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Neurodevelopmental disorders such as intellectual disability, autism spectrum disorder, and attention-deficit/hyperactivity disorder are caused by impairment in the development of the central nervous system. Early diagnosis and intervention can lead to decreasing functional impairments in children suffering from these disorders. Therefore, one of the most important era in child and adolescent psychiatry research is related to the neurodevelopmental disorders and their clinical symptoms, comorbidities, course and prognosis, genetic etiology and environmental factors, endo phenotypes, methods of assessment and diagnosis, pharmacologic and non-pharmacologic interventions, ...etc.

Besides approaching neurodevelopmental psychopathology in young children, many countries yield national policy to screen for these disorders in high-risk population as well to provide the most appropriate services and prevent more complicated consequences. In our country, there are many governmental and non-governmental organizations working on related issues to help these children and their families being diagnosed as early as possible and receive proper treatments (a review on these national programs is presented in the congress). Along with these organizations, scientific academies and medical universities play their critical role. Promotion of the general and special knowledge and information about different aspects of neurodevelopmental syndromes is one of the responsibilities of the Iranian Academy of Child and Adolescent Psychiatry (IACAP).

Iranian Academy of Child and Adolescent Psychiatry in collaboration with Tehran University of Medical Sciences and other scientific centers has the honor of holding the 8th conference of Child and Adolescent Psychiatry with a focus on “Neurodevelopmental Disorders”. With collaboration of all Iranian child and adolescent psychiatrists and other allied professionals including psychologists, pediatricians, pharmacists, family therapists, counsellors, speech therapists, occupational therapists, social workers, nurses, social workers, neuroscientists and



etc., we hope to bring the most updates of studies held in Iran and other countries to the conference to be discussed by different professionals. This is a good opportunity for all of us to being aware of other colleagues' research and collaborate with each other with the major target of promoting mental health for all the young population in our country.

We appreciate great works and contribution of the colleagues taking part in the congress. Besides, the IACAP is grateful to the International Journal of Children and Adolescents for publication of the scientific abstracts being accepted and presented in the congress.

Mehdi Tehrani-Doost, M.D.

President of the 8th Congress of Child and Adolescent Psychiatry



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Abstracts

Effectiveness of Combining Medication and Behavioral Therapy on Autism Spectrum Disorder

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Background: Autism is a neuro-developmental disorder that impresses on social interaction, verbal and nonverbal communication and stereotyped behavioral patterns. In this paper we tried to examine whether risperidone plus Pivotal response treatment would be superior to risperidone only on behavioral problems.

Method: The research method was quasi-experimental with case-control. Thirty four children diagnosed with ASD according to Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5) were randomly divided into two groups: A RIS treatment group (n = 18) and a RIS plus PRT (n = 16). Behavioral problems were evaluated with the Aberrant Behavior Checklist (ABC). Assessment of ABC was performed in three phases, immediately before, after of the treatments and following (3 months after of the treatments).

Results: Results showed ABC scores were decreased in both groups after 3 months ($p < 0.05$) compared with the scores prior to treatment. Also, there was no significant differences in following measures of the ABC's subscale between the two groups, in expect of stereotypic behavior subscale ($p = 0.017$).

Conclusions: Medication can reduce behavioral problems in children with ASD. Treatment with RIS combined with PRT may result in reducing inappropriate speech in children with autism than RIS training alone. Therefore, the combination of RIS plus PRT is recommended for controlling and treating this disorder.

Keywords: autism spectrum disorder, behavioral problems, risperidone, pivotal response treatment

The Relationship between Parental Abuse with Parental and Marital Roles Attitude in Girls

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Background: Gender role attitude pertains to individuals' attitude toward proper role activities for men and women. Most of the factors relevant to family and society may affect individuals' attitudes toward their role. Meanwhile, parents' behaviors can act as an important factor in formation of different dimensions of children's personality. Accordingly, the present study was aimed to investigate the relationship between maltreatment and girls' attitudes toward parental and marital roles.

Methods: This cross-sectional correlational study was conducted in Isfahan University of Medical Sciences in 2013 with 190 female students as the sample. Participants were selected using the random-proportional sampling method. A demographic questionnaire, researcher-made maltreatment questionnaire, and Homami's gender role attitudes questionnaire were used as the data collection instruments. Data were analyzed using Chi-square, Kruskal–Wallis, and Mann–Whitney tests.

Results: Results indicated that the feminine attitude was the dominant attitude in gender roles. Findings also revealed no significant correlation between the type of gender role attitude in parental role and maltreatment. However, the correlation was meaningful in marital role of sexual and fertility affairs ($P = 0.02$).

Conclusions: Results revealed that participants had traditional female attitudes toward their gender roles in two aspects. First, taking the cultural domination on attitudes into account, that type of attitude is appreciated in which the individual feels relaxed and has an acceptable performance in the society. Furthermore, to promote certain types of attitudes, the entire socio-cultural and economic dimensions of the society must be taken into account. Family and social policy makings are regarded as starting points for different attitudes toward maltreatment.

Keywords: gender role attitudes, girls, maltreatment, parental abuse

The Pattern of Phonological Awareness Skills in Children with Autism Spectrum Disorder Comparer to Normal Children

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Background: The phonological awareness is individual's knowledge of language constructive units or sensitivity to language sounds and it's an important predictor of reading skill in children with autism spectrum. Previous studies have shown that children with autism have problems with learning phonological awareness skills. The purpose of this study was to determine the pattern of phonological awareness skills in children of autism spectrum and comparison with normal children.

Methods: In this descriptive-analytical study, 10 children with autism spectrum disorders and 10 normal children were matched in terms of age and gender. The phonological awareness skills of the subjects were evaluated using the Auditory Test of ASHA-5 Phonological Awareness Skills and the results were recorded in the checklist. Data analysis was performed using descriptive statistics and Mann-Whitney, independent T-test and Chi-square test using SPSS software version 24.

Results: There was no significant difference between the two groups in the gender variable. There was a significant difference between syllable, rhyming and phonological awareness in the two groups ($p < 0.0001$). Also, in all sub-tests, except for word-to-syllable analysis ($p = 0.25$) and syllable-word combination ($p = 0.34$), there was a significant difference between the two groups. In the case group, the decomposition of the word into the syllable and the identification of the final phoneme were respectively the highest and lowest mean scores.

Conclusion: Based on the results of this study, children with autism spectrum have lower level of phonological awareness than normal children. Also, the results showed that, as in normal children, in all subtests of the phonological awareness skills were not the same in the study group and did not develop to the same extent. In other word, some items were more difficult than others, and more time is needed for acquisition.

Keywords: autism spectrum, phonological awareness, reading, children

Neurodevelopmental Disorders (NDDs) and DSM---5 and ICD---11 (DSM---IV, American Psychiatric Association; ICD---10, World Health Organization)

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NDDs are very common affecting 1 in 10 children, up to 5% of office visits. NDDs cluster together with significant overlap and comorbidity is a role. NDDs cause significant short and long---term morbidity for children and their families. Based on the new DSM---V, and ICD---11, NDDs affecting coordination, speech, language, and specific academic learning; and in addition autism, attention---deficit---hyperactivity disorder, tics and Tourette disorder, stereotyped movements, and intellectual disability.

We do need such a clarification and classification with the purpose of having an:

- 1---1. Universal language for communication among clinicians and researchers,
- 1---2. Universal tool for teaching, training, and health statistics for all providers across the globe at any level, profession, or cultural setting.
- 1---3. In western countries such as the USA for remuneration, and to set eligibility for both services and benefits
- 1---4. The main goal of both DSM---V and ICD---11 is to harmonize NDD classification based on reliability, validity, and utility.

By looking at the extensive data released over the last decades by scientists and clinical researchers, how much we are more clear about the etiology of NDDs individually and as co---morbidity, where is the line between disorder and normal, and the challenge is the recognition that many disorders that were once considered categorical are now considered dimensional.

How this classification affects the existence of NDDs in medicine, science, and society in the real world?

- 2---1. Different diagnosis throughout the life of a child as he grows from infant to toddler, to child, to adolescent, to teen and adult, in an additive manner or replacing manner,
- 2---2. Lack of objective measurements for beginning, ending, and severity of symptoms, makes all of us vulnerable to uncertainty
- 2---3. Children and family who losing their right to have peaceful mind with confidence of being healthy, 2---4. The result of studies with less validity and reliabilities when samples are mixtures of unknown.
- 2---5. We won't be successful in any classification of NDDs as long as we classify disorders based on their semiology.

The nature of NDDs is not the problem, but the way we look, analyze and classified is the problem. The good news is “we made the problem” so the solution should not be far. Although NDDs increasingly recognized by parents and teachers, the co---occurrence of multiple Neuro--- developmental disorders, in individuals and within families is not new, and the first time in Mid---19th century co---morbidity described in patients with epilepsy with neuropsychiatric diseases, intellectual impairment, and movement disorders. Since then lumping and splitting of NDDs is been an ongoing process, and in 1960's NDDs defined “Minimal Brain Dysfunction”, and “Minimal Cerebral Dysfunction” in the UK. In the 1970s -- 1980s providers acknowledged the common overlap among these disorders seen in clinical practice and to emphasize the role of the brain (organicity) in their etiology, as opposed to the psychological, and the term “Organic intellectual disability” was inserted in literature. The next decade was the beginning of the era of non---stop “splitting of NDDs” until very this day. In 2001, Gilger and Kaplan proposed the term “atypical brain development” to describe developmental variation of brain function, and the most recent one in 2013 Ledbetter, D. offer the term “Developmental brain dysfunction” as an appropriate diagnosis for increasingly confused providers, patients, families, and the rest of society with our obsessive meticulousness in picking any kind of behavior, thought process, learning preference, body language which doesn't fit to our solo template of being normal and OK. In another hand, our fantastic technology in dissecting genes, introns, and exons skyrocket our confusion. Until we have an accurate insight toward NDDs and establish an updated model of normal Mind---Brain performance, it would be less confusing if we used the term “developmental brain dysfunction” where there is un---clarity, and uncertainty about the overlaps between disorders which fall into different categories, or using the term “Atypical brain development” where the borders of normality and disorders are narrow, unstable or doubtful.

Keywords: neurodevelopmental disorders, DSM5, ICD10



The Effect of Priming the Global Processing Strategy on Improvement of the Perceptual Performance of Children with Autism

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Background: Recent studies indicate that autism can cause an atypical perceptual bias towards local details which leads to inability to integrate the details into a meaningful whole. This inability impairs efficient interaction with the outside world. This research aims to evaluate the effect of priming the global processing strategy on processing of a meaningful whole in autistic children. For this purpose, the Kanizsa visual task is utilized to measure the participants' ability to process the global gestalt.

Methods: The performance of 29 highly functional autistic children (aged between 4/5 to 7) was compared with those of 34 typically developing (TD) children. The Global processing strategy was primed by Navon compound stimuli, in the experimental setting. The child's ability to process the global whole was assessed before and after priming by the use of Kanizsa visual task.

Results: In pre-test the accuracy of the responses in children with autism was significantly lower than TD children. Data showed that priming the global processing strategy could significantly improve the correct responses in the post-test.

Conclusions: Priming the global processing strategy has positive effect on the performance of autistic children in processing the meaningful whole and could be considered in developing rehabilitation plans.

Keywords: autism, perception, priming, global processing strategy

Efficacy of Methylphenidate Compared to the Combination of Methylphenidate and Risperidone in Preschool Children with Attention Deficit/Hyperactivity Disorder

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Background: Attention deficit hyperactivity disorder (ADHD) is a common psychiatric disorder among preschool children but the number of controlled clinical trials regarding psychopharmacological treatment in this age group is limited. The aim of this study was to compare Methylphenidate with the combination of methylphenidate and risperidone in preschool children with ADHD.

Methods: Forty two preschool children, aged 3-6 years, diagnosed with ADHD by a child and adolescent psychiatrist according to DSM-IV-TR criteria, participated in a 6-week, single-blind clinical trial with methylphenidate (5-30 mg/d) or the combination of Methylphenidate and risperidone (0.25-2 mg/d), in Shahrekord, Iran. Treatment outcomes were assessed using the Conners Rating Scale and Clinical Global Impression (CGI) scale. at baseline, 3 and 6 weeks after starting the drugs. Side effects were also rated by a checklist, and body weight measured at each visit.

Results: There were no significant differences between the two protocols on Parent Conners Rating Scale scores ($P > 0.05$) and CGI scores ($p.0.05$). Both groups showed a significant improvement in ADHD

symptoms over the 6 weeks of treatment for Parent Connors Rating Scale ($P < 0.001$). The combination group used significantly lower doses of Methylphenidate compared to the other group ($p=0.002$). The most common adverse effects seen with combination treatment were anorexia (21.7%) and daytime drowsiness (17.4%); and with Methylphenidate were insomnia (33.3%) and anorexia (25%).

Conclusion: Results show that risperidone and Methylphenidate may be effective and well tolerated for ADHD in preschool children, and adding risperidone to Methylphenidate may decrease occurrence of some side effects of Methylphenidate such as insomnia and anorexia and lower the dose of Methylphenidate needed to control symptoms.

Keywords: attention deficit hyperactivity disorder; methylphenidate; risperidone; preschool Children

Feeding Problems in Children with Intellectual and Developmental Disabilities and Intervention Procedures for these problems

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Background: Children with intellectual and developmental disabilities (IDD), such as Down syndrome (DS), autism spectrum disorder (ASD) and cerebral palsy (CP) have feeding problems, for example refusal of eating, selectivity, dysphagia and chewing. It is necessary to identify and diagnose these problems early and plan for appropriate interventions. The purpose of this study was identification of the feeding problems of children with intellectual and developmental disabilities and intervention procedures for these problems.

Methods: Therefore, by Review Method examined the books and scientific papers in this field, since 1995 until 2017 from databases such as Science Direct, Springer, Wiley Online Library, Sage Journal & Google Scholar.

Results: The literature review showed that feeding problems in children with IDD can be decreased by escape-extinction procedures, simultaneous presentation, treatment of packing and expulsion, and antecedent-based interventions.

Conclusion: By early identification and appropriate treatment procedures, feeding problems in children with Intellectual and developmental disabilities can be decreased.

Keywords: feeding problems, children, intellectual/developmental disabilities, procedures

A Review of Causes and Therapeutic interventions for Individuals with Autism Spectrum Disorder

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Background: Children with autism spectrum disorder have developmental problems that differentiate them from other children. These early-stage problems focus on social and communication skills such as community attention, imitation, effective participation, and game skills with objects. This study reviews the causes and treatment of people with autism spectrum disorder. One of the reasons that have been discussed in this article is the causes and factors of fetal growth, genetic factor, biochemical factor, serotonin transferant problem and digestive problems, environmental factors, problem in the immune system and gene and environment interaction in people with autism spectrum

disorder. It also provides treatment for interventions among people with autism spectrum, behavioral interventions, and social development interventions including Floortime, PRT therapy, and sensory integration therapy.

Methods: In order to conduct this study, 50 Latin papers were studied, of which 43 papers were used. Also, 2 articles and 1 Persian book were used in this research.

Results: There is a consensus that there is insufficient research evidence to support an intervention to intervene. Due to the diversity of children with autism and their families, there is no specific intervention that can be suitable for all individuals in the group or provide an ideal level of intervention for all children with autism. Also, because of the limits those behavioral interventions, which are commonly used for autism individuals, should provide interventions for autistic individuals along with behavioral interventions that complement this intervention.

Keywords: autism, children, therapeutic interventions

Evaluating the Effectiveness of Donepezil as an Adjuvant Drug along with Ritalin on the Improvement of Executive Functions in Children with Attention-Deficit Hyperactivity Disorder (ADHD) in a Placebo-Controlled Double-Blind Clinical Trial

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Background: Researchers have achieved inconsistent results in few studies conducted on donepezil effect on the cognitive status improvements of patients with Attention Deficit Hyperactivity Disorder (ADHD). The aim of this study was to evaluate the effectiveness of donepezil as an adjuvant drug along with Ritalin versus placebo on the improvement of executive functions in children with ADHD.

Methods: In this randomized double-blind clinical trial, 37 children aged 6-12 years with ADHD were studied. The diagnosis was based on a clinical assessment and semi-structured interview (K-SADS-PL). Wechsler intelligence test was performed on all the children. Changes in the severity of ADHD symptoms were evaluated using Clinical Global Impression-Improvement Score (CGI-S) for the overall clinical severity and Conners' Parent Rating Scale (CPRS). Changes in the indices, including working memory, planning skills, working memory capacity, response inhibition, impulse control, and reasoning ability were measured by using SSP, SST, SWM, IED, and SOC tests belonging to a series of executive function tests called Cambridge Neuropsychological Test Automated Battery (CANTAB) in 0, 4 and 8 weeks. The data were analyzed using descriptive statistics, chi-square, t-test, and repeated measures analysis of variance (ANOVA).

Results: There were no significant differences between the two groups in terms of age, IQ, and gender. Based on CPRS, the severity of ADHD symptoms was more significantly reduced in the donepezil group compared to the placebo group ($p=0.017$). Several indices, including reasoning ability, impulse control, planning skills, attention shift, working memory, and spatial working memory were improved in both groups at weeks 4 and 8 compared to week 0 ($p<0.05$), but no significant differences were found between the two groups ($p>0.05$).

Conclusion: Although donepezil was not confirmed to play a role in improving executive functions in children with ADHD, it can be used as an adjunct therapy to reduce the main symptoms of the disorder.

Keywords: attention-deficit hyperactivity disorder, donepezil, ritalin, executive function, children

The Comparison between the Rhythm Incomprehension (Amusia) in Dyslexic and Normal Students

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Background: The purpose of this study is to investigate the comparison of rhythm incomprehension (recreate section of auditory rhythm structure) in dyslexic and normal students.

Methods: In the present study, through the initial screening, all students (240 students) of the second, third and fourth grades of primary schools which are from zone 2 and 5 of Tehran were assessed and 60 of them were recruited. Participants were assigned to two groups of 30 students as dyslexic versus normal. All participants were examined by Stambak and Dyslexia Tests. Preliminary statistics as t-test was applied to the data.

Results: The results show that dyslexic students have significantly higher rhythm incomprehension (Amusia) compared to normal ones.

Conclusion: Dyslexic students may suffer from recreate section of auditory rhythm structure's deficiency which is due to less auditory sensitivity indicating lack of sequential skills. Dyslexic students may suffer from recreate section of auditory rhythm structure's deficiency which is due to less auditory sensitivity indicating lack of sequential skills. It is significant to consider that sequential skill is one of the fundamental psychological skills for reading comprehension.

Keywords: dyslexia, amusia, rhythm incomprehension, children

The Effects of Prolonged Speech Technique in Persian-Speaking Students with Mild-to-Severe Stuttering: A Preliminary Study

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Background: Stuttering is a motor speech disorder that disrupts the fluent and connected speech flow and appears with different severities. Based on clinic experiences, same treatment approach may yield different levels of fluency for persons who have mild, moderate, and severe stuttering. The aim of this investigation was to explore the efficacy of prolonged speech technique (a fluency-shaping technique for stuttering therapy) in treating children with mild-to-severe stuttering.

Methods: In this semi-experimental study, 44 school-age participants with stuttering (8-14 years old, mean age of 10.8 years) were selected among student population in Ahvaz city. They were randomly divided into two groups. The case group (n=30) received 20 sessions of intensive speech therapy with prolonged-speech technique. The control group (n=14) just received counseling sessions and book reading (conventional speech therapy). Their stuttering severity score was measured by Stuttering Severity Instrument (SSI-3) before the intervention, immediately after intervention, and 3 months after intervention program (for follow-up). Repeated measures ANOVA test and Independent sample t-test were used for data analysis by SPSS software.

Results: A significant difference was observed in stuttering severity between the case and control group ($P < 0.001$). In the case group, stuttering severity score decrement at post-test and follow-up stage relative to pre-test were significant ($P < 0.01$), but, no significant differences were observed in the control group ($P = 0.067$).

Conclusion: The results showed that prolonged speech technique is a benefit and efficient treatment for students with stuttering. These persons could maintain high levels fluency of speech up to 3 months after intervention.

Keywords: stuttering, prolonged-speech technique, speech therapy

Defining Parental Competence among Parents of Iranian Children with Autism: A Qualitative Study

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Background: Parental competence is a broad and multi-dimensional concept which might be defined differently based on the conditions and characteristics of the parents and children. Therefore, competence among parents with autistic children is affected by more factors compared to parents of children with normal growth and development. On the other hand, training and awareness of the factors regarding parental competence among such parents can be important for medical staff, including nurses. Accordingly, this study aims to define parental competence of parents with autistic children.

