

**Research Article**

## **COMPARISON OF SOCIAL CONSISTENCE IN MENTAL –LOW ABILITY AND NORMAL ELEMENTARY STUDENT’S MOTHERS**

**Seyed Rahmatullah Mousavi Moghadam<sup>1</sup>, Zainab Biranvand<sup>2</sup>, Khatereh Akbari<sup>3</sup>, Neda Zahirikhah<sup>4</sup>, \*Seyed Sajad Sadatizadeh<sup>5</sup>**

<sup>1</sup>*Department of Islamic Sciences University of Medical Sciences, Ilam, Iran*

<sup>2</sup>*Islamic theology and The Expert Counseling Center Ilam University*

<sup>3</sup>*Science and Research Branch, Islamic Azad University, ILAM, Iran*

<sup>4</sup>*Science and Research Branch, Islamic Azad University, Ahwaz, Iran*

<sup>5</sup>*Elite Club, Behbahan Branch, Islamic Azad University, Behbahan, Iran*

*Author for Correspondence*

### **ABSTRACT**

Emergence of disability in children causes emotional disorder and economical problems in family. In a way, which cause blur and cold relation and it also limits social relation in the family. Aim to perform this project was to answer the question, whether there exist any relation between social consistency for mentally disabled mother and usual mothers. Statistical society in this project include all mentally disabled student’s mothers who can be taught and normal ones in elementary school of Ilam in year 90-91. Sample of this project included 40 number of students’ mothers who where identified disabled and capable to learn according to DSM and 40 number of usual students by application of cluster sample. Applied tool for this project is social consist scale of Wiseman and pikel. Obtained data analysis from above questionnaire has used description statistical and induction t-test statistical of independent group

Results of this project showed that there is a significant difference between disabale students’ mothers and normal ones according to general social consistence and weekly compass (Daily tasks, social compass, relative relation compass, wedlock relation, parent role and family role and economical condition) ex cept than social compass. Since social consistence is considered as one important factor in psychological health, it seems to be essential for increasing of social psychological health status which are effective to improve social consistence for disabled students’ mother.

**Keywords:** *Social Consistence, Capable to Learn Mental Disabled*

### **INTRODUCTION**

Teaching children is pleasurable for parents. This flow is accompanied by many efforts and worry. Even for those parents who have normal children, patience and ability and well perception is required to grow a child. Although these parents sometimes feel aggressive, disappointed, and tired during this grooming process yet as parents manage and accept her child. But for disabled children, condition is more complex.

Parents anticipate child be born, while they dream for him/her and not only they anticipate for a normal child, but also they anticipate for unrivaled child. Entrance of any child who makes flaw cause a thistle which is called as first thistle. In opportunities which personal harm is high in parents, then an uprecedent event disorganize parents’ consistence. Parents will understand that this event is a rare one and their expections should be reviewed but they have no information about such real event. In this stage, disability is not a crisis, but anticipation destroying is real crisis. Some additional watchfull which forces from disabled child on parents will affect on interaction between parents and children. Disability emerged in children creates emotional and economical problems in family, in a way which each member forfamily will be affectedby crisis due to existence of disable person. Relations become cold and dark, and family social relation wil be limited. Other children will have emotional and social problems and generally, mental health of family which is guarantee of children’s health and is social-individual capital will be in hazard. Althoguh disable child families tolerate more mental pressure, yet they may show higher wedlock consistence (Hosseinejad, 1996).

## **Research Article**

Family is a social system which any fault in each part and members of it cause fail in whole of system and thus this failed system will create faults for other members and cause new problems. In this respect, disability of one child will negatively affect on all member of family and its different performances and on any member. In the other word, disable child in family prevents from a good family performance as usual. Byborning a disable child pressures will exert on parent which cause peace disarrange and disorganize family. As a result, it will affect their consistence.... As Fabre 1975 says, due to existence of mental disabled child, various type of pressure is exerted on parents and other family members.

1-lag for mental change in other children

2-Limitation of family advance

3-Crisis events such as wedlock, divorce, depression for parents

4-Emerge of emotions such as aggression, disappointment, and sin feel (Sharfidaramadi, 2002).

Rosenberg and Robinson (1990), refer to family condition about consistence with disable child birth. They mention that families which are not in appropriate status considering, education, training, cultural and have no support facilities and have bad economical condition, will not pass consistence process in good way and will be irritated (Kohsali, 2006).

