How Does Group Counseling Work for Adolescents' Mothers to Improve Healthy Relationships? *

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Abstract

Adolescence is a developmental stage in which significant changes are experienced. Although some adolescents have achieved successful completion of this stage, some may be in need of professional help. Providing psychological support for the adolescents and their families will contribute to the healthy development of adolescents. The aim of the study was to test the effectiveness of the group counseling program which was developed to establish a healthy relationship between the mothers and the adolescents. Pre-test, post-test and follow up experimental model was used as research design. The sample consists of 16 mothers of adolescents (aged between 12-14 years) who receive individual psychological counseling. Automatic Thoughts Questionnaire and Communication Skills Inventory were used as measurement instruments. The results indicated that there were significant differences among pre-test, post test and follow up scores of mothers' negative automatic thoughts and communication skills. It was observed that the program enabled mothers to learn more about their children while gaining self-awareness. Thus, group counseling contributed to improving family functioning by relying on parent-adolescent interactions.

Introduction

Adolescence is a developmental period as well as a transitional period from childhood to adulthood in which significant changes are experienced. In the beginning of the term is determined by biological changes but ends with adjacent social role and status including many developmental missions. Besides the biological and physical changes, changes in social expectations, exploration of self-knowledge, an attempt to gain independence, emotional fluctuation require the spending of intense efforts of the adolescents to ensure compliance (Lerner & Steinberg, 2009; Steinberg, 2011a). In the developmental process, some adolescents have completed this adaptation process successfully, whereas some may have difficulty in fulfilling these tasks. At this point, support and attitude of the parents is becoming extremely important (Burke, Brennan, & Cann, 2012; Santrock, 2011).

The relationship between parent-adolescent, appears to be a strong predictor of the development. Established positive interaction will develop the adolescent's cognitive and social competence and will ensure that effectively outside the family as well (Gavazzi, 2011; Santrock, 2011; Smetana, Campione-Barr, & Metzger, 2006; Turner, Sarason, &Sarason, 2001). When the supportive and accepted attitude of the family increases, a decrease in the emotional problems of the adolescent, exhibiting participatory and assertive behavior and an increased tendency towards other people have been observed (Burke, Brennan, & Cann, 2012). However, adolescents who are rejected by their parents had problems with their social relationships, and are not being loved by their peers are among the findings (Aydın & Öztütüncü, 2004; Finkenauer, Engels, &Baumeister, 2005; Paley, Conger, & Harold, 2000).

In many studies examining the adolescents' relationships with their parents, (Bahçıvan-Saydam & Gençöz, 2005; Jones, 2000; Kındap, Sayıl, & Kumru, 2008; Kumpfer & Alvarado, 2003; Rohner & Khaleque, 2005) it was found that especially mother support had an effect on self-esteem of adolescent, positively. Moreover, it also obtained that there is a relationship between the levels of acceptance of the mother and social skills of adolescents. Both in the Western culture (Keller, 2009; Noller & Bagi, 1985; Schwabe & Thornburg, 1986; Smith & Forehand, 1986) and the Turkish culture, (Çuhadaroğlu-Çetin, Canat, Kılıç, Şenol, Rugancı, Öncü, Hoşgor, Işıklı, & Avcı, 2004; Şen, 2011) adolescents have described their mothers as the confidant and the empathic friend, had the best relationship and at the same time quarreled with most and experienced conflict with.

Mothers have more responsibilities in child-rearing and the basic role of the mother is perceived as child-rearing, culturally (Çoban- İçağasıoğlu, 2009; Kağıtçıbaşı, 2002; Kandiyoti, 1987). In terms of these cultural expectations and social learning returns, mothers get more important roles to meet the emotional needs of adolescent children's, most of the time, has similar sufferings as the children of adolescents like what they do and how they should behave in (Çopur, Erkal, &Şafak, 2007; Kulaksızoğlu, 2005; Şen, 2011).

When the adolescent has problems in adaptation on developmental changes and fails to perform developmental duties, parents are questioning their parenting identity. In this case, it is inclined to develop negative thoughts and beliefs that they are inadequate and unsuccessful. Owing to these kinds of thoughts and beliefs, the developmental problems that the adolescents live will be perceived as insurmountable problems that will end in disasters. This unrealistic thought and belief system may develop tendencies of anger, intense anxiety, depression, and inability of perception about their parenthood (Kumpfer & Alvarado, 2003; Paley, Conger, & Harold, 2000; Wright, Basco, & Thase, 2006). This also affects the parent-adolescent relationship, negatively (Aydın & Öztütüncü, 2004; Kelller, 2009).

