

Effectiveness of Storytelling Therapy on the Reduction of Aggression and Stubbornness in Children with Oppositional Defiant Disorder

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Article information	Abstract
<p>Article history: Received: 18 June 2012 Accepted: 11 July 2012 Available online: 4 Feb 2013 ZJRMS 2014 Sep; 16(9): 83-85</p> <p>Keywords: Storytelling therapy Aggression Stubbornness Oppositional defiant disorder</p>	<p>Background: The aim of the present study was to determine the effectiveness of storytelling therapy on the reduction of aggression and stubbornness among children (age 7 to 9) suffering from oppositional defiant disorder who were attending junior high schools in Shiraz.</p> <p>Materials and Methods: From among available schools, Khansari school was chosen as the convenience sample. Thus 14 were chosen as the sample of the study. The instrument applied in this study included Behavioural Assessment Disorder questionnaire, Aggression questionnaire, Stubbornness questionnaire and Structured Clinical Interview for DSM-IV.</p> <p>Results: Data analysis showed that there was a significant reduction of aggression among children suffering from oppositional defiant disorder.</p> <p>Conclusion: Finally storytelling therapy could be considered as one of the effective therapies in these kinds of disorders, such as aggression, stubbornness and oppositional defiant in children.</p>

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Introduction

Storytelling therapy has got a background rooted in human genesis history. Being interested in stories and listening to memories and adventures is invested in human's temperament by the creator. Therefore, storytelling and listening to them has always been one of the most significant and prevalent ways of transferring experiences and entertainments [1]. Narrative approaches to psychotherapies originated from postmodern philosophies, state that the person's viewpoint about himself and reality is often an optional representation; people do not include all their life experiences in narrating their own life story rather compose their own life story based on their own beliefs about themselves and also other's viewpoints about them [2] giving meaning to their own life events and direct the predictions and activities [3].

Storytelling therapy is rooted in cybernetics and postmodernism. Postmodern storytelling therapy differs from modern psychotherapy viewpoints. [4]. Mostly, story and allegory affect four domains of human nature. 1)Cognitive domain, 2)Affectional domain, 3)Interpersonal domain, 4)Personal domain [5].

The aim of the present study is to determine the effectiveness of storytelling therapy influence on reduction of aggression and stubbornness among children (age 7-9) suffering from oppositional defiant disorder. In our society, anger is probably one of the emotions on which people that they have less control [6].

The child's stubbornness might be a reaction he shows when facing the least frustrations. They may hinder what the child likes to do and in this way the child gets angry and induced and says things such as: "no one loves me,

never anybody gives me anything. But everybody expects me what I'm not able to manage" [7].

Most of the children show some aggressive behaviors in their processes of education. In studies done on recognition of aggression, the scientists differentiated between instrumental aggression (displayed to obtain something) and hostile aggression (displayed to hurt someone) [8].

Materials and Methods

Research is method quasi-experimental and pretest-posttest design with control group was used to implement this study. The participant of this study consisted of all of the children (age 7-9) suffering from oppositional defiant disorder who were attending junior high schools in Shiraz. From among this group, Khansari school was selected as the convenience sample and after the administration of Behavioral Assessment Disorder questionnaire, Aggression questionnaire, Stubbornness questionnaire and Structured Clinical Interview for DSM-IV, 14 were randomly selected as the sample of the study. The instruments used in this study were the Child Symptom Inventory-4 (CSI-4) and Aggression questionnaire [9]. The children's CSI-4 consist of 112 multiple choice questions which is an appropriate instrument in screening the most common psychiatric disorders and is defined according to DSM-IV criteria. The questions are marked as never, sometimes, often and most of the time choices. In this study stubbornness and disobedience sub-scale questions were used. A research conducted between two groups (age 14-16) of elementary

and guidance school children in Tehran showed the validity and reliability of the questionnaire.

The other questionnaire used was the aggression questionnaire made by Seyedi. In 2000 consisted of 22 instances of the children's behaviors when angry or aggressive, and contains four choices of never, sometimes, often and always numbered from 1 to 4. The mean in scale obtained is 45. The children whose mark is more than the determined mean are considered as aggressive [9].

In the present study, firstly a list of the elementary schools in Shiraz was provided and then Khansari school was randomly chosen as the convenience sample. From among schools 14 were chosen as the sample. Then, the children's parents were invited and some comments were given to them for handling the following sessions. So the first treatment session started and after 5 sessions 1 participants quit and at last 6 left from which the post-test was taken in the eighth session. After all, SPSS-16 software was used to study the data in which the following results achieved. Student *t*-test results revealed that scores of students in examination and control group with use the difference of pre-test and post-test is evaluated of effectiveness of storytelling on dependent variations (aggression symbols and stubbornness in children).

Results

Storytelling therapy causes a reduction in aggression symptoms in children suffering from oppositional defiant disorder. According to the results provided in table 1, the first hypothesis was accepted and aggression symptoms in children suffering from oppositional defiant disorder faced a decline in level ($p < 0.05$). *t*-test results indicates the differential scores in pre-test and post-test in examination and control group the control in aggression variation. As you see table 2, the average of differential scores in pre-test and post-test were indicated by examination and control group in stubbornness variation. Therefore, storytelling therapy had effected on the reduction of stubbornness. *t*-test results indicated the differential scores in pre-test and post-test in examination control group and control in a stubbornness variation.

Table 1. *t*-test results indicates the differential scores in pre-test and post-test in examination and group the control in aggression variation

	Number	Mean±SD	<i>p</i> -Value
Experiment group	6	7.83±3.26	0.02
Control group	7	1.95±1.37	

Table 2. *t*-test results indicated the differential scores in pre-test and post-test in examination control group and control in a stubbornness variation

	Number	Mean±SD	<i>p</i> -Value
Experiment group	6	16.25±12.57	0.001
Control group	7	1.28±2.01	

Discussion

Human is potentially a social creature and cannot live except in the society. In the first stages of development, human has to learn the ways to be socialized; respecting others, having self-confidence, effective relationship with others and etc. and of course these should be taught to the child. Teaching social skills is one the most important parts of the process of raising children, owing to the fact that these skills has a key role in the child's perception, recognition and establishing effective social relationships. Such educations can gradually aid the children in establishing effective relationships with others and help them to undertake social responsibilities, do the given responsibilities, find the reasonable orientations and follow the constructive mass movement [10].

The results of this study showed that there was a significant difference in the sings and amount of aggression and stubbornness among the experimental group and the control group. This indicates the reduction in the children's aggression and stubbornness after 8 sessions of storytelling therapy. Since the story embraces vast areas and branches and many subjects and messages can be presented in this form, it has found a variety of usages, such as the use of storytelling in the reduction of aggression and stubbornness and behavior problems. When we lose our personal feelings or we are not sure how to continue going on, in these moments to find out who we are, we need to know how we got in here, the story facilitates this process 3. As there were no storytelling with things and emotions in [9, 11] researches, in this study identifying emotions and feelings caused by the story and drama, and storytelling with things were included and it made a significant change in the reduction of aggression and stubbornness. Considering that the results obtained from this research, and the previous researches, storytelling therapy could be considered as one of the effective therapies in these kinds of disorders in children.

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Authors' Contributions

All authors had equal role in design, work, statistical analysis and manuscript writing.

Conflict of Interest

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