Alborzi1375 shows about effect of mental disable child's effect on parent and facing with parents that parents should have different reactions which include: Shame feel 41%, sin feel 37% and child hiding 10% (Kohsali, 2006).

Family will tolerate some pressures due to having such children which include: Worry about children 87%, nervous feel 53. 2%, effect on family relation 23%wedlock affray 18%

Fabre 1959 is one of first researchers who study type of stress in family due to disable child. One of most common stresses is sad-reaction. This reaction is symbol or sign of a natural child death. In other word, having a disable child means loose of a natural child. Knowledge about children who is born with problem and this problem will continue, will lead a process of sadness which is similar to sadness for family with dead child will face. There are some unavoidable factors for pressure on disabled children's parent which make obstacle against family's activites and aims. These factors are general difficulties which are related to entertainment, job opportunity and related activities for organization. Cabin *et al.*, believe that both level and inflection of hobby and vacuity in these families will be reduced. Likewise, Time problem due to various works will be reduced. Other pressure factors are due to family social life.

Marvin (1984), Fabre (1959) also believe that negative reaction which parents will observe from their friends and neighbours, and also shame feel for parents, sisters and brothers due to child, brother, and also feel of events and happenings can cause family social isolation (Elali, 1997).

In families with disable children, mothers will experience high pressure for child maintainence. By pesence of disable child in family, mother no more could perform her duties very well such as: Food prepration, cloth washing, weekly purchase, help to do homeworks and time which is consumed for other members will be reduced. Because most of her time is consumed to watchful of her disabled child. As mother recedes from her duties, then other family members will feel more responsible. Consistence to new pressure and items may be so difficult for other family's member (Adibsereshki, 1380).

Present research tries to answer to this question: whether presence of a mental disabled capable to learn child in family can affect on mother social consistence. In the other word, is there any difference between mother consistence in mental disabled capable to learn children's mother and normal ones in students in elementary schools of Ilam?

## **MATERIALS AND METHODS**

### **Study Method**

Present project is a comparison-scientific type. Aim of this plan is to find possible causes of a behaviourialmodel. This method often is called as post-event, since it refers to items which has been occurred before and its study has formed through effect on other variable.

In the other word, researchers in this project try to find possible cause for effect. Statistical society of this project includes all student's mother for disabled mental capable to learn girl students and normal one in

## Research Article

elementary school of Ilam town, whom their children were educating. Sample of this research include 80 persons of mentioned students' mothers which were classified into two 40 member group of normal and mental disabled capable to learn girl students' mother. For selection of sample, two statistic sample method and normal random multi-stage was applied in a way that according to statistical method, mothers for all mental disabled capable to learn girl students' mothers in elementary school of Ilam (according to low volume of mental disabled capable to learn girl students, 40 persons) were selected and for comparison method, also by application of random sampling multi stage the same number (40) of normal girl student' mothers in Ilam were selected. In this way, at first, among all elementary girl school of Ilam, 10 school was selected randomly and for each school, 4 class and for each class, one student who had coherent condition (considering, age, sex, educational degree) with considered group were selected. Social consistence tool was consistence scale for Wiseman and Pikel which this questionnaire is a translation version for it. This scale was used in 1974 by Wiseman and Pikel and in 1999, it was used by MirZamani through a research. This scale is a semi-organised interview which studies social consistence in seven role or main area. These reoles include: Consistence in performing daily duties, social activites, program accommodation, relative relations, wedlock relation, parents' role, family rol, economical condition, ... degree for such questions was a 5-degree question and lower degree showed better consistence. First degree show high status, second one shows small consistence degree respect to average amount of society and three other degrees show different disorganization degree. In each area or role, specific question about relation between performance, satisfication, friction, foofaraw, and similar one related to question is asked. Therefore, in each area, few ranking degree is used for five –scale. For example, daily duties had a part called (failed performance)

According to few number of elementary disabled girl students' school, sampling was formed in statistical form and all students of these school were selected as sample. Likewise, by application of multi –stage statistical sample method, considered normal elementary school was selected among all normal girl elementary schools in Ilam.

In this project, to analysis data, following statistical method has been used:

1-discriptional method: In this project, average, standard deviation, and redundancy was used.

2-induction method: in analysis of project theories, t-test of independent variables, correlation coefficients was used.

