

Brief Counseling for Perceived Parental Neglect: a Single-Case Experimental Study

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ABSTRACT: *Parental neglect is a form of child abuse that can cause emotional distress and disrupt a child's psychosocial development, particularly during preadolescence when the need for acceptance, involvement, and autonomy begins to increase. This study aims to analyze the effectiveness of Brief Counseling in reducing emotional distress and increasing perceptions of parental acceptance in preadolescent children experiencing indications of parental neglect. The study used a quantitative experimental approach with a single case design type AB. The subject of the study was a preadolescent child who showed indicators of parental neglect. Data were collected through interviews, observations, and repeated measurements of the level of emotional distress and perceptions of parental acceptance at each counseling session. Data analysis was conducted using visual analysis of changes in levels, trends, and stability of data in the baseline (before intervention) and intervention phases. The results showed that emotional distress remained high and relatively stable before the intervention was administered, then decreased consistently after the intervention was administered. Perceptions of parental acceptance also increased during the intervention phase compared to the baseline phase. In addition, changes in data patterns indicate a functional relationship between the implementation of Brief Counseling and improvements in children's emotional conditions and relational perceptions, which is in line with the explanation of Parental Acceptance-Rejection Theory (PARTheory). This study concludes that Brief Counseling has the potential to be an effective intervention for helping preadolescents experiencing perceived parental neglect and suggests that SCED is a useful approach for evaluating the effectiveness of practice-based counseling interventions. However, these findings are limited by the involvement of only one participant and the short duration of the intervention. Therefore, future research should utilize a more robust SCED design, involve more participants, and conduct follow-up measurements to improve the validity and generalizability of the findings.*

Parental neglect merupakan salah satu bentuk penganiayaan anak yang dapat menimbulkan tekanan emosional dan mengganggu perkembangan psikososial anak, khususnya pada masa praremaja ketika kebutuhan akan penerimaan, keterlibatan, dan otonomi mulai meningkat. Penelitian ini bertujuan menganalisis efektivitas *Brief Counseling* dalam menurunkan tekanan emosional dan meningkatkan persepsi penerimaan orang tua pada anak praremaja yang mengalami indikasi *parental neglect*. Penelitian menggunakan pendekatan kuantitatif eksperimen dengan *single case design* tipe AB. Subjek penelitian adalah seorang anak praremaja yang menunjukkan indikator *parental neglect*. Data dikumpulkan melalui wawancara, observasi, dan pengukuran berulang terhadap tingkat tekanan emosional serta persepsi

penerimaan orang tua pada setiap sesi konseling. Analisis data dilakukan menggunakan analisis visual terhadap perubahan level, tren, dan stabilitas data pada fase baseline (sebelum intervensi) dan intervensi. Hasil penelitian menunjukkan bahwa tekanan emosional tetap tinggi dan relatif stabil selama intervensi belum diberikan, kemudian menurun secara konsisten setelah intervensi diberikan. Persepsi penerimaan orang tua juga meningkat selama fase intervensi dibandingkan fase baseline. Selain itu, perubahan pola data mengindikasikan adanya hubungan fungsional antara pelaksanaan Brief Counseling dan perbaikan kondisi emosional serta persepsi relasional anak, yang selaras dengan penjelasan *Parental Acceptance-Rejection Theory (PARTheory)*. Penelitian ini menyimpulkan bahwa *Brief Counseling* berpotensi menjadi intervensi yang efektif untuk membantu anak praremaja yang mengalami persepsi pengabaian orang tua serta menunjukkan bahwa SCED merupakan pendekatan yang bermanfaat dalam mengevaluasi efektivitas intervensi konseling berbasis praktik. Namun, temuan ini masih terbatas karena hanya melibatkan satu partisipan dengan durasi intervensi yang singkat, sehingga penelitian selanjutnya perlu menggunakan desain SCED yang lebih kuat, melibatkan lebih banyak partisipan, serta melakukan pengukuran tindak lanjut untuk meningkatkan validitas dan generalisasi temuan.

