

**5<sup>th</sup>** International  
Congress of  
Child and  
Adolescent  
Psychiatry



**8-11 October 2012  
Tehran-Iran**

**Razi International  
Congress Center**

Tehran. These workshops were held in nine 2-hour sessions once a week by experienced instructors. The current study was a quasi-experimental research with a pretest – posttest design without control group. Data were collected using Children's Behavioral Problems Questionnaire, and Family Problem Solving Scale.

**Results:** Findings indicated a significant effect on reducing children's behavioral problems; however, no significant effect was observed in the area of family problem solving. It seems that findings of this research can be used as an effective intervention for reducing children's behavioral problems.

**Conclusion:** Finally, discussion and conclusions, limitations and recommendations for future research are presented.

**Key words:** *Problem Solving, Behavioral Problems, Parenting Strategies*

#### **PTU68- Outcomes of Parental Mental Illness on Children: A Qualitative Study**

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**Introduction:** Children of parents with mental illness are a substantial, yet marginalized group. Although extensive empirical evidence shows their risks for adverse outcomes, there has been little focus on such children's personal experiences.

**Objective:** This study was conducted to explore the outcomes of parental mental illness on their children.

**Methods:** This study used grounded theory. Seventeen informants were interviewed at a mental hospital in the city of Qazvin, Iran. The participants were selected using purposeful and theoretical sampling. Interviews were analyzed using Strauss and Corbin's method.

**Results:** It was revealed that parental mental illness leads to five major outcomes that involve communication, mental, educational, economic, and extra roles factors.

**Conclusion:** It is suggested that these children be considered within health care plans, and that policy makers, nurses, and other health care providers use these findings for preventive and educational purposes.

**Key words:** *mental illness, grounded theory, children, parent*

#### **PTU69- Relationship between "Parental Interactive Bed time Behavior" and "Infant Sleep"**

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**Introduction:** "Parental interactive bed time behavior" refers to behaviors that parents use for settling children to sleep at bedtime. Since new born babies are unable to distinguish between day and night, parents often use different ways for their nocturnal sleep. Parents may continue to use these methods for a long time or change them after a while.

**Objectives:** The present study examines the results of various studies in relation to infant sleep and "parental interactive bedtime behavior".

**Method:** A library study and review of the literature was conducted.

**Results:** Results showed that the relationship between the "parents' interactive bedtime behavior" and infant sleep, is direct and immediate although a causal direction has not been established in most previous studies. Little research has been done to study the underlying factors of severe involvement of some parents or limited involvement of some other parents in the children's nightly sleep process. In general, however, it can be stated that the formation of sleep habits is influenced by the hereditary conditions, physical, psychological, environmental, cultural and family.

**Conclusion:** Basic foundations of sleeping habits are formed in childhood and may continue over the life span. Childhood is a good time for training children to develop good sleep habits. Therefore, detection and prevention of improper sleep habits is important.

**Key words:** *sleep, sleep problems, parental interactive bedtime behavior, strategies settle to sleep, infant*

#### **PTU70- Relationship between Three Parenting Styles (Permissive-Authoritative-Authoritarian) with Stress-Test Students**

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**Introduction:** Examinations are an essential part of modern life, particularly in the academic field, but they cause stress and anxiety. Anxiety is a deterrent factor in student achievement. Many of the basic research raised component in their parenting styles as children grow and discuss the consequences of these components of cognitive, social (Lamborn, Mantz, Steinberg and Dronbakh, 1991) and behavioral, emotional (Driscoll, Russell and croquet, 2008) is related to the children. Given the high prevalence of test anxiety in students and its impact on academic achievement, the present study investigated the relationship between parenting styles and test anxiety in students.

**Objective:** The aim of this research was to examine the relationship between parenting styles (permissive-authoritative-authoritarian) and test anxiety in students.