

# Predicting Parenting Styles in Parents of Children with Intellectual Disabilities Based on Emotional Self-Regulation, Integrative Self-Knowledge, and Resilience

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### ABSTRACT

**Objective:** The present study aimed to predict parenting styles among parents of children with intellectual disabilities based on emotional self-regulation, integrative self-knowledge, and resilience.

**Methods and Materials:** This study employed a descriptive correlational design. The statistical population consisted of parents of children with intellectual disabilities in Kermanshah in 2025. A multistage cluster sampling method was used to select participants from rehabilitation and occupational therapy centers, resulting in a final sample of 315 parents who met the inclusion criteria. Data were collected using standardized instruments, including the Difficulties in Emotion Regulation Scale, the Parenting Styles Questionnaire, the Connor–Davidson Resilience Scale, and the Integrative Self-Knowledge Questionnaire. Data analysis was conducted using Pearson correlation and multiple regression analyses in SPSS version 26.

**Findings:** The results indicated that emotional self-regulation, integrative self-knowledge, and resilience significantly predicted parenting styles. Emotional self-regulation ( $\beta = -0.485, p < .001$ ), integrative self-knowledge ( $\beta = -0.141, p < .05$ ), and resilience ( $\beta = -0.131, p < .05$ ) negatively predicted authoritarian parenting, with the model explaining 25.5% of the variance ( $R^2 = 0.255$ ). For permissive parenting, emotional self-regulation ( $\beta = -0.229, p < .001$ ) and integrative self-knowledge ( $\beta = -0.204, p < .001$ ) were significant negative predictors, while resilience was not significant, and the model explained 15.4% of the variance ( $R^2 = 0.154$ ). In predicting authoritative parenting, integrative self-knowledge ( $\beta = 0.194, p < .01$ ) and resilience ( $\beta = 0.296, p < .001$ ) were significant positive predictors, while emotional self-regulation was not significant ( $\beta = 0.092, p > .05$ ), with the model explaining 10% of the variance ( $R^2 = 0.100$ ). Correlation analyses also revealed significant relationships among the study variables.

**Conclusion:** The findings suggest that emotional self-regulation, integrative self-knowledge, and resilience play important roles in shaping parenting styles among parents of children with intellectual disabilities, with adaptive psychological resources promoting authoritative parenting and reducing maladaptive styles.

**Keywords:** Integrative self-knowledge, parenting, children with intellectual disabilities, resilience, emotional self-regulation

## 1. Introduction

Parenting a child with an intellectual disability is a complex psychological, emotional, and relational experience that extends beyond ordinary caregiving demands and requires continuous adaptation to the child's developmental, behavioral, educational, and social needs. Intellectual disability is often accompanied by limitations in adaptive functioning, communication, learning, autonomy, and behavioral regulation, and these limitations can intensify the practical and emotional responsibilities placed on parents. The parental role in such families is not limited to providing daily care; rather, parents must simultaneously manage therapeutic follow-up, educational coordination, social stigma, future uncertainty, and the emotional consequences of seeing their child experience persistent developmental challenges. Studies on families of children with disabilities show that this caregiving context may expose parents to chronic stress, emotional fatigue, reduced psychological well-being, and disruptions in family functioning, especially when adequate psychological and social resources are unavailable (Langley et al., 2020; Singer et al., 2021; Singh & Verma, 2017). Therefore, understanding the psychological factors that shape parenting styles in parents of children with intellectual disabilities is essential for designing interventions that improve both parental adjustment and the developmental environment of the child.

Parenting style is one of the most important dimensions of family functioning because it reflects the emotional climate, behavioral expectations, disciplinary practices, and interactional patterns through which parents guide their children. In the psychological literature, parenting styles are commonly classified into authoritative, authoritarian, and permissive patterns. Authoritative parenting is characterized by warmth, responsiveness, structure, and rational control; authoritarian parenting is marked by strict control, low emotional responsiveness, and coercive discipline; and permissive parenting is associated with high responsiveness but low behavioral regulation and weak boundaries. In families of children with special needs, parenting styles may be shaped by the child's behavioral problems, the parents' stress level, and the degree to which parents can regulate their emotional responses under pressure. Evidence suggests that parenting stress and parental burnout can influence parenting behavior and may increase reliance on less adaptive patterns of interaction, particularly when parents feel overwhelmed or ineffective (Mikolajczak et al., 2019;

Ping et al., 2022; Wang et al., 2023). Thus, parenting style should be examined not only as a behavioral pattern but also as an outcome of deeper emotional and self-regulatory capacities.

Parents of children with intellectual and developmental disabilities often experience higher levels of stress than parents of typically developing children, largely because of the persistent nature of caregiving demands and the child's behavioral or adaptive difficulties. Child behavior problems have been identified as major predictors of parental stress in families of children with developmental and intellectual disabilities, indicating that the parent-child relationship is continuously affected by the interaction between child characteristics and parental coping resources (Dukmak et al., 2023). Similarly, studies on parental stress in families of children with special educational needs show that the daily burden of care, uncertainty about the child's future, financial and educational pressures, and limited social support can increase vulnerability to psychological distress (Cheng & Lai, 2023). The emotional weight of caregiving may be intensified when parents perceive limited control over the child's condition or when they lack sufficient internal resources for managing stress. Research also shows that maternal stress is associated with children's behavioral and emotional disorders, suggesting a reciprocal process in which child difficulties and parental emotional strain reinforce each other over time (Teymouri & Ataefar, 2019). In this context, parenting style may become a visible behavioral expression of the parent's internal regulatory system.