Methods: This qualitative study was conducted based on Conventional Content Analysis with the participation of 16 parents and teachers of autistic children. The data was collected through interviews in Shiraz Autism Association, and the findings were analyzed using the Conventional method.

Results: Analysis of data obtained from the interviews revealed three themes including: "empowerment of parents to care for their children", "persistence in care pathway" and "restoring stability in the family", with six main categories and 15 sub-categories.

Conclusion: The results of the study showed that the concept of parental competence among parents with autistic children can be defined as "empowering parents in order to restore stability in families towards persistence in autism care pathway". Also, the findings can provide backgrounds toward planning appropriate targeted intervention to evaluate and improve parental competence in dealing with autistic children.

Keywords: autism, parental competence, children, parent

Efficacy of Risperidone plus Placebo Compared to Risperidone plus Naltrexone in Treatment of 4-12 year-old Children with Autistic Spectrum Disorder

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Background: Autistic spectrum disorder is a syndrome with persistent impairment in communication, social interactions, restricted interests and other behavior symptoms that has poor prognosis. There is no definitive treatment. Different studies have described different effects of naltrexone in this disorder.

Methods: 30 autistic children aged 4-12 years were selected and divided into two groups. Randomly 15 children were given risperidone plus placebo and the other group took risperidone plus naltrexone. After 8 weeks of treatment, the medications were crossed and continued for another 8 weeks. For each group the CARS was filled out 6 times.

Results: There was no significant difference between two groups in most of the symptoms ($P>0/05$), however, the risperidone plus naltrexone group showed significant decrease in comparison with the risperidone plus placebo in final score of CARS ($P=0.049$). There were the same results seen for general identification and for auditory responses with the risperidone plus naltrexone ($P<0/05$).

Conclusion: Naltrexone can be used as an adjunct with antipsychotics like risperidone for improvement of children with the autistic spectrum disorder.

Keywords: autism, naltrexone, risperidone, children

Effectiveness of A Group Parent Training on Mental Health of Parents and Behavioral Problems of Children with Autism Spectrum Disorder

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Background: Early- onset intervention can decrease or modify symptoms of autism and may create new skills in their parents. Parent training can decrease parents' depression and stress and increase their competency. This study evaluates the effect of group parent training on autistic symptoms of children and mental health of their parents.

Methods: Inclusion criteria included having a child affected by autistic disorder in preschool or school age and no participation in other parent training groups. The parents of 30 autistic children were selected by an inconvenience method and divided into 2 groups, randomly. The parents in the intervention group participated in a 10-week parent training program according to the Tonge (2006). Each session lasted 90 minutes. The parents were assessed by Family Assessment Device, The Billings and Moos coping checklist and General Health Questionnaire of Goldberg and their children with Childhood Autism Rating Scale and Psychoeducational Profile-Revised. These questionnaires have been normalized in Iranian population.

Results: The differences of GHQ scores' between before and after intervention were assessed 9.5); there was significant difference ± 2.8) and control group (44.5 ± 4.5 between in case ($t = -17.16$, $df = 22$, $p < 0.001$). There was not any difference between the two groups regarding the coping strategies measured by Billings and Moos coping checklist and Family Assessment Device. There were not any differences between the groups of children in terms of the outcome measures completed. Over half of the parents did not come back to participate at the 3 months later follow-up.

Conclusion: The present study shows the importance of group parent training on mental health improvement for parents of children with autism.

Keywords: autism, parent training, group, behavioral problems

The Influence of Parents Education in Reduction of Behavioral and Health issues of Hyperactive children

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Background: The aim of this study was examining the effect of parents' education in reduction of behavioral and health issues of children with hyperactivity.

Methods: The method is used in this study is pseudo-test with a pre and post test in a control group. We selected 30 children with ADHD by available sampling and divided them into two control and active groups. The study tools were child behavior and mental health questionnaires. The training was done in nine 90-minuets sessions for the active group. At the end, both group completed the questionnaires. The data were analyzed using the co-variance methods .

Results: The results showed a meaningful difference on the influence of parents' behavioral education in decrease of behavioral and health issues on hyperactive children in a combined variable with $p=0.48$, wilk's $\lambda=0.504$, $f(25.5)=11.82$. The tensity that rational square showed, is until 0.48 ($p<0.01$).

Conclusion: Generally, the results showed that behavioral education for parents decrease behavioral problems and may prevent the psychological and health issues.

Keywords: hyperactive disorder, behavioral education, parents, health

The Effect of Core Stabilization Training on Balance in Children with Attention Deficit/ Hyperactivity Disorders

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Background: Attention Deficit / Hyperactivity Disorder (ADHD) is one of the most common disorders in child psychiatry. Children with ADHD have difficulties in different areas, including motor skills and, especially motor coordination. Balance is one of the important components in motor coordination for exercise and even daily living activities. Targeted exercise with focus on improving motor performance is an important part of the non-pharmacological treatments for ADHD patients in order to upgrade athletic skills, confidence, social relationships and improve the prognosis. We aimed to investigate the effect of core stabilization training on balance in children with attention deficit/hyperactivity disorders (ADHD). **Methods:** This study is a semi-experimental (pre-test, post-test without control group). The study population included all male students 8-11 years old with attention deficit/hyperactivity in Bandar Anzali in the 93-94 school year. At first, parents completed the Conners parent rating scale for ADHD and then, diagnostic criteria by clinical interview based on DSM-5 (Diagnostic and Statistical Manual of mental Disorder) criteria were assessed by child psychiatrists. Finally, 10 children with ADHD were enrolled in the study. Static balance was assessed by stork modified test and dynamic balance by the star excursion balance test. Data were analyzed using SPSS-16.0 software. The normality of data was evaluated by Kolmogorov-Smirnov test, and then we used dependent t-test and independent t-test, and significance level was set at ($P\leq 0.05$).

Results: Statistical comparison of static and dynamic balance in the dominant and non-dominant foot before and after the implementation of core tabilization training in boys with ADHD showed that the implementation of this program improves the performance of static and dynamic balance ($P\leq 0.05$) but

no significant difference was observed between the improvement of the dominant and non-dominant foot ($P \geq 0.05$).

Conclusion: Core stabilization training is effective on improving the static and dynamic balance in children with ADHD. It seems that these exercises can be targeted as interventions to improve balance performance used to enhance motor skills in children with ADHD.

Keywords: attention deficit hyperactivity disorder, motor skills, stabilization training, balance

Parent Management Training and Parenting Practices for Shahid Beheshti University Staffs

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Background: We aimed to examine the efficacy of work-place parent management training (PMT) on parenting practice among staff members of an academic center.

Methods: We held eight PMT sessions (1.5 hour each) for 20 staff members who were parents to children in the age range of 6 to 12 years. Alabama Parenting Questionnaire (APQ) for data gathering in pre and post intervention, recruitment sampling and analyze of variance-the block design, considered.

Results: Results show significant changes in parenting practices specifically according to severity of parenting problems. Tukey post hoc test indicated that improvement in involvement accrued between intense and low problem groups ($p < .01$), and improvement in positive discipline between intense and moderate problem groups ($p < .02$).

Conclusion: Findings of the present study underscore the role of psycho-education usage in work environment and provide evidence about the importance of designing interventions concerning working parents.

Keywords: parent management training, work-place, parents

Velopharyngeal Incompetence as the Initial Manifestation of a Congenital Myopathy: A Case Report

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Background: Although cleft palate is the most common cause of velopharyngeal dysfunction (VPD), there are other disorders that can also cause hypernasality and/or nasal emission. velopharyngeal incompetence (VPI) is one of the VPD. VPI is usually associated with a cleft palate, but a VPI can occur without a cleft palate. Congenital myopathy (CM) is a heterogeneous group of muscular disorders that recognize early onset of the disease, muscle weakness, hypotonia and delayed motor development. Yet do not specified the effect of VPI due CM, on speech. The purpose of this paper is to description a case of VPI as one of the main clinical manifestation in a patient with a Congenital Myopathy.

Methods: Case presentation: the patient was a four years old female. There is no family history of cleft palate or lip. The only complaint of family, was unclear speech and her hypernasality. After perceptual assessment and diagnosis of intense hypernasality, endoscopy was performed. Endoscopy of patient showed that in the absence of structural abnormalities, soft palate and pharynx walls were immobile and there was medium Gap.

Results: Patient speech errors in high pressure consonants, were severe hypernasality, posterior-nasal fricative and nasal emission. These errors are special features of those with cleft palate, but in device evaluation, this child had no obvious or even submucosal cleft palate. With reference to the Neurologist, specify the VPI symptoms, resulting from congenital myopathy.

Conclusion: The report emphasis on the importance of considering a neuromuscular disease, when a VPI is detected and no evidence of clinical and endoscopic submucosal cleft palate.

Keywords: congenital myopathy, velopharyngeal incompetence, hypernasality, cleft palate

Accurate and Early diagnosis of Children at Risk for Dyslexia: Artificial Intelligent Neural System

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Background: Dyslexia is one of the neuro-developmental disorders and the most common among different kinds of learning disabilities. This happens during the development of the central nervous system. The aim of this research was to early and accurate diagnosis of preschoolers at risk for dyslexia through designing an intelligent diagnostic system.

Methods: This research was a type of "research and development", in terms of its goal, and it is a kind of descriptive research, assessment and diagnostic, in terms of its data collection method. The Neuro-cognitive program which was designed by Delavarian et al. was used for evaluation of the children. The efficacy, accuracy, validity and reliability of this program were proven in many previous studies. The subjects were selected with cluster random sampling method and their neuro-cognitive functions were saved for two years, until the definite diagnosis of each individual was determined and then the data was applied in designing the diagnostic system. Multilayer perceptron and radial basis function artificial neural networks were applied in designing the system and they were compared according to their accuracy and sensitivity.

Results: The average accuracy of the system in early diagnosis of preschoolers at risk for dyslexia, which was designed by multilayer perceptron neural network, was reached to 94.40% and the network's sensitivity and specificity were obtained 90.27 and 95.28%.

Conclusion: According to the high validity and reliability of the neuro-cognitive program and the high accuracy and sensitivity of the designed decision support system, the mentioned system could be used in early detection of at risk preschoolers, before entering to elementary school

Keywords: intelligent diagnostic system, artificial neural network, dyslexia

A Neuroscience Approach to Cognitive and Emotional Interactions

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Background: LeDoux emphasized the sueparability and primacy of emotion by pointing out cases when subjects "evaluate" objects before identifying them. More important for the primacy of emotion is the fact, mentioned above, that connections from the subcortical emotional systems to the cognitive systems are stronger than connections from the cognitive systems to the emotional ones. LeDoux also stated that emotional feelings involved many more brain systems than thoughts. This is why emotions engulf and commit us so inflexibly while cognitively we can easily argue one position as well as another just for the sake of argument. Attempts at "emotion work," although sociologically important

on the collective level, often meet with individual failure.

Methods: Science Direct, Pubmed, CINAHL, PsycINFO, ProQuest, Web of Science, and Google Scholar (2000 through 2017) were searched for English-language studies using a list of keywords. The books about Psychology, Neuroscience and medicine were studied too.

Results: LeDoux admitted to more confusion than consensus about the relation between emotion and cognition. He attributed much of this to the fact that neither term refers to real functions performed by the brain but, instead, to collections of disparate brain processes. However, earlier, LeDoux made clear that emotion and cognition are best thought of as separate but interacting mental functions mediated by separate but interacting brain systems. When certain brain regions are traumatized, animals, including humans, lose the capacity to evaluate the emotional significance of particular stimuli but retain the cognitive ability to perceive and identify them. These processes are separately processed in the brain. In line with the flexibility of cognition in contrast to emotion, systems involved in cognitive processing are not as closely connected with automatic response systems as those of emotion. Emotional meanings can begin formation before cognitive/perceptual mechanisms have completed their appraisals.

Conclusion: Emotional and cognitive memories are registered, stored, and retrieved by different brain processes. Damage to emotional memory processes prevents an object with learned affective meaning (the sight of one's children or lover) from eliciting emotion. Damage to cognitive mechanisms prevents remembrance of where we saw the object, why we were there in the first place, and with whom.

Keywords: neuroscience, emotion, cognition

Epigenetics and Neurodevelopmental Disorders

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According to some studies, approximately 15% of children and adolescents 3-17 years of old suffering from neurodevelopmental disorders. Several studies have looked at the etiology of these disorders and several causes, including genetics, environmental and unknown factors, have been proposed for these disorders. By completing the Human Genome Project (HGP) in 2003, it was expected that gradually identifying relevant genes could more accurately determine the etiology of many diseases and disorders, but outstanding successes in this field have not yet been achieved.

The story of the gene versus the environment (Nature vs. Nurture) has been a subject for many years to discuss the etiology of human disorders and diseases, especially psychiatric disorders, and the studies on various disorders have considered different contribution for each of these two important factors. In 2015, the results of a meta-analysis study on 14,500,000 twin pairs and about 18,000 traits (which were mostly psychiatric traits) were published. Overall, the contribution of each of these two controversial issues in examined traits was approximately equal (Gene contribution 49% vs. environmental contribution 51%).

What are the environmental factors and how they play own role in creating or preventing many diseases and disorders in humans? Environmental factors can directly affect the cells and living organism and destroy them by toxicity. However, the greater environmental impact on living organism occurs through the epigenetic pathway, in the form of activating or extinguishing genes.

Each of humans, in addition to having a genome map, also included an epigenome roadmap. The genome map is inherited and the epigenome roadmap rewrites from the moment of zygote formation, alongside the genes and influenced by the environment. Previous studies have shown that in the time of germ cells (sperm and ovum) production, only the genome map of parents is transmitted to these cells and the epigenetic patterns of the mother or father is cleared and the germ cells lack the epigenome roadmap. Recent studies have focused on the possibility of transmitting at least part of this epigenetic patterns from one generation to the next, and may sometimes be an epigenomic marker that to be transmitted to several generation later. Parents' experiences, such as smoking or using of substances, or exposure to environmental pollution in one

generation, can be transmitted in epigenetic form over the generations (Epigenetic Memory) and adverse effects even could be seen in the third to fourth coming generation. Therefore, in order to determine effects of the environmental factors (epigenetics) on humans, it is better to classify them into three periods, prior to the formation of the egg cell (intergenerational), prenatal (intrauterine) and postnatal (after birth) periods.

Following the encounter of the cell (organism) with environmental conditions (positive or negative), alterations in the form of methylation, histone changes, and the expression of snRNAs occur in chromosomes and cell nucleus, which causes changes in the expression of genes in accordance with the environmental conditions experienced. In many cases, these changes tend to be better adapted to environmental conditions (evolution) and, of course, sometimes the final results will end up at the expense of the organism. Among the environmental factors involved in developing an epigenetic roadmap, the quality of life, nursing care, experiences and learning activities, stress, environmental pollutants, heavy metals, medications and food additives could be mentioned that each of them can cause potential epigenetic changes in the levels of cell, tissue, organ function, and behavior.

Studies have shown that environmental challenges play a role in at least part of neurodevelopmental disorders etiology through epigenetic changes, and epigenetics will be accountable in the future and will pave the way for many of our ignorance about prevention, etiology, pathogenesis and effective interventions in this category.

This paper tries to address the new finding of epigenetics in the field of neurodevelopmental disorders.

Keywords: epigenetics, neurodevelopmental disorders, children

Identification of Arg357Trp mutation in PANK2 gene with eye-of-the-tiger sign on MRI in three siblings

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Background: Pantothenate kinase associated neurodegeneration (PANK) is the most prevalent type of neurodegeneration with brain iron accumulation (NBIA) disorders characterized by extrapyramidal symptoms, and 'eye-of-the-tiger' pattern of iron deposition reflected from hypointensity in globus pallidus and a hyperintensity in its core.

Methods: In this study three sibling patients were diagnosed based on clinical presentations especially dystonia and rigidity and brain iron deposition. The exons and flanking intronic sequences of PANK2 were sequenced from DNA of leukocytes of the affected individuals.

Results: The result demonstrated that all patients were homozygous for c.C1069T, p.R357W in PANK2 gene. This mutation is well conserved in the homologous protein of distally related species.

Conclusion: In the current study we identified three siblings affected with PKAN, all of them have mutations in PANK2 gene. In MRI of all patients with PANK2 mutation eye-of-the-tiger sign was apparent.

Keywords: neurodegeneration, eye-of-the-tiger sign, MRI

Childhood Apraxia of Speech

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Background: Childhood apraxia of speech (CAS) is “a neurological childhood speech sound disorder in which the precision and consistency of movement underlying speech are impaired in the absence of neuromuscular deficits. There is a problem with motor planning in CAS; the child knows what he or she wants to say, but there is a deficit in the motor planning/ coordination of the articulators necessary to say it. Alternative terms for this problem include developmental verbal apraxia or dyspraxia.

Methods: Science Direct, Pubmed, CINAHL, PsycINFO, ProQuest, Web of Science, and Google Scholar (2010 through 2017) were searched for English-language studies using a list of keywords. The books about Speech therapy, medicine and rehabilitation interventions were studied too.

Results: The population prevalence of CAS is estimated at 0.1%, and that false positive diagnostic rates run at 80% to 90%. In other words, CAS is a rare disorder and children with other kinds of speech problems are very often misdiagnosed as having CAS. One important fact to note is that CAS affects not only speech sounds, but prosody, particularly stress and timing, as well. And since prosody occurs only in connected speech, it does not make sense to make a diagnosis of CAS unless there is enough continuous speech to judge whether prosody is affected. For this reason, our approach is to counsel caution in diagnosing this disorder.

Conclusion: Research suggests that speech disorders tend to improve in these children as they reach school age, while language and literacy problems may persist. The danger of CAS as a diagnostic category lies in the tendency to lead clinicians to ignore the language needs of these children to focus on speech production or AAC exclusively. Thus, the clinician needs to ensure that adequate assessment of language content and use, as well as literacy is made, even if speech is the most obvious presenting complaint.

Keywords: children, apraxia, language

The Effectiveness of Neuropsychological Interventions on the Mathematics Performance of Children with ADHD: Single Subject Study

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Background: Mathematics performance of children with ADHD is lower than their normal peers. The purpose of this study is examining the impact of a neuropsychological intervention on the mathematics performance of ADHD children.

Methods: The sample was all children in first grade (7-6 years old) with ADHD in 1392 in Isfahan. The participants were two school-aged children which were recognized to have ADHD. To collect data, we used Conner's parent rating scale, Wechsler intelligence scale for children, Researcher made math test, and clinical interview. A single-subject research methodology was used as well.

Results: The results were analysed based on descriptive statics and visual analysis indices revealed that the intervention has been effective on the two participants (PND = 83/33 for the first and 66/66 for the second participant).

Conclusion: The present study shows that neuropsychological interventions can improve the mathematics performance of children with ADHD .

Keywords: neuropsychological interventions, mathematics performance, ADHD, children

Support Seeking: Basic Social Process of Children of Parents with Mental Illness

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Background: Children of parents with mental illness are a substantial marginalised group of the society. There has been little focus on their personal experiences. This study conducted to explore the basic social support of children of parent with mental illness to meet their needs.

Methods: This study performed based on grounded theory. Semi-structured interviews were conducted with 17 participants, selected based on purposeful and theoretical sampling. Participants included children of patients with mental disorders, their families and mental health professionals (nurses, clinical psychologist and counselor). Data were analyzed using constant comparison method.

Results: Support seeking recognized as the basic social process.

Conclusion: These children based on three principles of secrecy, knowledge and skills seek support and resources to meet their needs.

Keywords: child, parent, mental illness, basic social process

A Review of the Effect of Music Therapy on Improving the Quality of Sleep in Children with Autism

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Background: Autism is an evolutionary neurological disorder. Symptoms of the disease usually occur between 18 months of age and 3 years of age, the first signs of which are delay of verbal growth with weak eye contact and superficial affection. . Autistic child may have symptoms such as hyperactivity, obsession, aggression, stress, epilepsy, sleep disorders, and swallowing problems. The present study aims to study the effect of therapeutic music on improving the quality of sleep in children with autism.

Methods: This study was conducted in reviewing and reviewing the digital and library sources, the Persian Journals Bank and the medical Science Database Pubmed and Google Scholar Medical Sciences Database with key words; Music Therapy, Autism, Sleep Quality, from Years 2010 to 2017. Of the 28 articles found, only eight related Persian and English articles found and reviewed based on the keywords.

Results: A review of related articles showed that music is effective in mental health, cognitive and emotional power of individuals. Continuous listening to music before bed can reduce aggressive behaviors and sleep resistance in children with autism. It also has a positive effect on reducing the frequency of waking and nocturnal ingestion caused by uncontrolled excitement in these children. In general, children who benefit treatment before bed, have more regular and deeper breathe in minutes, and reduce significantly possibility of developing gastro esophageal reflux. Children undergoing this

procedure have a more stable mood during awakening.

