EFFECTIVENESS OF BEHAVIOR MANAGEMENT TRAINING TO MOTHERS ON HEALTH PHYSICAL OR COGNITIVE SKILLS OF CHILDREN WITH AUTISM IN TEHRAN CITY

Sara Azad
Master of General Psychology Islamic azad university, Science and Research branch, Sirjan, Iran

Ghorban Fathi Aghdam
Ph.D in General Psychology, Islamic Azad University of Abhar, Iran

Abstract:
This study examined the effectiveness of behavior management training to mothers on health physical or cognitive skills of children with autism in Tehran City, for this purpose, using a sample of 32 autistic children were selected and assigned to experimental and control groups were the same way. Questionnaire to measure social skills, social skills and management training for parents of autistic children, parent management training package was used. Data were analyzed using analysis of covariance. The results showed that maternal behavior management training on physical health or cognitive skills in children with autism has increased significantly.

Keywords:
Effectiveness, training, behavior management, physical or cognitive health, autism

Introduction
Autism affects the properties of the human socialization so that the relationship between the individual and the complex influences. Their children remained in severe impairment in social interaction and communication, interpersonal and communication are playing (Kendall, 2005). Autism is diagnosed by a set of symptoms rather than just a symptom. The main characteristic of autism are impaired in response Filipk Communication, limited attention ad repetitive behaviors such as eating disorders and other characteristics that are important but are not necessary for diagnosis (Kendall, 2005).

Statement of Problem
Autism is a disorder of the disease, which was first introduced in 1943 by Leo Kanner. For this reason, the syndrome is known as kanner (Kakavand, 2009). Autism spectrum disorder is the most common disorder of childhood disorder involving severe turbulence problems, cognitive, social, wide effects on children's behavioral and emotional growth process (Rafee, 2007).
These children through difficult and maintenance of appropriate interpersonal communication, social skills, lack of interest and responsiveness to others, and stereotyped behaviors and stereotyped patterns and problems are detectable sensory functions (Kakavand 2009). The autism disorder should not be confused with withdrawal. Symptoms of the disease start in early life (Kakavand, 2009). Deficits in communication and social skills are considered as the most striking failure children with autism face...
Several studies to evaluate the effectiveness of various treatments for the symptoms of autism however, very little research on the role of health education and management training for parents of children with autism have examined the reduction of social cues. Due to the lack of knowledge in this field, why such research does is justified. The main research question is to what was said whether the behavior management training to parents of children with autism in children will increase positive social cues?

The necessity and importance of research
Symptoms of mental illness, physical illness, such as tangible and visible, this issue requires further attention and awareness, particularly diseases of children who do not have the sufficient knowledge and the parents are the closest people to read about them and they must acquire the necessary knowledge, because a lot of mental disease if diagnosed in childhood, it helps to prevent the progression and treatment of such diseases can be pointed to autism if there is a possible diagnosis of autism at 12 months, doctors and parents can begin treatment sooner, this also reflects the importance of parental awareness of autism, because if parents are aware of the symptoms, can the people closest to children, their condition diagnosed and treated them to take action. Perhaps it is diagnosed before 12 months and reduces the symptoms of the disease in children.

The purpose of the study
Determine the effect of maternal behavior management skills, physical health and behavioral disorders in children with autism.

Hypothesis
Behavior management training in maternal effects on health, physical or cognitive skills of children with autism disorder

Social skills
Social skills such as cooperation, assertiveness, and self-responsibility, learned behaviors that are visible that enable people to interact effectively with others and refrain from any form of social unreasonable (Grsham and Elliott, 2001).

Children with Autism
Autistic children with bilateral damage sustained social interaction, communication and diversion patterns are stereotyped and restricted. Stereotyped patterns of behavior, having symptoms like hyperactivity disorder, decreased attention, anxiety symptoms, and cognitive limitations of weak to severe mental retardation among children seen (Kakavand 2001).

