THE EFFECTIVENESS OF NARRATIVE THERAPY WITH ADLERIAN APPROACH ON SELF – ESTEEM CHILDREN WITH PHYSICAL-MOTOR DISABLE IN MASHHAD OF IRAN

[1]VAHID BAFANDEGAN, [2]ROGHAYEH GASHTI

[1]Islamic Azad University Neyshabur,PH.D student in Department of clinical psychology, Iran
[2]Islamic Azad University Mahshahr, M.A in Department of Islamic Jurisprudence, Iran
E-mail: [1]vahid_bafandegan@yahoo.com

Abstract - The frequent Comorbidity of psychological disorder and physical disability is well- documented. Especially in Islamic Societies: minority groups like People with disabilities are exposed to the harms of the laws of Islamic societies. The present study was to investigate the effect of Narrative therapy on self-esteem physical disability in Mashhad.
Methods and materials: Of the 120 child sample were included 40 participants who were assigned by random sampling in experimental (N=20) and control group (N=20). Children were completed Cooper Smith Self Esteem Inventory (SEI) in the pre-test, post-test. Data were analyzed by the SPSS 16 and presented with covariance (ANCOVA) test. Alpha level less than .05 was considered significance ($p<0.01$).
Findings: analysis of ANCOVA showed that there are significant differences between the experimental and control group based on self-esteem in the post-test stage.
Conclusion: Results suggest that narrative therapy could be a short and effective treatment and Adlerin-dependent therapies play a distinctive role in overcomingMusclein'spower in a religious revolution like Iran.

Keyword: Narrativetherapy, Self-Esteem, Physical-Motor Disable

I. INTRODUCTION

According to the progress of developing countries and the increase of congenital abnormalities and accidents, which result in disability so that according to WHO, the most important psychological principle of disability is comorbidity self – esteem. Self- esteem is part of self - conception and an index of self, including cognitive and behavioral and emotional dimensions (Blascovich & Tomaka; 1991). Today 's research showed the narrative therapy is the most effective remedy for neurotic child disorders. Adler (1954) believes that the inferiority complex at the age of 2 to 7 is mainly affected by the growth of individuals that can contribute to 3 dimensions: body and mind and social, and hence Milton Erickson has shown the narrative therapy on children at semi-conscious level The story help to the development of the child 's personality Children love short stories and listen to it all their sense in this context, and some phrases in starting stories create an extraordinary fascination to the listener.

Thus, the existence of such positive field can help the coach succeed in teaching the child the ethical and moral principles of the child (Rahmandoost, 1990).

Post-test				Pre-test					
SD	M	Max	Min	SD	M	Max	Min	Group	
1/80	11/90	15	8	1/05	9/45	11	7	Experimental	SEI
1/11	9/75	12	8	1/17	9/30	11	7	Control	
1/29	6/10	8	4	1/35	5/45	7	3	Experimental	Family
1/26	5/35	7	3	1/41	5/10	8	3	Control	
1/98	7/85	12	8	1/48	4/75	7	2	Experimental	Social
1/47	5/20	7	1	1/58	5/25	7	1	Control	
1/57	4/80	8	2	1/23	2/60	6	0	Experimental	academic
1/02	3/10	5	2	0/93	2/65	4	1	Control	
3/05	25/80	30	18	1/35	20/45	22	16	Experimental	personal
2/23	23/45	24	17	2/77	19/90	22	16	Control	

II. METHOD

A group therapy with Adler's approach was held twice a week in a 45 - minute for the experiment group. These meetings were guided by the therapist and the therapist 's help. After reviewing the tasks of each session, the group rested for 15 minutes, then performed a related story with culture. The expressed feelings and thoughts were centered on the increase in self - esteem and social interest and a decline of inferiority.

III. MEASURES

Cooper Smith Self Esteem Inventory(SEI): Coopersmith (1967) provides a measure of self - esteem based on the theoretical revise on the Dymond-Rogersscale, which has 58 items, 8 of which are 8 - 13 - 20 - 34 - 48 - 48. A total of 50 items have been divided into community, family, and education. The method of this test is zero and one. That does mean that the answer yes to 2 - 4 - 5 - 5 - 14 - 18 - 18 - 23 - 23 - 23 - 30 – 32 give 1 and other questions are reversed. the minimum point a person may take is zero and a maximum of 50. If human subject scores more than 4, it means that the validity of the test is low and human subject tries to look better than it is.

