

# Parental Stress in Attention Deficit Hyperactivity Disorder Patients

Thesis

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## List of Abbreviations

|               |                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------|
| <b>AACAP</b>  | <i>American Academy of Child and Adolescent Psychiatry</i>                                                                             |
| <b>AAP</b>    | <i>American Academy of Psychiatry</i>                                                                                                  |
| <b>ADHD</b>   | <i>Attention deficit hyperactivity disorder</i>                                                                                        |
| <b>APA</b>    | <i>American Psychiatric Association</i>                                                                                                |
| <b>ASDs</b>   | <i>Autism Spectrum Disorders</i>                                                                                                       |
| <b>BSSQ</b>   | <i>Brief Social Support Questionnaire</i>                                                                                              |
| <b>CAADID</b> | <i>Conner's Attention Deficit Hyperactivity Disorder Diagnostic Interview of Diagnostic and Statistical Manual of Mental Disorders</i> |
| <b>CBCL</b>   | <i>Child Behavior Check List</i>                                                                                                       |
| <b>CBT</b>    | <i>Cognitive Behavioral Therapy</i>                                                                                                    |
| <b>CD</b>     | <i>Conduct Disorder</i>                                                                                                                |
| <b>CRS</b>    | <i>Conner's Rating Scale</i>                                                                                                           |
| <b>CRS-R</b>  | <i>Conner's Rating Scale Revised</i>                                                                                                   |
| <b>CSN</b>    | <i>Children with special needs</i>                                                                                                     |
| <b>DAT-1</b>  | <i>Dopamine Transmitter Gene -1</i>                                                                                                    |
| <b>DAT-4</b>  | <i>Dopamine Receptor Gene -4</i>                                                                                                       |
| <b>DIS</b>    | <i>Diagnostic Interviewing Scale for Adults</i>                                                                                        |
| <b>DISC</b>   | <i>Diagnostic Interviewing Scale for Children</i>                                                                                      |

|                 |                                                                                                |
|-----------------|------------------------------------------------------------------------------------------------|
| <b>EF</b>       | <i>Executive Functioning</i>                                                                   |
| <b>EI</b>       | <i>Emotional Intelligence</i>                                                                  |
| <b>EIS</b>      | <i>Emotional Inventory Scale</i>                                                               |
| <b>FDA</b>      | <i>Food and Drug Administration</i>                                                            |
| <b>FILE</b>     | <i>Family Inventory of Life Events and Changes</i>                                             |
| <b>K-SAD-PL</b> | <i>Kiddie Schedule for Affective Disorders and Schizophrenia present and Life-time Version</i> |
| <b>MPSS</b>     | <i>Multidimensional Scale of Perceived Social Support</i>                                      |
| <b>MTA</b>      | <i>Multimodal Treatment of Attention deficit hyperactivity disorder</i>                        |
| <b>ODD</b>      | <i>Oppositional Defiant Disorder</i>                                                           |
| <b>PLOC</b>     | <i>Parental Locus of Control Scale</i>                                                         |
| <b>PSCS</b>     | <i>Parenting Sense of Competence Scale</i>                                                     |
| <b>PSI</b>      | <i>Parenting Stress Index</i>                                                                  |
| <b>PSM</b>      | <i>Parent Stress Management</i>                                                                |
| <b>PTGI</b>     | <i>Post-Traumatic Growth Inventory</i>                                                         |
| <b>PUFA</b>     | <i>Poly Unsaturated Fatty Acids</i>                                                            |
| <b>QOL</b>      | <i>Quality of Life</i>                                                                         |
| <b>SD</b>       | <i>Standard Deviation</i>                                                                      |
| <b>SPSS</b>     | <i>Statistical Package for Social Science</i>                                                  |
| <b>SSQ</b>      | <i>Social Support Questionnaire</i>                                                            |

|                    |                                                 |
|--------------------|-------------------------------------------------|
| <b><i>WHO</i></b>  | <i>World Health Organization</i>                |
| <b><i>WISC</i></b> | <i>Wechsler Intelligence Scale for Children</i> |

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# الضغوط الوالدية فى مرضى فرط الحركة

و تشتت الإنتباه

رسالة

توطئة للحصول على درجة الماجستير فى الطب النفسى و

طب المخ و الاعصاب

مقدمة من

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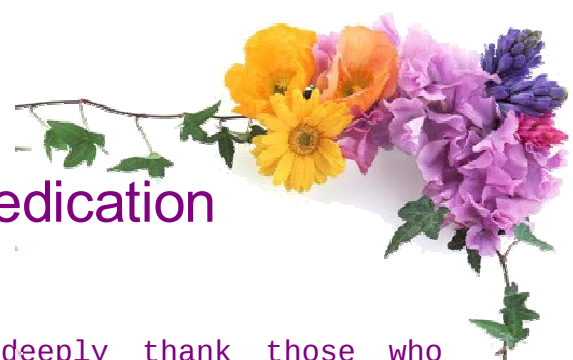
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قالوا

سبحانك لا علم لنا  
إلا ما علمتنا إنك أنت  
العليم العظيم

صدق الله العظيم

سورة البقرة الآية: ٣٢

# Introduction

Attention deficit/hyperactivity disorder (**ADHD**) is a chronic, pervasive childhood disorder characterized by developmentally inappropriate activity level, low frustration tolerance, impulsivity, poor organization of behavior, distractibility, and inability to sustain attention and concentration (***American Psychiatric Association, [APA], 2000***). It is one of the most common childhood disorders, occurring in 3% to 7% of school-age children and representing one third to one half of referrals to child mental health services (***Faraone et al 2003***).

The social impairments associated with ADHD have been investigated with various questionnaires, socio-metric assessments, and videotaped interactions (***Barkley, 2002***) Children and adolescents with ADHD are known to have poorer social and communication skills than children and adolescents without ADHD (***Klimkeit et al., 2006***).

The social difficulties tend to be even greater if co-morbid disorders such as oppositional defiant disorder (ODD) or conduct disorder (CD) are present, which is the case in approximately 60% of these individuals (***Fischer et al, 1990***). Children and adolescents with ADHD and co-morbid ODD tend to have more severe ADHD symptoms, peer problems, and