Keywords: *Single-Case Design, Child Counseling, Perceived Parental Neglect, Counselor Education, Parental Acceptance-Rejection Theory.*

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I. INTRODUCTION

Child abuse encompasses various forms of harm directed at children, including physical, sexual, emotional, and economic violence (Aktay, 2020). Physical abuse refers to intentional acts intended to cause bodily harm or acts that place a child at risk of physical harm (Polat, 2001), while physical neglect involves the failure to meet a child's basic needs, such as adequate nutrition, shelter, supervision, and access to health care (Pelendecioğlu & Bulut, 2009). Extensive research indicates that exposure to physical abuse and neglect during childhood can result in long-term neurological and psychological consequences, including impairments in brain development, emotional regulation, and cognitive functioning (Teicher et al., 2003).

Abuse during preadolescence (approximately 6–12 years of age) is particularly concerning, as this developmental period is crucial for cognitive, emotional, and social maturation. Negative parental attitudes and behaviors experienced during these years can significantly impair a child's psychological adjustment, adaptive functioning, and capacity to form secure interpersonal relationships (Akova et al., 2022; Gaffey et al., 2019; Shonkoff et al., 2012). Persistent maladaptive parenting patterns originating in early childhood can escalate over time, increasing the risk of chronic neglect or abuse. Furthermore, the prevalence and manifestations of child maltreatment are shaped by broader contextual factors, including socioeconomic conditions and cultural norms (Yılmaz et al., 2003).

Longitudinal research has shown that individuals with a history of child maltreatment are at increased risk of experiencing emotional loneliness, social withdrawal, and

interpersonal difficulties in adulthood (Brown et al., 2009; Erten et al., 2015; Wilson, 2010). Furthermore, the intergenerational transmission of maltreatment has been well documented, with parents who experienced abuse or neglect during their own childhood showing an increased likelihood of replicating similar patterns in their parenting practices (Burke Harris, 2018; Pollak et al., 1998). However, the impact of maltreatment is neither uniform nor deterministic. Research highlights the moderating role of maltreatment severity, duration, and developmental timing, as well as individual vulnerability and protective factors such as social support and access to therapeutic interventions (Bozdemir & Gündüz, 2016). Studies focusing on resilience further suggest that supportive relationships, adaptive coping strategies, and timely mental health services can mitigate the detrimental impact of maltreatment (Masten & Coatsworth, 1998; Ungar, 2008).

From the perspective of Parental Acceptance-Rejection Theory (PARTheory), parental rejection—conceptualized as the absence, withdrawal, or inconsistency of parental warmth, affection, and emotional support—has been consistently associated with negative psychological outcomes in children, including anxiety, depression, low self-esteem, and aggressive behavior (Kasuto, 2005; Khaleque & Rohner, 2012). PARTheory has been supported across diverse cultural contexts, underscoring the universal importance of perceived parental acceptance for children's psychosocial adjustment. Empirical studies indicate that higher levels of perceived parental acceptance are positively associated with children's empathy, emotional regulation, and social competence (Önder & Gülay, 2007). Conversely, neglectful, authoritarian, or inconsistent parenting styles are associated with increased behavioral and emotional difficulties (Bilir & Dabanlı, 1981). In addition, the congruence between maternal and paternal acceptance has been shown to play a significant role in children's overall psychological well-being (Erkman & Rohner, 2006), with recent research emphasizing the importance of cultural variations in acceptance-rejection patterns (Campos et al., 2025; Chao & Tseng, 2002).

Although various studies have examined the impact of child abuse and the relationship between parental acceptance and rejection and children's psychological health, most research is still dominated by survey or correlational approaches that focus on the relationships between variables. These approaches provide insight into the interrelationships between psychological constructs, but they fail to fully describe the process of individual psychological change during counseling interventions, particularly in preadolescents experiencing signs of parental neglect. Furthermore, research integrating Parental Acceptance-Rejection Theory (PARTheory) as a conceptual foundation with the evaluation of the effectiveness of brief counseling through a Single-Case Experimental Design (SCED) remains very limited. Therefore, this study seeks to fill this gap by evaluating changes in emotional distress and perceptions of parental acceptance in preadolescent children during the intervention process. The novelty of this research lies in the integration of PARTheory as a conceptual framework with the use of a Single-Case Experimental Design to evaluate the effectiveness of brief counseling individually. This provides more in-depth empirical evidence regarding the dynamics of children's psychological change during the counseling process, a phenomenon that has not been widely explored through conventional quantitative approaches.

