

## Developing a Mindfulness Skill Educational Package Specific for Children with Oppositional Defiant Disorder (ODD) and Examining its Effectiveness on the Child, Parent, Teacher, and Peers Interactions

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### Abstract

**Background and Objective:** The current research was conducted to develop a mindfulness skill educational package specific for children with oppositional defiant disorder (ODD) and examining its effectiveness on the child, parent, teacher, and peers interactions.

**Method:** This research has used a mixed type method. In the conducted qualitative stage, the grounded theory method was used. To analyze the data, thematic analysis was used and the educational package was developed and validated. In the quantitative section of the research, the quasi-experimental design of heterogeneous groups was used. A total of 40 subjects were selected by convenient sampling method and they were assigned into two experimental and control groups. The instruments used in the current research included Pianetta Parent-Child Interaction Questionnaire, Student and Teacher Communication Questionnaire.

**Results:** Based on the implementation of the follow-up test, the collected data were analyzed using repeated measures test ANOVA. The results of this research suggested that the effect of mindfulness education on the variables of conflict and interaction with peers was significant. In the post-test, the scores had improved, but this effect was not maintained in the follow-up test. However, in other variables (closeness, dependency, and interaction with the teacher), the effect of mindfulness education was not significant.

**Conclusion:** The components of the mindfulness educational package (specific for ODD children) were identified using library studies and through interviewing with child psychology specialists. The review of theoretical and research showed that the role of teachers in the interaction of students and teachers is more prominent than the role of students in this interaction. Therefore, teacher's behaviors are more important in improving child and teacher interaction and should be the focus of interventions.

**Keywords:** Mindfulness education, interaction with parents, interaction with teacher and interaction with peers, oppositional defiant

## Background and Objective

Oppositional defiant disorder is one of the main childhood developmental disorders among school children and is one of the most common causes for children and adolescents visiting health centers. In fact, researchers believe that over 90% of children with middle-to-late-childhood behavioral disorders, between 6 and 12, have problems with aggression and disobedience to house and school laws, opposition to power resources, lack of attention and concentration, inaccurate and poor communication with peers, disruptive behaviors in group situations, and social conflict, and as a result, a large number of these disorders are referred to clinics<sup>1</sup>. Children and teenagers with oppositional defiant disorder may have trouble at home with parents and siblings, in school with teachers, and at work with supervisors and other authority figures. Children with ODD may struggle to make and keep friends and relationships.

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They repeatedly and actively oppose the demands of adults, and they mostly cause discomfort to others. This disorder usually occurs between 8 and 12 years of age. Children with signs of coping with disobedience are generally not well-developed in school and are weak in interpersonal relationships<sup>2</sup>. This disorder is a gradual and chronic one that almost always interacts with interpersonal relationships and educational performance. These children often do not have friendship and human relationships are not satisfactory for them. The mentioned problems reduce self-esteem, low tolerance for failure, depressive mood and tact attacks<sup>3</sup>.

In this dysfunction, the baby's stools are more than expected to refuse to adhere to the rules and behaviors of their offspring. This disorder includes a pattern of persistence of negative, hostile and haughty behaviors without the existence of social norms or rights of others<sup>4</sup>. Also, the friendship of children with behavioral disorder is often based on the attraction of people similar to themselves. The combination of early socialist behavior and communication with deviant peers is one of the most important predictors of behavioral problems during adolescence. Obedient and disobedient children reward each other when they talk with their friends about violations of rules, ploy and disobedience, and are less likely to speak of community-based and normal behaviors<sup>5</sup>.

With regard to emotional and behavioral disorders in children with coping disorder, researchers and psychologists have always tried to use various therapies to treat the symptoms of this disorder and address the problem of interpersonal interactions of these children. What has been studied in this study is the effect of educating the mind on the interpersonal interactions of this group of children. The mind of consciousness means that one can direct his attention to a particular experience in a self-regulating way. Accordingly, the deliberate adjustment of attention is the central component of mind-

consciousness<sup>6</sup>. Mindfulness is an unwitting consideration of the events<sup>7</sup>.

In mindfulness training, the individual's attention is drawn from the uninitiated to an optional focus, so that a person can avoid secondary processing of thoughts, emotions and physical sensations in dealing with different situations, and all his capacity to do better<sup>8</sup>. Mindfulness education helps the individual to pay attention to the experience of the present and not allow the past experiences to affect past feelings<sup>9</sup>.

