



Communicative Components of Satir Theory on High-Risk Behaviors in Girls

Elham Rezania^{*1}, Parviz Karimi Sani²

1. Department of Family Counseling, Islamic Azad University, Shabestar Branch, Iran.

2. Assistant Professor of Family Counseling, Islamic Azad University, Shabestar Branch, Iran.

A B S T R A C T

The aim of this study was to investigate the effectiveness of teaching the communicative components of satir theory on reducing high-risk behaviors of high school girls. The research method was quasi-experimental and a pretest-post-test design with a control group was used. The statistical population of the study consisted of all female high school students in the academic year of 1998-1999. The sample consisted of 30 students who were selected by screening and available sampling method and after matching in two groups of 15 experimental and control. Satir's communicative approach was taught to the experimental group twice in 7 sessions of 7 minutes per week in 7 sessions, while the control group did not receive any training. The research instruments were two Iranian Adolescent Risk Questionnaires (IARS) and the Minnesota Multidimensional Questionnaire (MMPI) which were completed by students in both groups in the pre-test and post-test. Analysis of covariance was used to analyze the results. The results showed that there was a significant difference between the mean scores of propensity for high-risk behaviors, propensity to use drugs and propensity for unsafe sexual behavior of students in the experimental group and the control group in the post-training phase ($p < 0.01$). Also, there is no significant difference between the mean scores of tendency to violence, tendency to smoke, tendency to dangerous driving, tendency to drink alcohol and tendency to friendship with the opposite sex of students in the trained group and the control group after training ($p > 0.01$). Therefore, it can be concluded that the training of satir communication skills in students of the trained group had a greater effect on reducing the tendency to high-risk behaviors, drug use and insecure sexual behavior than the control group and had an effect on reducing the tendency to violence and smoking. It did not have a tendency to drive carelessly and dangerously, a tendency to drink alcohol and a tendency to be friends with the opposite sex.

Keywords: High Risk Behaviors, Satire Theory, Communication Skills.

INTRODUCTION

Adolescence is one of the most sensitive stages of life in the growth and development of physical, mental and social health (Orben, Tomova, & Blakemore, 2020; Viner et al., 2012). Although this period of transition from childhood to adulthood was well spent for many adolescents in the past, but due to the rapid technological, cultural and social changes in today's societies, this period for some adolescents accompanies with many physical, mental and social problems it was laid the foundation for many high-risk behaviors and social harms (Casale, Boyes, Pantelic, Toska, & Cluver, 2019; Ralph, 2018; Whitcomb & Merrell, 2013). This period is one of the most important periods in building and establishing a person's personality, it is also a challenging period for self-reliance, self-control, independence, accepting new responsibilities, selection, and decision-making and planning for health and education.

*. Corresponding Author: elhamrezania9@gmail.com

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Adolescence is a period of large and rapid changes in emotion, physiology, behavior, cognition, and social relationships that can be considered the source of crisis and turmoil and a complete storm of opportunities for risk-taking and high-risk behavior (Dehghani, Rostami, & Aslani, 2017; Ko, Yen, Chen, Yeh, & Yen, 2009). Adolescence is a sensitive age in creating and developing coping behaviors and responding to environmental needs. This period is associated with a host of unhealthy problems due to rapid physical, psychological and social changes. Many health risk factors and high-risk behaviors are initiated by adolescents at this age (Garrido, Weiler, & Taussig, 2018; Hale, Fitzgerald-Yau, & Viner, 2014). High-risk behaviors are behaviors that endanger the physical, psychological and social health and well-being of people in society. These behaviors are divided into two groups: The first group are behaviors that endanger one's health and well-being, such as drug use, alcohol, smoking and unsafe sexual behaviors. The second group is behaviors that threaten the health and well-being of others, such as theft, aggression and violence, running away from school and running away from home (Carlotta et al., 2015). The main causes of death and disease, both in industrialized and developing countries, go back to a relatively limited number of high-risk behaviors, which mainly begin in adolescence and youth (Beier, Rosenfeld, Spitalny, Zansky, & Bontempo, 2000). Various reasons have been reported for the tendency to risky behaviors. These causes can be due to family relationships and parenting practices, including instability of parental behavior, lack of psychological support and lack of attention from parents (Alimoradi, 2017; Fulkerson et al., 2006), defective learning experiences in terms of compliance with rules and ethical values (Carlo and Et al.), Psychological factors such as below-average intelligence as well as problem-oriented metacognitive beliefs about self-such as imbalance between positive and negative dimensions and distorted self-awareness and self-concept (Duel, Steinberg-Epstein, Hill, & Lerner, 2003).

