

## The Investigate of the Effect of Parenting Program Training on Social Interaction slow-moving children

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### Abstract

**Introduction:** Paying attention to the education of slow-moving children, expanding information and awareness, and increasing parents' sense of responsibility towards these children are among the most important ways to increase their social interaction. The present study was conducted to investigate the effect of parenting program education on social interaction of slow-moving children in Tehran.

**Methods:** The present study was a quasi-experimental study with pretest, posttest and control group design. The research sample was 34 mothers of slow-moving children in the age range of 6 to 8 years in the academic year 1397-98 who were selected by simple random sampling and randomly assigned to the experimental and control groups. The experimental group participated in 12 sessions of parenting program training (2 sessions per week; each session lasted 60 minutes) while the control group was not provided with this training. The instrument used in this study was the social interaction questionnaire of Dadkhah et al. (1998). Data were analyzed using univariate analysis of covariance and SPSS software version 23.

**Results:** The results showed that parenting program training had a significant and positive effect on the social interaction of children with intellectual disability ( $P < 0.001$ ).

**Conclusion:** The parenting program is related to subjective well-being and individual's affective experiences, and that it influences cognitive processes as well as social relationships. Therefore, it seems that training of this program important role play in social interaction of children with intellectual disability.

**Key words:** parenting" social interaction" slow-moving children

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