Mainly the results of the research show that Mindfulness education can enhance the characteristics associated with Mindfulness such as self-love, anxiety and life satisfaction<sup>10</sup>. Hoath & Sanders have shown that the minds of individuals help to modify automatic negative behaviors and regulate positive health behaviors and reduce anxiety<sup>11</sup>. Positive outcomes The use of conscious mind exercises can be developed by applying measures. For children, one of these measures can be training exercises for parents. Concerning the education of children's mindfulness, especially children with behavioral problems, it has been stressed that parents are also trained to continue their home-based exercises<sup>12</sup>. In addition to helping parents do their children's exercises, the results of the research indicate a positive effect of these training on increasing positive emotions and reducing the aggression of parents of children with behavioral problems<sup>13</sup>.

Mental education is a matter of concern to parents in this regard. Families of children with behavioral problems have some inconsistencies in interpersonal relationships. Research results show that parent-child interaction in children has poor and maladaptive behavioral problems<sup>14</sup>. The families of these children also have low family ties, poor communication and little freedom, and their parents participate in social activities for a variety of reasons, including parental conflicts and lack of sufficient time in social

activities<sup>15</sup>. This is while the family is the first social environment in which the child enters it. In this environment, all members affect each other and play a significant role in increasing or reducing each other's problems. One of the most important elements of the family is communication within the family. In general, any kind of relationship between parents with children is effective on the dimensions of the personality, skills and abilities of the children. Having a human and healthy relationship with the child and adolescent is the most crucial and effective factor in the success of the education of children. A healthy and successful human relationship is a relationship that creates the desired changes in one person<sup>16</sup>. Therefore, it is essential to emphasize the education of their parents in the development of a package of Mindfulness Education for Children with Conflict Disobedience. Therefore, the present study seeks to investigate two main aspects: 1. What is the component of the Mindfulness Awareness Training Package for children with coping disorder? 2. What impact do the teachings have on children and their parents on the interactions of the child with parents, teachers and peer groups?

