

Iran J Public Health, Vol. 44, No.2, Feb 2015, pp.290-291

Letter to the Editor

The Effectiveness of Group Positive Parenting Program (Triple-P) on the Mother-Child Relationships With Intellectual Disability

*Mohammad ASHORI¹, Gholamali AFROOZ¹, Aliakbar ARJMANDNIA¹, Masoume POURMOHAMADREZA-TAJRISHI², Bagher GHOBRI-BONAB¹

- Dept. of Psychology and Exceptional Children Education, School of Psychology and Educational Sciences, University of Tehran, Iran
 Pediatric Neurorehabilitation Research Center, Dept. of Psychology and Exceptional Children Education, University of Social Welfare and Rehabilitation Sciences, Tehran, Iran
 - *Corresponding Author: Email: ashorihh2@gmail.com

(Received 11 Nov 2014; accepted 15 Dec 2014)

Dear Editor -in-Chief

The most commonly used definitions of intellectual disability (ID) have been promulgated by the American Association of Intellectual Developmental Disorder (AAIDD). The most recent version stated that it is a disability: "characterized by significant limitations both in intellectual functioning and in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. This disability originates before age 18" (1). The quality of family life is fundamental to the wellbeing of children. Family relationships in general and the parent-child relationship in particular have a pervasive influence on the psychological, physical, social and economic wellbeing of children (2).

This paper describes the program's comprehensive model of parenting and family support that was named group positive parenting program (Triple-P), which aims to better equip parents in their child-rearing role (3). Several researches have been done about the effect of group Triple-P on parent-child relationship (3-5). However, the program is, as yet, unproven for relationships of mother-child with ID. The purpose of this study was to determine the effectiveness of group Triple-P on the relationships of mother-child with ID in Tehran Province.

In this semi-experimental study with pre-test and post-test design, parent-child relationship scale (PCRS) was completed in 40 randomly selected mothers of children with ID before and after the intervention. The PCRS is a 33-item self-report instrument to assess a parent's perception of his or her relationship with a target child (6). The mothers were assigned in experimental and control group randomly and in equal. Experimental group participated in 8 sessions (each session lasts for 60 minutes; twice a week) and were trained by Triple-P, but control group did not. ANCOVA was used for analyzing the data. There was difference between experimental and control groups according to relationships of mother-child with ID (Table 1). The scores mean of relationships of mother-child have increased in post-test situation in comparison with pre-test.

The Kolmogorov-Smirnof test showed that all variables were normal and Leven test was not significant (P>0.725). In order to compare the relationships of mother-child of experimental and control groups in post-test, ANCOVA was used. Its results have reported in Table 2.

Table 1: Descriptive indices of experimental and control groups in pre-test and post-test

| Variable | Situation | Experimental group | | Control group | |
|-----------------------------|-----------|--------------------|---------------|---------------|---------------|
| | | Mean | Std deviation | Mean | Std deviation |
| Total positive relationship | Pre-test | 66.85 | 2.94 | 66.10 | 1.51 |
| | Post-test | 88.45 | 2.64 | 67.05 | 2.30 |

Table 2: The results of ANCOVA of experimental and control groups

| Source of change | SS | df | MS | F | Sig | 2η |
|------------------|----------|----|----------|----------|--------|------|
| Pre-test | 114.198 | 1 | 114.198 | 35.298 | 0.001< | .488 |
| Group | 4230.811 | 1 | 4230.811 | 1307.743 | 0.001< | .672 |
| Error | 119.702 | 37 | 3.235 | | | |
| Total | 4813.500 | 39 | | | | |

As indicated in Table 2, there is a significant difference (P<0.001) between experimental and control groups. Also, according to η^2 , 67% of variation of relationships of mother-child can be explained by participating in group Triple-P sessions. Findings showed that the group Triple-P had a positive effect on the promotion of relationships of mother-child. Triple-P aims to enhance family protective factors and to reduce risk factors associated with severe behavioral and emotional problems in children and adolescents. It seems that group Triple-P important role on relationships of mothers and ID children and led to promote of their interactions. The sample sizes for groups are relatively small and no opportunities for follow-up study were the most limitations of present study. It is recommended that paying attention to parents and ID children, personality characteristics, age, gender and ID level of the children can provide more detailed results which are beneficial for promotion of relationships of the mothers and ID children.

Acknowledgement

The authors declare that there is no conflict of interests.

References

- 1. Kauffman JM, Hallahan DP (2014). *Handbook of special education*. 1st ed. Routledge.
- 2. Sanders MR, Markie-Dadds C, Turner KMT (2003). Theoretical, scientific and clinical foundations of the Triple P-positive parenting program: A population approach to the promotion of parenting competence. *Parenting Research and Practice Monograph*, 1: 1-24.
- 3. Glazemakers I, Deboutte D (2012). Modifying the positive parenting program for parents with intellectual disabilities. *J Intellec Disabil Res*, 1-11.
- Abedi-Shapourabadi A, Pourmohamadreza-Tajrishi M, Mohamadkhani P, Farzi M (2012). Effectiveness of group training positive parenting program (Triple-P) on parent-child relationship in children with attention deficit/ hyperactivity disorders. J Clin Psychol, 3(15): 63-75.
- Abarashi Z, Tahmasian K, Mazaheri MA, Panaghi L (2009). The impact of psychosocial child development training program, done through improvement of mother-child interaction, on parental self-efficacy and relationship between mother and child under three. J Res Psychol Health, 3(3): 49-57.
- Zhang X (2013). Bidirectional longitudinal relations between father-child relationships and Chinese children's social competence during early childhood. Early Child Res Quarterly, 28: 83-93.