During this period, in order to complete the adolescent's development in a healthy way, parents' awareness has a key role. The family, especially parents, should be familiar with the period of adolescence, to gain the skills needed for effective parenting. Moreover families passing through should be aware of individuals and institutions to support themselves in difficulty. So they are able to realize and accept the changes that adolescents (Aydın & Öztütüncü, 2004; Çuhadaroğlu, et al., 2004; Goddard, Myers-Walls, & Lee, 2004; Steinberg, 2011b; Wyatt & Carlo, 2002).

At this point, providing information and psychological help not only for the adolescents but also for the family will contribute to the healthy development of adolescents. Group program such as psychological counseling and psychoeducation group is the best way to improve relationships and healthy development. The results of the studies (Griffith, 2010; Toumbourou & Gregg, 2001; Toumbourou & Gregg, 2002) revealed that programs

developed for parents of adolescents demonstrated that these kinds of trainings have some positive results including reductions in parent-adolescent conflict, behavioral difficulties, improvements in parental self-efficacy and self-regulation.

Cognitive-Behavioral approach is one of the group counseling programs, commonly used. In the approach it is focused on thinking and its influence on both behavior and feelings (Sanders & Wills, 2005). By using the techniques, individual is able to challenge maladaptive cognitive process, attempt to change core beliefs and assumptions. Therefore cognitive change facilitates emotional and behavioral change. Through education, behavioral, and cognitive modification, and teaching of coping skills; the individual learns to seek alternative perceptions of themselves, others, and the effect of behavior on each other (Beck, 2001; Cann, Burke, & Burke, 2003; Leahy, 2007; Türkçapar, 2008; Wright, Basco, & Thase, 2006).

Another program is based on psychoeducational approaches. Like CBT, it is also aimed to develop members' cognitive, affective, and behavioral skills through a structured set of procedures within and across group meeting (Corey & Corey, 2010). The goal of a psychoeducational group is to present, discuss, share, and integrate factual information with psychosocial support to prevent or treat psychological problems. The group format, activities and techniques are structured (Corey & Corey, 2010).

It is claimed that a group format is more beneficial than an individual approach. A group provides participant not only insight but also the opportunity to practice new skills with other group members experiencing similar concerns and many opportunities for modeling in a safe environment where they can receive feedback from others (Corey & Corey, 2010).

From this point, in order to provide a healthy development for the adolescents and to help develop communication skills to aiming to form healthy parent-adolescent relationship, a group counseling program was developed. The program based on the integration of both cognitive-behavioral approach and psycho-educational format. The overall objectives of the program are structured as follows:

- To gain awareness of the group members of the adolescents' mothers about themselves,
- To provide information about the changes on adolescence and developments,
- To identify "negative automatic thoughts" that they have developed about themselves and their children, to confront them, to help develop healthy alternative thoughts removing communication barriers,
- And finally, establishing a healthy relationship between the mother-adolescent, helping to improve family functioning in parent-adolescent interactions.

Configured in line with the objectives mentioned in the study of this group, with the using of pre-test and post-test applications, the following hypothesizes were being tested:

- Automatic thought scores of mothers will be different between pre and post-test applications. The differences will be seen between pre and follow up scores.
- There will be also differences between pre and post-test applications in terms of communication skill levels of mothers, in favor of the final application. The differences will be seen between pre and follow up scores.

So, the aim of the study was to develop group psychological counseling program for adolescent's mothers to establish healthy relationship between the mother-adolescent and to test the effectiveness of the program.

Method

Research model

This study was conducted by using the experimental method which is a single group pre-test, post-test, and follow up model. The study group consists of mothers of adolescents with psychological help in a special centre. For this reason, since the participants are not appointed randomly as a necessity of a program, the control group has not been formed (Frankel & Wallen, 2003).

Participants

The study group consists of 16 individuals who are mothers of adolescents in the 12-14 age range and who also get individual counseling. The age range of the group is between 32-43, and the mean has been calculated as 37.56 (sd=2.71). All the mothers in the group have continuing marriages.

Distributions of the mothers are following: In terms of educational status, one (6,3%) of the mothers is a primary school graduate, 4 (25%) of the mothers are secondary, and 4 (25%) of the mothers are high school and the remaining 7 (43%) are university graduates. Two of the spouses (fathers) are high school graduates whereas 14 are university graduates. According to the number of children, one mother has only one child (6,3%), 8 mothers have two children (50,3%), 6 mothers have three children (37,5%) and a mother has for children (6,3%).