Pervasive Developmental Disorders
Pervasive developmental disorders are disorders in which the development of social skills, language, communication and behavioral delay and diversion of resources occurs. Children with pervasive developmental disorders are often severe and unique interest to a limited range of activities show, they resist change sensitivity and responsiveness to the social environment is not appropriate. These disorders generally affect multiple aspects growth and stability is present early in life leads to dysfunction. Among the more famous autism disorder characterized by impairments in social interaction and bilateral continuous destruction, distortion and limited communication, and stereotyped patterns of behavior. According to the Diagnostic and Statistical Manual of Mental Illness revised, (DSM-TV-TR) abnormal functioning in at least one of these fields must be the age of three to one, autistic disorder is characterized
by behavioral criteria. Revised diagnostic and Statistical Manual of mental disorders, (DSM-TV-TR) 5 PDD has described the disorder of autism, Rett disorder, disorder down dispersive childhood, Asperger disorder and other developmental delays that are not specified (Kaplan, 2003; translation of a Rafee-Rezai, 2003).

**Literature**

Ahmadi (2004) Effectiveness of child-centered play therapy on aggression in children studied. The results showed that the play therapy can be effective in controlling aggression in children. Salimeh Jalali, (2008) Effect of group play therapy on reduction of specific phobias in children 5 to 11 years of follow-up of the stage, in the experimental group reported. Sima Jannatian, et al (2008) Effectiveness of play therapy based on cognitive - behavioral symptoms of hyperactivity disorder, ADHD in boys 9 to 11 years with ADHD reported. 30 people selected randomly in two groups of 15 subjects were assigned to experimental and control the research Mehrabi Zadeh, (2008) the effect of education on social skills, assertiveness, social anxiety and performance of female students were examined. This project was conducted on 30 students in the experimental group as a result; assertiveness training on reducing social anxiety and social skills and the performance of students in the experimental group compared with the control group has been effective. The effect of group play therapy on depression in children with cancer was studied. Through convenience sampling method 24 of 15 -6 year old children with cancer were studied in this project. As a result, play therapy significantly reduced depression in the intervention group compared with the control group (Golabi, 1996). The research Zadeh Mohammadi et al., (2005), guided by the notion of effectiveness of music on stress reduction, depression and anxiety in mothers of children with autism have examined and the effectiveness of this method is to reduce stress, depression and anxiety have gained mothers. Vakilian, (2009) examined the effectiveness of the combination of cognitive - behavioral therapy and social skills training, fear of negative evaluation and societal avoided. Using a convenience sample (n = 13) were selected and randomized into two groups for each experimental and control groups. After completion of the course of 12 sessions (three months and 2 hours per session) treatment groups were evaluated. And concluded that group cognitive - behavioral therapy and social skills training, fear of negative evaluation is effective.

**Methods**

In this study the effect of maternal behavior management training in social skills in autistic children 6 to 9 October Interrupt Tehran will review the regulations. This study is part of a semi-experimental research. In such research, there is a random selection of subjects; therefore, the control of the researcher is to pilot projects in such plans (Kakavand, 2013).

**The population**

The population in this study, all mothers (70 children) aged 6 to 10 years are autistic Treatment and rehabilitation center for Interrupt ceremony in Tehran October 2013 - 20132 were admitted.

**Sample and sampling**

The sample in this study is voluntary and available for sampling. 32 mothers of children with autism have nearly identical symptoms, depending on the result of the check list of social skills that responded were selected And randomly assigned to experimental and control groups. In each group, 16 parents were children.
Methods of data collection
Data collection for this research was presented to the parents of the selected sample, the questionnaire was provided to them. The explanation about how to respond to the questionnaire, the data became Habé questionnaires was collected.

Grading method (autistic children social skills)
This scale, checklist has 4 subscales of behavioral social skills, speech, language, communication - People Painting - sensory or cognitive awareness and physical and behavioral health. The scale has 77 items, which scores each question from 1 to 3. The sound in speech-language communication and awareness of sensory or cognitive subscale correct option 3 option almost exactly 2 and incorrect options 1 and the subscales of the coloring and socialize correct option 1 option 2 almost exactly and 3 receive an incorrect item. High scores represent the high and low score indicates low social skills and social skills.

Grading scale Gilliam Garz
Gilliam in autism rating scale (1995) scale, which is used to measure the intensity and the risk of autism, was designed. This tool is also capable of persons with autism and other developmental disorders distinguished impaired. Clean them (Daghighi, 2010).