Emotional self-regulation is one of the central psychological capacities that may explain variation in parenting styles. Emotional self-regulation refers to the ability to monitor, understand, modulate, and express emotional states in ways that are consistent with situational demands and long-term goals. Parents who can regulate their emotions effectively are more likely to respond to child behavior with patience, cognitive flexibility, and constructive guidance rather than impulsive discipline, withdrawal, or overcontrol. Systematic evidence indicates that emotional self-regulation plays a fundamental role in everyday functioning, interpersonal adaptation, and psychological health (Alarcon-Espinoza et al., 2022). In parenting contexts, emotion regulation is particularly important because caregiving frequently involves emotionally provocative situations, such as child noncompliance, repetitive demands, behavioral dysregulation, or social comparison. Meta-analytic findings

show that parent emotion regulation is significantly associated with parenting quality and child adjustment, supporting the idea that parents' regulatory capacities directly influence the emotional climate of the family (Zimmer-Gembeck et al., 2022). Therefore, deficits in emotional self-regulation may increase authoritarian or permissive responses, whereas better regulation may support authoritative parenting.

Recent theoretical and empirical developments have emphasized that parental self-regulation must be understood as a dynamic process rather than a fixed trait. In situations involving challenging child behavior, parents constantly evaluate the child's actions, interpret emotional cues, inhibit reactive responses, and select behavioral strategies. A dynamic systems account of parental self-regulation suggests that parenting responses emerge from the interaction of emotional arousal, cognitive appraisal, contextual stress, and regulatory skills (Zhang et al., 2022). This perspective is especially relevant for parents of children with intellectual disabilities, because their daily caregiving often includes repeated regulatory challenges. Longitudinal findings also show that parental emotion regulation can influence children's mental health through parenting stress and sensitive challenging parenting, indicating that parental regulatory capacity has both direct and indirect implications for family functioning (Iwanski et al., 2025). In addition, poor emotion regulation has been linked to psychological difficulties across developmental and clinical contexts, including decision-making problems and maladaptive symptoms (Francesconi et al., 2022). Such findings support the assumption that emotional self-regulation may predict parenting styles by shaping parents' capacity to remain consistent, reflective, and responsive under stress.

Emotion regulation difficulties can also be associated with maladaptive relational patterns and negative interpretations of interpersonal situations. For instance, difficulties in emotion regulation have been linked to hostile attribution biases and problematic social behaviors, suggesting that poor regulation may distort interpersonal interpretation and increase reactive behavior (Colton et al., 2023). In parenting, this may appear as harsher discipline, misinterpretation of child behavior as intentional defiance, or inconsistency in parental responses. Studies conducted among mothers of children with autism have also shown that emotional self-regulation is related to psychological distress, indicating that when caregiving demands are high, regulatory deficits may intensify emotional vulnerability (Shafiei et al., 2023). Similarly, research among parents of

children with phenylketonuria found that emotional self-regulation mediates the relationship between perceived social support and parenting self-efficacy, which highlights its role as a mechanism through which environmental and psychological resources affect parental functioning (Habibi et al., 2023). These findings justify examining emotional self-regulation as a key predictor of parenting style among parents of children with intellectual disabilities.

Another important psychological variable in this field is integrative self-knowledge. Integrative self-knowledge refers to the capacity to understand one's experiences, emotions, motives, and behavioral patterns in a coherent and reflective manner and to integrate past and present experiences into a meaningful orientation toward the future. This construct is conceptually relevant to parenting because parents who have greater self-awareness and internal coherence may be better able to identify their emotional triggers, reflect on their reactions, and choose more adaptive parenting strategies. Coherent self-knowledge is closely linked to self-reflection, psychological insight, and personal integration, all of which may help parents avoid automatic or rigid responses in stressful interactions. Recent studies have shown that coherent self-knowledge is associated with psychological functioning and may differ across individuals with varying levels of emotional trauma and relational difficulties (Etesamifard & Alaviniya, 2025). In clinical contexts, interventions such as cognitive-behavioral therapy have been shown to improve coherent self-knowledge, emotion regulation, and quality of life, suggesting that this construct is both psychologically meaningful and modifiable (Rohi et al., 2022). Therefore, integrative self-knowledge may be an important internal resource for parents who must continuously interpret and manage complex caregiving experiences.

For parents of children with intellectual disabilities, self-knowledge may help transform caregiving from a reactive process into a reflective and meaning-based process. Parents who can coherently understand their emotional experiences may be less likely to respond to stress with blame, avoidance, rigidity, or helplessness. Instead, they may be more capable of recognizing the difference between the child's disability-related limitations and intentional misbehavior, thereby reducing authoritarian reactions and increasing emotionally attuned discipline. Research on mothers of children with intellectual disability indicates that psychological well-being can be modeled through self-related constructs and mediating psychological variables, suggesting that internal self-evaluation processes are

important for adaptation in this population (Khalil Arjomandi et al., 2024). In addition, findings from studies of parents of exceptional children show that attitude and resilience predict quality of life, implying that the way parents interpret themselves, their child, and their circumstances affects their adjustment (Shabahang et al., 2018). Integrative self-knowledge may therefore support more balanced parenting by increasing reflective awareness, reducing emotional confusion, and strengthening adaptive meaning-making.