In counselor education and child counseling practice, there is increasing emphasis on practice-based evidence and methodological approaches that enable clinicians to systematically evaluate the effects of interventions in real-world settings. The single-

case design (SCD) has been widely recommended as a rigorous and ethical methodology for child counseling research, as it allows counselors to examine intervention outcomes through repeated measurements, baseline comparisons, and visual analysis while maintaining a strong connection to clinical practice (Ray et al., 2010).

The purpose of this study was to examine the effects of a brief counseling intervention on emotional distress and perceived parental acceptance in preadolescent children experiencing indicators of parental neglect. Using an experimental single-case design, this study aimed to evaluate changes across the baseline and intervention phases, consistent with recommendations for single-case research in counselor education. Applying PARTheory as a guiding framework, this study sought to illustrate how a structured counseling intervention can influence children's emotional experiences and perceptions of the parental relationship in the context of issues related to maltreatment.

II. METHOD

This study employed experimental SCD, a methodology widely recommended in child counseling research and counselor education to evaluate intervention effects in real-life clinical contexts (Ray et al., 2010). Single-case designs are particularly appropriate when the goal is to examine change over time in individual clients using repeated measures, baseline comparisons, and systematic intervention implementation. Unlike descriptive case studies, SCD incorporates experimental logic by treating clients as their own controls, allowing for the examination of functional relationships between counseling interventions and observed outcomes. Given the individualized and context-sensitive nature of child abuse and neglect, single-case designs offer a rigorous yet ethically appropriate methodological approach to child counseling research. This design allows counselors to document intervention-related changes while maintaining ecological validity and clinical relevance. Consistent with Ray et al. (2010), this study employed single-case methodology to support practice-based evidence and to illustrate how a structured counseling intervention can impact emotional and relational outcomes in children experiencing indicators of parental neglect.

The participant was an 11-year-old preadolescent girl undergoing a four-session counseling process. This developmental period coincides with late childhood (ages 6–12), a stage characterized by increasing cognitive, emotional, and social complexity, making it a critical period for examining the impact of parental relationships and counseling interventions. Throughout the manuscript, participants are referred to as children or pre-adolescent girls in accordance with developmental conventions. Prior to data collection, written informed consent was obtained from parents and children in accordance with ethical guidelines for research involving minors. The research protocol was reviewed and approved by the University Ethics Committee (Approval Number: 2024793). All procedures were conducted in a manner that ensured voluntary participation, confidentiality, and the psychological well-being of participants. The counseling process consisted of four individual sessions conducted by a trained counselor. Sessions were structured to allow for systematic data collection across phases while maintaining a therapeutic environment. Consistent with the single-case design methodology, outcome measures were collected repeatedly across sessions to allow for comparisons between the baseline and intervention phases. This approach allowed for a focused examination of changes in emotional distress and perceptions of parental acceptance within specific developmental and relational contexts.

The data for this study were obtained from a real-world counseling case conducted by one of the authors, a licensed psychological counseling professional with experience in child counseling. The counseling process consisted of four individual sessions with a preadolescent child. After each session, detailed counseling notes were recorded and then anonymized to protect the participant's identity. Relevant session content was transcribed to facilitate systematic analysis. Data sources included the child's verbal expressions of emotions, descriptions of family interactions, and perceptions of parental behavior, as well as the counselor's observational notes regarding affect, engagement, and behavioral responses during the session. In accordance with a single-case design methodology, data were collected repeatedly across sessions to allow for examination of changes in the case over time rather than a single description. The primary focus of data collection was on indicators of emotional distress and perceived parental acceptance or rejection, aligning with the theoretical framework and counseling goals of the study. This approach ensured that data collection remained closely aligned with clinical practice and the research objectives.