Conclusion: According to available evidence, the use of music therapy as a low-cost complementary treatment can significantly improve the quality of sleep in children with autism and will play a very important role in controlling their emotions.

Keywords: music therapy, sleep quality, autism, children

DRD4 Gene Polymorphisms as a Risk Factor for Children with Attention Deficit Hyperactivity Disorder

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Background: Dopamine dysfunction is known to be associated with attention deficit hyperactivity disorder (ADHD). Dopamine D4 receptor gene (DRD4) is one of the important genes in this pathway. This study intended to investigate the variable number of tandem repeats (VNTR) in exon 3 of the DRD4 gene in Iranian children and adolescents.

Methods: In this study, 130 children with ADHD, aged 6-14 years, and 130 healthy children, within the same age range were enrolled. All children were selected from northwest of Iran which have Caucasian ethnic background, and are a Turkic ethnic group. VNTR polymorphisms of the DRD4 gene were evaluated by PCR using exon 3-specific primers followed by agarose gel electrophoresis.

Results: The Hardy-Weinberg principle and Chi-square test showed a significant difference in 4-repetition (4R) alleles between the ADHD (76.2%) and control (53.8%) groups ($p=0.004$; $X^2=17.39$; $df=5$). The least percentage of repetition alleles in both groups was 2R.

Conclusion: There is a significant correlation between the 4R alleles of DRD4 and ADHD in the northwest of Iran.

Keywords: PCR, VNTR, DRD4, ADHD

Comparison of Ambiguity Tolerance, Emotional Distress Tolerance and Feel of Loneliness Emotional-Social in Students with High and low Addiction Potential in Ghaemshahr

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Background: Addiction is a multidimensional phenomenon, a dangerous and current maladaptive

social phenomenon that more threatens the health of the individual and the community more rapidly in adolescents. The aim of this study was to comparison ambiguity tolerance, emotional distress tolerance and feel of loneliness emotional-social in students with high and low addiction potential in Ghaemshahr.

Methods: Comparative study and the study population comprised of students with high and low addiction potential. The sample size included 100 students (50 students with high addiction potential and 50 students with low addiction potential), were selected using multistage random sampling method. To measure was used questionnaires: the distress tolerance scale (DTS), Social-Emotional Loneliness Scale (SELSA-S), tolerance for ambiguity McLean (2008) and Addiction Potential Scale Weed and Butcher (APS) (1992). For data analysis, multivariate analysis of variance (MANOVA) and (t independent) were used.

Results: The results indicated that there was a significant difference at the 0.05 level among the subscales of Tolerance and Evaluation of emotional distress tolerance variables and Feeling romantic and family in students with high and low addiction potential. There was not any significant difference between the social loneliness and tolerance of ambiguity among students with high and low addiction potential.

Conclusion: Considering the age range of students with high addiction potential, emotional pressure at this age and lack of family support, it has led to an increase in risk behaviors in these individuals.

Keywords: ambiguity, emotional distress, tolerance, students, addiction potential

Efficacy of A Family Education Intervention Program in Reducing Behavioral Disorders of Children with Intellectual Disability

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Background: The purpose of this study was to test the efficacy of family education intervention program in reducing behavioral disorders of children with intellectual disability.

Methods: The study used a quasi-experimental pre-test - post-test with the control group. All children were below 14 years and educable mentally retarded studying at the schools for children with special needs in Bushehr during the academic year of 2015. The sample consisted of 36 parents who were recruited randomly and then randomly divided into two groups (group of family education and group drama therapy (n = 12) and a control group (n = 12). The education program for parents was the Forehand and McMahon package (1998). The parents in the experimental group received 8 60-minutes sessions while the control group received nothing. After completing the training program, the second experiment therapy was administered. After the training, the tests were administered to the both groups. Data were analysed using the covariance analysis and post hoc test to compare the two groups.

Results: The results showed that the family education programs have a significant impact on improvement of behavioural disorders children with intellectual disability .

Keywords: family education programs, behavioral disorders, children, intellectual disability

Prevalence of Child Abuse in Child Referrals to the Social Emergency System of Kashan

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Background: Child abuse means any act or failure of the parent or caregiver which gives death, serious emotional or physical injury or exploitation or sexual abuse. The aim of this study was to find the prevalence of child abuse among the children referred to social emergency system of Kashan.

Methods: From 2005 to 2015 all referrals to the social emergency system were evaluated. Data were analyzed via the Chi square and Fisher exact tests.

Results: The findings in this study showed that the most common type of harassment was neglect with school failure as the highest complication. The second most common type of harassment was emotional abuse with anxiety as the highest complication. Then came the physical abuse which was more common in boys than girls. Finally, the reports of sexual abuse were found as minimal.

Conclusion: According to the present study, the prevalence of child abuse was high, leading to an increase in anxiety, depression and other psychological problems. Implementation of effective interventions to reduce child abuse and prevent its psychological complications is necessary.

Keywords: child abuse, social emergency system. Prevalence, consequence

Role of Child Psychiatrists in Prevention of learning Disorder in Pre-School and School-Aged Populations

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Recently the process of study and exploration of learning disorders had been developed remarkably and specialists concentrate it more than past and they believe that specific learning disorders cause to make low performance in necessary skills to communicate with others and its result are social relationship disorders, self-esteem reduction, victim and low performance of children and students in different levels. However some children have normal or high normal intelligence and also well hearing and visual perception but they can't learn educational subject by using of educational standard method so they were sent to education and habilitation specific learning disorder centers by pre-schools or consultants and child psychiatrist. At first these children have enough confidence to educational improvement but gradually they understand that other children are better than themselves in learning aspects. They feel they are differ from others by passing few months of academic year and their self-confidence become low. They hate school and their parent force them and make the condition difficult because their parents aren't well informed and these parents and teachers compare them with others unjustly or humiliating. Gradually these children become depressed, anxious, victim and we can't solve their problems completely. Therefore, Child psychiatrist can help parents who are the first people on delay of motor or speech growth, impaired cognitive skills (visual, auditory), memory weakness, impaired speech or language skills.... share with their children.

Anyway I will discuss about the definition, prevalence, classification, the goal of education and habilitation, relationship between learning disorders with other science, clinical signs and specific approach treat mental for learning disorders in this article. Key

Comparing the Effect of Parent-Child Interaction Therapy with Cognitive Behavioral Therapy on anxiety in Preschool Children: A Pilot Study

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Background: Anxiety is one of the most common disorders in childhood. Some of the treatment approaches in clinical psychology determine the treatment of the anxiety symptoms in the interactional field and others defines it in cognitive frame work. Objectives: the present study aimed to evaluate the effect of cognitive behavioral treatment (CBT) based on anxiety prevention program with parent-child interaction therapy (PCIT) on the anxiety index of the pre-school children with parents under methadone maintenance therapy (MMT).

Methods: Based on a combined design in form of pre-test, post-test and follow-up for six months, among the mothers under methadone maintenance therapy referred to two methadone treatment clinic in Tehran, 75 mother and children were randomly selected and grouped in three groups of cognitive-behavioral therapy, parent-child interaction therapy and control group (n=25 each group). The treatment protocols were provided in two groups for eight sessions in two weeks. The control group was set in a waiting list protocol. The anxiety level of the children was evaluated in three stages of pre-test, post-test and follow-up by Spence Anxiety Scale (responding rate=91%) and data were analyzed using the parametric test of variance analysis with repeated sizes and Scheffe's follow-up test.

Results: The data showed that both types of treatment had significant effect on the anxiety index compared to the control group ($P < 0.01$). However, there was no significant difference in the efficiency of both treatments ($P > 0.65$).

Conclusion: The findings of the study can be helpful in explaining the causes of anxiety in children and planning the preventive interventions.

Keywords: parent-child interaction therapy (PCIT), CBT, methadone, mothers

Visual Short-Term Memory Training in Slow-Paced Learners

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Background: To design a visual short-term memory training program in game framework for slow-paced learners.

Methods: 24 children participated as test and control groups. The visual-spatial short-term memory was first assessed by computerized Wechsler numerical forward and backward sub-tests and the results showed significant differences between visual short-term memory capacity in slow-paced learners and normal ones ($p < 0.00001$). The second test contained two parts which were focused directly on visual short-term memory improvements.

Results: The final assessments' tests showed significant differences between pretest and post tests. The trained group showed more improvements in forward tasks.

Conclusion: The trained participant's processing speed increased with training.

Keywords: visual short-term memory training, computer based rehab, slow-paced learners

Effectiveness of Parent-Child Relationship-Based PlayTherapy Training on Aggression in Children: A Preliminary Randomized Controlled Clinical Trial

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Background: Play -therapy is a method of changing child's behavior in which the parent-child interaction is emphasized. Objectives: The aim of the present study was examin the effectiveness of play-therapy training based on parent- child relationship on reducing aggression in children with parents under Methadone maintenance treatment.

Methods: The present study was quasi-experimental with pre-test, post-test and control group. All children with parents under Methadone maintenance treatment in age range of 5 to 8 years in Tehran consisted the statistical population of the study. Thus, among 85 mothers that were selected using purposeful sampling method and were willing to cooperate in the study and participate the classes, 50 children who got the score higher than the cut-off point in Relational and clear Aggression Questionnaire by Shahim and were diagnosed of having aggression syndrome, were selected and assigned into experimental (25 individuals) and control (25 individuals) groups. Child-parent group therapy based on Landerth and Braton model was implemented for ten 45-minute sessions as an independent variable. Data were gathered using Relational and Overt Aggression Questionnaire and were analyzed using covariance analysis test and SPSS-18 software.

Results: The results showed play-therapy reduced aggression index in physical, verbal and relational components in children ($p < 0.001$).

Conclusion: These findings can influence psychological interventions as an independent approach or complement the medical treatment of children with behavioral disorders and psychiatric and clinical applications is important.

Keywords: parent-child relationship group therapy, aggression, methadone maintenance, mothers

The prevalence of Iron-Deficiency Anemia in Children with Attention Deficit Hyperactivity Disorder in North West of Iran

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Background: Iron deficiency anemia is raised as a major public health issue leading to an increased risk of child mortality and has a negative effect on cognition and physical development and has been suggested as a possible cause of the Attention deficit Hyperactivity disorder. We decided to estimate prevalence of iron deficiency anemia in children with this disorder.

Methods: A total of 295 children and adolescents with ADHD aged 3-18 based on DSM-V diagnostic criteria after parental consent enrolled the study and 5 ml blood was taken to measure hematological parameters.

Results: The mean \pm SD age of children was 7.6 ± 3.54 years. Forty-five point one percent of boys and 49.1% girls had serum ferritin levels lower than normal and 19.7% had very extremely low serum ferritin level.

Conclusion: Low levels of ferritin may be associated with ADHD symptoms and suggest that children with this disorder screening for anemia and, if necessary, be treated.

Keywords: attention deficit/ hyperactivity disorder, iron deficiency, anemia, Iron, children, adolescents

Effectiveness of Floortime on Improvement of Syndromes of Autism Spectrum Disorders

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Background: Autism spectrum disorders are a subgroup of developmental disorders that characteristic by deficits in communication, stereotyped behaviors and problems in social skills. In fact, this disorder is a long term neurodevelopmental status that Interference with ability to interact with others. Floortime can affect the nature of these problems in these children with targeting the emotion as the core of autism and treat these underling problems. The purpose of these study was to investigate effectiveness of floortime on improvement of children with ASD.

Methods: This study was a case study with a sample size of 3 participants. Floortime intervention was performed for 75 days in 2 hours for 3 months.

Results: Visual analyze of graphs and compression of subjects in base line phase and intervention phase showed that there is a significant difference between the baseline scores and the third month of intervention and the gradient of changes in all three subjects was higher in the first month of intervention. Also, the percentage of recovery was significant in two subjects and the size of the effect of the intervention on the improvement of autism syndrome was moderate in subjects.

Conclusion: Results showed the effectiveness of floortime on improvement of ASD.

Keywords: autism, children, floortime

Risk Factors for Autism

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Background: Autistic disorder (AD) is associated with impaired social interaction, qualitative impairment in communications, significant restriction of activities and interests. The prevalence of AD is reported to be 1 per 100 in children. The burden is noteworthy and financial life-time support for children with AD is estimated to be between 1.4 and 2.4 million dollars in the US. The severity of the problems in these patients along with the individual, familial and social consequences as well as the economic expenditures indicate the importance of identifying the potential risk factors. Recognition of risk factors might help to prevent and manage AD. Current study was conducted to describe risk factors for Autism.

Methods: A review on relevant databases is done and presented.

Results: There are several evidences for the role of both genetic and exposome. Mental disorders in general, are rated higher in families of a child with AD. Parental affective disorders and anxiety, behavioral and emotional problems, language disorders and the broader autistic phenotype are also more prevalent. A large population based cohort, estimated heritability of ASD to be 54%.

Some factors in parents are also associated with higher risk of AD in their children. Children with a biological parent with alcohol use problem are more prone to AD. The same is reported for neuropsychiatric illnesses, particularly in the paternal side. Reports about the role of parents'

educational level are controversial. Medical conditions are also reported to be common in children with AD, being diagnosed early in life, like neurological problems and skull dysmorphism and different types of allergy. There is disagreement about the role of breast feeding.

Conclusion: To date, there is not a strong convergence in the results about risk factors of AD. Moreover, the role of genetic factors is important than environmental factors.

Keywords: autistic disorder, genetic, risk Factor

Association between Eating Behaviors and ADHD in Early Childhood

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Background: Individual differences in aspects of eating style have been implicated in the development of weight problems in children and adults, but there is some evidence that aberrant eating behaviors and obesity co-occur with attention-deficit/hyperactivity disorder (ADHD) symptoms.

Objectives: The aim of present study was to investigate the association between eating behaviors and ADHD symptoms in early childhood.

Methods: Statistical samples of this study were 450 male and female child of Tehran preschools that were selected through multiphase clustering method from statistical population. Research instrument was 35-item Children Eating Behavior Questionnaire (CEBQ) and the 36-item ADHD test (ADHDT). To analyze the data, Pearson correlation coefficient and regression analysis was used.

Results: The results showed that total Eating Behavior has a significant positive correlation with total ADHD, as well as impulsivity, inattention and hyperactivity subscale. Also total Eating Behavior predicted impulsivity significantly but did not predict inattention and hyperactivity. From the other hand, responsiveness to food, enjoyment of food, fussiness, emotional overeating has a significant positive correlation with total ADHD, although just responsiveness to food, fussiness and emotional overeating significantly could predict total ADHA.

Conclusion: These findings provide evidence that food approach eating behaviors such as responsiveness to food, fussiness and emotional overeating are associated with the increased ADHD symptoms in preschool children. Future studies to better understand this overlap will enhance potential interventions.

Keywords: ADHD, responsiveness to food, enjoyment of food, fussiness, emotional overeating

Associations of Parental Marital Conflict with Bullying and Social Adequacy in Adolescents

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Background: Marital conflicts potentially cause stress in the family, and researches showed these conflicts negatively effect on their children's ability to effectively regulate their performance. These problems will have serious negative consequences in the social and interpersonal performance of the children. The aim of present study was to investigate the associations between parental marital conflict and in adolescent bullying and social adequacy.

Methods: Statistical samples of this study were 340 male and female students 12- 17 years old of Tehran secondary schools that were selected through multiphase clustering method from statistical

population. Research instrument was 42-item Marital Conflict Questionnaire (MCQ) and Sevari questionnaire of bullying. To analyze the data, Pearson correlation coefficient and regression analysis was used.

Results: The results showed that parental marital conflict has a significant positive correlation with bullying, and a negative significant correlation with social adequacy. Also Parental marital conflict predicted bullying and social adequacy.

Conclusion: These findings provide evidence that Parental marital conflict are associated with the increased bullying behavior and reduced social adequacy in adolescent.

Keywords: Parental marital conflict, Bullying, Social adequacy, Adolescent.

The Effectiveness of Parents Training Program on Social Skills of Children with Behavioral Problems

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Background: The parent-child relationship is a two-way communication, any change in the mental state of the parent, also affects the mental state of the child. In fact, just as the child and his or her characteristics affect the functioning of the family, parents also have an impact on the behavioral problems of the child. For this reason, the benefits, importance and necessity of parental education for all children, especially children with behavioral problems, have recently been considered. The present study was to investigate the effectiveness of Parents Training Program on social skills of Children with behavioral problems.

Methods: 28 mothers of children with behavioral problems of Rafsanjan were selected by accessible sampling and divided into two groups. Quay-Peterson behavior problem questionnaire and Matson's social skills questionnaire were conduct as pre-test. The mothers of experimental group were attending in Parents Training Program for 12 sessions. Both inventories after training period conducted as post-test. These value was compared through covariance analysis.

Results: The results showed a significant difference between two groups as increasing of social skills in children with social aggression and anxiety-withdrawal, but there is not any significant differences of social skills in children with conduct disorder and attention problems-immaturity.

Conclusion: The effectiveness of Parents Training Program on social skills of Children with social aggression and anxiety-withdrawal was confirmed.

Keywords: parents training, social skills, behavioral problems, children

The Comparison of Food Groups Consumption between ADHD and Normal Children: Relationship with Anthropometric Charictristics

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Background: Attention deficit hyperactivity disorder (ADHD) is one of the most commonly diagnosed childhood psychiatric disorders and it constitutes a groupof developmental disorders, which are characterized by inadequate level of attention, excessive activity and impulsivity. Prevalene of ADHD

in boys is 3 times more than girls. Some studies have shown differences in some anthropometric indices between ADHD children and normal Aones. This study aims to compare nutritional patterns and anthropometric indices between ADHD and normal children.

Methods: This study is a case-control one. 100 children with ADHD (Cases) and 100 normal children (Controls) with same age and gender were entered the study. Height, weight, abdominal circumference, upper mid-arm circumference and body mass index were the anthropometric indices which were gathered from each group. Nutritional habits were gathered by food frequency questionnaire and 24-hour food reminder questionnaire. Collected data were analyzed by SPSS software.

Results: Mean age of cases were 8.33 ± 2.1 years and 72% of cases were male. No significant difference were found between two groups in these factors. Abdominal circumference and BMI in cases were significantly higher than controls. Also, cases were consuming more simple sugars and fast foods and less protein, vitamin B1, vitamin B2, vitamin C, zinc and calcium than the other group.

Conclusion: finally it seems ADHD is related with certain nutritional habits and some anthropometric disorders like overweight and obesity.

Keywords: attention deficit hyperactivity disorder, nutrition, anthropometrics

A Comparison of the Sensory Processing and Resilience in the Children with Attention Deficit Hyperactivity Disorder, Conduct Disorder and Normal Children

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Background: Sensory processing problems and similar psychological characteristics may lead to children's abnormal behaviors, whose social feedback can indicate a kind of disorder. This study aimed to determine the difference between sensory processing and resilience in children with Conduct Disorder (CD), Attention Deficit Hyperactivity Disorder (ADHD) and normal children in Gorgan.

Methods: This is a causal-comparative or post-event research. The statistical population consisted of all 7-12 years old children with CD, ADHD and normal children in health care clinics (20 children with CD, 20 children with ADHD and 20 normal children). According to the research design, a random non-probability sampling method was used. According to the research tools, the Sensory Profile (SP) (Dunn, 1999) was received from the children's parents and the Child and Youth Resilience Measure (CYRM-28) was directly asked from the children and information was received.

Results: Multivariate analysis of variance indicated that there is a difference between auditory processing ($F = 3.296$, $F = 0.04$) and visual processing ($F = 9.593$, $P < 0.000$) in two groups. Moreover, the results of Tukey's post hoc test show that there is a significant difference in auditory processing in the group of normal and children with CD and normal children with ADHD; visual processing in the group of children with CD and normal children and children with CD and children with ADHD is different.

Conclusion: Thus, it can be concluded that the group of children with CD and children with ADHD are in more unfavorable conditions in terms of auditory and visual processing compared to the normal children, and the children with CD have better conditions in terms of visual processing compared to the ADHD children. In addition, the children with ADHD have better conditions in terms of auditory processing compared to the children with CD and this shows that these processing patterns should be seriously taken into account in the treatment sector based on the more concentrated training approaches.