Resilience is another central factor in understanding parenting among families of children with intellectual disabilities. Resilience refers to the capacity to adapt positively despite adversity, maintain psychological functioning under stress, and recover from emotional strain. In disability-related caregiving, resilience is particularly important because the stressors are often chronic rather than temporary. Families of children with disabilities face multiple risk factors, including emotional burden, social isolation, financial pressure, and concerns about the child's long-term independence; however, protective factors such as family cohesion, social support, coping skills, and positive meaning-making can promote resilience (Singer et al., 2021). Empirical studies show that resilience mediates the relationship between perceived stress and mental health, indicating that it can buffer the negative impact of stress on psychological outcomes (Lara-Cabrera et al., 2021). Similarly, research conducted during the COVID-19 context demonstrated that resilience is closely related to stress and burnout, further confirming its role as a protective psychological resource under conditions of prolonged strain (Yıldırım & Solmaz, 2022). In parents of children with intellectual disabilities, resilience may help preserve adaptive parenting even when caregiving demands are high.

Resilience may influence parenting style through several pathways. First, resilient parents are more likely to perceive challenges as manageable and temporary rather than overwhelming and uncontrollable. Second, resilience may reduce emotional exhaustion and prevent the development of parental burnout, which has been identified as a major risk factor for maladaptive parenting outcomes (Mikolajczak et al., 2019; Ping et al., 2022). Third, resilience may strengthen parents' capacity to maintain warmth, consistency, and rational guidance, which are core features of authoritative parenting. Studies comparing parents of children with autism, intellectual disabilities, and ADHD have shown differences in perceived stress, mental comfort, and resilience, confirming that resilience is a meaningful

dimension of parental adjustment in families of children with developmental conditions (Sh Shams & K. Kakabraei, 2022; Sharareh Shams & Keyvan Kakabraei, 2022). Research also indicates that resilience may mediate the relationship between self-concept and negative affect, suggesting that resilient functioning can reduce the emotional consequences of negative self-perceptions (Javanmojarad, 2024). Therefore, resilience may not only directly predict parenting style but may also operate as a psychological mechanism connecting self-regulation and self-knowledge with parental behavior.

The broader caregiving literature also supports the importance of psychological resources in sustained care contexts. Studies of family caregivers of people with dementia show that caregiving can create extensive emotional and psychological strain, yet caregiver outcomes vary depending on coping resources, support, and resilience (Brodaty & Donkin, 2022). Although dementia caregiving differs from parenting a child with intellectual disability, both contexts involve long-term responsibility, emotional labor, and persistent adjustment to functional limitations. Similarly, research on home care for individuals with functional and intellectual disability has shown that challenging psychosocial situations can affect caregivers' experiences and emotional burden (Ericson Lidman & Antonsson, 2022). These findings reinforce the need to examine how parents' internal resources influence their caregiving behavior. In modern family psychology, there is increasing attention to interventions that promote mental health among parents, including eHealth interventions that aim to reduce stress and improve parenting-related psychological outcomes (MacKinnon et al., 2022). Such intervention-oriented evidence highlights the practical significance of identifying modifiable predictors of parenting styles.

Previous Iranian and international studies collectively suggest that parents of children with developmental and intellectual disabilities are exposed to psychological vulnerabilities, but also possess adaptive resources that can be strengthened. Studies comparing parenting styles, emotion regulation, and happiness among parents of children with autism and ADHD show that caregiving for children with neurodevelopmental conditions is associated with distinct emotional and parenting profiles (Baneshi & Bagholi, 2019). Likewise, studies on parental stress, parenting self-efficacy, and resilience indicate that the quality of parenting cannot be separated from parents' emotional resources and perceived competence (Habibi et

al., 2023; Wang et al., 2023). Research on mindfulness and negative emotions further suggests that resilience may operate within broader chains of psychological mediation, reducing the impact of maladaptive cognitive-emotional processes on negative affect (Shi et al., 2023). These findings imply that emotional self-regulation, integrative self-knowledge, and resilience are theoretically connected and may jointly explain why some parents rely on adaptive authoritative parenting while others gravitate toward authoritarian or permissive patterns.

Despite the growing literature on parental stress, emotion regulation, resilience, and caregiving burden, several gaps remain. First, many studies have examined these constructs separately, whereas fewer have considered their simultaneous contribution to parenting styles in parents of children with intellectual disabilities. Second, most existing evidence focuses on general psychological distress, parental burnout, or quality of life, while parenting style as a behavioral and relational outcome has received less integrated attention. Third, although resilience has been widely recognized as a protective factor, its role in relation to both emotional self-regulation and integrative self-knowledge in predicting parenting styles requires further empirical clarification. Finally, culturally specific studies are needed because parenting practices, family expectations, social support systems, and disability-related stigma may differ across social contexts. In Iranian families, where parental responsibility, family cohesion, and social expectations can strongly shape caregiving experiences, examining these variables may provide valuable evidence for culturally sensitive psychological interventions.