The analytic approach integrated the logic of a single-case design with qualitative content analysis. Consistent with recommendations for single-case research in counselor education (Ray et al., 2010), the child served as his or her own control, and patterns of change were examined across counseling sessions. Session data were organized chronologically to allow comparison between early and late phases of the counseling process. Qualitative content analysis was used to identify, categorize, and interpret recurring themes related to emotional experiences, perceptions of parental acceptance or rejection, and relational dynamics. Category coding was guided by Parental Acceptance-Rejection Theory and relevant child counseling literature. Attention was paid to shifts in emotional expression, relational narratives, and coping-related themes across sessions. Rather than statistical generalizations, the analysis emphasized visual and narrative pattern analysis, focusing on clinically meaningful changes within the case. This analytic strategy aligns with the goals of single-case research, which seeks to document intervention-related changes, support practice-based evidence, and inform counseling practice through systematic and transparent analysis.

III. RESULT AND DISCUSSION

Emotional Distress and Perceptions of Parental Acceptance in a Preadolescent Child

This case illustrates the emotional distress experienced by a preadolescent child in response to feeling excluded from family decision-making processes. The child reported feeling consistently excluded from discussions involving matters directly affecting his daily life, including family relocation and bedroom assignments. He described these experiences as distressing and invalidating, contributing to feelings of anger, frustration, and decreased self-esteem.

From a developmental perspective, late childhood and early adolescence are critical periods for the emergence of autonomy, identity development, and a growing desire to participate in decision-making within the family system (Erikson, 1968). The child articulated a strong sense of difference between the communication patterns he experienced in his peer group and in his family. He noted that peer interactions were characterized by mutual respect and inclusion, while family interactions provided fewer opportunities for him to be heard. As she stated:

“At least in my group of friends, someone asks you what you want to do or where you want to go. They want you to have a voice, but my mom and dad didn’t have that.”

The child further revealed that this pattern of exclusion made her feel like a child within the family context. She felt that her parents didn’t acknowledge her developmental growth or emerging autonomy, which contributed to emotional distress and internal conflict. Reflecting on this experience, she stated:

“I felt like I was still a 4- or 5-year-old living with them. It was as if they were deciding everything. I don’t know if they just didn’t accept that I was an adult.”

These experiences were associated with increased emotional sensitivity, anger, and communication difficulties. This case underscores the importance of parents recognizing children’s developmental needs for autonomy and inclusion, particularly during pre-adolescence, when perceived parental rejection can negatively impact emotional adjustment and relational functioning.

These findings can further be explained through the Parental Acceptance-Rejection Theory (PARTheory) developed by Rohner (2016). According to PARTheory, the quality of the emotional relationship between parents and children, particularly the extent to which the child feels accepted or rejected, is a primary determinant of the child's psychological adjustment. Parental rejection does not always manifest itself in physical violence, but can also manifest through a lack of attention, neglect of emotional needs, and the child's exclusion from interactions or decision-making concerning them. In the context of this study, feelings of exclusion from the family decision-making process represent a form of perceived parental rejection, where children interpret their parents' attitudes as a lack of acceptance and appreciation of their existence. This perception then gives rise to various negative emotional responses such as anger, frustration, and decreased self-esteem, as demonstrated by the participants.

These findings also align with Erikson's (1968) theory of psychosocial development, which states that the period from late childhood to early adolescence is a crucial phase in identity formation and the development of the need for autonomy. At this stage, children begin to desire recognition of their opinions, decision-making abilities, and opportunities to participate in family life. When these developmental needs are not met, children can potentially experience psychological conflict in the form of feelings of disrespect, low self-esteem, and loss of trust in their immediate environment. Therefore, the experience of participants who felt they were still treated like "children" even though they had entered pre-adolescence indicates a mismatch between developmental needs and the interaction patterns implemented by parents.

The results of this study are consistent with those of Khaleque and Rohner (2012), who showed that perceived parental acceptance was positively associated with children's psychological well-being, emotional regulation, empathy, and social competence, while perceived rejection was correlated with increased anxiety, anger, aggressiveness, and low self-esteem. Similar findings were also reported by Gaffey et al. (2019), who found that unsupportive family communication patterns and minimal child involvement in decision-making increased the risk of emotional distress and psychosocial adjustment difficulties in preadolescence. The consistency of these findings with previous studies strengthens the argument that the quality of parent-child relationships, particularly inclusive communication and emotional acceptance, is an important protective factor for children's psychological development.