Satir (1987), found that in the family system, the element of communication is very decisive. Growing families have learned how to communicate and send messages well and therefore have healthy patterns; vivacity, affection, value for one another, soothing silences and not silences due to fear and caution, wit, flexibility and parenting with the characteristics of a friend and not with the characteristics of a master are the characteristics of such families, while in families where communication It is invisible, sluggish bodies, bent and bent, biting and sarcastic jokes, indirect and vague communication and dry rules, prevail (Sassni, Aghdam, Pouyamanesh, & Majd, 2020; Shahbazi & Ali, 2018). Considering that Satir's approach is an educational approach that, while teaching consistent communication patterns, also affects emotions, feelings, perceptions, expectations, desires and needs and pays attention to the basic family, It can be concluded that providing new learning opportunities has increased this style in individuals. A prominent feature of Satir's approach is paying attention to the role of feeling and emotion in interpersonal relationships (Kiani, Khakdal, Ghamari, & Jamshidian, 2018). The communication approach of Satir has been approved many times, the reason for which can be found in the content of the programs of this approach. Satir, in addition to consistent communication patterns, affects emotions, feelings, expectations, desires and needs and causes people to change destructive and inefficient ways of dealing with their conflict and use more effective methods.

METHODOLOGY

The statistical population of this study includes all female high school students in Fooladshahr (Iran) in the academic year of 1998-99 in 12 girls' high schools numbering 1952 people. Among all the high schools in Fooladshahr (Iran), it is selected due to the availability to one of them, and the students of that school were asked to complete a high-risk behaviors questionnaire. Then 30 people who scored above 45 (tendency to more risky behaviors) are selected by screening and available sampling method and randomly and after matching in two groups of 15 experimental and control. Criteria for selecting people:

- Being 13 to 18 years old
- Obtaining a score higher than 45 (tendency to more risky behaviors) from the Iranian Adolescent Risk Questionnaire (IARS)
- The individual's desire to participate in research

All research information and data were collected through data collection method both in library and field by conducting self-report questionnaires on research participants. Two Iranian Adolescent Risk Questionnaires (IARS) and the Minnesota Multidimensional Questionnaire (MMPI) were used for this purpose and also the communication skills of Satir theory were taught to the students according to the following procedure.

Iranian Adolescent Risk-taking questionnaire (IARS): To assess risk-taking, the Iranian Adolescents Risk Component (IARS) was used. In this component, 38 statements in seven components are used to assess adolescents' vulnerability to high-risk behaviors such as dangerous driving, violence, smoking, drug use, alcohol consumption, unsafe sexual intercourse and behavior, and the opposite sex. Respondents agreed or disagreed with these statements in a component of 5 Likert options from strongly agree (= 5) to strongly disagree (= 1). The validity of the Iranian adolescent risk component (IARS) was examined by internal consistency method with the help of Cronbach's alpha and its construct validity using heuristic factor analysis and principal component analysis method. The Kiers-Meyer-Olkin (KMO) sampling adequacy test for this component was 0.949 and was at a very desirable and satisfactory level, and the Bartlett sphericity test was statistically significant. Also, the credibility of IARS and its components was at an appropriate level; Thus, Cronbach's alpha was obtained of the general component 0.938, smoking 0.931, drug use 0.906, alcohol consumption 0.907, sexual intercourse and behavior 0.856 and heterosexual orientation 0.809. In the present study, Cronbach's alpha method was used to calculate the reliability and the reliability coefficient was 0.91, which was at a desirable and satisfactory level.

Teaching communication skills of Satir theory: The contents of these meetings and trainings based on Satir's communication approach were prepared by using "Man-Making in Family Psychology" and Dr. Ghaderi's dissertation (2008) and were approved by experts. The goal of satire therapy is to increase the growth and care and unify the growth of each member of the family or the integrity and health of the family system. In his view, the treatment process should be commensurate with the treatment goals, meaning that family work is a facilitative and effective communication process, and self-esteem is the rationale. Satir points out that the

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more successful the treatment, the level of anxiety decreases significantly and the family learns how to see changes as an expected part of family life. In this study, Satir's communication approach is taught in 7 sessions, each 120-minute session twice a week.