Accordingly, the present study aimed to predict parenting styles among parents of children with intellectual disabilities based on emotional self-regulation, integrative self-knowledge, and resilience.

## 2. Methods and Materials

### 2.1. Study Design and Participants

The present study employed a descriptive correlational design. The statistical population included all parents of children with intellectual disabilities residing in Kermanshah in 2025. A multistage cluster sampling method was used; initially, 12 centers were randomly selected from among all active rehabilitation and occupational therapy centers in Kermanshah. Subsequently, within each center, following the researcher's announcement, parents who were willing to participate and met the inclusion criteria were

selected using convenience sampling. To determine the sample size, the method proposed by Schumacher and Lomax (2004) based on the ratio of participants to model parameters was used, with a ratio of 15 participants per parameter considered optimal. Accordingly, the required sample size was estimated at 315 participants. Inclusion criteria required that participants be parents (father or mother) of children diagnosed with intellectual disabilities (mild, moderate, or severe) by official institutions such as the Welfare Organization or Special Education Organization; the children were required to be within a specified age range (6 to 14 years) to ensure comparability of results; and parents participated voluntarily and signed informed consent forms. Exclusion criteria included incomplete questionnaire responses or insufficient data provision. Additionally, parents who had experienced severe recent stressors such as the death of a close family member, divorce, or serious illness were excluded due to potential confounding effects; based on these criteria, 8 questionnaires were removed from the analysis.

### 2.2. Measures

Difficulties in Emotion Regulation Scale (DERS): This questionnaire was developed by Gratz and Roemer (2004) to assess difficulties in emotion regulation. It consists of 36 items rated on a five-point Likert scale and provides a total score along with six subscales, with total scores ranging from 36 to 180. Higher scores indicate greater difficulties in emotion regulation or weaker emotional self-regulation. In addition to the total score, the six subscales include non-acceptance of emotional responses (items 11, 12, 21, 23, 25, 29), goals (items 13, 18, 20, 26, 33), impulse control (items 3, 14, 19, 24, 27, 32), awareness (items 2, 6, 8, 10, 17, 34), strategies (items 15, 16, 22, 28, 30, 31, 35, 36), and clarity (items 4, 5, 7, 9). This instrument assesses both emotional regulation and difficulties in regulation, with a primary focus on self-regulatory deficits (Gratz & Roemer, 2004). It measures multiple dimensions of dysfunction in emotional regulation. Gratz and Roemer (2004) reported Cronbach's alpha coefficients of 0.93 for the total score, 0.85 for non-acceptance, 0.89 for goal-directed behavior, 0.86 for impulse control, 0.80 for lack of emotional awareness, 0.88 for limited access to strategies, and 0.84 for lack of emotional clarity. Test-retest reliability over an eight-week interval yielded coefficients of 0.88 for the total score, 0.69 for non-acceptance, 0.69 for goal-directed behavior, 0.57 for impulse control, 0.68 for lack of emotional awareness, 0.69 for

limited access to strategies, and 0.80 for emotional clarity. In Iran, Khanzadeh et al. (2012) reported Cronbach's alpha coefficients ranging from 0.66 to 0.88 for the six subscales and test-retest reliability coefficients ranging from 0.79 to 0.91. In the present study, Cronbach's alpha for the questionnaire was calculated as 0.85.

**Parenting Styles Questionnaire (PPQ):** The Parenting Styles Questionnaire was developed by Robinson et al. (2001) based on Baumrind's model of parental authority and is used to assess parenting practices. This instrument includes 30 items assessing three primary parenting styles: permissive (9 items), authoritarian (15 items), and authoritative (6 items). The questionnaire is scored dichotomously (0 and 1), such that the minimum score for each subscale is 0 and the maximum score is 30, with higher scores indicating dominance of that parenting style. In the original version, the validity and reliability of the questionnaire were confirmed; for example, Buri (1991) reported correlation coefficients of 0.50 for the permissive style and 0.55 for the authoritative style based on associations with relevant constructs. In the Persian version, acceptable psychometric properties have also been reported; Esfandiari (1995) reported test-retest reliability coefficients of 0.69 for permissive, 0.77 for authoritarian, and 0.83 for authoritative styles, while Bayat (1996) reported coefficients of 0.85, 0.92, and 0.92, respectively. In the present study, internal consistency reliability assessed by Cronbach's alpha was 0.85.

**Resilience Inventory (RI):** This questionnaire was developed by Connor and Davidson (2003) based on a review of research literature on resilience from 1979 to 1991. The psychometric properties of this scale were examined across six groups, including the general population, primary care patients, psychiatric outpatients, patients with generalized anxiety disorder, and two groups of individuals with post-traumatic stress disorder. The developers argued that the instrument effectively distinguishes resilient from non-resilient individuals in both clinical and non-clinical populations and is suitable for both research and clinical settings. The Connor-Davidson Resilience Scale consists of 25 items rated on a Likert scale from 0 (not true at all) to 5 (true nearly all the time). Connor and Davidson reported a Cronbach's alpha coefficient of 0.89 and a test-retest reliability coefficient of 0.87 over a four-week interval. In Iran, Mohammadi (2005) standardized this scale and

reported a Cronbach's alpha of 0.89. In the present study, Cronbach's alpha was calculated as 0.87.