Keywords: childhood disorders, resilience, sensory processing

Kernel Base Meta-Analysis of Neuroimaging dyslexia studies

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Background: Developmental dyslexia is considered a common learning disorder with neurobiological basis, start from childhood throughout adulthood and identified by problems in phonics, phonological awareness, comprehension, fluency and vocabulary. Reading words is a complicated act that needs processing of sensory, phonological, orthographical and semantic information. Various theories tried to demonstrate the cause of dyslexia by using these components, still the etiology is divergent. The goal of this study was to provide converging evidence toward theoretical chains in dyslexia studies and gain the knowledge about functional pattern of brain function involved in reading difficulties by synthesize the results of neuroimaging studies of dyslexic patients.

Methods: Research method in order of this studies aim, is the Kernel Base Meta-Analysis. This approach emphasize automation and scale; effectively trading quality for quantity. We searched version 4.0 of Neurosynth database a repository of over 11000 fMRI studies that span the full range of the published literature.

Results: 22 study containing of human subjects of either sex were included in meta-analysis by the "Developmental Dyslexia" diagnosis keyword. Also, A reverse inference conducted to identify the brain regions consistently activation by reading task.

Conclusion: This study shows that reading involves a widespread network of cortical regions, predominantly in left hemisphere. However, unlike typical individuals, dyslexics fail to successfully activation these patterns and because of functional weakness in this hemisphere, they actuation a compensation mechanism situated in the Inferior Frontal Gyrus of the right hemisphere in right handed. In general these findings are agreeable with triple-deficit approach (Niogi & McCandliss, 2006); that in the center of dyslexic deficits additional to phonological and Rapid Automatized Naming, there is an orthography deficit too.

Keywords: dyslexia, neurosynth, reverse inference, synthesize method, triple-deficit approach

The Relationship between Mental Health and Children Anthropometric Indices in Ardabil Health Care Centers in 1394: Children's Physical Health and Mothers' Mental Health

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Background: Maternal mental state is closely related to their maternal mental state with their children anthropometric indicators.

Methods: In this cross-sectional study with correlational approach, 117 Mothers of children under 5 years wear selected with cluster sampling, Date were collected using GHQ-28 questionnarire and were analyzed with SPSS-16 statistical analysis. from 117 cases studied in this research, 58 (49.6%) were Boy and 59 (50.4%) Girl. The boys and girls respectively were 24.12 ± 17.15 and $25:00 \pm 17.14$ months.

Results: The finding show that 59% of women are suspected to have mental problems, including social

function problems (94.9%), anxiety (38.5%), somatization (41%) and depression (14.5%) . The study of child growth percentile was determined. The average weight and height percentiles of children respectively were 37.83 ± 31.31 and 39.57 ± 32.17 . The results of statistical analysis showed that 69/2% of children have lower than 50 percentile for height. Findings showed somatization subscale had a significant relationship with the child's weight and height with subscales. Other than mother education no significant relationship was found between the mother's age, income, number of children and subscales.

Conclusion: Based on the results, the maternal mental health is not satisfactory, therefore, it is important for primary care providers to be aware of changes in mental health status of women for improvement of child anthropometric indicators.

Keywords: mental health, anthropometric indicators, growth percentile

Mediating Role Sensory Processing Styles in Relation with Parenting Styles with Learning Difficulties in 7-10 year-old Children

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Background: Learning problems seem to be affected by many environmental variables and mental processes in children. The aim of this study was to mediating role sensory processing styles in relation with parenting styles with learning difficulties in school children 7 to 10 year olds.

Methods: The purpose population included of parent of children with learning difficulties 7 to 10 old years. The numbers of sample selected Klein (2010) method and in this research 437 sample were selected by available sampling. Statistical method, correlation and structural equation modeling (SEM) to specifically Path analysis with the mediator variable. Profile sensory children Dunn 3 to 10 years (CSP), learning difficulties questionnaire (CLDQ), parenting styles questionnaire Baumrind (1973) was used for measurement of variables.

Results: According to the results, the questions related to variables correlation, showed negative correlation between the permissive style and decisive parenting with learning difficulties. Between authoritarian parenting style with learning difficulties there was a positive correlation. Between, low sensory record, sensory sensitivity and sensory sensation with learning difficulties was positive correlation and between sensory searches with learning difficulties negative correlation was observed. Parenting styles predicted of learning difficulties included: permissive style (-0.104) and decisive style (-0.139) and authoritarian style (1.294). As well as parenting styles on learning difficulties with sensory processing styles mediation are capable of direct effect. And predictions are permissive style (-0.149) and decisive style (-0.155) and authoritarian style (0.959). According to the indexes, generally seven variable could predicted ($R^2 = 0.70$) of variable learning difficulties, that in totality 70 percent of these children's learning difficulties by this parenting styles and processing sensory styles is explained.

Conclusion: Based on this story, it can be concluded that learning problems are very much influenced by the parenting styles and sensory processing styles in children, which offers many solutions for advisers and therapists to improve the status of children's learning problems.

Keywords: sensory processing, parenting styles, learning difficulties, children

Investigation of Prevalence of Psychiatric disorders in Children of Divorced Parents

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Background: The divorce of parents provides the field of mental anxiety in the child considered one of the major causes of mental and behavioral illness in children. This paper aims to determine the prevalence of psychiatric disorders in children of divorced parents hospitalized in psychiatric department of child and adolescents.

Methods: This descriptive-analytical study has been performed on 34 children (20 boys and 14 girls) from divorced parents during 2011-2015 hospitalized in psychiatric department of child and adolescent in Razi Medical/Educational Center in Tabriz. For sampling, there is used targeted purposive census. To collect data, there is used the records and questionnaires including demographic information and other required variables such as the frequency of hospitalization and psychiatric disorders of children, income level and education level of parents and children after separation and this issue that the child lives with who: father, mother or others. To analyze data, there is used descriptive statistics and chi-square test.

Results: The most common disorders were the bipolar disorder in boys and the personality disorder in girls. Most of them live with other people (other than parents) and aged 15 to 17 years. Most of them were hospitalized more than twice and had a pre-university education or middle school education. By Chi-square test, there was achieved the significant correlation between the frequency of hospitalization and psychiatric disorders in the samples and their ages and education levels ($P < 0.05$). Also, there was achieved the significant correlation between the age of samples and the frequency of hospitalization and this issue that the child lives with who: father, mother or others ($P < 0.05$).

Conclusion: According to the results of attention to children, especially boys, due to the high prevalence of psychiatric disorders, attention to patient and family education to prevent multiple hospitalization, the development of family and social support in adolescence for reducing the incidence of psychiatric disorders in this age group is necessary. In this regard, it is helpful to identify early families of those with difficulty and to support them before their links become disrupted after many years of life. It is possible that there will be prevented a lot of harm to the children of such families.

Keywords: divorce, parents, psychiatric disorders, children

Investigation of the Role of KIR Genes Diversity in Autism: A Meta-Analysis

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Background: Autism is a neurodevelopmental disorder that leads to verbal and non-verbal communications and social interaction dysfunction. Killer cell immunoglobulin-like receptors (KIR) are the transmembrane glycoproteins on natural killer (NK) cells that regulate their functions. Studies show that immune system plays roles in neurodevelopmental disorders like autism, and NK cell abnormality can be a risk factor in autism spectrum disorders. So this study aims to investigate the role of KIR genes diversity in autism.

Methods: In order to find the relevant literature, we used PubMed, google scholar and other search engines. After applying our inclusion and exclusion criteria, three papers enrolled in our meta-analysis. Association of each gene was analyzed through chi-square with Yate's correction (or Fisher's exact test if necessary). Software comprehensive meta-analysis was used. Both fixed and random effect models were reported.

Results: Among fourteen genes of KIR, the risk role of 2DS1 and 3DS1 were statistically significant. Among these two genes, 2DS1 needed random effect model because of its heterogeneity. After applying that, it did not remain significant. The funnel plot showed no publication bias for 3DS1.

Conclusion: Autism spectrum disorders are accompanied by KIR3DS1 which is an activating gene of KIR. It seems that hyper-activity of NK cells results in inflammation in neuroimmune system that in turn can be associated with autism. The legend of 3DS1 receptor is unknown, and suggested to be investigated.

Keywords: autism, neuroimmunology, KIR, NK cell

Grammatical Completion in Preschool Children with Intellectual Disability

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Background: Grammatical completion as a syntactic skill refers to an ability in completing the incomplete sentences. This skill is measured via articulating the final word of a sentence by the subject. According to the research, children with intellectual disability (ID) have the lower level of language skills in comparison to normal children. However, it has paid attention far too little to the grammatical completion in ID. Therefore, the purpose of this article was to examine this syntactic task in preschool children with ID.

Methods: In this cross-sectional study, nine Persian preschool children with ID (seven boys and two girls) were recruited. They were educable and aged 6 and 7;5 (year; month). The subjects had no Down Syndrome and deficits such as stuttering, auditory, visual, physical, motor disorders. For the purpose of this analysis, the subtest of "Grammatical Completion" in Test of Language Development, Third Edition (TOLD-3) was used.

Results: Subjects' performance on grammatical completion task was as follows: (1) four boys and one girl were at an intermediate level; (2) one girl was lower than the intermediate level; (3) one boy was at the poor level; and (4) two boys were at the very poor level. The subjects had deficits in grammatical

numbers, simple past tense, present perfect tense, present subjunctive, present indicative, present continuous, future tense, possessive structure, comparative adjectives, present participle.

Conclusion: Preschool children with ID examined differ in the syntactic skill of grammatical completion and their skill levels are from intermediate to very poor. In fact, they have no intact functioning in grammatical completion. Since syntax and, specifically, this skill are related to cognition, speech and language therapist, teachers and parents should consider teaching grammatical completion to this population before entering the school.

Keywords: syntax, grammatical completion, intellectual disability, preschool

Designing an Interventional Package for Children with Autism in Iran: A Primary Report

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Background: Beside quality of interventions, most important components of effective interventions for children with autism are early start and intensity; however autistic people and their families have problems to access to services. It is also common among Iranian families and access to appropriate services is most important needs of them. Current study aims to designing an early interventional package for children with autism in Iran to reduce burden of autism among Iranian community.

Methods: Current study consists of 4 steps: Step 1: need assessment and situation analysis including one systematic review and two qualitative study on parents of children with autism and service providers. Step 2: investigating effectiveness and efficiency of current evidence based interventional models using a systematic review. Step 3: selecting best interventional model and its components. In this step, information obtained from two previous steps were combined and discussed in expert panels to selecting best model by considering some priorities. Step 4: pilot implementation.

Results: Current report consists of results of first three steps. Based on the information obtained from step 1, necessary components were predefined protocol, an appropriate tool to assessment for designing plan of intervention and tracking progress, can be used by professional from different disciplines, involving families in treatment process, using comprehensive and interdisciplinary approach and ability to use in the context of community based interventions.

Conclusion: Based on the steps 2 and 3, Early start Denver Model is appropriate to respond to expressed needs by Iranian families and professionals and can be used as an early intervention model in primary care system of Iran.

Keywords: autism, early intervention, Denver model

Effectiveness of Pivotal Response Treatment on Adaptive Behavioral in Children with Autism Spectrum Disorder

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Background: Autism is a neuro-developmental disorder that impresses on social interaction, verbal and nonverbal communication and stereotyped behavioral patterns. In this paper we tried to examine whether Pivotal response treatment(PRT) would be effective on adaptive behaviors.

Methods: The research method was quasi-experimental with case-control. Eleven children diagnosed with ASD according to Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5) was selected. Adaptive Behavioral were evaluated with the Vineland test in two phases, before and after intervention (24 sessions).

Results: Results showed adaptive behaviors were improved after 3 months intervention ($p < 0.05$).

Conclusion: Pivotal response treatment can improve adaptive behavioral problems, such as social skill, in children with ASD.

Keywords: autism spectrum disorder, adaptive behavioral, pivotal response treatment.

Research and Scientific Study of Etiology of Depression Caused by Inflammation

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Background: The relationship between inflammation and depression is most recently finding obtained about this diseases reason. Depression, which is the source of incurable disease, can be treated completely through identifying the nature of this relation.

Methods: That, inflammations are one of mental negative intensifier in people is undoubted. This can apply for different allergy types, diabetes II, rheumatoid and chronic infections. Those who have this position, face an intensive mental disease under these circumstances. Here a question arises: do white blood cells attack cause this disease or it is intensified by brain response method to inflammation?

It is estimated that almost 20% of mental disorders in adults has close relation with this phenomena. It can be mentioned that in childhood rheumatism fever, the wrong cognitive attack to neurons, at brain fontanel, by white bloods can cause mental disorders including sexual, intellectual obsession and depression. Some other questions like following one arise in this regard: In addition to above mentioned condition occurred at childhood, some other chronic depressions in adults can have relation with inflammation so, dose people suffering from chronic and long term infections or repeated allergies, are developing mental disease directly?

If above mentioned question answer is positive in case studies so their relation can be discussed in second stage. Their relation manner can be considered at least from modern medical parameters perspective till their epidemiologic relation will be confirmed. But in chronic stress classic patients, the reason for behavioral disorders is that brain related neurons are sensitive against inflammation and responses as soon as possible compared to other cell tissues of body.

Results: As a result of this project 2 or 3 researches can be formed to investigate epidemiologic relation between these two parameters to accept or reject underlying hypothesis. If results confirm the hypothesis then etiological relation is clear. If this mechanism recognized completely, then this is the way which opens new windows for preventing this fatal disease for vast number of vulnerable people having different medical reasons and even it can result in a complete treatment of mental disorders due to different reasons.

Conclusion: Among ways of preventing this disease we can mention significant reduce in chronic infections time, main (not superficial) treatment of different allergies, and vanishing ever factor reducing white bloods cognitive power and impeding their wrong attack to body tissues including (brain). Even if we are not able to control inflammation source, we can at least cut this relation through better recognition of chemical chains of neurons and inflammations. Special advices for those who

suffer from classic depression: these people should avoid risky factors which cause inflammation for each reason.

Keywords: depression, inflammation

Pharmacotherapy in Autism Spectrum Disorder

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There is no evidence that pharmacotherapy is effective in treating the core features of autism spectrum disorder including social and communication deficits, but medications have been shown to be useful in treating specific associated symptoms, such as hyperactivity, inattention, impulsivity, self-injury, aggression, temper tantrums, stereotyped movements, mood lability, anxiety, and obsessions and compulsions. So, by targeting these symptoms, pharmacotherapy can be useful for increasing the ability of autistic children to participate in educational and behavioral interventions.

To date, risperidone and aripiprazole, two atypical antipsychotics, have got FDA approval for the treatment of irritability, aggression, self-injurious behavior, and mood lability associated with autism spectrum disorder.

However, there are a variety of other agents that may be beneficial in reducing associated symptoms in autism. Among these, some have got more attention including SSRIs and other antidepressants (for compulsions, anxiety, and depression), stimulants and atomoxetine (for inattention and hyperactivity), naltrexone (for hyperactivity and self-injurious behavior), and clonidine (for hyperarousal). Nevertheless, various other agents like mood stabilizers, β -Blockers, and oxytocin will be discussed during the presentation based on the levels of evidence for their efficacy.

Keywords: autism, pharmacologic interventions

Behavioral and Emotional Problems Screening of Pediatric Hospitalization 2016-2017

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Background: Considering the importance of assessing psychiatric disorders among social members and people who suffering from acute and chronic physical illnesses, particularly. The investigation has perused behavioral-emotional problems among pediatric hospitalization in "Children Medical Center" to recognize difficulties, prompt intervention and mental health promotion in society.

Methods: In a cross sectional study by available sampling method, children and adolescents between 4 to 17 years old who have been hospitalized in cardiovascular, neurology, hematology, gastroenterology, surgery, rheumatology, Intensive Care Unit and other sections of "Children Medical Center" hospital were registered in 2016. Demographic characteristics and Behavioral -emotional screening of participants was done through interview with child care and using Strengths & Difficulties

Questionnaire (SDQ). The result has been analyzed based on statistical methods.

Results: 702 children with age average 8.65 entered the study including 383 boys and 319 girls. 177 children were under preschool, 60 children were preschool, 2 children studied at exceptional school and 463 children studied at schools. Entirely, the prevalence of behavioral – emotional problems was %32.5 including %29.8 emotional problems, %12.5 hyperactivity, %25.2 conduct problems and %14.5 peer communication problems.

Conclusion: According to other research reports, the prevalence of behavioral – emotional problems in pediatric hospitalization is more than other children. Psychiatric counseling, psychological screening and interventions were recommended about all children, who are physical patients, at the time of admission and hospitalization.

Keywords: Screening, Behavioral-Emotional Problems, pediatric hospitalization

Effectiveness of Communication Skills Training on Sibling Relationships among Adolescents with Down Syndrome

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Background: Sibling relationships are often among the longest lasting relationships between people, and more than two-thirds of adolescents with siblings introduce their siblings as the most important people in their life. Therefore, the aim of this study was to evaluate the effectiveness of communication skills on sibling relationships among the adolescents with Down syndrome.

Method: In this quasi-experimental study, a pretest-posttest control group design was used and 30 adolescents subscribed to the Down Syndrome Association of Iran in Tehran were selected via convenience sampling method and were divided into two experimental and control groups. At first, the adolescents' parents responded to the Sibling Relationship Questionnaire. Then, the experimental group attended 10 sessions of communication skills (one session per week, each session lasting 60 minutes). Following the tenth session, parents completed the Sibling Relationship Questionnaire once more. The data were analyzed using multivariate analysis of covariance and the results showed that the experimental group experienced a significant increase in the two dimensions of warmth/closeness and conflict after the attribution retraining intervention compared to the control group ($p < .01$). However, the difference between the two groups was not significant in the other two dimensions, namely relative status/power and rivalry.

Conclusion: It seems that communication skills training is an appropriate intervention to improve sibling relationships among the adolescents with Down syndrome; thus, one can take advantage of this program to improve sibling relationships among these adolescents.

Keywords: communication skill, Down syndrome, sibling relationship

Cerebral Palsy Diagnosis

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CP is a common problem and is the most common cause of severe physical disability in childhood. CP is one of the three common chronic neurological handicaps of children. The worldwide incidence of CP is approximately 2-2.5 / 1000 Live birth. CP is characterized by aberrant control of movement or posture of a patient, appearing early in life, and not the result of a recognized progressive or degenerative brain disease.

CP is: 1- An umbrella term. 2- Is permanent but not unchanging. 3- Involves a disorder of movement and /or posture and of motor function. 4- Is due to a non-progressive interference, lesion or abnormality. 5- The interference, lesion or abnormality is in the immature brain (during the first 2 years of life).

The characteristic signs are spasticity, movement disorders, muscle weakness, ataxia and rigidity. In addition to motor deficits, the patient may suffer from other manifestations of cerebral dysfunction including: Mental retardation, Epilepsy, Sensory deficits (Hearing or Visual loss) learning disabilities and Emotional problems. The correct diagnosis of CP is highly dependent on knowledge of normal development and its variants. It is relatively easy to exclude the diagnosis of CP early if the developmental pattern of suspected infant is normal.

Persistent primitive reflexes (Moro and ATNR should be unobtainable after 6 months of age) and Lack of development of the protective reflexes (Sideway parachute should be evident after 5 months of age and Parachute reflex is typically obtainable after 10 months of age) are the main clues for the diagnosis of CP.

Keywords: cerebral palsy, children, neurologic, diagnosis

Social (Pragmatic) Communication Disorder

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Social (pragmatic) communication disorder (SCD) is a new diagnostic category included under Communication Disorders in the Neurodevelopmental Disorders section of the Diagnostic and Statistical Manual of Mental Disorders, fifth edition (DSM-5). SCD is defined by a primary deficit in the social use of nonverbal and verbal communication. The purpose of this review is to describe and synthesize the relevant literature from language and autism spectrum disorder (ASD) research relating to pragmatic language impairment and other previously used terms that relate to SCD. The long-standing debate regarding how social communication/pragmatic impairments overlap and/or differ from language impairments, ASD, and other neurodevelopmental disorders is examined. The possible impact of the addition of SCD diagnostic category and directions for future research are also discussed.

Keywords: social communication disorder, pragmatic language impairment, Autism, DSM-5

Specific Language Impairment: Definition, Clinical Characteristics, and Differential Diagnosis

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Children's language acquisition is robust even under high levels of risk, individual differences in language acquisition cause persistent language impairments. Specific language impairment (SLI) is described by difficulty with language that is not caused by hearing impairment, general developmental delay, known neurological deficit, and autism spectrum disorders. Therefore, there is no obvious reason for SLI. This language disorder can affect the understanding or the expression of language or both. The incidence of SLI was estimated to be %1.5 to %7 (Leonard, 1998). Despite high incidence, diagnosis appears to be a challenging for SLI.

This article provides a comparative conceptual framework for comparisons of SLI with other clinical conditions such as hearing impairment, intellectual disability, and autism spectrum disorders. Relationships among speech, language, cognitive, and social dimensions of children's development explain precise ways to identify children with SLI.

