

# Children with Intellectual Disability Behaviors and Parenting Styles

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## Abstract

The role of parenting styles and its relationship with special instructions by the expert to the parents to improve the behavior of intellectually disabled children was studied among 35 children with intellectual disability those were supervised in a private institution by a supervisor. The willing parents of these children completed Parental Authority Questionnaire (PAQ), received the instructions for support and help of these children to improve their behaviors at home and later submitted their reports about the behavior improvement of the children on weekly basis for four weeks. It was assumed that parenting styles may play a role in the behavior improvements of special children? The parental responses evaluated with SPSS after four weeks. A relationship was observed; a gender difference relationship also emerged. Cross cultural implementation would clarify further.

## Introduction

Parenting is to protect and coddle children from harm and to develop independence and responsibility among them (Pimentel, 2012). In the present day world child is like a “king” therefore parenting practices have a legal framework (Bernstein & Triger, 2010) and the family is responsible for the development of a child (Chiu, 2007). The children primary care is the legal responsibility of the parents (Vota, 2017). Researches recommend that positive parenting in rewarding both parents and their children (Seay, Freysteinson & McFarlane, 2014). Parenting could be ‘secure’ or ‘insecure’ and that is related with the children subsequent attachment behaviors (Cohn, Cowan, Cowan & Pearson, 1992). Parenting is related with the children ‘social competence’ (Ren & Pope, 2015). Parenting encompass distinct “beliefs, attitudes, values, and parenting behaviors” these overlap across the cultures (Garcia Coll, Meyer & Brillon, 1995). These represent various parenting styles and revolve around parents’ ‘responsiveness and demandingness’, some of these include “indulgent, authoritarian, authoritative, and uninvolved” parenting styles (Darling, 1999). The parenting has a consistent effect on the child development (Dooley & Stewart, 2007).

Parenting role stands important in child development (Joseph & John, 2008). Children mental health is related with parenting (Solantaus-Simula, Punamäki & Beardslee, 2002). Mother and father both contribute towards the child development and problematic behaviors (Aunola & Nurmi, 2005). Parenting styles influence the behavior of children (Howenstein, et al, 2015). In a study it was observed that parental attitudes were related with the achievements of children but it was also observed it varies across the cultures (Kordi & Baharudin, 2010). Children attachment styles and parental styles were found related in a study (Neal & Frick-Horbury, 2001). In gender based parenting styles it was reported that these could cause negativity among children towards parents (Dwairy, 2004). Secure and insecure parenting effect children attachment differently (Dwairy, 2004a). Parenting found related with gifted children (Dwairy, 2004b). Parenting styles of both father and mother were found related with the problematic behaviors of children (Uji, et al, 2014). A few researchers while investigating ‘unintentional injury’ among children reported that it was related with parent child relationship (Keyes, et al, 2014).

Special children demand more care and support from their parents and instruments are available to identify

these children (Bethell, et al, 2002). Parents especially mothers' responsiveness supports the cognitive growth and development of children those need special attention (Landry, et al, 2001). Looking after special children is much demanding, stressful ( Deater-Deckard, 2005) and a challenging job for experts and parents (McPherson, et al, 1998). That is why laws and special rules are available for such children (American Academy of Pediatrics Medical Home Initiatives 2004). In a study a step by step procedures have been proposed to address the needs of such children (Greenspan, Wieder & Simons, 1998). Engaging families in mental health treatment is a serious challenge (Gopalan, et al, 2010). Many works are available about this very important aspect for the understanding of parents and experts (Keck & Kupecky, 2014: Greenspan, Wieder & Simons, 1998: Kanner, 1948).

## Method and Procedure

To understand the role of parenting styles regarding the implementation of special instructions of the expert by the parents of these children at home and subsequent impact of these instructions on the behaviors of the special children supervised in a special children care center in a morning program as students as an outcome were examined in the present work. A relationship was assumed. 35 children with intellectual disability falling between the ages of 13 to 19 years of age were studied (Table-1-0). After informed consent the parents of each child filled Parental Authority Questionnaire (PAQ) Baumrind's (1971) in (Robinson, Mandelco, Olsen & Hart, 1995). The style of mothers was noted. Later parents were informed to follow certain instructions by the expert supervising their children in the institution as supervisor to provide the children support and care as prescribed by the expert at home that was studied as growth of the child. This practice was continued for four consecutive weeks and at the end of each week the parents reported progress. In the light of progress reported by the parents the analysis with SPSS was conducted to work out the relationship between parenting style and behavior development of special children.

## Results

A relationship was observed in frequencies related with behavioural outcome with reference to parting styles (Table1-1). A gender difference relationship among children with behavioural outcome regarding parenting styles was also noted (Table-1-2).

## Conclusions and Recommendations

The study has provided a new possibility regarding the role of parenting style and its relationship with the behaviour improvement of the children with intellectual disability. However, the broader sample in cross cultural context would provide better knowhow.

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## RESULTS

Table 1.0: Frequency Distribution of Demographic Questionnaire (N=35)

Respondent's Characteristics	Respondent's Characteristics	<i>f (%)</i>	<i>M (SD)</i>
Gender	Male Female	20 (44.4) 15 (33.6)	
Family Type	Nuclear Joint	18 (40) 27 (60)	
Age	13-19		14.46 (1.28)
Do you have other normal children	Yes No	31 (68.8) 14 (31.2)	

The above table shows the demographic variables. The same have 20 male and 20 female intellectual disable child. They are age range from 13 to 19.

## Table 1-1 : Relationship between Parenting Styles and Growth

Variables	1	2	3	4	5
1. Growth	-	.45**	.39**	-.45**	-.33**
2. Supervision		-	.31**	-.28**	.51**
3. Permissive			-	.42**	.51**
4. Authoritarian				-	.32**
5. Authoritative/flexible					-

\*\*p < .01; \*p < .05

The table shows a relationship between growth and styles.

Table 1.2: Gender Difference Role: Styles and Growth (N=35)

Variable	Male (n =20)	Male (n =20)	Female (n = 15)	Female (n = 15)				95%CI
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	t	P	P	LL
Growth	3.23	1.56	2.65	1.45	-3.68	.00	.00	-8.66
Supervision	5.89	2.33	4.23	2.10	-3.39	.00	.00	-3.61
Permissive	30.87	6.42	28.33	4.6	-2.94	.00	.00	-2.45
Authoritarian	30.87	6.66	32.34	5.1	-3.03	.00	.00	-1.88
Authoritative/flexible	29.28	6.91	31.56	5.2	-2.45	.02	.02	-1.35

The table reflects gender difference among growth and parenting style (Permissive, Authoritarian and Authoritative/ flexible) a difference between gender observed. Growth rate is greater among male as compared with female.

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