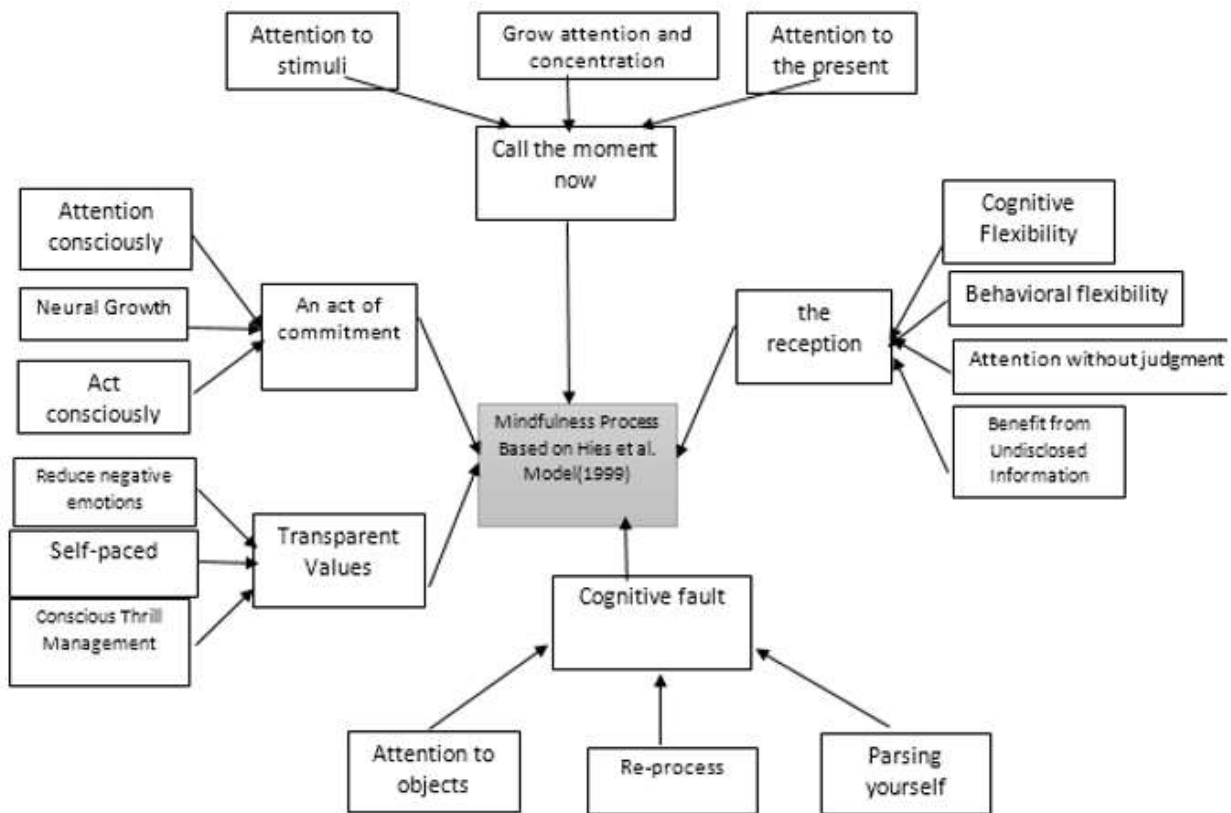
## Methods

The research method in this study is a mixed research method, because both qualitative and quantitative methods for collecting data are used. The present study was implemented in two separate processes.

In the qualitative section, the researcher has studied the separate sources of children with plague and disobedience, as well as mindfulness education. Thematic analysis method has been used. In order to identify and extract the components of mind awareness, inductive analysis and the content network method are also used. In general, the content analysis process in this research includes the following steps:

- A. Analysis of the text (initial writing and ideas)
- B- Create and encode primary codes
- C) Searching and recognizing the content
- D-Explaining and Interpreting (Drawing the Content Network, Content Analysis, Content)
- Combine and integrate and compile reports

In order to develop a Mindfulness Education for ODD children and adolescents, internal and external research in this regard and global experiences in mindfulness education were studied. Based on the content, the content network was designed and the training package was prepared accordingly (Figure 1).



**Figure 1.** Content network method

After completing the first stage of the research, the Mindfulness Awareness Training Package has been implemented among the sample population. The briefings for these meetings and the objectives of each session are summarized in the results.

After providing the educational package, this package was provided to five psychologists and therapists of the child who were educated in the field of ODD children and instructors of Yoga and Mindfulness education to assess its validity. In the present study, CVR coefficient for all headings is between 0.67 and 0.81.

In the second stage, the research was conducted to evaluate the effectiveness of training through quasi-experimental method of heterogeneous groups with pre-test, post-test and follow-up tests. In the quantitative part of the study, the statistical population included all children of coping disobedience in the age range of 11 to 14 years old in Isfahan who referred to a specialist in education or health

care centers. Sample subjects to investigate the effectiveness of the experimental practice among the referrals to the psychological counseling and counseling centers of Isfahan who were diagnosed by a psychologist and according to the DSM-5 coping behavior symptoms check list and the parental form of the questionnaire (CSI-4) with this disorder Were identified by available sampling method. This number consists of 40 children, 20 of them were mentally educated, and 20 children whose families did not want to participate in mindfulness training sessions and did not use other treatments were placed in the control group. Choosing from this group is to ensure that the customers are motivated to continue the meetings and prevent sample loss. Therefore, the sampling method in this part of the research is non-random and available in a way.

The criteria for entering the research in this section include:

- Contraception disorder to counseling
- Being aged 11 to 14 years.
- Lack of physical problems such as disability (hearing problems, vision, movement, etc.)
- Do not take medications that reduce your child's consciousness
- Obtaining less than average grades in dependent variables (interaction with peers, parents and teachers)

#### *Data gathering tool in quantitative research part*

In this part of the research, tools used include two parts of the diagnostic tool and the main tool:

Diagnostic tool:

##### 1. DSM-5 ODD Disorder Symptoms Check List

This list has been designed and developed to diagnose childhood psychiatric disorders based on the Diagnosis of Mental Disorders (DSM-5). This list includes an examination of behaviors related to angry mood, irritability, nemesis, loss of composure, and so on.

##### *Parent form of children's symptom questionnaire (CSI-4)*

In this study, the Parent's Questionnaire for Pediatric Symptoms Questionnaire (CSI-4) was used.