The diagnosis of SLI is fundamental for explaining possible causal pathways of language impairments, risks for language impairments, assessments for classification of language impairments, linguistic dimensions of language impairments, and long-term outcomes. It also introduces assessment methods for diagnosis of language impairment.

Keywords: specific language impairment, definition, diagnosis

A Review of Theories of Autism Spectrum Disorder

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Background: Several theories have been proposed to comprehensively explain autistic symptoms. This article examines some of these theories including Theory of Mind theory, Weak Central Coherence theory, Extreme Male Brain theory and Intense World theory.

Methods: The examination is done in respect to the origins, characteristics, and evidences in support and against of the examined theory. Also limitations of any individual theory in explaining autistic phenotypes are reviewed. Then we discuss clinical implications of each theory and the future direction in the field.

Results: It appears that none of these theories are capable of complete explanation of autism; maybe this problem is at least partially attributable to the heterogeneity of Autism Spectrum Disorder per se.

Conclusion: We think adopting a more flexible and multidimensional approach for explaining autistic symptomatology instead of a reductionistic view, is more appropriate way for explaining autism. Obviously this opinion needs more discussion and especially a deeper assessment through robust studies.

Keywords: autism spectrum disorders, theories, implications

Metabolism of Sex Steroids and Dopamine in Children with Developmental Stuttering

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Background: Developmental stuttering is known to be a sexually dimorphic and male-biased speech motor control disorder. Also, involvement of the brain dopamine system in pathophysiology of this disorder has been suggested.

Methods: We investigated the sex steroid hormones and homovanillic acid (HVA) as a main metabolite of dopamine among children with developmental stuttering. Also, the dopamine D2 receptor (DRD2) C957T (rs6277) and CYP17 -34 T:C (MSP AI) of cytochrome P450, which is involved in steroid metabolism pathways, were investigated.

Results: Our results showed significantly association between HVA, testosterone, dihydrotestosterone (DHT), and oestradiol in children who stutter (CWS) in comparison with children who not stutter (CWNS). The CYP17 and C957T polymorphism was significantly associated with the disorder.

Conclusion: Our findings suggest that the serum level of HVA might be a biomarker for dopaminergic involvement in stuttering pathogenesis. Moreover, our study indicates that the TT genotype of DRD2 C957T and CC genotype of CYP17 CC might be a risk factor for development of stuttering among Iranian Kurdish population. Interaction of CYP17 and C957T polymorphism increase the risk for stuttering specifically among male population.

Keywords: stuttering, sex hormones, dopamine

Epidemiology of Autism Spectrum Disorder

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In early 1970s, prevalence of autism was reported 1/2500. In recent epidemiological studies prevalence of autism increased in different countries in past 15 years. Reason of this increase is unknown, one reason may be due to diagnosis of mild cases and including them in autism spectrum disorder, Another maybe due to environmental factors like chain of toxins. Prevalence of autism spectrum disorders was estimated 1 in 68 among children in united states. According to one study in Iran about prevalence of different kind of pervasive developmental disorder, probable prevalence of autism disorder and Asperger disorder were reported 1.9 and 0.5 in 100 respectively.

Another screening study in 1.3 million Iranian 5 years old children showed prevalence of typical autism 6.2 in 10000, that this is lower than western countries.

Keywords: prevalence, autism, children, Iran

Different Clinical Presentations of Autism Spectrum Disorder

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Autism spectrum disorder (ASD) is the name for a group of neurodevelopmental disorders. Autism is characterized by abnormalities in social interactions, communication skills, and restricted, repetitive

and stereotyped behaviors. The new criteria (DSM5) have 2 domains of impairment, compared to the 3 domains that were previously used (DSM_IV_TR). The new domains are 1) social interaction and social communication and 2) restricted interests and repetitive behaviors.

In another view in terms of history, Some of the behavioral and developmental features that suggest autism are developmental regression, absence of protodeclarative pointing, abnormal reactions to environmental stimuli, abnormal social interactions, absence of symbolic play and repetitive and stereotyped behaviors; And in the physical examination of these children, abnormalities in pretend play, gaze monitoring, and protodeclarative pointing may be useful in predicting the later diagnosis of autistic disorder (As Baron-Cohen and colleagues observed in their studies).

Other concerns in physical examination of these children are body movements, head and hand features, self-injurious behaviors, vulnerability to develop infections and febrile illnesses due to immunologic problems and special attention to the possibility of physical or sexual abuse in these children.

Keywords: neurodevelopmental disorder, autism, clinical presentation

Systematic Review of Neurocognitive Assessment, Intervention, and Rehabilitation Methods and Tools in Children and Adolescents with Autism Spectrum Disorder

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Background: Neuro cognitive methods of diagnosis and treatment of autism spectrum disorder have been considered as important part of early detection and intervention in children and adolescents. The aim of this study was to prepare a package including the checklists of different methods and instrument being used to assess and intervene in children and adolescents with or at risk of ASD and categorization of them based on their characteristics (functions, method of administration, population, reliability,...).

Methods: To investigate the existing literature on different tools and methods of neurocognitive assessment, as well as different tools and methods of neurocognitive intervention and rehabilitation being used in autism spectrum disorder, the most important valid databases were searched. The results were categorized based on validity and metric characteristics of the tools and methods.

Results: As the study is going on, a preliminary report regarding the completed stages and their results will be presented.

Keywords: autism spectrum, neurocognitive, tool, validity, children, adolescents

A Double-Blind Controlled Trial on 4 to 6-year-olds with Attention-deficit/Hyperactivity Disorder (ADHD), using Probiotics as an Adjuvant Treatment to Ritalin

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Background: Attention-deficit/ hyperactivity disorder is the most common developmental disorder of

childhood, with consequences reaching into adulthood. Prompt treatment of the disorder could mitigate many of these effects. Stimulants have been the standard of care for this disorder, but possible side-effects of these medications have prompted many to seek alternate treatments, especially for children. Probiotics are among the most promising candidates.

Methods: Forty 4 to 6 years old pre-school children were randomly assigned to either of control (Ritalin+ placebo) or case (Ritalin+ probiotic) groups. Participants were assessed with Conner's Parent Rating Scale, Clinical Global Impression- Severity and medication side-effects questionnaire at the baseline, 4-week interval and 8-week interval. Diagnostic infant & Preschool Assessment (DIPA) semi-structured interview was used to exclude participants with existing confounding conditions.

Results: There was a statistically significant difference in disorder's indices among control group members, as assessed by parents and an examiner; however, when comparing data for different time-points among both groups, no significant difference was observed. Side-effects of the two regimens were not significantly different.

Conclusion: Alternative treatments for attention-deficit/ hyperactivity disorder are currently being explored, but there are inconsistent findings about their effectiveness. This study did not find a significant difference between Ritalin+ placebo versus Ritalin+ probiotics in management of attention-deficit/ hyperactivity disorder in pre-school children. Further studies with larger sample sizes and longer periods of follow-up are suggested.

Keywords: attention-deficit/ hyperactivity disorder, alternative, complementary, Probiotic, pre-school

Acceptance and Commitment Therapy in Mothers of Children with Attention Deficit Hyperactivity Disorder

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The Acceptance and Commitment Therapy (ACT), referred as ACT, is a third- wave cognitive behavioral therapy. ACT is mindfulness-based treatment and uses combination of mind-focused skills. In fact, the goal of treatment based on acceptance and commitment (ACT) is to create a purposeful and worthwhile life. Although life is along with plenty of suffering, all of this can be achieved with a clear awareness. ACT can be used for individual treatment, couple therapy, group therapy, short-term and long-term treatment, and for a wide range of clinical situations.

In several studies, the data support of the efficacy of acceptance and commitment (ACT) therapy on the relationship between the parent and the offspring with psychiatric disorders such as anxiety, obsession, and autism. This method can also be effective in improving maternal relationships in children with hyperactivity.

Keywords: acceptance and commitment therapy, mothers, ADHD

Which Interventions are Preferred for Patients with Autism Spectrum Disorders?

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A wide range of pharmacological and non-pharmacological interventions are used to improve the condition of patients with autism spectrum disorders. Health systems across the globe have employed various combinations of these interventions for patients and their families, with diverse quality and comprehensiveness; ranging from simple screening measures to comprehensive psychosocial

interventions across the lifespan. But, given the current situation of patients in our country and lack of resources and the barriers to care (such as scarce human resources and budgetary restrictions), we may need to consider criteria when selecting and adopting the effective interventions. Among those are effect size, cost-effectiveness, budgetary impact, acceptability and feasibility, equity and safety. While discussing these criteria, examples with regards to autism management are provided.

Keywords: autism, intervention, pharmacological, non-pharmacological

Study of the Relationship between Parental Spirituality on Stress, Depression and Quality of Life in Children with Acute Leukemia

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Background: leukemia is the most commonly diagnosed cancer in children and its duration of treatment lasts two to three years and can affect the entire family of different aspect. This study aimed to determine the prevalence and the relationship of these factors together in parents of children with leukemia who were in the maintenance phase of treatment.

Methods: A cross-sectional study evaluating 48 parents of children with leukemia from the outpatient department of Doctor-Sheikh hospital in Mashhad was performed. For all parents, questionnaires, including age, sex, incoming, stress and depression level (DASS-21), the spirituality (SIBS) and quality of life if caregivers of cancer patients were filled.

Results: Of 48 parents, 37% had abnormal levels of stress (33% mild stress and 4% moderate and server stress) and 71% abnormal levels of anxiety(19% mild, 31% moderate and 29% server) and 67% abnormal levels of depression (33% mild, 33%). A significant relation was found between parental income and education levels with anxiety and depression score. In addition, a higher spiritual levels is reversely in correlation with anxiety and depression.

Conclusion: According to this study, doctors in addition to the classic treatment of patients should pay attention to parent's mental performance.

Keywords: stress, anxiety, depression, parents, Leukemia

The Comparison of the Efficacy of Ginkgo Biloba with Multivitamin as Add-On Treatment on Children with Autistic Disorder

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Background: Ginkgo biloba and multi-vitamins have been reported to affect the neurotransmitter system and to have antioxidant properties that could impact the pathogenesis of autism spectrum disorder. Based on these studies, we decided to assess the effectiveness of Ginkgo biloba and multi-vitamin extracts as adjunctive agents to risperidone in the treatment of autism.

Methods: Forty-five outpatients with a DSM-V-TR diagnosis of autism who referred to Ibne-Sina Hospital clinic ages between 3 and 12 years were assigned to this double blinded clinical trial and were randomly divided into three groups. One group received risperidone plus Ginko biloba, one group received risperidone plus multi-vitamin and the other received risperidone plus placebo for 8 weeks.

The dose of risperidon was 1-3 mg/day and the dose goes Ginko was 80 mg/day for patients under 30

kg and 120 mg/day for patient above 30 kg. Patients were assessed using the childhood autism Rating Scale (CARS) rating scales and the side effect check list every 4 weeks until the endpoint.

Results: None of the 15 variables of CARS rating scales showed significant differences between the three groups. Incidents of side effects were not significantly different within groups. Repeated measurement tests showed the significant improvement in some variables, including relationship to people, listening response, verbal and non-verbal communication and activity level before and after treatment ($p < 0.001$). However, there were not any significant differences between groups ($p > 0.05$).

Conclusion: Adding multi-vitamin or Ginkgo biloba to risperidone affected the treatment outcome of autistic patient. Nevertheless, further observation are needed to confirm this result.

Keywords: Ginkgo biloba, antioxidant, risperidone, efficacy, autism

Safety and Efficacy of Autologous Bone Marrow Mesenchymal Stem-Cells Transplantation in Autism Spectrum Disorder: Case Series

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Background: Stem cell therapy is increasingly used in the treatment of most disorders such as Autism Spectrum Disorder (ASD). In addition to uncertainties related to clinical response, there are concerns over the side effects of using this therapy.

Methods: The present study, which is the pilot phase of a bigger clinical trial, investigates the possible side effects of autologous mesenchymal stem cell therapy in 5 children with ASD. The plan of treatment includes obtaining the bone marrow samples from the iliac crest of the children and then injecting of processed cell in two stages (BMC 6-8 hours and MSC approximately one month after BMA). The side effects were continuously assessed within 72 hours, and then weekly until 1 month after the second injection.

Results: The present study showed that despite some short-term side effects such as fever, nausea, pain in the injection sites, and allergic reactions that were well controlled by supportive therapy, injecting of mesenchymal stem cells had no serious and alarming side effect.

Conclusion: The findings will be discussed.

Keywords: autism, autologous bone marrow, side effect, mesenchymal stem-cells

Recognizing Adolescence Period in Life Cycle: A "Must" Prerequisite to Understand and Manage Substance Use in Adolescence

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Adolescence, while being transient, is a distinct period from both childhood as well as adulthood. Lack of proper knowledge regarding this developmental stage has made it difficult to understand and manage the adolescents' various challenges including use of illicit drugs. Adolescents are not miniatures of

adults. They have unique developmental, somatic and psychological characteristics and thus their treatment approaches should be devised according to their specific needs.

In this panel, first the principles of addiction treatment, assessment, discharge planning, psychosocial as well as medical interventions are discussed and reviewed. Also, competencies, responsibilities and clinical eligibilities will be discussed.

In the second presentation, the common and serious overlap between psychiatric disorders and adolescents' addiction are introduced as a rule rather than exception. The most common among them are ADHD and anxiety disorders. Co morbidities between addiction in adolescents and ADHD are quite interesting in terms of etiology and management given the common overlapping symptoms such as impulsiveness, novelty seeking, risk taking behavior, emotional dysregulation and preference for delayed gratification.

As discussed in the third presentation, addiction for those kids who are under 14 years of age is of close connection with social and family conditions. Children whose parents are addicted they themselves would be at risk of substance abuse, neglect and child abuse. Parents' addiction could lead to irritability, aggression and unpredictability of parents behaviors. Some of those parents would fall in deep sleep for days while being unable to stay awake. They leave their children on their own. These children may suffer from malnutrition, do not get vaccinated or may have acute dental problems. In many cases they abandon their children.

In the fourth discussion, we will explore the characteristics of the Iranian families as regards to substance abuse. The complexities of socialization in the pervasive process of globalization, the blurred lines between monitoring and over controlling by parents, the inefficient ways of conflict resolution within families and emotional dysregulation are among factors that is of tremendous help in recognizing adolescents' characteristics and their challenges especially substance abuse.

In the final presentation, restorative judiciary and practices are discussed as it relates to substance abuse in adolescents. Common practices with focus on mere coercive measures lack necessary effectiveness for teens. Restorative approaches emphasizing positive relationships building would regard restoration more critical than punishment and thus emphasizes comprehensiveness across individual, familial and social domains.

Keywords: substance use, adolescents, comorbidity, management, diagnose

Effects of Substance Abuse of Parents on their Children

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Substance abuse in parents leads to low frustration tolerance and impaired parenting judgment. They have increased anger reactivity and poor impulse control. The rate of child maltreatment is high in these families. Focus of parents on acquisition and consumption of drugs cause neglect of their child's emotional and physical needs. Demanding and coercive parenting styles accompanied with less supervision and punitive forms of discipline are common in them. Researches indicate that even history of Substance Use Disorder (SUD) in parents; can increase the risk for child maltreatment even in the absence of concurrent SUD. Children of parents with SUD are subjected to internalizing and/or externalizing symptoms. They are at risk of poor intellectual, cognitive, and academic achievement,

social isolation, and risk of SUD at a younger age. Approximately 33% to 40% of children of parents with SUD develop SUD. Prenatal drug exposure predicts difficult temperament in infancy, and insecure and disorganized attachment in toddlerhood. In school age, they show more aggressive behaviors, and have more peer conflicts and higher rates of hyperactivity and inattention. Substance problems can be transmitted to the next generation via genetic & environmental (epigenetic) processes. Epigenetic animal research on the role of the prenatal and postnatal environment on SUD suggests that nurturing parenting, secure attachment, close monitoring, and communication of positive family values and expectations are among the most protective factors.

Keywords: children, parents, substance abuse

Cognitive Assessments in Children with Autism Spectrum Disorder: A Systematic Literature Review of Event-Related Potential Studies

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Background: Autism spectrum disorder (ASD) is an early onset neurodevelopmental disorder. Event related potentials (ERPs) studies show that the brains of individuals with ASD fail to activate and coordinate the activation of the cortical regions that are specialized in cognitive processing. ERP components which can measure the neuroelectrophysiological characteristics of human beings and has the potential to discover the pathological mechanism of ASD. In this paper we critically review the literature on the use of ERP to elucidate the neural sources of the cognitive deficits in autism.

Methods: 1200 unique articles were identified using PubMed, Scopus, Web of Knowledge databases. 180 studies were selected for review, which employed various tasks to measure the ERP components in children with Autism Spectrum Disorders (ASDs).

Results: This review suggests ASD patients have abnormalities in ERP components, which may represent for deficits in cognition processing. In children with ASD, higher autism symptom severity was correlated with ERP component abnormalities.

Conclusion: The present study supports the ERP components hold promise as diagnostic and treatment monitoring biomarkers for cognitive dysfunction.

Keywords: Event-related potentials (ERP), Cognitive assessment, Children with autism spectrum disorders (ASD)

The Applications of Neuroimaging for Autism Prediction/Diagnosis

S. Amir Hossein Batouli

Background: Neuroimaging is an advanced field of research, studying all aspects of the human brain, including its structure, function, cognitive abilities, metabolism, perfusion, and etc. Autism is a neurodevelopmental disorder which affects many cognitive abilities of the children including their verbal communication and social interaction. Early diagnosis of this disease is the best solution to maximize the chances of its treatment. Neuroimaging is a powerful tool to identify the abnormalities of the brain which do

not have any vivid symptom; in other words, neuroimaging is able to identify those brain abnormalities which an ordinary brain scan describes them to be normal.

Method: In this study, through a comprehensive review of the literature, we have tried to identify the biomarkers that different imaging modalities have introduced for diagnosis of autism; the modalities include fMRI, DTI, MRS, VBM, and PET scan.

Results: Our review has shown that a great number of factors are available which can help us to more accurately, and also quicker, diagnose autism, which can help for a more efficient treatment.

Conclusion: The data will be discussed.

Keywords: autism, neuroimaging, assessment, developmental

The Impact Game at Grow Skills Communicational Children Down Syndrome

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Background: All individuals with down syndrome have a learning disability in surfaces garlic to react to the growth and development will be delayed . all children at the era grow yourself game you can to make and during the this the era , their games also parallel grow mentally evolution find you can slow needs children with down syndrome also, similar needs one child normal s & t. with that difference that children down syndrome to achieve to this target to opportunities more and ways of educational special need have. the aim of this research, effect game at grow skills communicational children down syndrome to achieve as a nonpharmacological to superficial from ability is that with others and environment self effective communication establish to make.

Methods: Research present from kind of trial designs before test - so test with assignment by accident is . at this research two group 15 people with down syndrome between 11 and 14 years in sex school boy exceptional tehran and the west the subject groups the experiment and evidence company they had . average intelligence two group also before from implementation of before test peer became . so of its performance before test group trial by researchers to the term 20 day, one day three the watch through indigenous and local game suited case education put they got . group control also activity certain do not do a.

Results: Research sign gave that among before test and so test any two group control and the experiment at language express the difference meaningful existence has it but among average so test two group difference seen do not to be among before test and so test two group in language received also difference existence had . this is the worm case average by so test group the experiment and evidence also honest were difference in averages score whole skills communicational at before test and so test two group also meaningful were but average so quizzes two group with each other difference did not have.

Conclusion: To this arrange game at language received down syndrome children effective been is increase skills communicational in this children will be more after the play therapy.

Keywords: play therapy, Down syndrome, skills communicational

The Factorial and Construct Validity of The Sibling Relationship Questionnaire in Adolescents with a Sibling with Special Needs

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Background: Siblings play an important role in the daily life of children with special needs. Sibling relationships are often one of the longest-lasting relationships in life that affect the individual's emotions. The present study was therefore conducted to examine sibling relationships in families with a child or adolescent with special needs. The objective of the study is to assess the factorial and construct validity of the Sibling Relationship Questionnaire in adolescents with a sibling with special needs.

Methods: The present correlational study was conducted on a total of 320 12-18 year-old adolescent students with a sibling with special needs registered at and studying under the Special Education Organization of Tehran in 2014-2015. The participants responded to the Sibling Relationship Questionnaire (SRQ) by Furman and Buhrmester.

Results: The factorial, construct and internal validity of the questionnaire was examined in dimensions including warmth/closeness, conflict, rivalry and relative status/power. According to Monroe's classification, there is a high correlation between the total score obtained on the questionnaire and the dimensions of warmth/closeness, conflict, rivalry and relative status/power, thus indicating the importance of these dimensions in sibling relationships. In the warmth/closeness dimension, the four factors of intimacy, affection, admiration by siblings and similarity had eigenvalues over 1. In the relative status/power dimension, the four factors of nurturance by siblings, nurturance of siblings, dominance by siblings and dominance over siblings had eigenvalues over 1. In the conflict dimension, the two factors of conflict and competition had eigenvalues over 1. In the rivalry dimension, the two factors of maternal partiality and paternal partiality had eigenvalues over 1. The Intra Correlation Coefficient test was used to assess correlations. The ICC obtained varied from 0.08 to 0.98 for the different dimensions, suggesting the good reliability of the questionnaire dimensions.

Conclusion: Given the high internal validity and test-retest reliability of the questionnaire and its good criterion, construct and factorial validity, the Persian version of the questionnaire can be said to match the original one and to thus be a valid tool for the assessment of sibling relationships in Iran.

Keywords: Children with special needs, sibling relationships, factorial validity

روش‌های ارزیابی و تشخیص اختلالات زبان و گفتار

دکتر رضا نیلی پور، دکتر فریبا عربگل، دکتر زهرا قریشی، دکتر اکبر دارویی و وحیده سلطانی

بیش از نود درصد کودکان بدون هرگونه آموزش رسمی می‌توانند زبان مادری و حتی بیش از یک زبان را در دامن خانواده و اجتماع فرا بگیرند تا جایی که کودک می‌تواند در مراحل بعدی زندگی خود و در برقراری ارتباط مناسب رشد بیولوژیکی و محیطی از نظر شناختی به مرحله خلاقیت و بالندگی زبانی فردی و اجتماعی برسد. ولی حدود ۷ تا ۱۰ درصد کودکان در روند طبیعی اکتساب گفتار و زبان با مشکلاتی روبرو هستند. به نمودهای این قبیل مشکلات یادگیری‌های زبانی-شناختی اختلالات رشدی گفتار و زبان گفته می‌شود.

اختلال رشدی گفتار و زبان ممکن است در طیف وسیعی از سندرم‌های شناخته شده ای مانند سندرم‌های داون، اتیسم، وکم شنوایی و انواع سندرم‌های ژنتیکی وجود داشته باشد و در مواردی هم به این نوع اختلال‌ها در مراحل رشد کودک با عنوان اختلال ویژه زبانی و آپراکسی کلامی رشدی در کودکان گفته میشود که گاه به ظاهر دلایل شناخته شده و مشخصی هم برای آن وجود ندارد. ولی در همه موارد بررسی مبانی عصب شناختی رشد و یادگیری زبان می‌تواند در شناخت ماهیت این اختلالات و ارزیابی و درمان آنها موثر باشد. برای تشخیص زودهنگام، ارزیابی و ارائه مداخلات پزشکی و توانبخشی مناسب تیمی متشکل از آسیب شناس گفتار و زبان، روانپزشک اطفال، روانشناس، و سایر تخصص‌های وابسته ضروری است.

از آنجا که اختلال‌های رشدی گفتار و زبان می‌تواند اثرات نامطلوبی بر رشد شناختی، رفتار اجتماعی، دستاورد تحصیلی و سلامت روان کودک داشته باشد، تشخیص زود هنگام و به هنگام منشأ اختلال‌های گفتار و زبان کودک و ارائه مداخلات موثر در زمان مناسب از اهمیت به سزایی برخوردار است. در این جلسه مرور کوتاهی خواهیم داشت بر مبانی عصب زبانشناسی یادگیری زبان و طبقه بندی انواع اختلالات گفتار و زبان، روش‌های ارزیابی رسمی و غیر رسمی و بالاخره مداخلات و روش‌های نوین توان بخشی اختلال‌های رشدی گفتار و زبان در کودک.

بررسی مقایسه ای اثربخشی موسیقی درمانی بر بهبود دامنه توجه کودکان مبتلا به بیش فعالی

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معصومه کالانتری: دکتری تخصصی روان شناسی و آموزش کودکان استثنایی، دانشگاه آزاد اسلامی واحد تهران مرکزی

پژوهش حاضر هدف آن مقایسه اثربخشی موسیقی درمانی بر بهبود دامنه توجه کودکان بیش فعال بود. جامعه آماری این پژوهش متشکل از کلیه کودکان مبتلا به بیش فعالی که برای درمان به مرکز اختلالات یادگیری شهرستان قاین مراجعه کرده بودند و جامعه آماری فوق به روش نمونه گیری با روش نمونه گیری در دسترس در دو گروه (۱۰ نفر آزمایش و ۱۰ نفر کنترل) به طور تصادفی گمارده شدند. ابزار مورد استفاده، مقیاس علائم مرضی کودکان (CSI-4) و ویژه والدین بود. برای آزمودنی‌های گروه آزمایش جلسات درمان به مدت ۱۵ جلسه ی ۹۰ دقیقه ای موسیقی درمانی برای گروه آزمایش برگزار گردید. در طی این مدت گروه کنترل مداخله ای را دریافت نکرد. در پایان جلسات درمانی مجدداً ابزار پژوهش به عنوان پس

آزمون بر روی آزمودنی ها اجرا شد. اطلاعات حاصل از این پرسشنامه ها با استفاده از روش های آمار توصیفی میانگین و انحراف استاندارد و استنباطی تحلیل کوواریانس مورد تجزیه و تحلیل قرار گرفت. یافته های پژوهش نشان می دهد که آموزش موسیقی درمانی بر بهبود دامنه توجه کودکان بیش فعال، تاثیر گذار است.

کلیدواژه ها: موسیقی درمانی، کودکان، بیش فعالی، دامنه توجه

اثربخشی درمان پاسخ محور بر شناخت اجتماعی کودکان اوتیسم

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مقدمه: اوتیسم یک اختلال رشدی-عصبی است که سه حوزه تعامل اجتماعی، ارتباط و الگوهای رفتار کلیشه ای را در بر می گیرد. در این کودکان مهارت ذهن خوانی آسیب دیده و این نقص بر مهارت های اجتماعی تاثیر دارد. در این مقاله قصد داریم تا اثر درمان پاسخ محور بر شناخت اجتماعی کودکان دارای اختلالات طیف اوتیسم را بررسی کنیم.

روش: این پژوهش به روش نیمه تجربی همراه با پیش آزمون -پس آزمون انجام شد. یازده کودک با تشخیص اوتیسم بر اساس ملاک تشخیصی DSM-V، انتخاب و به مدت ۱۲ هفته، و هر هفته ۳ جلسه ۴۵ دقیقه ای تحت درمان پاسخ محور قرار گرفتند. مهارت شناخت اجتماعی با استفاده از آزمون آزمون نوروسایکولوژی استنتاج حالات ذهنی از یا نگاه بررسی شد که قبل و بعد از ۳ ماه مداخله این ارزیابی صورت گرفت.

نتایج: یافته ها نشان داد که بعد از ۳ ماه مداخله (درمان پاسخ محور) مهارت شناخت اجتماعی کودکان مورد مطالعه به طور معنی داری بهبود یافت ($p \leq 0.001$).

نتیجه گیری: درمان پاسخ محور می تواند شناخت اجتماعی کودکان اوتیسم را بهبود دهد. نتایج این مطالعه می تواند به آسیب شناسان گفتار و زبان راهکار مناسبی جهت بهبود مهارت های اجتماعی معرفی کند.

کلیدواژه ها: اختلال طیف اوتیسم، شناخت اجتماعی، درمان پاسخ محور

اعتبار سنجی نسخه جامع ICF- Core Set کودکان مبتلا به فلج مغزی بر اساس نظر کاردرمانگران ایرانی

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مقدمه: نسخه جامع ICF-Core Set فلج مغزی شامل مجموعه ای از عملکردهای کودکان فلج مغزی است که در سال ۲۰۱۴ بر اساس نگاه جامع به سلامتی طراحی شده است و این مطالعه، اولین بررسی بر روی کاربرد آن در فعالیت های بالینی در میان کاردرمانگران است. هدف از این مطالعه بررسی روایی نسخه جامع ICF-Core Set کودکان فلج مغزی بر اساس نظر کاردرمانگران ایرانی و برای کودکان ۰ تا ۶ سال فلج مغزی بود.

روش کار: ۱۳۵ کد/طبقه بندی نسخه جامع که مربوط به افراد ۰ تا ۱۸ سال فلج مغزی بعنوان چارچوب مطالعه در نظر گرفته شد و برای ۴ جزء "ساختار بدنی"، "عملکرد بدنی"، "فعالیت/مشارکت" و "عوامل محیطی" با نظر ۱۲ نفر از خبرگان ۴ سؤال طراحی گردید و روایی محتوایی مورد بررسی قرار گرفت. سؤالات به این صورت بود که کاردرمانگران به چه میزان وجود آن کد/طبقه بندی را در ارزیابی کودکان زیر ۶ سال فلج مغزی ضروری می دانند. پس از انتخاب کدها، روایی محتوایی با محاسبه CVI و CVR مورد بررسی قرار گرفت. پس از نهایی شدن نسخه توافقی خبرگان، در طی مطالعه دلفی و در سه مرحله از ۵۰ نفر از کاردرمانگران ایرانی باتجربه در این حیطه از سراسر کشور نظر سنجی شد. روایی محتوایی برای هر کد/طبقه بندی با میزان توافق بالاتر از ۷۵ درصد، معیار محاسبه قرار گرفت.

نتایج: در طی جلسات نظرسنجی حضوری از خبرگان، پس از اضافه و حذف کردن تعدادی از کد/طبقه بندی ها از مجموع ۱۳۵ کد/طبقه بندی، با توافق بالای ۷۵ درصد و محاسبه شاخص های روایی محتوایی، نهایتاً ۸۴ کد/طبقه بندی مربوط به کودکان ۰ تا ۶ سال بدست آمد. نظر ۵۰ نفر از کاردرمانگران خبره در طی سه مرحله نیز با کمی تفاوت نسبت به نظر خبرگان (حذف ۲ مورد) توافق بر روی ۸۲ کد/طبقه بندی بود. نسخه نهایی شده شامل ۲۱ کد/طبقه بندی مربوط به جزء "عملکردهای بدنی"، ۴۰ کد/طبقه بندی مربوط به جزء "فعالیت/مشارکت" و ۲۱ کد/طبقه بندی مربوط به عوامل محیطی بودند.

نتیجه گیری: نسخه جامع ICF-CS فلج مغزی ۰ تا ۶ سال در میان کاردرمانگران ایرانی از روایی بالایی برخوردار است.

کلیدواژه‌ها: سیستم طبقه بندی عملکرد، ناتوانی و سلامت_ فلج مغزی_ اعتبارسنجی_ کاردرمانی_ ارزیابی

بررسی عوامل پاتولوژیک والدین در بروز اتیسم (سن، جنس، بیماری روانپزشکی عمده، بیماری جسمانی اساسی و حوادث دوران بارداری، و وضعیت اقتصادی و اجتماعی)

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مقدمه: اتیسم ناتوانی رشدی پیچیده‌ای است که به طور شاخص در طول سه سال اول زندگی در نتیجه یک اختلال

نورولوژیک تأثیرگذار بر عملکرد نمایان میشود. مطالعه حاضر با هدف، بررسی ارتباط تعدادی از حوادث تأثیرگذار در دوران بارداری و رشد و وضعیت اقتصادی اجتماعی و اختلال روانی والدین در کودکان مبتلا به اختلال اتیسم و سپس مقایسه این حوادث در کودکان طبیعی و اقوام کودکان اتیسم انجام شد.

روش: این پژوهش بصورت مورد-شاهدی روی ۷۵ کودک مبتلا به اختلال اتیسم و ۲۲۵ کودک طبیعی (۱۸-۳) ساله شهر ارومیه انجام شد که از این ۲۲۵ کودک، ۱۵۰ کودک از خویشاوندان و ۷۵ کودک غیر خویشاوند بودند. نتایج به دست آمده از این تحقیق با نرم افزار SPSS21 و سطح معنی داری ($P < 0.05$) به وسیله آزمون آنالیز واریانس یکطرفه one way-ANOVA و آزمون تعقیبی (Post Hoc) و روش آزمون Tukey و مجذور کای مورد تجزیه تحلیل آماری قرار گرفت.

نتایج: بالا بودن استرس مادر در دوران بارداری، ازدواج فامیلی در والدین کودک، وجود سابقه اختلالات ارتباطی و گفتار و زبان در خانواده، زایمان مادر به صورت سزارین، تب بالا، ضربه به سر و تشنج در دوران نوزادی و سابقه اختلال روانی با وقوع اختلال اتیسم رابطه معنیداری داشتند. در حالیکه بین سایر عوامل و بروز اتیسم ارتباط معنی داری یافت نشد.

نتیجه گیری: اگر چه به کمک این مطالعه قادر نخواهیم بود که علل قاطعی برای اختلال اتیسم ارایه دهیم، ولی به این وسیله می توان عوامل خطر ساز احتمالی در بروز اتیسم را برشمرد. علاوه بر این یافته های این مطالعه بیانگر این است که عوامل قبل، حین و بعد از تولد که به نوعی به انحراف در رشد جنین مربوط می شوند، و اختلال روانی والدین در ایجاد اختلال اتیسم نقش مهمی دارند.

کلیدواژه ها: اختلال اتیسم، اختلال روانی، حوادث دوران رشد، حوادث قبل از تولد، حوادث بعد تولد، وضعیت اقتصادی اجتماعی

اثربخشی برنامه آموزش فرزندپروری "غنی سازی تعاملات والد-کودک" در کاهش استرس والدینی مادران کودکان پیش دبستانی

الهه وحیدی، دانشجوی دکتری روانشناسی تربیتی، دانشگاه شهید بهشتی

مقدمه: گرچه اهمیت تعاملات والد-کودک در پایه ریزی سلامت روانی و ظرفیت های یادگیری کودکان ثابت شده است، اما در جهان به سرعت در حال تغییر امروز، بسیاری از والدین احساس می کنند مهارت های والدگری شان برای کمک به کودکان در کسب توانایی های اجتماعی، هیجانی و شناختی لازم برای سازگاری با دنیای پیچیده کافی نیست. بخصوص اغلب والدین نگران رشد شناختی کودکان و یادگیری آنان و حجم بسیار وسیع دانشی هستند که این کودکان باید بیاموزند تا بتوانند افرادی شایسته در جامعه باشند. این پژوهش با هدف طراحی یک برنامه آموزش فرزندپروری که هدف اصلی آن غنی سازی تعاملات والد-کودک بر مبنای توانایی انعطاف پذیری عصبی (neuroplasticity) کودکان است و سنجش اثربخشی آن در کاهش

استرس والدینی مادران کودکان پیش دبستانی انجام شد.

روش: در یک طرح شبه آزمایشی با پیش آزمون - پس آزمون همراه با گروه کنترل، ۲۹ زوج مادر و کودک پیش دبستانی با نمونه گیری در دسترس در دو گروه آزمایش (۱۶ زوج) و کنترل (۱۳ زوج) قرار گرفتند. آزمودنی های گروه آزمایش در ۱۲ جلسه گروهی آموزش فرزندپروری شرکت نمودند. ابزار پژوهش فرم کوتاه شاخص استرس فرزندپروری (PSI-SF) بود.

نتایج: تجزیه و تحلیل داده ها با استفاده از روش تحلیل کوواریانس نشان داد که برنامه آموزش فرزندپروری، استرس والدینی مادران گروه آزمایش را در هر سه زیرمقیاس آشتگی والدینی، تعامل ناکارآمد والد- کودک و ویژگی های کودک مشکل آفرین کاهش داده است ($p < 0.05$).

نتیجه گیری: در مجموع نتایج پژوهش از اثربخشی برنامه آموزش فرزندپروری طراحی شده توسط پژوهشگران در کاهش استرس والدینی مادران کودکان پیش دبستانی حمایت نمود. یافته های این پژوهش بر اهمیت دانش و آگاهی والدین درباره تحول و یادگیری کودکان و مهارت های فرزندپروری آنان، در استرس والدینی ادراک شده توسط والدین صحت گذاشت.

کلیدواژه ها: آموزش فرزندپروری، انعطاف پذیری عصبی، تعاملات والد- کودک، استرس والدینی

نقص توجه و مهارت های اجتماعی ضعیف در کودکان: نقش تعامل والد- کودک

سهیلا شفیع: کارشناس ارشد روانشناسی عمومی، دانشگاه خوارزمی

کمبود توجه در کودکان یکی از مهم ترین اختلال های عصبی دوران کودکی است که می تواند تا بزرگسالی باقی بماند و در عملکرد فرد اختلال ایجاد کند. از سوی دیگر کودکان با مشکلات نقص توجه اغلب در تعاملات اجتماعی با همسالان خود نیز دچار مشکل هستند و با طرد همسالان و انزوای اجتماعی مواجه می شوند. از آنجا که مهارت های اجتماعی یکی از مهم ترین دستاوردهای دوران کودکی است، بنابراین هدف پژوهش حاضر بررسی نقش کیفیت تعامل والد- کودک در پیش بینی مشکلات توجه و مشکلات اجتماعی کودکان بود. در قالب یک طرح همبستگی، ۱۲۰ دانش آموز ابتدایی ۱۱ و ۱۲ ساله (۶۷ دانش آموز پسر و ۵۳ دانش آموز دختر) از طریق روش نمونه گیری خوشه ای از ۹ مدرسه مناطق ۱، ۹ و ۱۸ شهر تهران انتخاب شدند که در نهایت با کنار گذاشتن پرسشنامه های مخدوش و ناکامل، تعداد ۹۸ نفر (۳۹ دختر، ۵۹ پسر) باقی ماندند. ابزار مورد استفاده در این پژوهش سیاهه رفتاری کودک (CBCL) و پرسشنامه تعامل والد- کودک بود که توسط والدین کودکان پاسخ داده شد. برای تحلیل نتایج پژوهش حاضر از ضریب همبستگی پیرسون و رگرسیون چندگانه به روش گام به گام استفاده شد. نتایج نشان داد بین اغلب مؤلفه های متغیر تعامل والد - کودک با مشکلات توجه و مشکلات اجتماعی در کودکان رابطه معنی دار وجود دارد. همچنین نتایج نشان داد از بین مؤلفه های متغیر تعامل والد- کودک، مؤلفه تعارض قادر به تبیین ۲۵/۵ درصد از تغییرات متغیر مشکلات توجه و همچنین مؤلفه رابطه مثبت کلی قادر به تبیین ۱۶/۷ درصد از تغییرات مشکلات اجتماعی در کودکان بود.

نتایج پژوهش حاضر نشان دهنده لزوم توجه بیشتر به بستر خانوادگی و کیفیت تعاملات بین والدین و کودک در زمینه

مشکلات توجه و مشکلات اجتماعی کودکان می‌باشد. لذا در رابطه با مشکلات توجه و مشکلات اجتماعی کودکان، کیفیت تعامل والد-کودک و افزایش رابطه مثبت اهمیت پیدا می‌کند.

اثربخشی آموزش مهارت‌های اجتماعی بر کاهش مشکلات رفتاری کودکان اتیسم

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مقدمه: پژوهش حاضر با هدف بررسی اثربخشی آموزش مهارت‌های اجتماعی بر کاهش مشکلات رفتاری کودکان اتیسم و با روش شبه آزمایشی صورت گرفت.

روش: جامعه آماری کلیه کودکان اتیسم شهر بیرجند می‌باشند. در این پژوهش، از روش نمونه‌گیری مبتنی بر هدف استفاده می‌شود. به این صورت که از بین کودکان اتیسم، ۳۰ کودک انتخاب و به طور تصادفی در دو گروه آزمایش (۱۵ نفر) و کنترل (۱۵ نفر) قرار گرفتند و پرسشنامه مهارت‌های ارتباطی شالین و جرابک (۲۰۰۴) و اختلال رفتاری راتر (۱۹۶۴) اجرا شد سپس متغیر مستقل، یعنی آموزش مهارت‌های اجتماعی (ده جلسه ۶۰ دقیقه‌ای) روی گروه آزمایش اجرا شده، در حالی که هیچ‌گونه مداخله‌ای روی گروه گواه صورت نگرفت. پس از جمع‌آوری اطلاعات، داده‌ها با استفاده از تحلیل کوواریانس مورد تجزیه و تحلیل قرار گرفتند.

نتایج: نتایج نشان داد آموزش مهارت‌های اجتماعی بر کاهش مشکلات رفتاری بهبود مهارت‌های ارتباطی کودکان اتیسم تأثیر مثبت و معنی‌داری دارد.

نتیجه‌گیری: آموزش مهارت‌های اجتماعی روش مناسبی جهت کاهش مشکلات رفتاری و بهبود مهارت‌های ارتباطی در کودکان اتیسم می‌باشد. این نتایج می‌تواند مورد استفاده روان‌شناسان و مشاوران قرار گیرد.

کلیدواژه‌ها: اتیسم، مشکلات رفتاری، مهارت‌های اجتماعی

مشکلات رفتاری-هیجانی در دانش‌آموزان ابتدایی دختر و پسر

سهیلا شفیعی: کارشناس ارشد روانشناسی عمومی، دانشگاه خوارزمی

مقدمه: یکی از عوامل مهم ارتقای بهداشت روان در جامعه، توجه به سلامت روانشناختی دانش‌آموزان است. لذا هدف از پژوهش حاضر، بررسی مشکلات رفتاری-هیجانی در دانش‌آموزان ابتدایی دختر و پسر بود.

روش: در قالب یک طرح علی مقایسه‌ای، ۱۲۰ دانش‌آموز ابتدایی ۱۱ و ۱۲ ساله (۶۷ دانش‌آموز پسر و ۵۳ دانش‌آموز دختر)

از طریق روش نمونه‌گیری خوشه‌ای از ۹ مدرسه مناطق ۱، ۹ و ۱۸ شهر تهران انتخاب شدند که در نهایت با کنار گذاشتن پرسشنامه‌های مخدوش و ناکامل، تعداد ۹۸ نفر (۳۹ دختر، ۵۹ پسر) باقی ماندند. ابزار مورد استفاده در این پژوهش سیاهه رفتاری کودک (CBCL) بود که توسط والدین کودکان پاسخ داده شد. داده‌ها با استفاده از روش آماری تحلیل واریانس چندمتغیری (MANOVA) تحلیل شدند.

نتایج: نتایج نشان داد که در متغیرهای مشکلات درونی‌سازی و مشکلات کلی بین دو گروه تفاوت معناداری وجود دارد. میانگین متغیر درونی‌سازی و مشکلات کلی در بین دختران بیشتر از پسران بود اما از لحاظ مشکلات برون‌سازی بین دو گروه تفاوت معناداری وجود نداشت.

نتیجه‌گیری: براساس نتایج پژوهش حاضر می‌توان گفت جنسیت در پیش‌بینی مشکلات رفتاری و هیجانی کودکان نقش دارد. به طوری که مشکلات هیجانی و درونی‌سازی و مشکلات کلی در دختران بیشتر از پسران است.

کلیدواژه‌ها: مشکلات رفتاری، مشکلات هیجانی، مشکلات درونی‌سازی، مشکلات برون‌سازی، کودکان، دختران، پسران

بررسی سطح سرمی آهن و روی در کودکان ۶-۱۲ سال مبتلا به ADHD مراجعه کننده به کلینیک روانپزشکی کودک و مقایسه با کودکان سالم در شهر مشهد

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مقدمه: بیماری ADHD یکی از شایع‌ترین اختلالات روانپزشکی در جهان، هم در کشورهای توسعه یافته و هم در کشورهای در حال توسعه، می‌باشد که ۵ تا ۱۵ درصد از کودکان در سنین مدرسه را درگیر می‌کند. نقش نوروترنسمیتر دوپامین در فیزیوپاتولوژی ADHD قبلاً به اثبات رسیده است و فرضیه‌ای وجود دارد که براساس آن کمبود آهن ممکن است عملکرد نوروترنسمیترهای دوپامینرژیک را با اختلال مواجه نماید. براساس مطالعات انجام شده کمبود آهن شایع‌ترین مشکل در جهان امروز و مشکل تغذیه‌ای در میان کودکان می‌باشد و شواهد قابل توجهی در مورد اهمیت این ماده در عملکرد نورولوژیک و تکامل وجود دارد. مطالعات متعددی به منظور پی بردن به نقش سطح فریتین سرمی به عنوان یک مقیاس قابل اعتماد از ذخایر آهن در بافت‌های بدن، از جمله مغز، در غیاب آنمی در کودکان با ADHD انجام شده است. هدف از این مطالعه ارزیابی غلظت آهن و روی خون در کودکان ADHD ۶-۱۲ ساله و مقایسه آن با کودکان سالم گروه کنترل بود.

روش: این مطالعه به صورت مورد-شاهدی و مقایسه با گروه کنترل تطبیق داده شده از نظر سن و جنسیت و بر روی ۵۱ نفر (۳۶ بیمار ADHD و ۱۵ کودک سالم گروه کنترل) در رده سنی ۶-۱۲ سال و انجام شد. در این مطالعه سطح فریتین، روی، TIBC، هموگلوبین، MCV و MCHC بین دو گروه مورد مقایسه قرار گرفت. آنالیز آماری با استفاده از نرم‌افزار

SPSS ۱۷ و با در نظر گرفتن سطح معنی داری $P < 0.05$ انجام شد.

نتایج: میانگین سن در بیماران ADHD و گروه کنترل ۷/۸ در برابر ۸/۴ سال بود. تفاوت معنی دار بین کودکان ADHD و گروه کنترل در مورد MCV (۷۶/۷ در برابر ۸۰/۵ فمتولیتتر)، MCHC (۳۴/۷ در برابر ۳۳/۴ درصد) و روی (۸۵/۱) (در برابر ۷۴/۸ میکروگرم در دسی لیتر) بود اما در مورد هموگلوبین (۱۳/۰ در برابر ۱۳/۲، آهن (۸۲/۹ در برابر ۷۳/۲، TIBC (۴۲۰/۱) در برابر ۴۱۴/۷ و فریتین ۴۳/۴ برابر ۳۷/۸ تفاوت معنی داری بین دو گروه وجود نداشت.

نتیجه گیری: براساس نتایج این مطالعه سطح آهن و فریتین تفاوت معنی داری در کودکان مبتلا به ADHD و کودکان سالم ندارند اما مطالعات بیشتر در این زمینه لازم به نظر می رسد. سطح سرمی روی در مطالعه ما به طور معنی داری در بیماران ADHD بالاتر بود اما پس از حذف بیمارانی که داروی مکمل در ۶ ماه گذشته دریافت کرده بودند هیچ گونه تفاوت معنی داری بین دو گروه وجود نداشت.

کلیدواژه ها: اختلال کمبود توجه و بیش فعالی (ADHD)، کرایتریای DSM-IV-TR، آهن، فریتین، روی، آنمی

بررسی علل بروز سندرم پیش از قاعدگی در نوجوانان ایرانی: مطالعه مروری سیستماتیک

طیبه نکویی، کارشناس ارشد مامایی، گروه مامایی، مجتمع دانشگاه آزاد اسلامی واحد قوچان

مقدمه: سندرم پیش از قاعدگی، تجربه برخی علایم جسمی و روانی به صورت دوره ای در روزهای پایانی چرخه قاعدگی است که در مقاطع مختلفی از زندگی زنان از جمله با شدت بیشتر در نوجوانی بسیار ناتوان کننده بوده و با عملکرد تحصیلی، اجتماعی، شغلی و روابط خانوادگی آنان تداخل می یابد. هدف انجام این مطالعه مروری جامع و سیستماتیک بر عوامل مرتبط با سندرم پیش از قاعدگی در نوجوانان (۱۴-۱۸ سال) در ایران است.

روش: جستجوی الکترونیکی از ابتدای ایجاد پایگاه تا پایان اردیبهشت ماه ۱۳۹۶ بدون هرگونه محدودیت زمانی جهت شناسایی مطالعات انجام شده در مورد سندرم پیش از قاعدگی در نوجوانان و عوامل مرتبط با آن در ایران در پایگاههای Magiran، IranDoc، SID و Medline و همچنین در موتورهای جستجوی Google و Yahoo جستجو صورت گرفت. به علاوه، جستجوی اینترنتی پایان نامه های دانشجویی و نیز فهرست منابع تمامی مقالات مورد بررسی برای یافتن مقالات مرتبط به طور دستی مورد جستجو قرار گرفت. ۴۶ مقاله در ارتباط با سندروم پیش از قاعدگی در نوجوانان در ایران انجام شده بود، که ۱۸ مطالعه و ۸ مورد نیز پایان نامه در ارتباط با عوامل مرتبط با سندرم پیش از قاعدگی در نوجوانان ایرانی کار شده است.

نتایج: اطلاعات به دست آمده از ارتباط مستقیم ورزش و فعالیت های فیزیکی، وضعیت افسردگی و اضطراب و استرس، وضعیت تغذیه فرد، سن پایین منارک و شاخص های تن سنجی با بروز سندرم پیش از قاعدگی حمایت می کنند. اما بین عوامل فردی و اجتماعی از قبیل، سطح تحصیلات والدین، وضعیت تاهل و عوامل باروری مانند الگوی سیکل قاعدگی و حجم خونریزی قاعدگی و سندرم پیش از قاعدگی نتایج متناقضی در مطالعات بدست آمده است که می تواند ناشی از شرایط

فرهنگی، تجارب و انتظارات روانی و سطح استرس افراد در بیان علایم و شکایت از علایم باشد.
نتیجه گیری: با توجه به شناسایی عوامل متعدد مرتبط با سندرم پیش از قاعدگی در این پژوهش، می بایست در برنامه های آموزشی و درمانی به این امر توجه شود.

کلیدواژه ها: سندرم پیش از قاعدگی، دختران نوجوان، ایران، مروری سیستماتیک

شیوع سندرم قبل از قاعدگی در دختران نوجوان ایرانی: یک مطالعه متا آنالیز و مرور سیستماتیک

طیبه نکویی، کارشناس ارشد مامایی، گروه مامایی، مجتمع دانشگاه آزاد اسلامی واحد قوچان

مقدمه: معمولاً باور براین است که نوجوانان از قاعدگی دردناک رنج میبرند، ولی سندرم پیش از قاعدگی در آنها شایع نیست. اخیراً برخی از مطالعات Premenstrual Syndrome و Premenstrual Dysphoric Disorder را در نوجوانان سنجیده اند و نتایج متفاوتی در کشورهای مختلف به دست آمده است. مطالعه حاضر با هدف بررسی این اختلال در دختران نوجوان ایرانی با روش سیستماتیک و متاآنالیز انجام شد.

روش: مطالعه حاضر با روش متاآنالیز و با استفاده از مدل های اثرات تصادفی انجام شد. از ابتدای ایجاد پایگاه تا پایان اردیبهشت ماه ۱۳۹۶ بدون هرگونه محدودیت زمانی جهت شناسایی مطالعات انجام شده در مورد سندرم قبل از قاعدگی در نوجوانان در ایران در پایگاههای SID, Irandoc, Magiran و Medline و همچنین در موتورهای جستجوی Google و Yahoo نیز جستجوی الکترونیکی صورت گرفت. ۴۶ مقاله در ارتباط با سندرم قبل از قاعدگی نوجوانان در ایران انجام شده بود، که در ۱۸ مطالعه و ۵ مورد پایان نامه، شیوع سندرم قبل از قاعدگی بررسی شده است. پس از بررسی مقالات بر اساس معیارهای ورود، ۱۴ مقاله انتخاب شد. نتایج مطالعات با استفاده از مدل اثرات تصادفی متاآنالیز ترکیب شدند. واریانس هر مطالعه با استفاده از توزیع دو جمله ای و ناهمگنی مطالعات با استفاده از شاخص I² محاسبه شد.

نتایج: تعداد کل نمونه در ۱۴ مطالعه مورد بررسی، ۱۲۸۴۵ نفر بود و شیوع کلی سندرم قبل از قاعدگی ۴۸/۷ درصد، و شیوع اختلال ملال قبل از قاعدگی ۹/۴ درصد گزارش شد. بر اساس نمودار متارگرسیون، با افزایش حجم نمونه، فراوانی این سندرم کاهش یافته که این اختلاف از نظر آماری معنی دار بود ($p < 0.001$). افزایش سن دانش آموزان، تأثیری بر روند فراوانی سندرم قبل از قاعدگی نداشت ($p < 0.78$). شایع ترین علایم، علایم خلقی و سپس جسمی و رفتاری بود.

نتیجه گیری: شیوع بالای نشانگان قبل از قاعدگی و شیوع نسبتاً بالای اختلال ملال قبل از قاعدگی که باعث بروز مشکلاتی در ارتباط با عملکرد تحصیلی و اجتماعی نوجوانان می شود نیازمند توجه جدی در زمینه ارتقای بهداشت روانی آنها و ارجاع موارد شدید به مراکز درمانی تخصصی است.

کلیدواژه ها: سندرم قبل از قاعدگی، شیوع، متاآنالیز

بررسی ویژگی‌های روانسنجی پرسشنامه کانرز اوایل کودکی - فرم والدین در کودکان ۳ الی ۶ ساله تبریز

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دکتر همایون صادقی بازرگانی، دانشیار گروه اپیدمیولوژی دانشگاه علوم پزشکی تبریز

دکتر معصومه احسنی، روانپزشک، مرکز تحقیقات روانپزشکی و علوم رفتاری، دانشگاه علوم پزشکی تبریز

دکتر امیر هوشنگ قرشی زاده، روانپزشک، مرکز تحقیقات روانپزشکی و علوم رفتاری، دانشگاه علوم پزشکی تبریز

سلمان عبدی، کارشناس ارشد روانشناسی عمومی، مرکز تحقیقات روانپزشکی و علوم رفتاری دانشگاه علوم پزشکی تبریز

علی بهاری قره گوز، مرکز تحقیقات روانپزشکی و علوم رفتاری دانشگاه علوم پزشکی تبریز

مقدمه: مطالعات مختلف شیوع ADHD را در کودکان سنین قبل از مدرسه ۱/۹ تا ۱۸/۲ درصد تخمین زده است. کانرز برای غربالگری این اختلال برای سنین ۲ تا ۷ سال ابزار اختصاصی در ۲ فرم والد و معلم تهیه کرده است. در این پژوهش هدف تعیین روایی، پایایی، و ارزش تشخیصی نسخه فارسی پرسشنامه کانرز اوایل کودکی - فرم والدین بود.

روش: پرسشنامه رفتاری کانرز اوایل کودکی فرم والدین با ۱۱۵ آیتم شامل ۱۱ زیر مقیاس می باشد. جهت آماده سازی نسخه فارسی ابتدا یک گروه پژوهشی پرسشنامه را به فارسی ترجمه کردند، سپس با تایید انطباق صوری و مفهومی توسط پانل متخصصان، پرسشنامه توسط یک فرد انگلیسی زبان بومی ساکن در ایران دوباره به انگلیسی ترجمه شد که با نسخه اصلی همخوانی داشت. جهت تعیین روایی همزمان، از زیر مقیاس ADHD پرسشنامه SDQ در کنار نسخه فارسی ابزار کانرز برای ۱۰۱۳ کودک تحت بررسی استفاده شد. در این مطالعه پایایی درونی برای زیر مقیاس ADHD بررسی شده و پایایی آزمون - باز آزمون نسخه فارسی ابزار کانرز با تکمیل ۳۵ پرسشنامه در ۲ نوبت به فاصله ۲ هفته بررسی شد. برای تعیین روایی تشخیصی تعداد ۳۳۴ کودک مورد مصاحبه بالینی قرار گرفتند.

نتایج: برای تمام آیتم های پرسشنامه کانرز، روایی محتوایی با استفاده از کاپای تعدیل شده بالای ۰/۷۶ بدست آمد. روایی همزمان ابزار کانرز با استفاده از پرسشنامه SDQ، با ضریب همبستگی اسپیرمن، ۰/۷۰۳ برآورد شد. در تعیین ارزش تشخیصی، سطح زیر منحنی ROC برای زیرمقیاس ADHD با استفاده از داده های نرمال والدین و نرمال و والدین - مربی به ترتیب ۰/۶۹ و ۰/۷۳ بدست آمد که با کنار گذاشتن دهک بالای متفاوت نمرات والدین و مربی، سطح زیر منحنی به ترتیب به ۰/۷۷ و ۰/۷۹ رسید که از نظر ارزش تشخیصی نسخه فارسی ابزار را ارتقا میدهد. پایایی درونی توسط آلفای کرونباخ برای زیر مقیاس ADHD نسخه فارسی پرسش نامه کانرز اوایل کودکی - فرم والدین ۰/۸۸ محاسبه شد. پایایی آزمون - باز آزمون پرسشنامه کانرز با محاسبه ICC معادل ۰/۸۳ بدست آمد.

نتیجه گیری: نتایج حاصله نشانگر پایایی کافی نسخه فارسی پرسشنامه رفتاری کانرز اوایل کودکی - فرم والدین می باشد. از آنجائیکه ارزش تشخیصی چندان بالایی بدست نیامد و روایی چندان مطلوب نبود لازم است در استفاده از این پرسشنامه

بعنوان ابزار غربالگری ADHD دهک بالای متفاوت از نظر نمرات والدین و مربی کنار گذاشته شود و به طور همزمان از فرم معلم ابزار ترجمه شده فارسی استفاده شود تا ارزش تشخیصی و روایی به نحو مطلوبی ارتقا یابد.

بررسی اثربخشی بازی های شناختی - رفتاری بر خلاقیت کودکان

مرضیه سلطانی، کارشناسی ارشد، روان شناس بالینی، دانشگاه شاهد، تهران، ایران.
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مقدمه: خلاقیت فرایندی پیچیده و چند بعدی است، نتایج پژوهش ها در این حوزه نشان می دهد خلاقیت امری ثابت نیست و عوامل زیادی باعث تغییر در روند رشد آن می شود. با توجه به اینکه در سال های اول کودکی، زندگی کودک در قالب بازی است، هدف پژوهش حاضر بررسی اثر بازی های شناختی رفتاری بر خلاقیت کودکان است.

روش: بدین منظور طرحی پژوهشی از نوع شبه آزمایشی با پس آزمون و گروه کنترل طراحی شد و ۳۰ کودک ۵ و ۶ ساله با روش نمونه گیری در دسترس از مهدکودک انتخاب و به صورت تصادفی در دو گروه آزمایش و کنترل (هر گروه ۱۵ نفر) قرار گرفتند. با افراد گروه آزمایش به مدت ۸ جلسه ۲ ساعته بازی های شناختی - رفتاری انجام شد در حالیکه گروه کنترل تحت هیچ مداخله ای قرار نگرفتند. در پایان با استفاده از آزمون سنجش خلاقیت تورنس، نمره کلی خلاقیت و ابعاد آن در افراد دو گروه محاسبه شد و با یکدیگر مقایسه شدند.

نتایج: به منظور مقایسه عملکرد دو گروه کنترل و آزمایش در آزمون خلاقیت از آزمون t دو گروه مستقل، استفاده شد. نتایج نشان داد در خلاقیت به صورت کلی و در ابعاد سیالی و بسط بین دو گروه تفاوت معناداری وجود داشت بدین صورت که گروه آزمایش که بازی های شناختی - رفتاری انجام دادند نسبت به گروه کنترل عملکرد بهتری داشتند هرچند در ابعاد انعطاف و ابتکار بین دو گروه اختلافی مشاهده نشد.

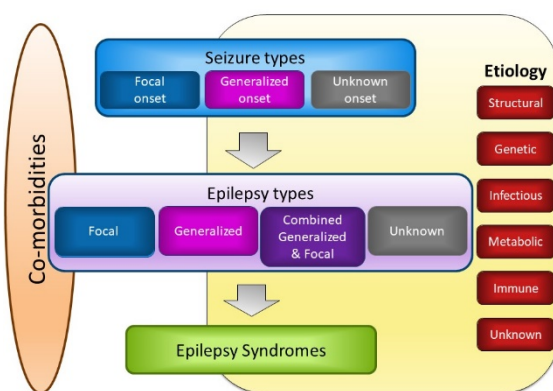
نتیجه گیری: بعد سیالی توانایی تولید تعداد بیشتری ایده و بعد بسط، توانایی اضافه کردن جزئیات را ارزیابی می کند به عبارتی این دو بعد، دامنه عملکرد خلاقانه را می سنجدند در حالی که ابعاد انعطاف پذیری و ابتکار توانایی تولید انواع متنوعی از ایده ها و همچنین ایده های نو و غیر رایج را می سنجدند یا به عبارت دیگر این دو بعد، کیفیت عملکرد خلاقانه را بررسی می کنند. در مجموع می توان گفت هرچند بازی های شناختی رفتاری به صورت کلی به ارتقای عملکرد خلاقانه کودکان منجر می شوند ولی بیشتر به افزایش کمیت عملکرد خلاقانه کمک می کنند و در بعد کیفی تغییر چندانی اعمال نمی کنند.

کلیدواژه ها: بازی های شناختی - رفتاری، خلاقیت، کودکان

صرع و تکامل در کودکان

دکتر محمود محمدی، رئیس بخش صرع و پایش صرع مرکز طبی کودکان، استاد دانشگاه علوم پزشکی تهران

در سال ۲۰۱۷ میلاد لیگ بین‌المللی صرع (ILAE) پیشنهاد جدید خود را در مورد طبق‌بندی صرع ارائه داد که تا حدود زیادی از طبقه‌بندی قبلی آن متفاوت بود. این طبقه‌بندی که بسیار عملی‌تر و بالینی‌تر از طبقه‌بندی قبلی می‌باشد صرع را به سه طبقه تشخیصی تقسیم کرده که در تمام مراحل تشخیصی و طبقه‌بندی بر دو ستون یا محور استوار است. یک محور یا ستون سبب‌شناختی و دیگری ستون همبودی‌های مرضی (Comorbidity).



یکی از مواردی که بدون مناقشه در این ستون اخیرالذکر قرار دارد، اختلالات تکاملی-شناختی هستند. اختلالات تکاملی به چند صورت و حالت در کنار صرع کودکان قرار می‌گیرند؛

۱. بصورت همراه در یک قالب سبب‌شناختی مثل کمپلکس توبروس اسکروز، نوروفیبروماتوز و مانند آنها.
 ۲. بصورت همراه در قالب سندرومیک مثل سندروم اتاها، سندروم لنوکس و مانند آنها
 ۳. بصورت همراه در صرع‌های ژنتیک یا ایدیوپاتیک با علت نامشخص
 ۴. بصورت همراه در انسفالوپاتی‌های صرعی مانند صرع پایدار زمان خواب (CSWS)
 ۵. بصورت همراه با موارد ایاتروژنیک مانند عوارض دارویی خصوصاً در پلی‌تراپی
- در سخنرانی خود سعی خواهیم کرد تا مواردی واقعی از تجربیات درمانگاه و بخش پایش صرع مرکز طبی کودکان که مرکز ارجاعی صرع کشور می‌باشد، را در میان گذاشته و روی آنها بحث خواهیم نمود.

کلیدواژه‌ها: صرع در کودکان، اختلالات همبودی با صرع، اختلالات تکاملی همراه صرع، سندومهای صرعی کودکان، صرع و تکامل

درمان های شناختی رفتاری برای کودکان مبتلا به ADHD

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دو نوع مداخلات رفتاری وجود دارند که می توانند در مدیریت علایم پرتحرکی، تکانشگری و کم توجهی به کودکان ADHD کمک کنند. این گونه درمان های ADHD علایم مرکزی را بهبود نمی بخشند، اما به کودکان مهارت هایی می آموزند که می توانند برای کنترل علایمشان از آنها استفاده کنند. برخی از آنها بر استراتژی هایی برای سازماندهی و تمرکز کردن استوار است و دیگر روش ها در جهت قطع و کاهش رفتارهای تخریبی که باعث می شود کودکان را در مدرسه به دردرسر بیندازد، دوست یابی را دشوار سازد و زندگی خانوادگی را تاریک سازد، کمک کننده اند. برخی کودکان، بخصوص آنانی که مبتلا به علایم شدید ADHD هستند، از درمان رفتاری در کنار دارو سود می برند و به دیگران نیز در جهت موفقیت تحصیلی و عملکرد بهتر در خانه کمک می کند.

مشکلات رفتاری: درمان به کودکانی که رفتار تکانشی آنان در خانه مشکل ساز شده و آنها را در مدرسه به دردرسر انداخته، کمک می کند که ارتباطات مثبت تر و مؤثرتری با بزرگسالان در زندگی شان داشته باشند. تعامل مثبت و متفاوت والدین با کودکان در جهت ایجاد رفتار دلخواه، به والدین نیز آموزش داده می شود. این برنامه های آموزشی، به والدین می آموزد که چگونه به طور مؤثرتری از پاداش یا تقویت مثبت استفاده کنند تا نتایج پایدارتری داشته باشد و در نتیجه باعث کاهش جر و بحث و قشقورق کودکان و تعامل بهتر والد- کودک و کاهش استرس والدگری می شود.

مداخلات مدرسه: کودکان کوچک تر مبتلا به ADHD از سیستم های تشویق رفتار مثبت، مانند « کارت های گزارش روزانه » سود می برند. این رویکردهای آموزشی اهداف خاصی را برای رفتار در مدرسه در نظر می گیرند و به عملکرد کودکان بازخورد می دهند و اگر به اهداف دست یابند به آنان پاداش داده خواهد شد.

مشکلات توجه: حوزه دیگر مداخلات رفتاری که می تواند به کودکان ADHD کمک کند شامل مهارت هایی است که به آنها تکنیک هایی می آموزد که چگونه بر سر انجام تکالیف مدرسه باقی بمانند و مسئولیتشان را در خانه مدیریت کنند. این مهارت ها نقاط قوت کودکان را افزایش می دهد و نقاط ضعفشان را جبران می کند. کودکان مبتلا به ADHD در عملکرد اجرایی ضعیف هستند و مهارت های خودتنظیمی که برای تکمیل وظایفشان نیاز دارند از جمله مهارت برنامه ریزی، سازماندهی زمان و ابزار مورد نیاز، تصمیم گیری، تغییر از یک وضعیت به شرایط دیگر، کنترل هیجانات و آموزش از اشتباهات گذشته را ندارند. با کمک کردن به کودکان در این حوزه ها، با استفاده از ترکیبی از استراتژی های خاص متناسب با سن کودک از جمله استفاده از چک لیست ها، قراردادن حد زمانی برای انجام هر مرحله از تکالیف، استفاده از یادآورها، چارت پاداش در خانه و نیز در مدرسه برای افزایش انگیزش، این توانمندی ها ارتقا پیدا می کند.

مداخلات درمانی اولیه در اختلالات یادگیری دانش آموزان

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دکتر آتوسا ربیعی، دکترای کاردرمانی
احسان نگین، کارشناس ارشد شنوایی سنجی

اختلالات یادگیری یکی از اساسی ترین مشکلاتی است که برخی از کودکان در مدرسه و شرایط آموزشی با آن مواجه می گردند. حدود ۸٪ از کودکان سن ۳ تا ۱۷ سال از این اختلال در رنجند. بر اساس DSM5، اختلال یادگیری ویژه، تنها پس از شروع آموزشهای رسمی در یک کودک قابل تشخیص میباشد و در کودکان، نوجوانان و بالغین دیده می شود. وسیع تر شدن کرایتریهای تشخیصی در DSM5 در جهت شناسایی فاکتورهایی است که ممکن است در کسب مهارتهای شامل خواندن، زبان نوشتاری، هجا کردن و ریاضیات تداخل نمایند. اختلال یادگیری ویژه یک تشخیص کلینیکال بر اساس وضعیت پزشکی، تکاملی، تحصیلی و تاریخیچه خانوادگی یک فرد است.

در پانل اختصاص یافته به این موضوع کارشناسان در حیطه تشخیص این بیماری در روند تکاملی کودکان به بحث و تبادل نظر می پردازند. عمل کردهای اساسی تکاملی اعصاب در ارتباط با این اختلال بطور اختصاصی مورد بررسی قرار میگیرد. تظاهرات کلینیکال این بیماری با توجه به دوره تکاملی که کودک در آن قرار دارد توصیف شده و ارزیابی های لازم برای این کودکان مورد بحث و تبادل نظر قرار میگیرد. جدیدترین متدهای درمانی و درمانهای موجود در این حیطه معرفی گردیده و با توجه به شرایط موجود در سیستم آموزشی در ایران کارشناسان چالشهای خاص کودکان ایرانی مبتلا به این اختلالات را به بحث و تبادل نظر می گزارند.

در پایان امیداست با طرح سئوالات و پیشنهادات شرکت کنندگان در این پانل بتوانیم قدم موثری در جهت تشخیص و درمان مناسب تر این اختلال در ایران و شرایط موجود آموزش در کشور برداریم.

مطالعه شیوع اتیسم در کودکان ۱۸ تا ۲۴ ماهه با استفاده از یک سیستم غربالگری دو مرحله ای

دکتر محمدرضا محمدی، هادی زرافشان

مقدمه: با توجه به امکان غربالگری و تشخیص کودکان در احتمال به اتیسم در قبل از ۲ سالگی و همچنین ارتباط تشخیص زودهنگام با کاهش مشکلات ناشی از این اختلال و بهبود بیشتر، اکثر کشورهای دنیا در برنامه سلامت خود به غربالگری کودکان در احتمال ابتلا به اتیسم پرداخته اند. متأسفانه در ایران برنامه مدونی برای تشخیص کودکان در احتمال ابتلا به اتیسم وجود ندارد. پژوهش حاضر قصد بررسی شیوع اتیسم در کودکان ۱۸ تا ۲۴ ماهه مراجعه کننده به مراکز بهداشتی درمانی تحت

نظر دانشگاه علوم پزشکی تهران با استفاده از یک سیستم غربالگری دو مرحله ای را داشته است.

روش: به منظور غربالگری کودکان در احتمال ابتلا به اتیسم، کودکانی که به منظور انجام واکسیناسیون در سنین ۱۸ تا ۲۴ ماهگی به مراکز بهداشتی درمانی زیر نظر دانشگاه علوم پزشکی تهران مراجعه می کردند به عنوان جمعیت مورد مطالعه انتخاب شدند. دلیل این انتخاب این است که در سیستم بهداشت ایران، تقریباً تمامی کودکان زیر پوشش واکسیناسیون هستند و اکثر این کودکان برای انجام واکسیناسیون به مراکز بهداشتی درمانی مراجعه می کنند. روش اجرای مطالعه به این شکل بود که والدین کودکانی که برای انجام واکسیناسیون به مراکز بهداشتی و درمانی مراجعه می کردند، پرسشنامه غربالگری را تکمیل نموده و کودکانی که نمره آن‌ها در پرسشنامه بیشتر از نمره برش بود، جهت ارزیابی تشخیصی توسط روانپزشک کودک و نوجوان به بیمارستان روزبه (مرکز تحقیقات روانپزشکی و روانشناسی) ارجاع داده می شدند. نظر روانپزشک کودک و نوجوان بر اساس معیارهای تشخیصی DSM-5 به عنوان ملاک تشخیص در نظر گرفته می شد.

نتایج: از میان ۲۴۶۷ کودک که پرسشنامه را به طور کامل پر کرده و در سنین مورد نظر قرار داشتند، ۸۵۳ نفر نیاز به بررسی تکمیلی داشتند که تنها ۱۰۴ نفر (۱۲٪) مراجعه نمودند.

از میان افراد مراجعه کننده، پس از بررسی مشخص شد که ۶ نفر (۵٫۸٪) افراد بررسی شده معادل ۰٫۲۵٪ کل نمونه) دارای معیارهای تشخیصی اتیسم براساس DSM-5 هستند و ۱۸ نفر دیگر (۱۷٫۳٪) افراد بررسی شده معادل ۰٫۷۳٪ کل نمونه) در احتمال بالای اتیسم بودند.

نتیجه گیری: با توجه به یافته‌هایی که نشان‌دهنده ارتباط مداخلات زود هنگام با نتایج بهتر می‌باشد به تازگی پژوهش‌گران و متخصصین در جستجوی تشخیص هرچه زودتر اتیسم هستند. اطلاعات موجود نشان می‌دهد با کشف زود هنگام تر افراد مبتلا به بیماری، بتدریج رفتار و عملکرد آن‌ها بهتر می‌شود. برای مثال به واسطه تشخیص و مداخلات زود هنگام افراد بیشتری قادر خواهند بود مستقلانه زندگی کنند و تعداد کمتری احتمال دارد برای همیشه بدون کلام باقی بمانند و به ناتوانی هوشی مبتلا شوند. با یافته‌های موجود می‌توان گفت که غربالگری زود هنگام اتیسم در مراکز بهداشتی درمانی ایران ممکن بوده و پرسش‌نامه Q-CHAT ابزار غربالگری مناسبی می‌باشد. همچنین به منظور ارزیابی ثانویه استفاده از مصاحبه تلفنی می‌تواند مشکل عدم مراجعه‌ی والدین را حل کند.

گنگی انتخابی

دکتر کتایون خوشابی، فلوشیپ روانپزشکی کودک و نوجوان

گنگی انتخابی (selective mutism) یکی از اختلالات اضطرابی پیچیده دوران کودکی است که در آن کودک در موقعیت‌های مثل مدرسه و اماکن عمومی صحبت نمی‌کند. بالای ۹۰ درصد کودکان مبتلا دچار ترس‌های اجتماعی هم هستند. این اختلال در کودکانی که از نظر سرشتی دیرجوش هستند بیشتر وجود دارد. ژنیک هم نقش مهمی در بروز این اختلال دارد. اغلب این کودکان از دوران ابتدایی کودکی انواع اختلالات اضطرابی از جمله اختلال اضطراب جدایی را تجربه می‌کنند. بعضی از کودکان مبتلا اختلالات حسی نیز دارند. آنها ممکن است نسبت به محرکات حسی، نور، صدا، لمسی و

چشایی واکنش بیشتری نشان دهند. تعدادی از مبتلایان (۲۰-۳۰ درصد) انواع اختلالات زبانی - تکلمی دارند. در سابقه آنها تاخیر تکلمی، اختلالات زبان درکی، اختلالات زبان درکی / بیانی وجود دارد؛ در تعدادی از کودکان مبتلا اختلالات یادگیری هم دیده می‌شود. در تحقیقات جدید مسئله چند زبانی بودن کودک به خصوص در کودکان مهاجر در کنار ویژگی‌های سرشتی دیر جوش بودن که به بروز این اختلال کمک می‌کند، نقش مؤثری در شکل گیری علائم دارد. بسیاری از این کودکان در خانه هیچ مشکل ارتباطی ندارند و معمولاً در سنین ۳-۸ سالگی هستند. آنها از نظر رفتاری در منزل سرسخت، غیرمنعطف، دمدمی و رهبر هستند. اما در محیط‌های بیرون و در ارتباط با غریبه‌ها معمولاً نه تنها صحبت نمی‌کنند بلکه ارتباط چشمی نیز ندارند. با توجه به اینکه جز اختلالات اضطرابی است در صورت درمان نشدن عوارضی مانند بدتر شدن اضطراب، افسردگی، منزوی شدن، کاهش عزت نفس و اعتماد به نفس، امتناع از رفتن به مدرسه، افت تحصیلی، اخراج از مدرسه، اعتیاد و خودکشی دیده می‌شود. اما درمان این اختلال اصلاً ساده نیست و نیاز به درمان تیمی مشتمل از روانپزشک کودک، روانشناس بالینی کودک، بازی درمانگر و اولیای مهد کودک و مدرسه دارد یک برنامه درمانی است که بر اساس شدت علائم هر کودک طراحی می‌شود که انجام درست آن موجب S-CAT program، کاهش اضطراب، افزایش اعتماد به نفس و افزایش مهارت‌های ارتباطی / اجتماعی در کودک می‌گردد.

بررسی اثربخشی سیپروهپتادین در بی خوابی و بی اشتها ناشی از مصرف متیل فنیدیت در کودکان مبتلا به اختلال بیش فعالی همراه با نقص توجه

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مقدمه: اختلال نقص توجه همراه با بیش فعالی یک اختلال روانی - عملکردی است که درتقریباً ۶ تا ۱۲٪ کودکان در سنین قبل از ۱۲ سالگی بروز می‌کند. خط اول درمان برای این اختلال محرک‌های سیستم اعصاب مرکزی هستند که شامل مشتقات آمفتامین، متیل فنیدیت و اتوموکستین است. موثرترین و پراستفاده‌ترین دارو یعنی متیل فنیدیت عوارض جانبی شایعی مانند کاهش اشتها و اختلالات خواب دارد که ممکن است منجر به قطع درمان توسط بیمار شوند. هدف از انجام این مطالعه بررسی اثر داروی سیپروهپتادین که دارای خواص آنتی هیستامینی و آنتی سروتونینی است، درپیشگیری از بیخوابی و بی اشتها ناشی از متیل فنیدیت در کودکان مبتلا به (ADHD) می‌باشد.

روش: این مطالعه یک کارآزمایی بالینی دوسویه ناآگاه تصادفی شده است. تعداد ۴۰ بیمار مبتلا به ADHD که مصرف کننده متیل فنیدیت هستند برای این مطالعه انتخاب شدند. این افراد به صورت تصادفی وارد دو گروه ۲۰ نفری دارو و دارونما شدند. برای گروه دارو از قرص سیپروهپتادین با دوز ۴ میلی گرم در روز در دو دوز منقسم و برای گروه دارونما از قرص دارونما که کاملاً مشابه قرص سیپروهپتادین و فاقد ماده مؤثره بوده استفاده شد. ارزیابی کیفیت خواب بیماران با پرسشنامه خواب پیتس بورگ و ارزیابی اشتها افراد با مقایسه روند وزن گیری آنها در هفته‌های چهارم، ششم و هشتم و تعیین سرعت رشد انجام شد. به منظور بررسی اثر احتمالی سیپروهپتادین برپاسخ به درمان، از ADHD rating scale V استفاده شد.

نتایج: براساس بررسی های آماری انجام شده، تفاوت های معناداری از لحاظ کیفیت خواب براساس معیار PSQI و افزایش وزن و سرعت رشد بین دو گروه دارو و دارونما در طول مطالعه مشاهده نشد. همچنین از نظر پاسخدهی به درمان با متیل فنیدیت تفاوت معناداری بین دو گروه دارو و دارونما مشاهده نگردید. هیچ گونه عارضه جانبی از داروی سیپروهپتادین در این مطالعه از سوی بیماران گزارش نشد.

نتیجه گیری: نتایج این مطالعه نشان می دهد داروی سیپروهپتادین نمی تواند داروی موثری برای پیشگیری از اختلالات خواب و اشتهای ناشی از مصرف متیل فنیدیت در کودکان مبتلا به ADHD باشد. همچنین این دارو تأثیر منفی در پاسخ به درمان این بیماران ایجاد نمی کند.

کلیدواژه ها: اختلال نقص توجه همراه با بیش فعالی، محرکهای سیستم اعصاب مرکزی، متیل فنیدیت، سیپروهپتادین، بی خوابی، بی اشتهایی

تأثیر درمان هومیوپاتی بر تکامل کلامی و اجتماعی کودکان مبتلا به فلج مغزی

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مقدمه: فلج مغزی یک انسفالوپاتی ثابت اشد که علاوه بر تاخیر حرکتی، در بیشتر مبتلایان تاخیر تکامل کلامی و اجتماعی را به همراه دارد. اخیراً طب مکمل مانند هومیوپاتی در درمان اختلالات عصبی - تکاملی مورد استفاده قرار گرفته است. این مطالعه برای تعیین اثر هومیوپاتی به توانبخشی کلامی و اجتماعی کودکان مبتلا به فلج مغزی انجام شد.

روش: این مطالعه یک تحقیق دوسوکور بود. ۳۰ آزمودنی ۱ تا ۵ ساله با فلج مغزی که دارای تاخیر تکامل کلامی و اجتماعی بودند از دو کلینیک در اصفهان در سال ۲۰۱۶ انتخاب شدند. آزمودنی ها به دو گروه مورد و شاهد تقسیم شدند. اقدامات توانبخشی معمول برای هر دو گروه طی ۴ ماه انجام شد. در طی این مدت گروه کنترل پلاسبو و گروه مورد داروی هومیوپاتی نیز دریافت کردند. سطح تکامل کلامی و اجتماعی کودکان با استفاده از تست غربالگری دنور ۲ در شروع و ۴ ماه بعد در همه کودکان انجام شد.

نتایج: میانگین سن در گروه مورد ۲۷ و در گروه شاهد ۲۷/۹ ماه بود. سطح تکامل کلامی و اجتماعی در گروه مورد و شاهد قبل و بعد از مداخله تفاوت معنی داری پیدا نکرد به ترتیب $(P=1, P=0.17)$.

نتیجه گیری: اضافه کردن هومیوپاتی به توانبخشی کودکان فلج مغزی تأثیری بر سطح تکامل کلامی و اجتماعی آنان ندارد. با توجه به گزارش تأثیر همیوپاتی بر وضعیت تکامل کودکان فلج مغزی در مطالعات دیگر، نمی توان تأثیر هومیوپاتی را روی تکامل کلامی و اجتماعی کودکان رد کرد.

کلیدواژه ها: فلج مغزی، هومیوپاتی، تکامل کلامی و اجتماعی، تاخیر تکاملی



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