Instruments
Automatic Thoughts Questionnaire

Hollan and Kendall (1980) developed a scale which consists of 30 items with a 5- Likert-type. Original scale was applied to patients with depressive, non-depressive psychopathology, and other non-treated patients. The Cronbach Alfa internal-consistency coefficient was found as 94, .89, and .91, respectively. Validity analysis of the scale was examined by using with BDI and MMPI-D and it was also correlated with them (cited in Savaşır & Şahin, 1997).

The Turkish adaptation of the scale has been done by Aydın & Aydın (1990) and Sahin & Sahin (1992). Cronbach's alpha internal consistency was found as .114 in depressives and .95 with a normal group of patients (Aydın & Aydın, 1990) and in the other study with the student sample, it has been calculated as .93 (Şahin & Şahin, 1992). Test-retest reliability of the Turkish version of the scale is .77, and it has been reported that it was correlated with the subscales of the MMPI-D and BDI (cited in Savaşır ve Şahin,1997).

In this study, the Cronbach's alpha internal consistency was calculated as .86 for pre-test and .81 for the post-test .

Communication Skills Inventory

The scale developed by Ersanlı and Balcı (1998), consists of 45 items and three dimensions. These dimensions are named as behavioral, cognitive and emotional dimensions. The reliability coefficient was calculated with test-retest reliability as .68 and with half of the test as .64. Cronbach's Alpha value was found as .72. The validity of the inventory has been found by Communication Skills Assessment Scale and the validity coefficient was found as .70.

In this study, Cronbach Alpha internal consistency has been calculated as .61 for the pre-test and .68 for the post-test.

Procedure

Sample group consists of 16 mothers of adolescents between the ages 12-14 who get individual counseling in a center. Before the group, a short preliminary interview has been done with the ones who wanted to participate. In the selection, the ones who have not participated in any study like this before have been selected.

In preliminary interview, by taking their children into consideration adolescents' mothers were asked about "what they expect from this program?". Mother 's statements on general developing perceptions of themselves and the inability for their motherhood have taken some attention. In

addition, mothers were forced to do many jobs on their own, finding themselves in difficulty due to having no support and therefore needs psychological help for the problems they are having, were the causes to order the priorities of the work.

The program based on the integration of both cognitive-behavioral approaches and psychoeducational format. It includes intrapersonal and interpersonal communication skills, parents training programs besides to cognitive-behavioral techniques (Gross & Grady, 2002; Goddard, Myers-Walls, & Lee, 2004; McKay, Wood, & Brantley, 2007; McKay, Davis, & Fanning, 2009; Savaşır, Soygüt, & Kabakçı, 2003). In the process of group rehearsing, homework, behavior and thought analysis, teaching and feedback methods were used. The program has been prepared as ten sessions. Each session took approximately 90 minutes, once a week. The effectiveness of the developed and applied program has been checked with pre, post-test and follow up analyses.

Each session and objectives can be summarized briefly as follows: In the first session, to introduce members of the group and to indicate of the purpose was aimed. Moreover, group's rules were constructed and the importance of the rules was underlined. In the second session, it was aimed that mothers understand, recognize and increased awareness about themselves. In the third session, adolescence is discussed as a term. Physical, sexual, emotional, social changes that the adolescents live, and the effects of these changes on adolescents have been shared. Moreover the adolescents' reflections on individual and interpersonal relations effected by identity creation efforts and depressions have been discussed. In the fourth session, the communication problems between mothers and their children were shared. The cause and effects of the problems were discussed. In the fifth session, negative automatic thoughts which causes to the emergence of communication errors that the mothers live by themselves as well as with their adolescent, and their thoughts on the development of the healthy alternatives have been aimed. Ellis's ABC model was taught and to record negative thoughts were given as homework. In the sixth session, their weekly experiences were evaluated and they were asked to share their experiences in the group. Experiences of each member were discussed to determine negative thoughts and change them healthy alternative thoughts. In the seventh session, for an effective communication, the importance of communication skills activities like the ability to express feelings, active listening, empathy and feedback were discussed. These kinds of communication skills were exercised in the group. In the eighth session, exercising and rehearsal of communication skills were continued. Moreover, importance of "I" messages, identify their feelings, and express their feelings in difficult situations in a non-threatening manner was discussed. The homework was given which is using "I" message and take notes the effects of communication. In the ninth session, conflict-solving skills were emphasized. Based on the gains in all sessions, conflict resolutions were debated. The ways including cooperate with others, resolve conflict and negotiate were presented by role-playing, imagination, etc. And in the last session, over all sessions was evaluated and what they gained during their experiences was shared. Session was concluded with the love bombardment.

