food is among some of organs and different muscles of body, so it was received by central nerves system and it is an stimulus to increasing the stressful responses and than is establish an closed – loop system. This closed system have spiral effect which lead to permanent tension, if we can be disconnect this close – loop system, briefly will reduce the level of stress among applicants consider. In result, it is assumption that is lead to change badly de – escalation to intellectual de – escalation. So we can said that it is enough the rate of muscles relaxation sessions to the amount of Adrenocorticotropin hormone in the before practice had meaningful reduction and is reduced the amount of body biology intercessors which had been increased under stressful condition (Aghi and Atashpor, 2001).

On the other hand, the consideration giving food advices to applicants cause reduce stress physical signs. A suitable diet can supply necessary energy to people and reducing their stress including dryness, intestine injuries, tiredness and indigestion (Conrad, 2012). Therefore, this investigation found that group counseling with cognitive behavioral method could be suitable method to reducing the stress.

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