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Introduction

Up to today, there are experimental evidences pointing out the usefulness of cognitive-behavioral interventions for the treatment of children with Attention Deficit / Hyperactivity Disorder (ADHD), including the Parent Training, classified as 'empirically validated treatment' and mainly suitable to build specific parenting skills (Pelham, Wheeler e Chronis, 1998; SINPIA, 2006).

Objectives

This study examines a process of Parent Training carried out with a group of parents of children with ADHD.

Aims

Improving the parenting knowledge and skills in the strategies of management of children's problematic behaviors; encouraging the expression of emotions and managing parental stress.

Methods

The training takes place in 12 meetings, the group is formed by 4 couples of parents of children diagnosed with ADHD.

Evaluation of the effectiveness of the treatment: subjective criterion, concerning the degree of satisfaction expressed by parents in using the educational intervention techniques, learned and experienced in the group work, and objective criterion through the use of standardized pre-and post-treatment assessment tools: Parent Stress Index (PSI -RR Abidin , 2008) and Alabama Parent Questionnaire (APQ - Frick , 1991).

Results

Acquisition of a specific knowledge of the Attention Deficit Disorder / Hyperactivity, of the strategies to manage the child's behavior, development of a parental attitude oriented toward problem-solving, becoming thus positive models of behavior, in order to promote family relationships.

Conclusions

This intervention adds to the management of the problems related to ADHD, the support and the management of the emotional aspects related to parental competence.

Key words: ADHD, parental stress, parent training