3-Direction, analysis of gathered data, SPSS computer software v. 20 was used.

## RESULTS AND DISCUSSION

### Obervations

**Table 1: Results for t-test independent group by comparison between consistence average degree for social consistence for disabale students' mothers and normal ones in elementary girl school of city of Ilam**

Significacy Level)p)	T	Freedom degree	Std. deviation	average	numbers	group	variable
0/000	13/04	74	5/22	21/44	40	Mental disabled mothers	General Social consistence
			1/93	9/40	40	Normal students' mothers	General Social consistence

Present project include following theories: there is a significant difference in social consistence between disabale students' mothers and normal ones in elementary girl school of city of Ilam according to general social consistence and weekly compass (Daily tasks, social compass, relative relation compass, wedlock relation, parent role, family role and econcomical condition)

## Research Article

**Table 2: T-test results, for independent group comparison of average degree of social consistence (daily weekly tasks) for disabale students' mothers and normal ones in elementary girl school of city of Ilam**

Significancy level) p(	T	Freedom degree	Std deviation	average	number	group	variable
0/001	9/42	74	4/50	17/44	40	Disabled mother students'	Social consistence (daily tasks)
			2/62	9/62	40	Normal mother students'	

**Table 3: T-test results for independent groups to compare consistence average degree scale (social and extracurricular), mental disabled girl students' mother and normal one in elementary school of town of ILam)**

Significancy level) p(	T	Freedom degree	Std deviation	average	no	group	variable
0/100	10/92	74	4/97	31/05	40	Disabled mothers students'	Social consistence extracurricular
			3/54	20/12	40	Normal mothers students'	

**Table 4: T-test results of independent group to compare consistence average degree (relatives' relation), disabled mental girl students' mothers (disabled and normal one) in elementary school of Ilam.**

Significancy level) p(	T	Freedom degree	Std deviation	average	no	group	variable
0/20	12/27	74	4/04	23/41	40	Disabled mothers students'	Social consistence (relatives' relation)
			3/00	13/30	40	Normal mothers students'	

**Table 5: T-test results for independent groups to compare social consist degree (wedlock), disabled mental girl students' mothers (disabled and normal one) in elementary school of Ilam**

Significancy level) p(	t	Freedom degree	Std. deviation	average	no	group	variable
0/008	12/40	74	5/50	25/80	40	Disabled mothers students'	Social Consistence (wedlock)
			3/00	13/00	40	Normal mothers students'	

**Table 6: T-test results for independent groups to compare social consist degree (parents role), disabled mental girl students' mothers (disabled and normal one) in elementary school of Ilam**

Significancy level) p(	t	Freedom degree	Std deviation	average	no	group	variable
0/000	10/69	74	5/17	10/58	40	Disabled students' mothers	Social consistence (Parents role)
			0/83	4/75	40	Normal students' mothers	

## Research Article

**Table7: T-test results for independent groups to compare social consist degree (family relations), disabled mental girl students' mothers (disabled and normal one) in elementary school of Ilam**

Significancy level) p(	t	Freedom degree	Std deviation	average	no	group	variable
0/04	10/00	74	2/45	9/72	40	Disabled students' mothers	Social consistence (family relations)
			1/48	5/00	40	Normal students' mothers	