Reliability and validity (grading scale Gilliam Garz)
Garz scale on a sample of 1092 people, including children, adolescents and young adults Kanadad United States of America and has been tested and standardized. Its reliability using Cronbach's alpha technique approved. Studies showing the alpha coefficient for stereotyped behaviors 0.90, 0.99 for connection, 0.93 percent for social interaction, 0.88 for developmental disorders and 0.96 is the sign of autism. Although some research suggests that Gilliam 1995 Garz strong reliability and validity, however, little research has been conducted evaluate this issue. In Iran has repeatedly although the scale of the investigation and also used in clinical practice, it has been confirmed by various professionals face validity.

Method of grading (grading scale Gilliam Garz)
This scale consists of 4 subtests stereotyped behaviors, communication, social interaction and developmental disorders. This scale has three sets of 14 questions; each question is who score between 0 and 3. In this case the option is 0 = never, 1 = rarely, option, options, sometimes = 2, options are often = 3. score each of the 3 groups of 42 and the minimum score is 0. And a set of 13 questions, each question has a score between 0 and 1. High scores suggest a slight indication of the severity of the disorder and low scores given the scale scores for their grade 7 Mang is determined as follows:
Scores lower than 69 = very mild, mild = 70-79 scores, grades 80 -89 = below average, 90 -110 average scores, scores of 111-120 on average, the scores of 121-130, severe, very severe scores of 131 and above.

Methods
The study was performed and testing (control) control. Before the intervention of both children with (Czech list of behavioral social skills to autistic children) were tested before (whose parents completed the questionnaires). The experimental group consisted of 16 women, in 10 sessions of 60 minutes each session (two sessions per week) were trained. At the end of training, both groups from the Czech list of behavioral social skills to autistic children were evaluated.
Describing data

Table 1: sample frequency and percentage distribution, by age group

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>5</td>
<td>31/2</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
<td>25</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>31/2</td>
</tr>
<tr>
<td>9</td>
<td>2</td>
<td>12/5</td>
</tr>
<tr>
<td>Sum</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 2: distribution of the sample frequency and percentage, based on the duration of the training

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under 1 year</td>
<td>2</td>
<td>12/5</td>
</tr>
<tr>
<td>1-2</td>
<td>9</td>
<td>56/2</td>
</tr>
<tr>
<td>2-3</td>
<td>3</td>
<td>18/8</td>
</tr>
<tr>
<td>3-4</td>
<td>2</td>
<td>12/5</td>
</tr>
<tr>
<td>Sum</td>
<td>16</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 3: mean and standard deviation of the scores of those skills and subscale prototype research groups

<table>
<thead>
<tr>
<th>Age (n=16)</th>
<th>Experimental group</th>
<th>Control group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The components | Pre-test M ± SD | post-test M ± SD | Pre-test M ± SD | post-test M ± SD
--- | --- | --- | --- | ---

Statistical inference data

Table 4: default in the analysis of covariance,

<table>
<thead>
<tr>
<th>df2</th>
<th>df1</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>1</td>
<td>0/804</td>
</tr>
</tbody>
</table>

Table 5: summarizes one way ANOVA

<table>
<thead>
<tr>
<th>Change source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>Eta</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest</td>
<td>412/243</td>
<td>1</td>
<td>412/243</td>
<td>99/257**</td>
<td>0/774</td>
</tr>
<tr>
<td>Group</td>
<td>28/872</td>
<td>1</td>
<td>28/872</td>
<td>6/952**</td>
<td>0/193</td>
</tr>
<tr>
<td>Error</td>
<td>120/445</td>
<td>29</td>
<td>4/153</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All corrected</td>
<td>580/219</td>
<td>31</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Statistical results:
Due to the $F (29 \text{ and } 1) = 6.952$ and $P < 0.01$, Null of equality of mean test scores in both experimental and control groups after adjusting for pre-test scores (99%) rejected. In other words, physical health and behavioral skill score after behavioral management training to parents in the experimental group was significantly higher than that in the control group. The behavior of the parent management training increases physical health and behavioral skills in children with autism.

Research Proposals
It is suggested that future research, parent management training in a larger sample run. Further research is recommended on the effectiveness of behavior management training compared with other methods.

References:


