

**EFFECTS OF ABBREVIATED INTENSIVE PARENT-CHILD  
INTERACTION THERAPY ON NONCOMPLIANCE  
BEHAVIOUR AMONG PRESCHOOL CHILDREN  
WITH ATTENTION AND DEFICIT  
HYPERACTIVITY DISORDER**

Noor Hassline Binti Mohamed  
(Matric No. 4120022)

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.....  
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.....  
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**BIODATA OF AUTHOR**

Noor Hassline Binti Mohamed (4120022) was born on the 3<sup>rd</sup> February 1979. She is currently residing at No. 60, Lorong Lautan Samudera 9/2, 42300, Puncak Alam, Selangor. She previously was a student of International Islamic University Malaysia (IIUM) and obtained Master of Psychology (Counselling & Clinical Psychology) and Bachelor of Human Sciences with Honours (Psychology) from the Kulliyah of Islamic and Revealed Knowledge and Human Sciences (KIRKHS). Currently, she serves as a full time lecturer at Open University Malaysia (OUM) under the Faculty of Applied Social Sciences (FASS) and part time clinical psychologist at KPJ Selangor Specialist Hospital.

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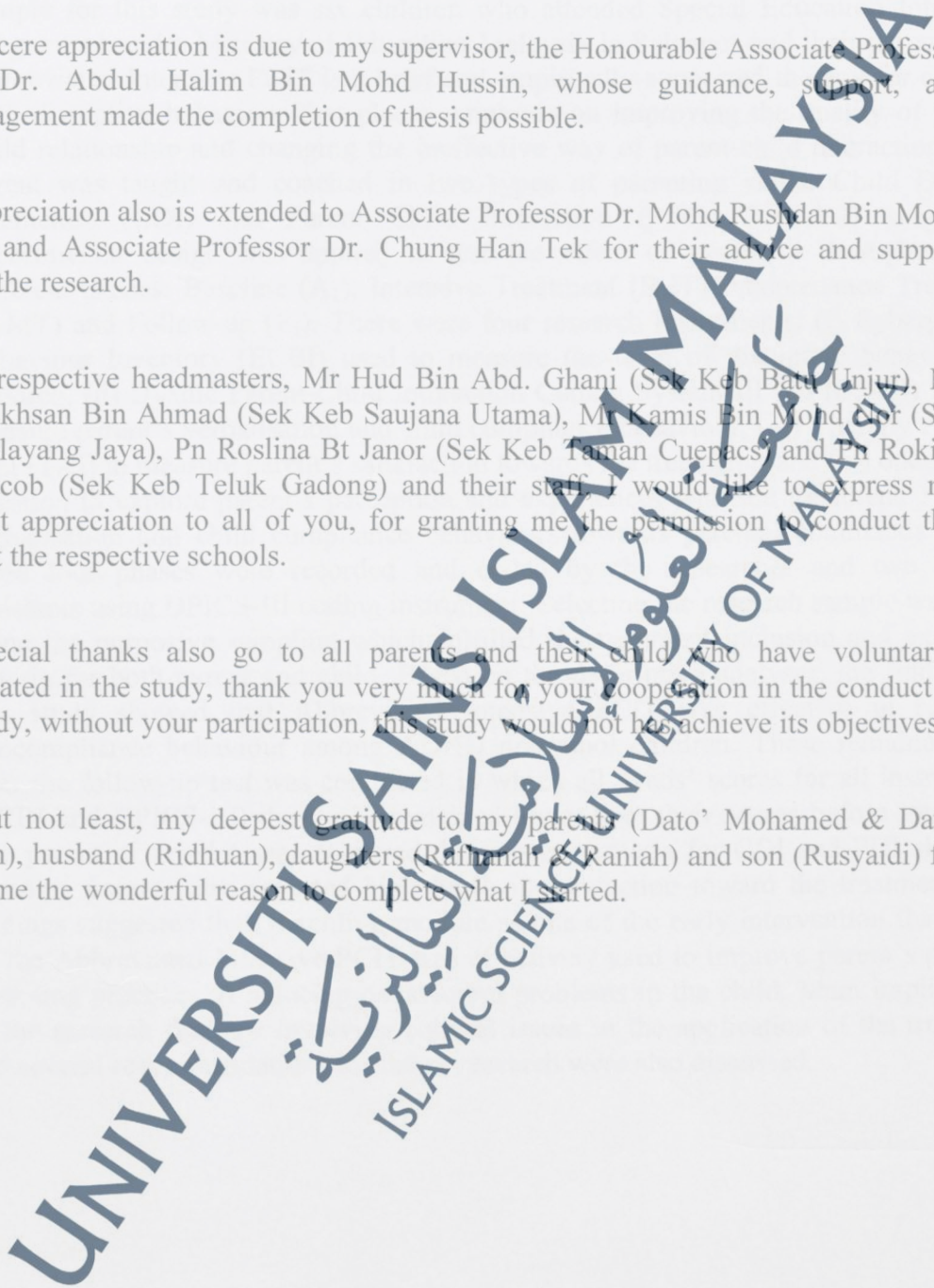
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## ABSTRACT

The aim of the study is to examine the effects of Abbreviated Intensive Parent-Child Interaction Therapy (PCIT) on noncompliance behaviour among preschool children who were diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). The sample for this study was six children who attended Special Education Integrated Programme under Ministry of Education Malaysia in Selangor and their parents. The Abbreviated Intensive PCIT is a brief and empirically-supported therapy for children with disruptive behaviour that places emphasis on improving the quality of parent-child relationship and changing the ineffective way of parent-child interaction. Each parent was taught and coached in two types of parenting skills: Child Directed Interaction (CDI) and Parent Child Interaction (PDI). The A-B single-case experimental design was applied to test the effect of treatment throughout four different phases: Baseline ( $A_1$ ), Intensive Treatment (B-IT), Maintenance Treatment (B-MT) and Follow-up ( $F_1$ ). There were four research instruments: (i) Eyberg Child Behaviour Inventory (ECBI) used to measure the level of disruptive behaviour in children, (ii) Dyadic Parent-Child Interaction Coding System-III (DPICS-III) used to measure parent's verbalisation and child compliance behaviour, (iii) Therapy Attitude Test (TAI) to measure parent's satisfaction towards the treatment, and (iv) open-ended question to explore parent's perception and experiences with the treatment. Parent's verbalisation and child compliance behaviours towards parental commands during these four phases were recorded and coded by the researcher and two trained assistants using DPICS-III coding instrument. Selecting the research sample was done using the purposive sampling which fulfilled the treatment inclusion and exclusion criteria for both parent and child. Based on the descriptive analyses, the findings of this study showed that Abbreviated Intensive PCIT was effective in reducing noncompliance behaviour among ADHD preschool children. These remained even after the follow-up test was conducted in which all dyads' scores for all instruments (ECBI and DPICS-III) during  $F_1$  remained lower than their scores before treatment. The parent of Dyad 6 was achieved the mastery criteria for CDI and PDI skills. In addition, parents also reported high level of satisfaction toward the treatment. The findings suggested that parenting module as one of the early intervention that based on the Abbreviated Intensive PCIT was effectively used to improve parent's positive parenting practices in reducing behavioural problems in the child. Main implications of the research findings involving cultural issues in the application of the treatment and several recommendations for future research were also discussed.

## ABSTRAK

Matlamat kajian adalah untuk mengkaji kesan Terapi Interaksi Ibu Bapa-Anak Intensif Ringkas (PCIT) terhadap tingkahlaku ketidakpatuhan di kalangan kanak-kanak prasekolah dengan Kecelaruan Daya Tumpuan dan Hiperaktif (ADHD). Sampel kajian adalah enam orang kanak-kanak yang menyertai Program Pendidikan Khas Integrasi Prasekolah di bawah Kementerian Pendidikan Malaysia di Selangor beserta ibu bapa mereka. PCIT Intensif Ringkas merupakan terapi ringkas dan disokong melalui pemerhatian bagi kanak-kanak yang mempunyai tingkahlaku disruptif yang menekankan penambahbaik kualiti hubungan ibu bapa-anak dan mengubah cara interaksi yang tidak berkesan antara ibu bapa dan anak. Setiap ibu bapa diajar dan dilatih dua kemahiran keibubapaan: Interaksi Arahan Anak (CDI) dan Interaksi Arahan Ibu bapa (PDI). Rekabentuk eksperimen kes-tunggal A-B digunakan untuk menguji kesan rawatan melalui empat fasa berlain: Pra-rawatan ( $A_1$ ), Rawatan Intensif (B-IT), Rawatan Pengekalan (B-MT) dan Susulan ( $F_1$ ). Terdapat empat instrumen kajian: (i) Inventori Tingkahlaku Kanak-Kanak Eyberg (ECBI) digunakan untuk mengukur tingkahlaku disruptif kanak-kanak, (ii) Sistem Kodung Interaksi Pasangan Ibu bapa-Anak-III (DPICS-III) digunakan untuk mengukur pertuturan ibu bapa dan tingkahlaku patuh anak terhadap arahan ibu bapa, (iii) Inventori Terapi Sikap (TAI) digunakan untuk mengukur tahap kepuasan ibu bapa terhadap rawatan, dan (iv) soalan terbuka untuk meneroka persepsi dan pengalaman ibu bapa terhadap rawatan. Pertuturan ibu bapa dan tingkahlaku patuh anak terhadap arahan ibu bapa dalam empat fasa ini direkod dan dikod oleh penyelidik dan dua pembantu terlatih dengan menggunakan instrumen kodung DPICS-III. Pemilihan sampel kajian dilakukan dengan menggunakan persampelan bertujuan yang memenuhi ciri-ciri kemasukan dan pengecualian rawatan bagi kedua ibu bapa dan anak. Berdasarkan analisis deskriptif, dapatan kajian menunjukkan bahawa PCIT Intensif Ringkas adalah berkesan bagi mengurangkan tingkahlaku ketidakpatuhan di kalangan kanak-kanak prasekolah yang mempunyai ADHD. Keputusan dapatan ini adalah kekal sama walaupun selepas ujian susulan dilakukan dimana skor kesemua instrumen bagi semua pasangan responden (ECBI dan DPICS-III) ketika  $F_1$  kekal rendah berbanding dengan skor sebelum rawatan. Pasangan  $\phi$  mencapai kriteria penguasaan kemahiran CDI dan PDI. Sebagai tambahan, ibu bapa turut melaporkan tahap kepuasan mereka terhadap rawatan adalah tinggi. Dapatan kajian mencadangkan bahawa, modul keibubapaan sebagai salah satu intervensi awal berdasarkan PCIT Intensif Ringkas adalah berkesan digunakan untuk memperbaiki amalan keibubapaan yang positif dalam mengurangi masalah tingkahlaku anak. Implikasi utama dapatan kajian melibatkan isu budaya dalam aplikasi rawatan dan beberapa cadangan untuk kajian masa depan juga dibincangkan.

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## LIST OF ABBREVIATIONS

1. AACAP American Academy of Child and Adolescent Psychiatry
2. AAP American Academy of Paediatrics
3. ABB Abbreviated Parent-Child Interaction Therapy
4. ADHD Attention Deficit Hyperactive Disorder
5. ADHD-C ADHD-Combined
6. ADHD-HI ADHD- Hyperactive-Impulsive
7. ADHD-I ADHD-Inattentive
8. AMHCA American Mental Health Counsellors Association
9. APA American Psychiatric Association
10. ASCA American School Counsellor Association
11. BD Behavioural Descriptions
12. CD Conduct Disorder
13. CDI Child-Directed Interaction
14. CLP Child-Led Play
15. CMHA Canadian Mental Health Association
16. CMHC Community Mental Health Centre
17. CO Compliance
18. CU Clean-up
19. DC Direct Command
20. DEO District Education Office
21. DPICS-III Dyadic Parent-Child Interaction Coding System-Third Edition
22. DQ Descriptive Question
23. DSM-5 Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition
24. DSM-IV-TR Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Revision
25. DV Dependent Variable
26. ECBI Eyberg Child Behaviour Inventory
27. ERAS Educational Research and Planning Division
28. FDA Food and Drug Administration
29. FHDD Family Health Development Division

30. GANA	Guiando a Niños Activos
31. IC	Indirect Command
32. ICC	Intra-class Correlation
33. IQ	Information Questions
34. IV	Independent Variable
35. LP	Labelled Praises
36. MBC	Malaysian Board of Counsellors
37. MCWD	Malaysia Community Welfare Department
38. MNMHP	Malaysia National Mental Health Policy
39. MOE	Ministry of Education
40. MOH	Ministry of Health
41. MRRD	Ministry of Rural and Regional Development
42. MTA	Multimodal Treatment Study of Children with ADHD
43. MWFCDD	Ministry of Women, Family and Community Development
44. NC	Noncompliance
45. NOC	No Opportunity for Compliance
46. NICE	National Institute for Health and Clinical Excellence
47. NIMH	National Institute of Mental Health
48. NTA	Negative Talk
49. PATS	Preschool ADHD Treatment Study
50. PCIT	Parent-Child Interaction Therapy
51. PDI	Parent-Directed Interaction
52. PERKAMA	Counselling Association of Malaysia
53. PLP	Parent-Led Play
54. RF	Reflective Statement
55. SCED	Single-Case Experimental Design
56. SD	Standard Deviation
57. SEIP	Special Education Integrated Programme
58. STD	Standard Parent-Child Interaction Therapy
59. TAI	Therapy Attitude Inventory
60. UK	United Kingdom
61. USA	United States of America
62. WHO	World Health Organisation