## Discussion

As it can be seen in table 1, there is significant difference between normal and mental disabled capable to learn students' mothers considering general social consistence ( $P=. 0/000$ ,  $t=13/04$ ). Therefore, main theory is confirmed. In other word, according to averages, mothers with mental disabled daughter has less social consistence respect to others. As it can be observed in table 2, there is a significant difference between mothers with socialconsistence (daily tasks) ( $t=9/42$ ,  $p=0/001$ ). Therefore sub theory 1 is confirmed. In other word, according to averages, mothers with mental disabled daughter has less social consistence (daily tasks) respect to others. As it can be shown in table 3, there is no significant difference between mothers with mental disabled daughters and normal one considering social and extracurricular ( $p=0/100$ ,  $t=10/92$ ). Therefore sub theory 2 is not verified. In other word, according to averages, there is no significant difference between mothers with mental disabled daughters and normal one, considering social consistence (extracurricular and social). As it was observed in table 4, there is no significant difference between mothers with mental disabled daughters and normal one considering social (relatives' relation) ( $p=. 0/20$ ,  $t=12/27$ ). Therefore, sub theory 3 is not verified. In other word, according to average, there is no significant difference between mothers with mental disabled daughters and normal one, considering relatives' relation. As it can be shown in table 5, there is no significant difference between mothers with mental disabled daughters and normal one considering social consistence (wedlock) ( $t=12/40$ ,  $p=. 0/008$ ). Therefore, sub theory 4 is confirmed. In other word, according to averages, there is less consistence e for mothers with mental disabled daughters respect to normal one considering social (wedlock relation). As it can be observed in table 6, there is significan difference between mother with mental disabled and normal daughters (Parents' role) ( $P=. 0/000$ ,  $t=10/69$ ). Therefore, sub theory 5 is confirmed. In other word, according to averages, mothers with mental disabled daughters in comparison with normal girl students have less social consistence (Parents role). As it can be seen in table7, there is significant difference between normal and mental disabled daughter considering social consistence (Family relations) ( $P=. 0/04$ ,  $t=10/00$ ). Therefore, sub theory 6 is confirmed. In other word, according to average, mothers with mental disabled daughters have less social consistence (family relation) respect to others.

As it can be seen in table 8, there is no significant difference (economical condition) between mothers with mental disabled daughters and normal one ( $p=. 0/30$ ,  $t=8/65$ ). Therefore, sub theory 7 is not confirmed. In other word, according to average, there is no significant difference between mothers with mental disabled daughters and normal one considering social consistence (economical conditions)

## Conclusion

In study about main theory under the title of (theory between mothers with mental disabled capable to learn daughter students and normal ones in elementary school of Ilam, considering social consistence) T-test results showed that there is significant difference considering social consistence for mothers with mental disabled daughters and normal one. In other word, mothers with mental disabled daughter students, has less general social consistence respect to mothers with normal daughter students. Present study consists with results of Reza Zadeh2000 and Kohsali 1385. Present project showed that presence of a mental disabled child affects on family consistence (Kohsali, 2006; Rezazadeh, 1997).



### **Research Article**

Also, there are some literature present in this field which shows that existence of mental disabled children create some problem and difficulties in a way any member of this family will have crisis due to presence of disabled person. The difference between mothers with mental disabled daughter students and normal considering social consistence, in other word, lower amount of consistence for mothers with mental disabled daughters respect to mothers with normal daughter students can be explained in this form: Children with low mental ability due to having special conditions such as needs and particular features, at first, are problematic for their parents and societies. After diagnosis of mental disability for child, particular condition will be created and cause change in life, chaos, stress level increase, and problem emerge for both disabled child and parents. Parents for consistence with this problem may face with disequilibrium and they may cannot accommodate themselves with these conditions. Since, parents never anticipate to have such child and they may become confused and infirm with their child, this status negatively affects on their life and cause unwanted behaviours for parents. Mental disabled child's parent due to problems which are consequences of such children (Problems such as, additional watchful, limitation in social relation, wedlock inconsistency, emerge of behavioural inconsistency in other children and lack of attention of parents toward their problem and in home problem, heavy economical costs and pressures which exerts on family) always are in pain and they have plenty of problems. Set of these factors are effective in social consistence in which mothers with mental disabled children is more severe respect to mothers with normal child. To answer to first sub theory in project under the title of (There is significant difference between mothers with mental disabled daughter students capable to learn and normal ones in elementary school of town Ilam considering social consistence (daily task), results of t-test showed that there is significant difference between mothers with mental disabled daughter students and normal one, considering social consistence (daily tasks). In the other word, according to averages, mothers with mental disabled daughter students in comparison with mothers with normal daughter students have less social consistence (daily task) Results of this founds consists with founds by AdibSereshki, (2001) and Kohsali (2006). These researchers have explained in their found: Families with disabled child, we tolerate most difficulties and pressure. He is no more capable to do works like before, such as food preparation, cloth washing, weekly home purchase, and help to do homework for other children.