Three months after group counseling and post-test application, Automatic Thoughts Questionnaire and Communication Skills Inventory were also applied as follow up study. In addition, it was evaluated the effect of group counseling program on perception about themselves and relationships with their children.

Results

Mean and standard deviations of pre-test, post-test and follow up scores of Automatic Thoughts Questionnaire and Communication Skills Inventory were calculated before the analysis of the scores. The results are given in Table 1.

Table 1. Mean and Standard Deviation ofAutomatic Thoughts and Communication Skills Scores (emotional, cognitive, behavioral, and total)

Scales		Pre-test	Posttest	Follow up
Automatic Thoughts	Mean	62,06	47,44	47,12
	sd	12,05	8,78	8,89
Emotional Communication	Mean	52,31	55,50	51,50
	sd	3,71	5,66	14,44
Behavioral Communication	Mean	55,50	59,13	59,37
	sd	5,17	7,07	6,16
Cognitive Communication	Mean	52,38	57,13	58,19
	sd	4,35	7,35	6,50
Total Communication Skills	Mean	160,31	171,75	174,312
	sd	9,40	17,05	13,22

As seen in Table 1, there are mean differences between pre-and post test scores of mothers' automatic thoughts and communication skills. When pre and post-test scores are compared, it is found that mothers automatic thoughts decreased, whereas communication skills increased. The differences also occurred between pre-test and follow up scores.

In order to determine the effectiveness of the counseling program and to test the research hypotheses, one way ANOVA for repeated measures were used for two scales (Büyüköztürk, 2005). Before proceeding to analysis phase, normal distribution (Kolmogorov Smirnov>.05), and homogeneity of variance standards were tested for statistical analysis. It was found that the findings were satisfied to make analysis. Bonferroni technique was used to determine the source of common impact in situations when there is a significant difference (Tabacknick & Fidell, 2001). The result of the repeated measurements one way ANOVA for Automatic Thoughts Questionnaire is shown in Table 2.

Table 2. The Results of the Repeated Measures Analysis of Variance for Automatic Thoughts Questionnaire

Source	Sum of Square	df	Mean Square	F	P
Between Subjects	3767,917	15	251,194		
Measurement	2331,292	2	1165,646	**46,21**	**.000**
Error	756,708	30	25,224		
Total	6855,917	47			

Results of the repeated measures analysis of variance employed to the pre, post-test and follow up measures of the subjects' revealed that there is a significant difference (F=46,21, p<.001). In order to investigate the sources of difference, Bonferroni post-hoc test was applied. The differences occurred both between pre and post-test and pre and follow up scores. It was gained that the mean of post test (X= 47,44) and follow up test (X= 47,12) are less than the mean of pre-test (X= 62,06). There is no difference between post test and follow up scores. This indicated that mothers' automatic thoughts significantly decreased after the group counseling and the effect of application is continuing.

One way ANOVA for repeated measures were also done for all sub-scores of Communication Skills Inventory, separately. The results are given in Table 3. together.

Table 3. The Results of the Repeated Measures Analysis of Variance for Communication Skills Inventory

Sub-scales	Source	Sum of Square	df	Mean Square	F	P
Emotional Communication Skills	Between Subjects	797,219	15	5,281		
	Measurement	143,042	2	71,521	0,83	.445
	Error	2578,292	30	85,943		
	Total		47			
Behavioral Communication Skills	Between Subjects	1013,333	15	67,556		
	Measurement	150,500	2	75,250	3,092	.060
	Error	730,167	30	24,339		
	Total		47			
Cognitive Communication Skills	Between Subjects	151,292	15	42,733		
	Measurement	317,042	2	158,521	**6,00**	**.006**
	Error	792,292	30	26,410		
	Total		47			
Communication Skills-Total	Between Subjects	3811,917	15	254,128		
	Measurement	1778,042	2	33,017	**48,317**	**.000**
	Error	4497,958	30	149,932		
	Total		47			

According to the result of repeated measures of ANOVA, participants' total scores of communication skills were differentiated in terms of pre, post and follow up measures. When the result is examined with regard to the subscales, it is seen that it was not obtained any significant difference in participants' emotional and behavioral communication scores. On the other hand, in cognitive communication score, it was significant difference among pre, post and follow up scores (F= 6,00, p<.01). Bonferroni post hoc test revealed that the differences appear between pre and post test, between pre test and follow up scores. Means of post test (X= 57,17) and follow up (58,19) cognitive communication scores were higher than the mean of pre-test scores (X= 52,37).

