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wise person, trying out a new approach, and summarizing the lesson. For assessing changes during the treatment, Achenbach Children's Checklist was used in terms of post-test and pre-test, with the validity of 0.77 to 0.83 and reliability of 0.05.

**Results:** By comparing T-score's results in post-test and pre-test, it was confirmed that Narrative Therapy have positive effects on social problems, aggressive behavior and law-breaking behavior. T-score in aggression behavior's post-test was significantly reduced (more than 30 scores in each child) and children's behavioral problems were reduced.

**Conclusion:** Narrative therapy decreases children's behavioral problems.

**Keywords:** *Narrative therapy, William Cook, Storytelling*

**PTU17- The Examination of Effectiveness of Group Therapy of Transactional Analysis to Reduce Conflict between Parents and Adolescents**

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**Introduction:** Adolescence is period of independence, expressing different opinions and struggling with parents. During this time, conflicts of adolescents with parents are increased and sometimes will be troublesome. However, having a good relationship with parents is very important to adolescents.

**Objectives:** The purpose of this study was to examine the Effectiveness of group therapy of transactional analysis to reduce conflicts between parents and adolescents.

**Methods:** This was a Quasi-Experimental study with pre-test and posttest and control group .The research populations were all freshmen high school students of Neyshabur academic years of 2011-2012. Twentystudents were selected using random cluster sampling and were replaced in both experimental and control groups. The experimental group participated in group counseling of transactional analysis foreleven75 -minute sessions. In this study, two questionnaires were used :(1) a Demographic Survey, (2) child- Parent Conflict Survey. The study utilized the statistical univariate analysis of covariance (Ankova) for statistical analysis.

**Results:** The results of multivariate analysis of covariance showed that group therapy based on the transactional analysis lead to a significant reduction in conflicts between adolescents and parents (P<0.0001). In other words, the scores of the experimental group were significantly lower than the control group.

**Conclusion:**

Based on the findings of this study, it can be concluded that group therapy based on the transactional analysis may lead to reduction of conflicts between adolescents and parents.

**Key words:** *Parents-Adolescents Conflicts, Group Therapy, Transactional analysis*

**PTU18- The Effectiveness of Group Counseling Solution-Focused Brief Therapy (SFBT) on Academic Motivation of Under Achievement High School Students**

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**Introduction:** There is often a gap between the abilities of the gifted individual and his or her actual accomplishments (under achievement). This disparity can result from various factors such as loss of interest in classes, emotional or psychological factors, including depression, anxiety, and perfectionism. All these people share a common trait which is lack of academic motivation. Academic motivation is a desire to learn, like learning-related activities, and believing that school is important. Solution-focused therapy deals with under achievement. Solution-focused therapy or brief therapy is a type of talking therapy that focuses on what clients want to achieve through therapy rather than on the problem(s) that made them seek help.

**Objective:** The purpose of this study was to investigate the effectiveness of *group counseling solution-focused brief therapy (SFBT) on academic motivation of under Achievementhigh School in Tabadkan regionin city of Mashhad in 2012.*

**Methods:** In an experimental study, subjects were selected from high school students with under achievement. The subjects were randomly assigned in to two experimental and control groups. Group counseling SFBT was administered to the experimental group in eight 90-minute sessions. The control groups did not receive any therapy. Both groups completed the Academic Motivation Questionnaire (AMQ) after the intervention period. Data were analyzed using statistical test of covariance.

**Results:** Analysis of covariance in post-test assessment showed significant differences between the experimental and control groups (p<0.05). In other words, *academic motivation was increased* in the experimental group.

**Conclusion:** Group counseling solution-focused brief therapy is effective in increasing academic motivation of students with under achievement.

**Keywords:** *Group counseling, Solution-focused brief therapy, Academic motivation, Under achievement*