Rahmandost (1990) the validation of the validity of this test in Iran is reported in four weeks and twelve days, respectively, 77 % and 80 %

The internal coefficient reported between 89 % and 83 % in different studies was variable and reported the method of splitting 0.87% the validity of the test with the test method for girls and boys is 90 % and 92 % respectively.

IV. RESULTS

in this study, the statistical sample of 40 children of physically disabled students of centers of Mashhad is random in two test groups (20), and (20) were investigated.The frequency of the Table 1: The frequency of the participants is random in two groups of testing and control groups.

frequency prresntage	frequency	Group
50	20	Experimental
50	20	Control
100	40	Total

Table2: the minimum and maximum data were the standard deviation of self - esteem and in pre-test post-test the two groups of experiments and control groups.

The high results indicate the frequency of the participants in each group of the experiment and the control which is 50 % in each group.

Sig	z-ks	
0/150	1/458	Pre-test
0/086	1/254	Post-test
		0/

Table3: The Kolmogorov - Smirnov test results:

Sig	Df2	Df1	F	MBOX
0/0001	5/81	15	6/135	107/380

Table4: Mbox test results for the analysis of homogeneity of variance matrix - covariance matrix

the results of the table show that the homogeneity of the variance-covariance matrix is established.

Eta	Sig	error DF	D F	F	Val ue		
506 0/	000 0/1	34	5	964 6/	506 0/	Pillai's Trace	
506 0/	000 0/1	34	5	964 6/	494 0/	Wilks' lambda	Gro up
506 0/	000 0/1	34	5	964 6/	024 1/	Hotelli ng's T Test	
506 0/	000 0/1	34	5	964 6/	024 1/	Roy's Larges t root	

$\frac{0/05}{5} = 0.01$Bonferroni

Table5: Results of the multivariate covariance analysis

the results of the table (P<0/05; F=6/964)show that there is a significant difference between the testing and control groups and their items (social, personal, educational and family self - esteem) in the post-test stage.

Eta	Sig	F	MM	D f	MS	dependent variables
0/ 351	0/ 000 1	/53 20	/225 46	1	/225 46	SEI
0/ 083	0/ 001	/428 3	/625 5	1	/625 5	Family
0/0 65	000 0/1	/623 2	/900 4	1	/900 4	Social
0/ 301	000 0/1	/391 16	/900 28	1	/900 28	Acadm ic
0/ 169	0/ 008	/711 7	/225 55	1	/225 55	Person al

Table6: Results of F-Test effects to assess the differences of 2 group on the pre – test, post- test

there is no significant difference between 2 groups in post-test in variables of self - esteem, this hypothesis is confirmed, and the therapeu tic has a significant effect on the degree of self – esteem.

V. DISCUSSION

according to the result of the research and the role of fiction in increasing social skills, the narrative therapy will have a significant impact on improving the social skills of children.there is characters in the narrative and modifying their previous behaviors. The therapeutic is effective for changing attitude, mental health, self – esteem and effective fear reduction. In addition, the therapeutic has a positive effect on the ability to solve student problems, social behaviors, values formation, interpersonal relationships, and the situation in reading and conversation. According to the findings of this research , with regard to the results of previous studies, the treatment story is an approach that helps the child develop a sense of social development according to the results of the study, which may help children with emotional and physical problems to cope with these problems as they require emotional and emotional problems to cope with these problems as well as to help them cope with their problems better (Geldard, Geldard; 1997)

REFRENCES

[1] Adler, A.(1954). Understanding Human Nature, Conn. A Fawcett pre, Inc. 1954.

[2] Blascovich, J. & Tomaka. J (1991), Measure of self-esteem. In J.P.Robinson, p,r. Shaver & L.S.Wrightsman (Eds). The measure of personality & social psychology attitude. Vol 1.

[3] Coopersmith, S, (1967) The antecedent of self-esteem. New York: W.H.Freeman.

[4] Curry, N.A., & Kasser, T. (2005). Can coloring mandalas reduce anxiety? Art therapy. Journal of American art therapy association, 22 (2), 81-85.

[5] Geldard, K., & Geldard, D(1997). Counseling children: A practical introduction. London: SAGE Publications.

[6] Pourshafi(2001). Consideration of the relationship between self-esteem and academic progress. Master education. Tehran university.

[7] Rahmandost(1990). Narrative therapy. Soros Publications.

★★★