In this study, one of all girls' high schools in Fooladshahr was selected due to its availability, and the students of that school were asked to complete a high-risk behaviors questionnaire. Then 30 students who scored higher than 45 (tendency to more risky behaviors) were selected by in available sampling method. They were then randomly placed into two groups of experimental and control and, in the pre-test stages, all 30 respond to the Iranian Adolescent Risk Questionnaire (IARS) and the Minnesota Multidimensional Questionnaire (MMPI). The 15-member experimental group is exposed to Satir theory communication skills' training twice a week for 7 sessions of 2 hours, but no intervention is applied to the 15-member control group. At the end of the project, subjects from both groups will be retested.

RESULTS

An descriptive analysis, tables of central indices and dispersion including mean, standard deviation were used to describe the data and for inferential statistics, the data were analyzed by analysis of covariance analysis (ANCOVA).

Table 1. Results of covariance test to determine the effect of steering skills training on high-risk behavioral variables General and its seven sub-components for students

General high-risk behaviors	Statistical index	Sum squares	Mean squares	F	Sig.	Effect size
Violence	Before training	6207.603	6207.603	148.429	000.0	0.846
	group	505.380	505.380	12.084	* 000.0	0.309
smoking	Before training	231.305	231.305	144.025	000.0	0.842
	group	4.392	4.392	2.734	110.0	0.092
Dangerous driving	Before training	233.889	233.889	67.677	000.0	0.715
	group	0.396	0.396	0.115	738.0	0.004
alcohol consumption	Before training	536.639	536.639	90.997	000.0	0.771
	group	14/442	14.442	2.449	129.0	0.083
drug use	Before training	268.710	268.710	153.853	000.0	0.851
	group	8.416	8.416	4.818	037.0	0.151
Unsafe sexual relationship and behavior	Before training	385.186	385.186	134.227	000.0	0.833
	group	62.250	62.250	21.693	* 000.0	0.446
Tendency and friendship with the opposite sex	Before training	76.054	76.054	44/954	000.0	0.625
	group	13.486	13.486	7/971	* 009.0	0.228
General high-risk behaviors	Before training	220.576	220.576	306/601	000.0	0.919
	group	0.142	0.142	0/197	0.661	0.007

CONCLUSION

General high-risk behaviors: Based on the findings in Table 1, it can be seen that there is a significant difference between the adjusted means of the scores of general high-risk behaviors of students in terms of membership in the trained group and the control group in the post-training stage ($p \leq 0.01$). Therefore, the second research hypothesis for the main component of

general high-risk behaviors has been confirmed. This means that the training of Satir communication skills in the students of the trained group had a greater effect on reducing their overall high-risk behaviors than the control group. The magnitude of this effect was 0.309; That is, 30.9% of the total variance or individual differences of students' overall high-risk behaviors were related to the training of communication skills and reduced students' overall high-risk behaviors.

Tendency to violence: Based on the findings in Table 1, it can be seen that there is no significant difference between the adjusted means of students' tendencies to violence in terms of membership in the trained group and the control group in the post-training stage ($p > "0.01"$). Therefore, this hypothesis has not been confirmed. This means that the training of satir communication skills in the students of the trained group did not have a greater effect on reducing their tendency to violence than the control group.

Tendency to smoke: Based on the findings obtained in Table 1, it can be seen that there is no significant difference between the adjusted means of students' smoking tendency scores in terms of membership in the trained group and the control group in the post-training stage ($p > "0.01"$). Therefore, this hypothesis has not been confirmed. This means that the training of Satir communication skills in the students of the trained group did not have a greater effect on reducing their tendency to smoke than the control group.

Dangerous driving tendencies: Based on the findings in Table 1, it can be seen that there is no significant difference between the adjusted means of dangerous driving tendency scores of students in terms of membership in the trained group and the control group in the post-training stage ($p > "0.01"$). Therefore, this hypothesis has not been confirmed. This means that the training of satir communication skills in the students of the trained group did not have a greater effect on reducing their tendency to dangerous driving than the control group.

Tendency to consume alcohol: Based on the findings obtained in Table 1, it is observed that there is no significant difference between the adjusted means of students' tendency to use alcohol in terms of membership in the trained group and the control group in the post-training stage ($p > 0.01$). Therefore, this hypothesis has not been confirmed. This means that the training of Satir communication skills in the students of the trained group did not have a greater effect on reducing their tendency to consume alcohol than the control group.

