



Reducing Parental Stress Through Counseling And Barkley's Parent Training Program: Evidence From Parents Of Children With ADHD

1Kaushan Saeed, 2Dr (prof) poonam devdutt

1PhD scholar, 2Supervisor/ Director

1Center for psychology and human behaviour shobhit university, Meerut,

2Center for psychology and human behaviour shobhit university, Meerut

Abstract

This study examined the effectiveness of counseling and Barkley's Parent Training Program in reducing parental stress among parents of children with ADHD. Thirty-three parents were divided into three groups: counseling only (n=11), parent training only (n=11), and combined counseling with parent training (n=11). Paired t-tests showed significant reductions in parental stress across all groups, with the combined intervention yielding the greatest effect. ANOVA confirmed significant group differences, $F(2,30)=6.97$, $p=.003$. These findings suggest integrating counseling with behavioral parent training as an effective intervention for reducing parental stress.

Keywords

ADHD, parental stress, counseling, Barkley Parent Training Program, intervention

Introduction

Parents of children with ADHD often face elevated stress levels due to behavioral and academic challenges (Theule et al., 2013). Interventions such as counseling and Barkley's Parent Training Program aim to reduce this stress by improving coping skills and child behavior (Barkley, 2013). This study evaluates the comparative and combined effects of these interventions on parental stress.

Method

Participants

Thirty-three parents of children diagnosed with ADHD participated. Participants were randomly assigned to three groups: Counseling only (n=11), Parent Training only (n=11), and Combined intervention (n=11).

Tools

Parental Stress Scale (Berry & Jones, 1995) was used to measure parental stress pre- and post-intervention.

Procedure

Interventions were conducted over 10 weeks. Counseling focused on coping strategies, while Barkley's Parent Training Program emphasized behavioral management techniques.

Combined intervention received both.

Results

Paired t-tests revealed significant reductions in parental stress scores in all three groups (Table 1). ANOVA indicated significant differences among interventions, $F(2,30)=6.97$, $p=.003$ (Table 2).

Demographics of Participants

All participants were parents of children with ADHD, aged between 6 and 12 years. Groups were comparable in terms of age, education, and socioeconomic background.

Table 1. Pre- and Post-Intervention Stress Scores (Mean \pm SD)

Counseling: Pre = 54.0 ± 7.8 , Post = 35.8 ± 7.1

Parent Training: Pre = 62.7 ± 5.5 , Post = 34.0 ± 2.4

Combined: Pre = 66.7 ± 7.4 , Post = 37.0 ± 4.5

Table 1: Stress Levels of Parents Before and After Intervention

Note: Table created by the author using original research data.

Table 2. Statistical Summary

Counseling: $t(10)=7.49$, $p<.001$

Parent Training: $t(10)=12.89$, $p<.001$

Combined: $t(10)=11.44$, $p<.001$

ANOVA: $F(2,30)=6.97$, $p=.003$

Table 2: Statistical summary of all three groups with Anova result

Note: Table created by the author using original research data.