**Integrative Self-Knowledge Questionnaire:** The Integrative Self-Knowledge Questionnaire was developed and validated by Ghorbani et al. (2008). It consists of 12 closed-ended items rated on a five-point Likert scale and measures three dimensions: reflective self-awareness, experiential self-awareness, and integration of past and present experiences to create a desirable future. The components include reflective self-awareness (items 3, 6, 9), experiential self-awareness (items 1, 5, 7, 8), and integration of past and present experiences for future orientation (items 2, 4, 10, 11, 12). Reliability of this scale in a sample of 230 students from the University of Tehran showed Cronbach's alpha coefficients of 0.90 for experiential self-knowledge and 0.84 for reflective self-knowledge, with a correlation of  $r = 0.74$  between the two dimensions. Test-retest reliability over a 7- to 8-week interval in a sample of 44 participants yielded coefficients of 0.76 for experiential self-knowledge and 0.68 for reflective self-knowledge. Ghorbani et al. reported Cronbach's alpha coefficients of 0.82, 0.81, and 0.81 in three Iranian samples and 0.78, 0.78, and 0.74 in three American samples, respectively. Convergent, criterion, discriminant, and incremental validity were also confirmed. In a later study, Ghorbani et al. (2010) reported a Cronbach's alpha of 0.79. In the present study, Cronbach's alpha was calculated as 0.85.

### 2.3. Data Analysis

Data analysis was conducted using Pearson correlation and multiple regression analysis with SPSS version 26 at a significance level of  $p < .05$ .

## 3. Findings and Results

In the present study, 147 fathers (47.9%) and 160 mothers (52.1%) participated. The mean age of the sample was 44.84 years. The largest proportion of participants held a bachelor's degree ( $n = 88, 28.7%$ ), followed by those with a master's degree ( $n = 75, 24.4%$ ) and a high school diploma ( $n = 63, 20.5%$ ). The smallest groups consisted of individuals with less than a diploma ( $n = 18, 5.9%$ ) and associate degrees ( $n = 21, 6.8%$ ). Participants with doctoral degrees ( $n = 42, 13.7%$ ) were fewer than those with bachelor's and master's degrees. Descriptive indices of the study variables are presented in Table 1.

**Table 1**

*Descriptive Statistics of Study Variables*

Variable	Mean	SD	Skewness	Kurtosis
Non-acceptance of emotions	17.89	5.45	0.247	-0.325
Goals	15.26	2.98	0.446	-0.055
Impulse	17.07	3.79	-0.062	-0.724
Awareness	20.09	5.07	0.026	-0.597
Strategies	21.80	5.63	-0.232	-0.325
Emotional clarity	11.18	2.20	0.103	-0.691
Total emotional self-regulation	103.33	14.25	-0.059	-0.702
Permissive parenting style	27.01	5.48	0.257	-0.246
Authoritarian parenting style	43.09	5.29	-0.210	-0.412
Authoritative parenting style	16.83	2.75	-0.099	-0.873
Resilience	92.36	22.30	0.753	0.601
Integrative self-knowledge	35.60	6.66	0.030	-0.883

Prior to conducting the analyses, the underlying statistical assumptions were carefully examined. First, the normality of data distribution was assessed using the Kolmogorov–Smirnov test and was confirmed ( $p > .05$ ), and boxplot inspections indicated no influential outliers. Next, the assumption of linear relationships among variables was verified through visual inspection of scatterplots. Multicollinearity among predictor variables was assessed

using tolerance and variance inflation factor (VIF) indices; tolerance values above 0.10 and VIF values below 10 indicated no problematic multicollinearity. Finally, the independence of errors (absence of autocorrelation of residuals) was examined using the Durbin–Watson test, and values within the standard range (1.5–2.5) confirmed independence of observations. Therefore, the assumptions required for the main analyses were satisfied.

**Table 2**

*Correlation Matrix of Study Variables*

Variable	1	2	3	4	5	6
Permissive parenting style	1					
Authoritarian parenting style	-0.556**	1				
Authoritative parenting style	-0.547**	-0.480**	1			
Resilience	-0.200**	-0.310**	0.264**	1		
Integrative self-knowledge	-0.221**	-0.268**	0.066	0.307**	1	
Emotional self-regulation	-0.311**	-0.460**	0.237**	0.473**	0.551**	1

The correlation matrix results indicate significant relationships between parenting styles and the examined psychological variables. The permissive parenting style is negatively and significantly correlated with both authoritarian and authoritative styles, indicating conceptual differentiation among these parenting patterns. Additionally, permissive and authoritarian styles show significant negative relationships with resilience, integrative self-knowledge, and emotional self-regulation, suggesting that higher endorsement of these maladaptive parenting styles is associated with lower levels of adaptive psychological resources. In contrast, the authoritative parenting style is positively and significantly associated with resilience and

emotional self-regulation, reflecting its constructive role in fostering emotional and adaptive capacities, although its relationship with integrative self-knowledge was not significant. Furthermore, resilience is positively and significantly associated with both integrative self-knowledge and emotional self-regulation, with the strongest correlation observed between integrative self-knowledge and emotional self-regulation, indicating that greater coherence in self-knowledge is linked to enhanced emotional regulation capacity. Overall, the correlation pattern underscores the importance of parenting styles, particularly the authoritative style, in strengthening adaptive psychological resources.