More broadly, these findings indicate that the emotional distress experienced by participants was not solely caused by parental decisions, but rather by how those decisions were communicated and how children interpreted their position within the family system. When children are given opportunities to express their opinions, are heard, and are valued as developing individuals, they are more likely to develop a sense of belonging, self-confidence, and emotional security. Conversely, the experience of feeling neglected or lacking a voice within the family can reinforce perceptions of parental rejection, ultimately hindering a child's psychological development and interpersonal relationships. Therefore, this study emphasizes the importance of participatory and responsive family communication to children's developmental needs as a way to prevent emotional distress in preadolescence.

The Effectiveness of Brief Counseling in Reducing Emotional Distress and Increasing Perceived Parental Acceptance

Based on the study results, findings are presented using visual analysis and session-by-session comparisons, consistent with single-case design methodology (Ray et al., 2010). Outcome data for emotional distress and perceived parental acceptance were examined across the baseline (A) and intervention (B) phases. During the baseline phase (Sessions 1 and 2), children's emotional distress ratings remained relatively high and stable, indicating no spontaneous increase before the introduction of the structured counseling intervention. Perceived parental acceptance ratings were also low and showed minimal fluctuation during the baseline phase.

Following the introduction of the intervention in Session 3, marked and immediate changes in both outcome variables were observed. Emotional distress ratings decreased across intervention sessions, while perceived parental acceptance ratings increased. These changes were maintained through Session 4, indicating a meaningful shift that coincided with the counseling intervention.

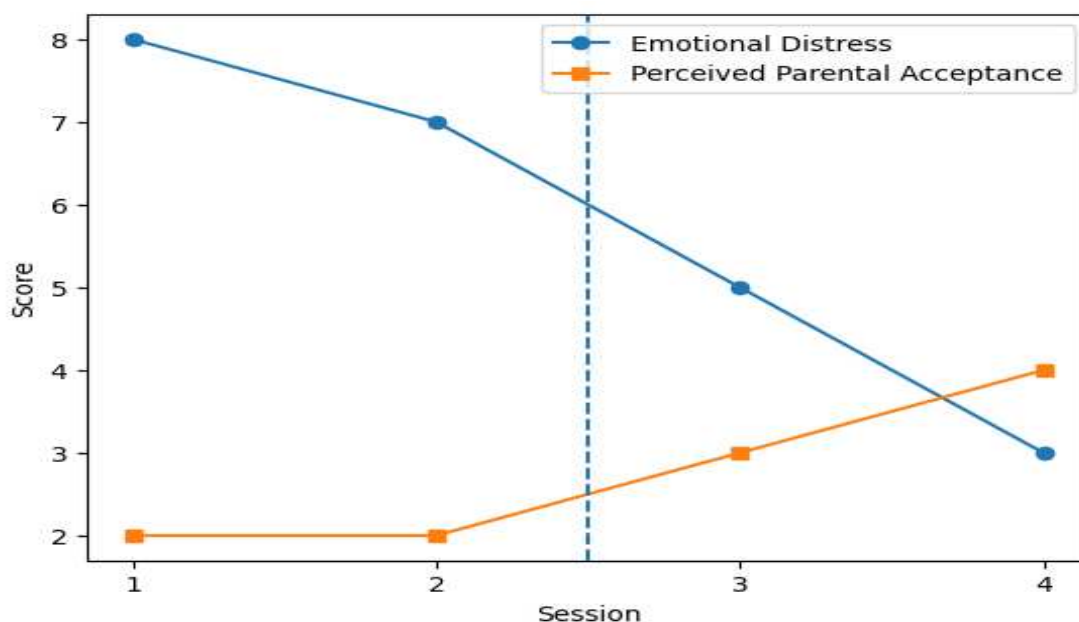


Figure 1. AB Single-case Design Outcome Graph

A visual inspection of Figure 1 reveals clear changes in level and direction for both variables following the phase transition from baseline to intervention. The rapidity of the effects and the consistency of the changes across intervention sessions support a functional relationship between the counseling intervention and the observed outcomes. This study examined the effects of a brief counseling intervention on emotional distress and perceived parental acceptance in preadolescent children experiencing indicators of parental neglect, using an experimental single-case design. Consistent with the logic of single-case methodology (Ray et al., 2010), changes in the target variables were evaluated through repeated measures and visual analysis across the baseline and intervention phases.