Figure 1. Pre- and Post-Intervention Scores by Group

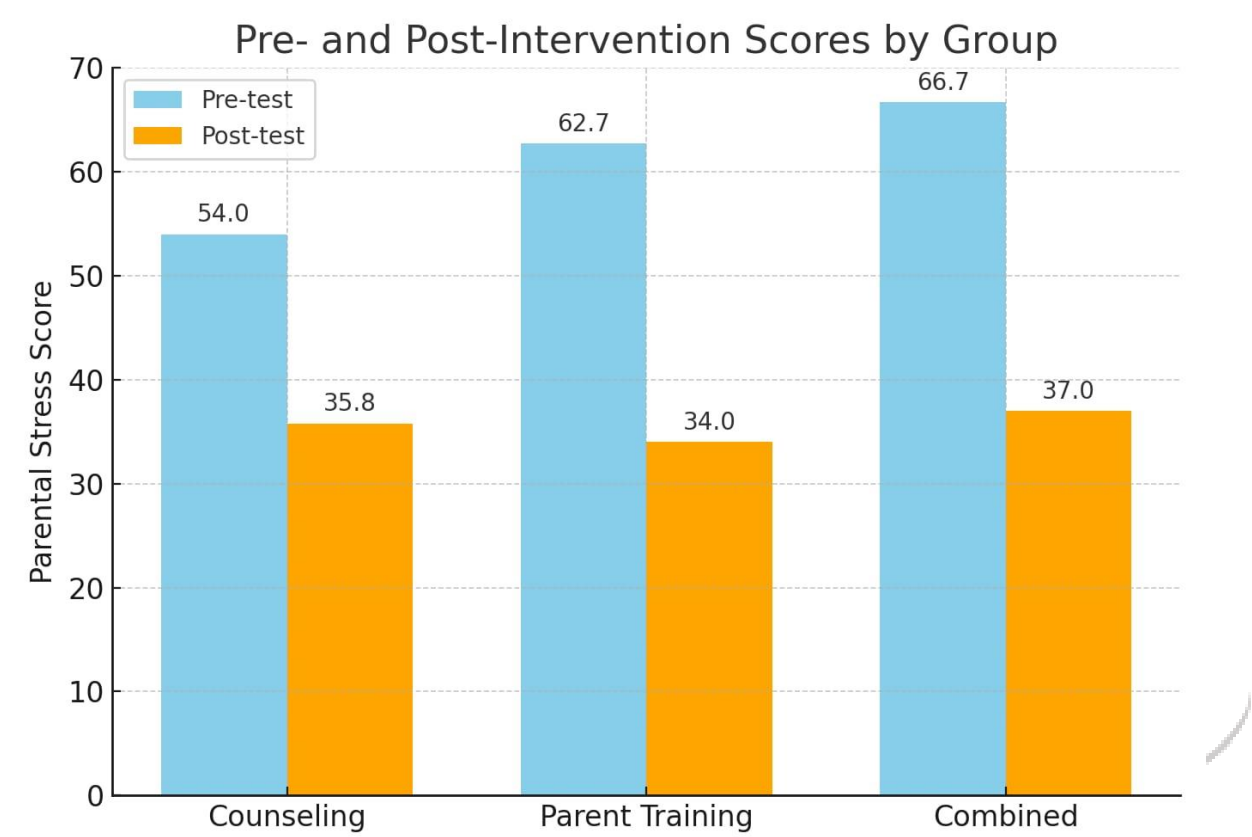


Figure 1: Comparison of Pre- and Post-Test Scores among ADHD Parents

Note: Figure created by the author based on primary data.

Discussion

The combined intervention produced the greatest reduction in parental stress, followed by parent training and counseling individually . visual representation provided in Figure 1. These findings align with prior research emphasizing multimodal approaches to address both behavioral and emotional needs of families managing ADHD (Chronis et al., 2004).

Limitations

Small sample size, short-term follow-up, and reliance on self-report measures limit the generalizability of results.

Conclusion

Combining counseling with Barkley's Parent Training Program significantly reduces parental stress, providing an effective model for intervention with ADHD families.

References

1. Berry, J. O., & Jones, W. H. (1995). The Parental Stress Scale: Initial psychometric evidence. *Journal of Social and Personal Relationships*, 12(3), 463–472.
2. Barkley, R. A. (2013). *Defiant Children: A Clinician's Manual for Assessment and Parent Training*. Guilford Press.
3. Barkley, R. A. (2015). *Attention-deficit hyperactivity disorder: A handbook for diagnosis and treatment* (4th ed.). Guilford Press.
4. Chronis, A. M., Chacko, A., Fabiano, G. A., Wymbs, B. T., & Pelham, W. E., Jr. (2004). Enhancements to the behavioral parent training paradigm for families of children with ADHD: Review and future directions. *Clinical Child and Family Psychology Review*, 7(1), 1–27.
5. Theule, J., Wiener, J., Tannock, R., & Jenkins, J. M. (2013). Parenting stress in families of children with ADHD: A meta-analysis. *Journal of Emotional and Behavioral Disorders*, 21(1), 3–17.
6. van Steijn, D. J., Oerlemans, A. M., van Aken, M. A. G., Buitelaar, J. K., & Rommelse, N. N. J. (2013). The reciprocal relationship of ASD, ADHD, and parental stress: The importance of considering subthreshold problems and the broader autism phenotype. *Journal of Autism and Developmental Disorders*, 43(3), 587–598.
<https://doi.org/10.1007/s10803-012-1592-0>
7. Singh, I. (2008). Beyond polemics: Science and ethics of ADHD. *Nature Reviews Neuroscience*, 9(12), 957–964. <https://doi.org/10.1038/nrn2514>
8. Bögels, S. M., & Brechman-Toussaint, M. L. (2006). Family issues in child anxiety: Attachment, family functioning, parental rearing, and beliefs. *Clinical Psychology Review*, 26(7), 834–856. <https://doi.org/10.1016/j.cpr.2005.08.001>
9. Achenbach, T. M., & Rescorla, L. A. (2001). *Manual for the ASEBA School-Age Forms & Profiles*. University of Vermont, Research Center for Children, Youth, & Families.
10. Barkley, R. A. (2013). *Defiant Children: A Clinician's Manual for Assessment and Parent Training* (3rd ed.). The Guilford Press.
11. Chronis, A. M., Chacko, A., Fabiano, G. A., Wymbs, B. T., & Pelham, W. E., Jr.

(2004). Enhancements to the behavioral parent training paradigm for families of children with ADHD: Review and future directions. *Clinical Child and Family Psychology Review*, 7(1), 1–27. <https://doi.org/10.1023/B:CCFP.0000020190.60808.a4>

12. Johnston, C., & Mash, E. J. (2001). Families of children with attention deficit/hyperactivity disorder: Review and recommendations for future research. *Clinical*