The questionnaire consists of 110 questions, with 26 initial questions related to the clinical symptoms of ODD children. These questions include over-kinetic markers, precision disturbances, over-disturbance, and precision (composite) and anti-obesity countermeasures. This questionnaire was standardized by the Ghahani attorney in 2011 in Iran. The value of the coefficient of validity is obtained by the internal coordination method for the parent form 0.94. In this research, the amount of alpha coefficient for hyperactivity-impulsive, neglect, and obesity-non-active components was 0.82, 0.85 and 0.83, respectively.

#### *Main tools*

##### 1- Child-Piano Interaction

In order to investigate the relationship between parent and child, the parent-child relationship paired questionnaire was used. This scale was created by Pianta for the first time in 1994 and contains 33 articles. This scale includes controversial areas (17 items), proximity (10 items), and affiliation (6 items). Alpha Cronbach coefficients for each of the domains are 0.84, 0.69 and 0.46, respectively. The scoring of this questionnaire in the form of a five-point Likert scale (from grade 1: certainly does not apply to 5: it certainly applies)<sup>17</sup>.

##### 2- Children's Scale in Teacher Interaction (IT-SR)

In this research, the relationship between student and teacher relationship between (18) has been used. The revised version of this questionnaire consists of 17 questions which includes three subscales of communication, trust and alienation.

The number of questions is as follows:

Relationship: Questions 4 - 8 - 9 -10- 11-12- 15-17

Trust: Questions 1- 2- 3- 7-13

Alienation: Questions 5-6-14-16

In (19) have standardized this questionnaire in Iranian sample. The results indicate that the instrument is reliable and reliable. The alpha coefficient for the total score of the questionnaire is 0.71. Alpha coefficients in the subscales of the relationship, trust and alienation are 0.65, 0.78 and 0.61, respectively. The RMSEA index is 0.09. Other fitness indicators also indicate that the model is desirable.

##### 3) Peer Relationship Index (PRI) Interview Questionnaire)

PRI by Walter Debbie. Hudson was made in 1997, consisting of 25 grades that are used to measure relationships with peers.

The score for the questionnaire is a 7-point Likert spectrum for "never", "very rarely", "quantitative", "sometimes", "often", "almost always" and "always" options, respectively. Scores 1, 2, 3, 4, 5, 6, and 7 are considered.

This questionnaire has been used in various

domestic research. The alpha coefficients obtained for this tool have been obtained from 0.86 to 0.94<sup>18</sup>.

In the quantitative section, the research hypotheses were reviewed. Since the present research is quasi-experimental with heterogeneous groups with a pre-test and follow-up test, the best statistical method for data analysis is the factorized design with repeated measurements. In addition to examining the assumptions of repeated measure variance analysis, Kolmogorov-

Smirnov tests, box test, and spherical crochets tests have been used.

## Results

In order to investigate the presuppositions of repeated measurement variance analysis, the Levene and M-box tests were used to examine the homogeneity of covariance matrix and machined crochet to examine the variance of all variance-covariance matrix combinations in the studied groups (Table 1).

**Table 1.** Repeated measurement test

Variable	M	F	SD
Conflict	9.00	1.22	0.29
Proximity	6.10	0.83	0.54
Affiliation	8.13	1.10	0.35
Interacting with the teacher	2.86	0.39	0.88
Interacting with peers	8.62	2.13	0.07

The F value obtained in the box test in all variables is not significant at the  $P \leq 0.05$  level. Therefore, the covariance matrix of all variables is homogeneous in two groups.

The xi value obtained in the machined crochet test in all variables, except for interaction with the teacher, is significant at the level of  $P \leq 0.05$  (proximity and dependence) and at the level of  $P \leq 0.01$  (conflict and interaction with peers). Therefore, the variance of all the variance-variance-covariance combinations of these variables in the studied groups is not the same. As violation of sphericity is when the variances of the differences between all combinations of related groups are not equal. Sphericity can be likened to homogeneity of variances for the interaction variable with the teacher.

Investigating the values of F for the difference in meanings in different tests indicates that this index is significant in conflict and peer interaction variables at the level of  $P \leq 0.01$ . Therefore, there is a significant difference between the scores of conflict and interaction with peers in the three tests. But in the variables of proximity, dependence and interaction with the teacher is not meaningful. The F value obtained from the differences in meanings in the two groups in conflict variables and peer interaction is significant at the level of  $P \leq 0.01$ . Therefore, there is a significant difference between the scores of conflict and interaction with peers in the two groups. But in the variables of proximity, dependence and interaction with the teacher is not meaningful (Table 2).