**Table 3**

*Regression Model Results for Predicting Authoritarian Parenting Style Based on Emotional Self-Regulation, Integrative Self-Knowledge, and Resilience*

Source	SS	df	MS	F	R	R <sup>2</sup>	p	Predictor	t	Beta	p
Regression	1316.340	3	438.780	34.576	0.505	0.255	0.001	Emotional self-regulation	7.88	-0.485	0.001
Residual	3845.184	303	12.690					Integrative self-knowledge	-2.44	-0.141	0.015
Total	5161.524	306						Resilience	-2.25	-0.131	0.025

The regression analysis results presented in Table 3 indicate that the model is statistically significant ( $F = 34.576$ ,  $p = .001$ ), and the variables of emotional self-regulation, integrative self-knowledge, and resilience significantly predict authoritarian parenting style. The multiple correlation coefficient ( $R = 0.505$ ) indicates a moderate relationship between predictors and the authoritarian style, and the coefficient of determination ( $R^2 = 0.255$ ) shows that

approximately 25.5% of the variance in authoritarian parenting is explained by these variables. Standardized coefficients indicate that emotional self-regulation is the strongest predictor ( $\beta = -0.485$ ,  $t = 7.88$ ,  $p = .001$ ), showing a significant negative relationship. Integrative self-knowledge ( $\beta = -0.141$ ,  $t = -2.44$ ,  $p = .015$ ) and resilience ( $\beta = -0.131$ ,  $t = -2.25$ ,  $p = .025$ ) also show significant negative relationships with authoritarian parenting style.

**Table 4**

*Regression Model Results for Predicting Permissive Parenting Style Based on Emotional Self-Regulation, Integrative Self-Knowledge, and Resilience*

Source	SS	df	MS	F	R	R <sup>2</sup>	p	Predictor	t	Beta	p
Regression	1298.281	3	432.760	18.421	0.393	0.154	0.001	Emotional self-regulation	-3.48	-0.229	0.001
Residual	7118.429	303	23.493					Integrative self-knowledge	-3.31	-0.204	0.001
Total	8416.710	306						Resilience	-0.587	-0.036	0.558

The regression analysis results in Table 4 indicate that the model predicting permissive parenting style is statistically significant ( $F = 18.421$ ,  $p = .001$ ). The multiple correlation coefficient ( $R = 0.393$ ) suggests a moderate relationship, and the coefficient of determination ( $R^2 = 0.154$ ) indicates that approximately 15.4% of the variance is explained by the

predictors. Emotional self-regulation ( $\beta = -0.229$ ,  $t = -3.48$ ,  $p = .001$ ) and integrative self-knowledge ( $\beta = -0.204$ ,  $t = -3.31$ ,  $p = .001$ ) are significant negative predictors, whereas resilience does not play a significant role ( $\beta = -0.036$ ,  $t = -0.587$ ,  $p = .558$ ).

**Table 5**

*Regression Model Results for Predicting Authoritative Parenting Style Based on Emotional Self-Regulation, Integrative Self-Knowledge, and Resilience*

Source	SS	df	MS	F	R	R <sup>2</sup>	p	Predictor	t	Beta	p
Regression	154.742	3	51.581	11.243	0.316	0.100	0.001	Emotional self-regulation	1.35	0.092	0.175
Residual	1390.131	303	4.588					Integrative self-knowledge	3.05	0.194	0.002
Total	1544.873	306						Resilience	4.64	0.296	0.001

The regression analysis results in Table 5 show that the model predicting authoritative parenting style is statistically significant ( $F = 11.243$ ,  $p = .001$ ) and explains approximately 10% of the variance ( $R^2 = 0.100$ ). Standardized coefficients indicate that emotional self-regulation does not significantly predict this style ( $\beta = 0.092$ ,

$t = 1.35$ ,  $p = .175$ ), whereas integrative self-knowledge ( $\beta = 0.194$ ,  $t = 3.05$ ,  $p = .002$ ) and resilience ( $\beta = 0.296$ ,  $t = 4.64$ ,  $p = .001$ ) show significant positive relationships, indicating that higher levels of these variables are associated with greater use of authoritative parenting.

#### 4. Discussion

The present study aimed to examine the predictive role of emotional self-regulation, integrative self-knowledge, and resilience in explaining parenting styles among parents of children with intellectual disabilities. The findings demonstrated that these psychological variables significantly contribute to variations in parenting styles, particularly authoritarian, permissive, and authoritative patterns. Overall, emotional self-regulation and integrative self-knowledge were negatively associated with maladaptive parenting styles (authoritarian and permissive) and positively associated with the authoritative style, while resilience played both a direct and indirect role in shaping parenting behaviors. These findings highlight the importance of internal psychological resources in determining how parents respond to the demands of raising a child with intellectual disabilities.