Findings indicated that emotional distress remained relatively stable during the baseline phase and decreased after the introduction of the structured counseling intervention. Conversely, perceived parental acceptance increased during the intervention phase. The speed and direction of these changes suggest a functional relationship between the counseling intervention and the observed outcomes. Although causal inference is limited by the AB design, the pattern of results supports the clinical utility of a structured, relationship-focused counseling strategy for children experiencing perceived parental neglect. Interpreting the findings through PARTheory provides a meaningful theoretical lens for understanding the observed changes. PARTheory posits that children's psychological adjustment is strongly influenced by their perceptions of parental warmth, involvement, and acceptance (Rohner, 2016). In this case, the children's distress appears closely related to feelings of exclusion and disregard for family decision-making. Counseling interventions that emphasize emotional validation, recognition of children's developmental needs for autonomy, and support for self-expression may have contributed to shifts in children's perceptions of relational acceptance, thereby reducing emotional distress.

From a developmental perspective, late childhood is a critical period for the development of autonomy and identity formation (Erikson, 1968). Children's reported experiences of being excluded from family decisions have been associated with feelings of infantilization and decreased self-esteem. Counseling strategies that acknowledge these developmental needs and provide a safe space for emotional expression may have supported adaptive adjustment and relational reframing. These findings align with previous research showing that perceived parental acceptance is associated with improved emotional regulation, empathy, and social functioning in children (Khaleque & Rohner, 2012).

From a counselor education perspective, this study illustrates the practical application of the single-case design as a tool for evaluating intervention effectiveness in real-world counseling settings. By integrating repeated measures, baseline comparisons, and visual analysis, counselors-in-training can systematically monitor client progress while maintaining fidelity to ethical and relationally responsive practice. As Ray et al. (2010) emphasize, the single-case design offers a methodologically rigorous yet clinically accessible approach to generating practice-based evidence in child counseling.

Overall, these findings underscore the importance of attending to children's subjective experiences of parental acceptance and inclusion, particularly during developmental periods marked by a heightened need for autonomy. Although the results are specific to one case, they demonstrate how a theoretically grounded, structured counseling

intervention can positively influence emotional and relational outcomes in children experiencing perceived neglect.

Several limitations of this study should be noted. The study used a single-case design involving a single participant, which limits the generalizability of the findings beyond the individual case and requires interpretation as illustrative rather than representative of children experiencing perceived parental neglect. Furthermore, the short intervention period, consisting of four counseling sessions, limits conclusions regarding the stability and durability of observed changes over time. Finally, outcome measures relied primarily on children's self-reports, which may be influenced by situational factors or response bias; future studies incorporating a longer intervention period, follow-up assessments, and multiple informants such as parents or teachers would increase the robustness of the findings.

Implications of Findings Based on PAR Theory for Child Counseling Practice and Counselor Education

Despite its limitations, this study offers important implications for child counseling practice and counselor education. The findings highlight the clinical relevance of paying attention to children's perceptions of parental acceptance and inclusion, particularly during late childhood when autonomy and identity development are most prominent. Counseling interventions that emphasize emotional validation, recognition of the child's voice, and developmentally appropriate autonomy may be particularly beneficial for children experiencing perceived parental neglect. The findings suggest that successful interventions in cases of parental neglect do not always depend on direct changes in parental behavior, but also on the counselor's ability to help children identify, express, and reflect on their emotional experiences adaptively. This demonstrates the importance of a relationship-focused counseling approach and emotional validation in addressing cases of parental neglect. Furthermore, the use of a Single Case Experimental Design (SCED) allows counselors to systematically document clients' psychological changes through repeated measurements, allowing each intervention decision to be based on individual empirical evidence. From a counselor education perspective, this study demonstrates the practical utility of a single-case design as a tool for evaluating counseling outcomes in routine practice. Training counselors to systematically collect session-by-session data, graph results, and engage in visual analysis can enhance data-driven decision-making while remaining responsive to client needs.