**Table 2.** Analysis of factor analysis of variance with repeated measurements in the study of the effect of mindfulness education on dependent variables

test	Sig	Sum of squares	Least squares	F	Sig	Eta
Conflict	Test	823.23	664.27	19.42	0.00001	0.51
	Education	1926.66	1626.66	15.30	0.0001	0.45
	Total	1180.63	952.26	27.86	0.00001	0.60

test	Sig	Sum of squares	Least squares	F	Sig	Eta
Proximity	Test	36.55	24.16	4.06	0.03	0.18
	Education	1.35	1.35	0.01	0.89	-
	Total	4.90	3.23	0.54	0.53	-
Affiliation	Test	2013	13.69	3.24	0.06	-
	Education	16.01	16.01	0.38	0.54	-
	Total	13.33	9.06	2.14	0.14	-
Interacting with the teacher	Test	37.30	18.65	2.54	0.09	-
	Education	2.81	2.81	0.30	0.85	-
	Total	59.23	29.61	4.03	0.02	-
Interacting with peers	Test	2196.013	1858.53	46.88	0.0001	0.72
	Education	5060.01	5060.01	19.76	0.00001	0.52
	Total	2272.13	1923.84	48.51	0.00001	0.72

## Discussion

The purpose of this study was to develop a special mental awareness training package for children with conductive disorder and to investigate the effectiveness of interaction with parents, peers and teachers. The results show that there is a significant effect on mind-awareness training in the conflicts with parents and interaction with peers. In the post-test, the score improvement has been observed, but this effect has not been maintained and sustained in the follow-up test. But in other variables (proximity, dependency, and interaction with the teacher), the effect of mindfulness education was not significant.

In the present study, the reduction of concentration and disobedience behaviors is consistent with the results of research of Edrissi et al<sup>19</sup>. In research of Hautmann et al showed that increased mind-awareness leads to the learning of new behavioral strategies, such as focusing attention, preventing intellectual rumors, and spreading new thoughts and reducing unpleasant excitement<sup>20</sup>.

In (21) believe that mindfulness allows the child to respond to thinking and reflection instead of responding to unpardonable events<sup>21</sup>. The researcher's view is that through self-awareness exercises, self-awareness and self-acceptance can be increased in children with a disorderly disorder of coping. And with

the help of mindfulness, the disobedient child will be aware of daily activities and the automatic functioning of the mind in the past and future worlds and control them through instantaneous awareness of thoughts, feelings and emotions<sup>22</sup>.

The current research is in line with the research of, which calls the mind of consciousness to focus on the individual in a particular and focused way, in the present and without judgment. From the perspective of the researcher, according to the research of the cabinet, the child learns to be aware at any moment of his mental state and concentrates his attention on his various mental ways, thus, from the thoughts and feelings of the body, one can draw impacted behaviors in interpersonal relationships (Peer-teacher-parents).

This research is in line with the research by Scott that they present parenting programmes as one of the best researched treatments for childhood psychiatric problems. Because during mind-awareness training, attention is drawn from unwanted thoughts to an optional focus<sup>23</sup>. A person is able to avoid secondary processing of thoughts, emotions and body sensations that are raised during the confrontation with the problem, and will use all his psychological and cognitive capacity to perform a better assignment.

The study of Tyson et al, is in line with researcher research that emphasizes the idea that mindfulness education may help reduce

the impact of past experience on present experience<sup>24</sup>. The mind of consciousness reduces the impact of past experience on interpretation and practice in the present. Therefore, by educating mindfulness, it would be possible to improve the structures of the life of children with opposed disobedience.

As a result, according to Kabat Zayn, which refers to the mind of consciousness in the sense of paying attention in a particular way, focuses on the goal, in the present and without judgment, and considering that in the minds of the individual learns that At any moment, he is mentally conscious and concentrates his attention in his various mental ways. Therefore, using this method, non-accidental, instantaneous knowledge of internal and external experiences such as thoughts and body feelings can prevent technical behaviors in interpersonal relationships.

Other researches have identified the effectiveness of educational intervention for parents, including the teaching of social learning principles, behavioral modification methods, effective parenting behavior, parenting practices, and the necessary skills for managing and managing children in reducing the symptoms of coping disordered disorder Have given it.