In terms of Communication Skills-Total scores, the results yielded that there was significant difference among measures (F=48,317, p<.001). Bonferroni test indicated that the statistically significant differences have emerged only between pre-test (X=160,31) and follow up (X= 174,312) scores. According to these findings, although the mean of post-test total score (X= 171,75) were partially higher than the means of pre-test, this difference was not found out to be statistically significant.

Discussion, Conclusion and Suggestions

In this study the effectiveness of the counseling program has been tested which has been implemented on mothers of 12-14 years old adolescent children who get psychological assistance. The program based on the integration of both cognitive-behavioral approaches and psychoeducational format (Gross & Grady, 2002; Goddard, Myers-Walls, & Lee, 2004; McKay, Davis, & Fanning, 2009; Savaşır, Soygüt, & Kabakçı, 2003). In this respect in the program, improving strong relationships between mothers and adolescents, some application related to help mothers gain awareness, to give information about the adolescence period and adolescence psychology was taken placed. Moreover, to identify communication barriers, to develop construct interpersonal skills, to describe unhealthy negative automatic thoughts that causes communication problems, instead of these, to develop alternative healthy new thoughts and to develop conflict resolution skill were the main themes of study.

With the aim of the study, the participants' negative automatic thoughts and communication skills levels who participate in a group work which is composed of ten sessions have been tested with the pre and the post- test. Moreover after three months of the group training, follow test was also applied to examine the time effect.

The findings verify the hypothesis of the research. It was gained that the program results in reduction in the negative automatic thoughts but raise communication skills especially cognitive level of mothers. Considering the attitudes consists of emotions, cognitions and behaviors; these differences in cognitive level facilitate to prepare and conduct conditions of change over a longer period of time (Sanders & Wills, 2005). Since applied program is cognitive-based, it had created changes in cognitive structures and perceptions of participants expectedly. Similar findings gained from following test in both automatic thinking and cognitive communication skills of mothers. This might suggest that cognitive structures can be changed faster than emotional and behavior parts of the attitudes. It also evaluated that the positive changes may be permanent.

In the follow up session, evaluations regarding the group program and achievements have been made with the mothers. At the beginning of the group counseling, mothers shared about some difficulties related to communication with their children and they believed that the problems usually caused by the lack of motherhood. In addition, mothers complained that they could not take time for themselves because of too much workload. In this case, they feel more distressed and problems are even greater. After the group, in the followed time, they indicated that changes are continuing in the desired directions. Mothers thought that the changes and adaptation problems related to their developmental stage are not caused by poor parenting. They also claimed that they try to avoid making cognitive distortions such as over generalization, focusing on the negative aspects and ignoring the positive ways. Instead of these, they expressed that the problems can be solved with healthy and real alternative thinking without any distortion. As Griffith (2010) claims that adding strategies that assist parents to deal with the thoughts and emotions that may act as barriers to building warmth and closeness in the parent-adolescent relationship and to the implementation of effective parenting strategies may enhance the outcomes for existing the program. Similarly, in the study, obtained positive feedback from their children and established healthy relationships indicated that the group counseling program reaches the goal.

Results which have been obtained from this study are consistent with other researches (Balcı &Yilmaz, 2000; Jones, 2000; Kumpfer & Alvarado, 2003). By targeting changes in parenting practices such as involvement, communication skills, parental monitoring, problem solving, positive reinforcement and the establishment of clear boundaries these programs have been shown to result in positive outcomes such as reductions in child behavior problems, increases in parental confidence and effectiveness, improvements in the psychosocial health of parents and development of skills for improving parenting practices and improving parent-adolescent relationship quality (Griffith , 2010; Woolfenden, Williams, & Peat, 2007). In addition, one of the studies (Balcı &Yılmaz, 2000) showed that

group counseling is strengthening the parent-child relationship, is increasing the levels of social competence of children and affect family functions, positively. Similarly Jones (2000) found that this kind of counseling program prevents adolescents' school failure, stealing behaviors, depression and criminal behavior.