Furthermore, the findings of this study further reinforce the central concept of Parental Acceptance-Rejection Theory (PARTheory) developed by Rohner, namely that children's perceptions of parental acceptance or rejection directly influence their psychological adjustment (Rohner, 2016; Khaleque & Rohner, 2012). In this study, children's emotional distress did not arise solely from unmet material needs or physical abuse, but rather from subjective experiences of feeling unheard, uninvolved, and unacknowledged in family decision-making. Following counseling intervention, the decrease in emotional distress followed by an increase in perceptions of parental acceptance suggests that changing how children interpret their relationships with their parents may be an important mechanism in the psychological recovery process.

Thus, the integration of PARTheory and SCED not only strengthens the theoretical basis of the intervention but also provides a relevant evidence-based counseling practice model for both counselor education and child counseling services. Consistent with research by Ray et al. (2010), integrating SCED into counselor training supports the

development of reflective practitioners who can document the effectiveness of interventions and contribute to practice-based evidence. This research provides empirical support for the PARTheory proposition that perceived parental acceptance is an important predictor of children's emotional well-being.

The results of this study are also consistent with previous research showing that counseling interventions focused on interpersonal relationships can improve emotion regulation and reduce psychological distress in children (Khaleque and Rohner, 2012). Similar findings were also reported by Akova et al. (2022), who demonstrated that the quality of the parent-child relationship is a protective factor against the emergence of emotional problems in preadolescence. Therefore, the changes observed in this case demonstrate that counseling not only helps children manage negative emotions but also facilitates the reconstruction of meaning in family relationships, resulting in more positive perceptions of parental emotional support.

For future research, studies should expand on this work by using more rigorous single-case methodologies, such as multi-baseline or withdrawal designs, across a wider range of participants and settings. Such approaches would strengthen the evidence base for counseling interventions targeting perceptions of parental neglect. Furthermore, future investigations could benefit from incorporating family-based interventions and examining changes not only in child outcomes but also in parental behaviors and family communication patterns. Expanding research in this direction would further support the development of effective counseling practices that are sensitive to child and family development.

IV. CONCLUSION

This study demonstrates that the Brief Counseling intervention, evaluated using a Single-Case Experimental Design (SCED), resulted in positive changes in the psychological well-being of preadolescent children experiencing parental neglect. During the intervention phase, children's emotional distress consistently decreased, while perceptions of parental acceptance increased compared to the baseline phase. These findings support the assumption of Parental Acceptance-Rejection Theory (PARTheory) that children's perceptions of parental warmth, acceptance, and involvement play a crucial role in psychological adjustment. The results also indicate that counseling interventions emphasizing emotional validation, providing space for children to express their subjective experiences, and recognizing the developmental need for autonomy can help improve children's emotional well-being and relational perceptions. In addition to providing empirical support for the application of PARTheory in child counseling practice, this study also demonstrates that the use of SCED is an effective approach to systematically evaluate individual psychological changes through repeated measurements and visual analysis, thus providing a methodological contribution to the development of evidence-based counseling practices. This study has limitations that should be considered in interpreting the results. The study design involved only one participant, so the generalizability of the findings is still limited and causal relationships cannot be strongly concluded. Furthermore, the relatively short duration of the intervention and the use of self-report as the primary data source may allow for the influence of situational factors and response bias. Therefore, future research is recommended to employ a more robust SCED design, such as a multiple-baseline or withdrawal design, involving more participants, a longer follow-

up period, and multiple data sources, such as parents, teachers, or behavioral observations. Future research should also develop interventions that involve the family system so that changes occur not only in the child, but also in communication patterns, parental acceptance, and the overall quality of family relationships. Thus, empirical evidence regarding the effectiveness of PARTheory-based counseling interventions will be more comprehensive and have broader applicability in child counseling practice and counselor education.

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