One of the key findings of the study was that emotional self-regulation emerged as the strongest predictor of authoritarian parenting style, with a significant negative relationship. This suggests that parents who have greater capacity to regulate their emotional responses are less likely to engage in rigid, controlling, and coercive parenting practices. This finding is consistent with previous research indicating that difficulties in emotion regulation are associated with maladaptive interpersonal behaviors and increased psychological distress (Alarcon-Espinoza et al., 2022; Francesconi et al., 2022). In caregiving contexts, particularly when dealing with children who exhibit behavioral or adaptive challenges, poor emotional regulation may lead to impulsive reactions, frustration, and harsh discipline. The present finding aligns with the dynamic systems perspective, which posits that parental responses are shaped by the interaction between emotional arousal and regulatory processes (Zhang et al., 2022). Furthermore, longitudinal evidence has shown that parental emotion regulation influences parenting practices through its impact on parenting stress and sensitivity (Iwanski et al., 2025), supporting the idea that improved emotional self-regulation reduces the likelihood of authoritarian behaviors.

The results also showed that emotional self-regulation negatively predicts permissive parenting style. This suggests that parents with better regulatory capacities are less likely to adopt inconsistent, overly lenient, or boundary-deficient parenting approaches. This finding may initially appear counterintuitive, as permissive parenting is often associated with warmth rather than control; however, it can be

understood within the context of emotional regulation as a mechanism for maintaining consistency and goal-directed behavior. Parents with low regulatory capacity may avoid conflict or fail to enforce rules due to emotional fatigue or inability to tolerate distress. This interpretation is supported by research showing that parental burnout and stress are linked to maladaptive parenting patterns, including both harsh and disengaged behaviors (Mikolajczak et al., 2019; Ping et al., 2022). Moreover, studies indicate that parental stress and reduced sense of competence can undermine consistent parenting practices (Wang et al., 2023), which may explain the association between poor emotional regulation and permissiveness.

Another important finding was that emotional self-regulation did not significantly predict authoritative parenting style when examined independently in the regression model, although its bivariate correlation with this style was positive and significant. This suggests that while emotional regulation is related to adaptive parenting, its direct effect may be overshadowed by other variables such as resilience and integrative self-knowledge when considered simultaneously. This result is consistent with research indicating that parenting is influenced by multiple interacting psychological processes rather than a single factor (Zimmer-Gembeck et al., 2022). It is possible that emotional self-regulation contributes to authoritative parenting indirectly, for example by enhancing resilience or facilitating coherent self-understanding, which in turn promote adaptive parenting behaviors.

The findings regarding integrative self-knowledge revealed that it is a significant negative predictor of both authoritarian and permissive parenting styles and a positive predictor of authoritative parenting. These results suggest that parents who possess a more coherent and reflective understanding of their internal experiences are more likely to adopt balanced and adaptive parenting approaches. Integrative self-knowledge enables individuals to process emotional experiences, recognize personal patterns, and regulate responses in a reflective rather than reactive manner. This interpretation is supported by research showing that coherent self-knowledge is associated with improved psychological functioning and emotional regulation (Etesamifard & Alaviniya, 2025; Rohi et al., 2022). In the context of parenting, such awareness may help parents distinguish between their own emotional reactions and the child's behavior, reducing the likelihood of overreaction or disengagement. Additionally, findings from studies on psychological well-being among mothers of

children with intellectual disabilities suggest that self-related cognitive structures play a key role in adaptation (Khalil Arjomandi et al., 2024), further supporting the importance of integrative self-knowledge in shaping parenting styles.

The role of resilience in the present study was particularly noteworthy. Resilience was found to be a significant negative predictor of authoritarian parenting and a positive predictor of authoritative parenting, while its role in predicting permissive parenting was not significant. These findings suggest that resilience functions as a protective factor that enables parents to maintain adaptive parenting behaviors despite the challenges associated with raising a child with intellectual disability. This interpretation is consistent with previous research indicating that resilience mitigates the impact of stress on mental health and promotes positive adaptation (Lara-Cabrera et al., 2021; Yildirim & Solmaz, 2022). In families of children with disabilities, resilience has been identified as a key protective factor that enhances coping capacity and reduces vulnerability to psychological distress (Singer et al., 2021). Moreover, studies have shown that resilience is associated with better quality of life and psychological adjustment among parents of exceptional children (Shabahang et al., 2018), which may translate into more constructive parenting practices.

The mediating role of resilience, as suggested by the pattern of relationships among variables, further underscores its importance. Resilience appears to act as a mechanism through which emotional self-regulation and integrative self-knowledge influence parenting styles. This is consistent with findings showing that resilience can mediate the relationship between psychological variables and emotional outcomes (Javanmojarad, 2024; Shi et al., 2023). In the present context, parents with higher emotional regulation and self-knowledge may develop greater resilience, which in turn enables them to adopt more adaptive parenting strategies. This indirect pathway highlights the interconnected nature of internal psychological resources and suggests that interventions targeting one domain may have cascading effects on others.