Children of mothers who make up the study sample are between 12-14 years of age. These ages corresponds to adolescence characterized by biological changes of puberty, cognitive and social changes focused on independence and identity (Keller, 2009; Steinberg, 2011b). It was known that the adolescents in this age level, with the growing enthusiasm; deal with the issues over their age levels before they are expected. However, this situation leads to problems such as intensive fear, depression, and negative self-perception since they grow to maturity without living their own changes yet to adapt themselves. In addition to adolescents, this also affects their families, and some problems and conflicts might occur with their parents (Aydın & Öztütüncü, 2004; Çuhadaroğlu, et all., 2004; Goddard, Lerner & Steinberg, 2009; Myers-Walls, & Lee, 2004; Steinberg, 2011b).

To be autonomous and responsible for his/her own life is a crucial issue for the adolescent (Santrock, 2011). One of the reasons of conflicts between parent-adolescent has been mentioned as the adolescents' endeavors during the development processes to have an autonomous life and parents' insufficiency in supplying the requirements of development in a healthy way (Finkenauer, Engels, &Baumeister, 2005; Gavazzi, 2011; Keller, 2009; Kwak, 2003). Therefore, the parents should observe their children and get information with the period in which they are going through.

Parents hold a significant place in both the solution of adolescent adjustment problems and psychological wellness. For this reason parents should develop awareness about their attitudes, behaviors and thinking styles as the first step in this process (Gavazzi, 2011). Acceptance of the parents themselves, result in accept their children as an adolescent and an individual; respect his/her identity and needs with a positive attitude unconditionally. Therefore parents can help the adolescent to accompany the development process in a healthy way.

Effective communication between parents and adolescents is the key in development process of adolescents. To understand each other, their thoughts, perceptions of individuals and information exchange is possible through effective communication. In ensuring effective communication, it is not only based on the information based on easily observable events but also it is based on effects of the inner world the parties' feelings, beliefs, values, assumptions, and ideas about the self and others that need to be addressed with regard to the information (McKay, Wood, & Brantley, 2007).

Mothers, by sharing issues, acquiring the basic information, sharing the spare time, have a dominant position in the world of adolescence. Şen (2011) examined the adolescent profile and the perceptions about their mothers and fathers. It was found that there are significant differences about sharing and perceptions with mothers and fathers throughout Turkey. And adolescents were reported that they have rather more negative perceptions about their fathers. Adolescents of both sexes tended to communicate more with mothers than with fathers over a wide range of areas. In fact, politics was the only area on which subjects talked more with fathers than mothers. Also, more self-disclosure occurred to mothers than to fathers. In western culture, the situation seems similar (Finkenauer, Engels, & Baumeister, 2005; Jones, 2000; Keller, 2009; Noller & Bagi, 1985).

Although adolescents' positive perceptions about mothers are so important, fathers should take place in such studies effectively. Training and psychological counseling in psycho-educational programs in the direction of giving fathers more responsibility which will reduce conflicts between father and adolescent must be arranged. Adolescent focused interventions may benefit from a broader focus on how parents can maintain their relationship with and influence on their children, as they transition to adolescence and beyond (Cavell, 2001).

In particular, local governments and non-governmental organizations should be more effective in achieving to reach mothers and fathers. In addition to the educational programs, parents and children should be able to share a combination of social, cultural and sporting events that will raise the types of provision of the family interaction and contribute to the share.

Teachers, as well as parents, have a crucial role to support the development of adolescents. Classroom practices and school counseling programs are also extremely important. Moreover, TV which is still the most basic tool that meets the information needs of families. At this point of human development, child rearing issues such as adolescence and communication, the right behavior patterns and information should be given with TV shows.

The study has some limitations. Sample selection for group psychological counseling program makes difficulties to generalize of the findings. In addition, some factors such as family conditions, economic status, and the number of sisters or brothers, education levels of the parents affect thought processes and communication skills. But it has not been possible to synchronize all mentioned variables.

In conclusion the findings provide some evidence for the efficacy of the program. In particular, participation in the program resulted in reductions in negative automatic thoughts, increase communication skills. Therefore it helps to decrease their parental stress, to improve realistic and healthy perceptions about adolescent feelings, thoughts and behaviors. The differences in this study show the importance of these kinds of program, again. With the development of such programs, it is important to observe that the participants will both save their psychological mental health as well as they will have healthy relationships with their children. In this sense, the new and practical studies are thought to be in the preventive, protective and developer characteristics.

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