In rationalization of less consistence for mothers with mental disabled children respect to normal children in performing of daily tasks, we should consider this subject that, existence of mental disabled children in family is harmful and parents, who are responsible for growing up children, will tolerate some pressures due to presence of disabled children. Mother will tolerate some pressures due to additional watchful. Likewise, parents have not enough opportunities for setting life condition and because these problems and additional responsibilities due to such children, they have not opportunity or power to well manage of life. Thus they are not satisfied by life and lack of satisfaction causes impatience and unwilling respect to daily tasks. Mother thinks it is her duty to provide a warm and safety environment for family members, her husband and children. Mothers do most of home works by themselves. To answer sub theory two, research in title of (There is no significant difference between mental disabled daughter students and normal ones in elementary school of town of Ilam considering social consistence (society and extracurricular)). T-test results show that there is no significant difference between mental disabled daughter students and normal one considering social consistence (extracurricular). Results in this project does not consist with founds by Davarmanesh (1995), Fredrich (1989), Gupta (2004), McAndrew (1976), Hossein (1996), Kuhsali (1385). All of these researchers has explained in their founds that families with low-mind ability have lower social communication and their social relation is more limited respect to families who had no disabled. Mothers with disabled children are less involved in social activities, and they could not use their leisure time in appropriate way. Therefore it is possible to say that this mismatch should be studied according to cultural features and social definition based on sub-cultures and also status of true answers by interviewees. For answer to third sub theory, project under the title of (there is significant difference between mental disabled girl students capable to learn and normal one in elementary school of town of Ilam considering social consistence (relatives' relation). t- test results

### **Research Article**

showed that there is no significant difference between mothers with mental disabled girl students and normal one considering social consistence (relatives' relation). In other word, according to averages there was no significant difference between mothers with mental disabled girl students and normal one. Results of present project does not consist with founds by McAndrew, 1976; Gupta, 2004 and Kuhsali, 1385. Previous research results showed that presence of a disabled child not only affects on relation inside the family but also it affects on relation outside the family such as, relatives, friends, neighbours. Near relatives play important role in health. Peaceans support secure for the family. Although, their interfere and aberrant cause some problems. Parents with low mental ability due to presence of a different child respect to others and non-familiarity and sufficient information about features and needs and way for facing with these children, have less power and skills, and they need others' help. They research this support primary in their near relatives who are more and better familiar with these problems. According to previous research results, this mismatch is considerable and it is possible to get valid results through similar scientific projects. To answer to fourth sub-theory in study by the title of (there is significant difference between mental disabled girl students capable to learn and normal one in elementary school of town of Ilam considering social consistence (wedlock relations)), T-test results showed that there is a significant difference between mental disabled girl students capable to learn and normal one in elementary school of town of Ilam considering social consistence (wedlock relations). In the other word, according to averages, mothers with mental disabled daughter children has less social consistence (wedlock relation). Obtained results in this project consists with founds by Singhy *et al.*, 1990. Since they concluded in a research which was performed about social, psychological, for families with mental disabled child that: these families have less wedlock relation consistence. Present project consists with founds by Dmayer, 1991. This researcher showed in his study that mothers with mental disabled children have more problems in wedlock relations. Because stress reduces sex willing and prevents from happiness. Also present project consists with research results by Kuhsali (1385), who believes that mothers with mental disabled daughter children in comparison with mothers with normal daughter students have less social consistence (wedlock relations). As a result of presence of child in family, a new level of relations in family is formed which may be a threat for social security, deepening of couple friction, wedlock satisfaction reduction, or sometimes a cause for regulation and consistence and peace and cooperation between couples. Because, presence of a children cause changes in parents' relation and family structure, and parents will be enforced to accept new responsibilities and reorganize their relation in new conditions. This fact needs special skill and power especially in wedlock life aspect and its lack may cause family regime and parents' interaction in hazardous level.

To answer fifth sub-theory in project in the title of (there is significant difference between mental disabled girl students capable to learn and normal one in elementary school of town of Ilam considering social consistence (parent role)), t-test results showed that there is significant difference between mental disabled girl students capable to learn and normal one in elementary school of town of Ilam considering social consistence (parent role). In the other word, according to averages, mothers with mental disabled daughter students in comparison with normal ones have less social consistence (Parents role). Present results consist with results by Shariati and Davarmanesh (1995), because they believe that child's disability in family prevents from normal family's performances include: grow up secure and training children character and providing a pleasure environment for family members. After children growth, need increase and creation for special condition may cause changes in parents' relation and family system. Parents may become in imbalance level in consistence and gain ability for facing with lifecycle and problems in children growth and change. It is needed to mention that after child's birth, most important task for parents is to provide an appropriate environment for child's growth and consistence with parent-role, and programming to secure child's need such as need for security, watchful and child's intelligence growth. If parents could not be coordinated with these conditions, will face problems in life and their children's future and this is particularly important in families with low mental ability. Need to watchful is a feature for low mental ability children and extra support due to self condemned are parents' features, and both of them make stress. Permanent watchful and ceaseless inquire, requires wait and sacrifice of personal aim