As a result of the above, it is obvious that in order to improve parent-child interaction, one can not focus solely on the treatment of children with disobedience, regardless of the parent's problems. Today, family-centered interventions are targeted at therapists in order to modify the family of elements and elements of the family.

Regarding the lack of influence of the mind on interaction with the teacher, one should point out the power of each element of the school in the interaction of students and teachers.

According to Hoath & Sanders motivational model, the best predictor of student behavior is their self-assessment, which is itself a function of the psychological needs satisfied by students in school. Therefore, teachers can have an important impact on student behavior

through satisfying or opposing them. According to this model, the power of certain teacher behaviors results from the usefulness of meeting the basic needs of students. According to Self-Determination, these needs include the need for competence, autonomy, and belonging to others. As a result, the behavioral dimensions of the teacher who derives from these three needs have a significant impact on the self-assessment of children and their behaviors.

## Conclusion

Based on these findings, it can be explained from several perspectives. First, the lack of emotional and cognitive self-regulation skills is one of the important needs that affects the behavior of children with coping disorder and teaches these skills to identify their impulsive behaviors They can control their anger and recognize all their excitements and how they can control their control. In other words, ODD children with low emotional control have a positive relationship with the children and with high self-control copyrighted disobedience. In this regard, the relationship between emotional control education through mind-consciousness that improves emotional control and decision-making behaviors is consistent. Meditation and mindfulness exercises lead to increased self-awareness and self-acceptance in patients. With the help of mindfulness, one becomes aware of day-to-day activities and the automatic functioning of the mind in the past and future worlds and controls them through instantaneous consciousness of thoughts, emotions and physical states. Mindfulness education can lead to resilience and resilience can be the key to success in interpersonal relationships.

In the three components of interaction with parents, mindfulness awareness has only a significant effect on the conflict component with parents. The reason for the success of mindfulness in reducing conflict is that the mind helps clients to understand that negative



emotions may occur, but these are not permanent and permanent personality. It also allows the individual to respond to thinking and reflection instead of responding incidentally and unthankfully. Increasing mindfulness leads to learning new behavioral strategies such as; Focus on attention, preventing rumination and tendency to disturbing responses, as well as spreading new thoughts and reducing unpleasant excitement. Parent-child interaction is a complex and multidimensional phenomenon and is interacting with several key factors such as parent's attitude and acceptance, behavior management and control, sense of social competence and restraint, parental knowledge and skills, self-confidence and good thinking Parents form the child in the upbringing of the child and create an environment with the least conflict, the quality of the parent-child relationship and the mother's emotional care of the child. In fact, the quality of parent-child interaction emphasizes the way communication with children and attitudes toward children and the emotional atmosphere created by parents is emphasized. On the other hand, the anger of the parents towards the child provokes a confrontational attitude toward him. Disobedience often shows the child's desire to control the elderly. The irrational application of the child in this case is resisting the elders at all costs and he believes that control is achieved only through resistance. Anger and anger in parents and children become more intense when both sides feel they can not tolerate failure. When family members can not control their anger and anger, they are in a position to unintentionally add to the amount of plague and opposition in the child and adolescent, leading to a faulty cycle of behavior. In this case, the parents are called in the "throat" and it is difficult for them to get out of this deadlock. Falling in this trap has two modes. One is when parents insist and insist on their desires and insights, and the other is when their child insists on their desires with anger.

Many researchers have found that parents 'anxiety affects parents' punitive methods so that they directly increase their child's negative behaviors. These results led to the relationship between parents and the child at the Children's Pathology Center, because inappropriate parenting interactions can create or exacerbate behavioral disorders in children and adolescents.

The school environment can be the next important factor in protecting vulnerable children and creating an environment that potentially brings about resilience and positive behaviors. Improving children's interaction with teachers is largely dependent on teachers' behaviors and the school-class atmosphere.

When teachers spend their time with children or enjoying and expressing them with them, in children, feelings of belonging to the teacher are called "conflict". Clashes have been the focus of many social studies, especially in attachment theories.

The review of theoretical and research literature shows that the role of teachers in the interaction of students and teachers is more prominent than the role of students in this interaction. Therefore, teacher's behaviors are more important in improving child and teacher interaction and should be the focus of interventions.

### Competing Interests

The authors declare no competing interests.

### Authors' Contributions

The authors contributed equally to the writing of the article

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