The correlation results of the study also provide important insights into the relationships among variables. The negative associations between maladaptive parenting styles and psychological resources indicate that higher levels of resilience, self-knowledge, and emotional regulation are linked to lower reliance on authoritarian and permissive patterns. Conversely, the positive association between authoritative parenting and adaptive psychological variables reinforces the idea that this style reflects optimal emotional

and cognitive functioning. These findings are consistent with the broader literature emphasizing the role of emotional competence in parenting quality (Zimmer-Gembeck et al., 2022). Furthermore, the strong correlation between integrative self-knowledge and emotional self-regulation suggests that these constructs are closely related and may jointly contribute to adaptive functioning, which aligns with previous evidence on the integration of cognitive and emotional processes (Etesamifard & Alaviniya, 2025).

The findings should also be interpreted in light of the specific context of parenting children with intellectual disabilities. Parents in this population often face elevated levels of stress, emotional burden, and caregiving demands, which can influence their psychological functioning and parenting behavior. Research has shown that parents of children with developmental and intellectual disabilities experience higher levels of stress and psychological challenges compared to parents of typically developing children (Cheng & Lai, 2023; Dukmak et al., 2023). These stressors may increase the likelihood of maladaptive parenting patterns unless parents have sufficient internal resources to cope effectively. The present findings suggest that emotional self-regulation, integrative self-knowledge, and resilience serve as key protective factors that buffer the impact of stress and support adaptive parenting.

In addition, the findings are consistent with research on parental mental health and its impact on child outcomes. For example, studies have shown that parental depression and psychological distress are associated with negative child outcomes and family functioning (Piro-Gambetti et al., 2023). Similarly, evidence indicates that parenting stress is linked to child behavioral problems and parental burnout (Ping et al., 2022). These findings highlight the bidirectional relationship between parental psychological functioning and parenting behavior. By identifying emotional self-regulation, integrative self-knowledge, and resilience as key predictors of parenting style, the present study contributes to a more comprehensive understanding of the mechanisms underlying this relationship.

## 5. Conclusion

Overall, the results of the study support a multidimensional model of parenting in which emotional, cognitive, and adaptive resources interact to shape parenting behaviors. Emotional self-regulation provides the capacity to manage immediate emotional responses, integrative self-knowledge offers reflective understanding and coherence,

and resilience enables sustained adaptation under stress. Together, these variables contribute to the development of authoritative parenting, which is widely recognized as the most adaptive and beneficial style for child development. The findings emphasize the importance of addressing internal psychological processes in interventions aimed at improving parenting practices, particularly in high-risk populations such as parents of children with intellectual disabilities.

## 6. Limitations & Suggestions

One of the limitations of the present study is its reliance on a correlational design, which restricts the ability to draw causal inferences about the relationships among variables. Although significant associations were identified, it cannot be conclusively determined whether emotional self-regulation, integrative self-knowledge, and resilience directly cause changes in parenting styles or whether other unmeasured variables may influence these relationships. Additionally, the use of self-report questionnaires may introduce response biases, such as social desirability or subjective interpretation of items, which could affect the accuracy of the data. Another limitation is that the sample was drawn from a specific geographical region, which may limit the generalizability of the findings to other cultural or socio-economic contexts. Furthermore, potential moderating variables such as severity of the child's disability, family support systems, and socio-economic status were not controlled, which may have influenced the results.

Future studies should consider employing longitudinal or experimental designs to better examine causal relationships among emotional self-regulation, integrative self-knowledge, resilience, and parenting styles. It would also be valuable to explore the role of additional variables such as social support, parental mental health, coping strategies, and cultural factors to develop a more comprehensive model of parenting in families of children with intellectual disabilities. Researchers are encouraged to investigate potential mediating and moderating mechanisms in greater depth, particularly the pathways through which resilience interacts with other psychological variables. Comparative studies across different types of developmental disabilities or cultural contexts may also provide deeper insights into the generalizability of the findings. In addition, qualitative research approaches could complement quantitative findings by capturing parents' lived experiences and providing a

richer understanding of the psychological processes underlying parenting behaviors.

The findings of this study highlight the importance of designing psychological and educational interventions that focus on strengthening emotional self-regulation, enhancing integrative self-knowledge, and promoting resilience among parents of children with intellectual disabilities. Practitioners working in clinical, educational, and rehabilitation settings should consider incorporating training programs that teach emotion regulation skills, reflective self-awareness, and adaptive coping strategies. Parent support programs may benefit from integrating resilience-building components that help parents manage stress and maintain psychological well-being. Additionally, family-centered interventions that address both parental needs and child-related challenges can improve the overall quality of parenting and family functioning. Providing accessible mental health services and support networks for parents may further contribute to the development of adaptive parenting styles and better outcomes for both parents and children.

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## Declaration of Interest

The authors of this article declared no conflict of interest.

## Ethical Considerations

The study protocol adhered to the principles outlined in the Helsinki Declaration, which provides guidelines for ethical research involving human participants.

## Transparency of Data

In accordance with the principles of transparency and open research, we declare that all data and materials used in this study are available upon request.

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## Authors' Contributions

All authors have equally contributed to the research process and the development of the manuscript.

## Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

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