Tendency to use drugs: Based on the findings obtained in Table 1, it can be seen that there is a significant difference between the adjusted means of students' tendency to use drugs in terms of membership in the trained group and the control group in the post-training stage. Therefore, this hypothesis has been confirmed. This means that the training of satir communication skills in the students of the trained group had a greater effect on reducing their tendency to use drugs than the control group. The magnitude of this effect was 0.446; That is, 44.6% of the total variance or individual differences in students' tendency to use drugs was related to the training of communication skills and reduced the tendency of students to use drugs.

Tendency to unsafe sexual behavior: The results of Table 1 show that there is a significant difference between the mean scores of students' high-risk behaviors in terms of membership in the trained group and the control group in the post-training stage ($p < 0.01$); This means that the training of Satir communication skills in the students of the trained group had a greater effect on reducing their high-risk behaviors than the control group. It can also be seen from Figure 4-11 that the mean scores of high-risk behaviors in the trained group are lower after training than before training, and also the mean scores of high-risk behaviors in the control group after training are almost equal to before training. In order to explain the possible results, it should be said that many students resort to behaviors such as dangerous and unsafe driving, unprotected sexual behaviors, drinking alcohol and substance abuse to avoid the reality that is unpleasant for them, so people who do not have the necessary skills to cope With their emotional experiences, they are more likely to engage in risky behaviors when they want to manage their negative emotions. In fact, doing high-risk behaviors is used as a mechanism to suppress negative emotions. In this regard, Satir communication skills training program can reduce the risk of high-risk behaviors in students by increasing the ability to control negative emotions. Satir communication skills' training also encourages students to treat their self-assessments as simple thoughts and they are taught to correct their negative evaluations. Also, teaching communication skills in schools encourages students to fully accept their thoughts, feelings, emotions, and impulses and to set valuable goals for themselves; Therefore, pursuing valuable goals in life and committed action to achieve these goals leads to a reduction in high-risk behaviors in students.

By teaching communication skills to people, relationships can be improved and conflicts can be reduced. The communication approach of Satir has been approved many times, the reason for which can be found in the content of the programs of this approach. While teaching consistent communication patterns, Satir influences emotions, expectations, desires, and needs, causing people to change destructive and inefficient ways of dealing with their conflict and to use more effective ways. Therefore, this program helps students to evaluate their behavior and see if this behavior is useful and useful for them or not, and to create a realistic program to perform better behaviors, which can play a role in moderating the onset of high-risk behaviors in students. Have; Therefore, training in communication skills programs can play an important role in initiating high-risk behaviors.

Tendency to use drugs and unsafe sexual behavior: Based on the findings in Table 1, it can be seen that there is a significant difference between the mean scores of drug use tendency and insecure sexual behavior of students in terms of membership in the trained group and the control group in the post-training stage ($p \leq "0.01"$). This means that the training of satir communication skills in the students of the trained group compared to the control group had an effect on reducing their tendency to use drugs and their unsafe sexual behavior. This study is based on the findings of Fisher et al. (1991), Pop et al. (2010) and Lane et al. (2011) who showed that lack of communication skills training and inappropriate attitudes towards students increase risky behaviors such as substance use and Insecure sexual activity with sexual partners is compatible.

In explaining the possible results obtained in reducing the tendency to use drugs, it should be said that the failure of treatment of addicts and the high statistics of addiction led

some researchers to consider addiction as a chronic and periodic disorder. Training in communication skills promotes skills training and creates a sense of mastery and empowerment in people, which is effective in increasing the motivation to use drugs less and avoid high-risk behaviors. There are several factors influencing the etiology of substance abuse that interact with each other leading to the onset of drug use, and in the meantime, some personality traits increase the risk of substance abuse and relapse. Low self-esteem, lack of social and adaptive skills, use of immature methods to deal with life stress and lack of awareness of the dangers and harms of drugs to the body, soul, mind, etc. are among these dangerous characteristics.

Also, in explaining the decrease in the tendency to unsafe sexual behavior, it can be said that because people who do not have the necessary skills to cope with their emotional experiences, they are more likely to engage in high-risk behaviors when they want to manage their negative emotions. Considering that high-risk behaviors, especially the tendency to unsafe sexual behavior, arise from all components of physiology, cognition and behavior, comprehensive cognitive-behavioral therapy can have a high effectiveness on it. Expressing emotions includes showing emotions with words and transferring inner feelings to the other side. Satir communication skills training facilitates direct dialogue between people and encourages them to act consistently in their messages and to unconditionally match their emotions with their physical condition.

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