### **Research Article**

from parents and it may increase possibility of parents ignorance respect to life and other children. To answer to subtheory6, study under the title of (There is significant difference between mothers with mental disabled daughter students capable to learn and normal one in elementary school of Ilam considering social consistence (family relations)). T-test results showed there is significant difference between mothers with mental disabled daughter students capable to learn and normal one. In other word, according to averages, mothers with mental disabled daughter students in comparison with mothers with normal one have less social consistence (family relation). Results of this study consist with found by Mohammadi (2001), Kuhsali (2006). Project results showed that child birth with mental disabled, itself can be a stress factor for family member and it may be a worry factor for family consistence. Robinson shows in his researches that family members' relation both inside and outside of the home maybe affected by these communication due to presence of a mental disabled child and these results consist with present project. Home environment should have features such as accommodation, integrity, and adaption and feeling expression. These features make family reinforced against crisis and family will find consistence and adaptations with various crises by these features, family gains consistence ability and accommodation respect to different crises. Family environment can be an appropriate method to oppose against psychological stress. Disabled child birth can be an unpleasant event for the family. Child birth with mental disability as a crisis can affect deeply on family's interaction and communications. Family is a regime and as any changes occurs as a role in it; it can cause changes in other members and roles. To study sub theory 7, project under the title of (There is significant difference between mothers with mental disabled daughter students capable to learn and normal one considering social consistence (Economical status)), t-test was used. Results showed there is no significant difference between mothers with mental disabled daughter students capable to learn and normal one considering social consistence (Economical status). Present project does not consist with project results by HosseinNejad (1996), Maher (1998) and Kuhsali (2006). These researchers claim that families with disabled children will tolerate more financial pressures than others. Economical condition is one of variables which is effective in consistence and families with, bad economical condition will not pas consistence process very well. Although study in literature shows that parents belongs to lower social-economical group, are more succesful in consistence and support for disabled children. Families who have not high education degrees, accept their children better than others, wheras for families with high education degree, it is more difficult to consist. It maybe justified this lack of difference in this way, that both parents of both groups have no considerable difference according to amount of family economic condition, social-economical position and it cause that both groups of parents have similar social consistence (economical status).

### **ACKNOWLEDGEMENT**

We want to thanks all mothers who participate in this project while they had so problems. Also we want to thanks all dear personnel who helped us in this study.

### **REFERENCES**

- Ashum Gupta and Nidhi Singhl (2004).** Positive perceptions in parents of children with disability. *Asia Pacific Disability Rehabilitation Journal* **15**(1) 22-34.
- Davarmanesh A and NaserShariati T (1995).** The effects of mentally handicapped children on families. *Tehran: Human Welfare, Social Welfare and Rehabilitation Sciences.*
- Elali E (1997).** Check the consistency ratio of parents of mentally retarded children in special schools Sari related stressors. MS Thesis, School of Nursing and Midwifery, Tehran University.
- Friedrich WN and Friedrich WL (1981).** PSCHOSOCIAL assets of parents of handicapped and NONHANDICAPPED children. *American Journal of Mental Deficiency* **85** 551-530.
- HosseinNejad M (1996).** Comparative evaluation of parental stress and marital compatibility of educable mentally retarded children and children with physical disabilities, parents of children with normal



**Research Article**

movement of Tehran. Master's thesis, Faculty of Psychology and Educational Sciences, Allameh Tabatabai University.

**Kohsali M (2006).** Comparison of Social Adjustment of mothers of mentally retarded daughter Educable mothers of normal girls Kashan. MA thesis, University of Welfare & Rehabilitation Sciences.

**Mohammadi K (2002).** Evaluation Characteristics affecting the care of mentally retarded children at home or to entrust her to welfare centers of Tehran. Master Thesis of Science, Faculty of Psychology and Educational Sciences, Allameh Tabatabai University.

**Rezazadeh H (1997).** Evaluate and compare the psychosocial needs of parents of mentally retarded students, deaf and normal four provinces in central city elementary schools. Master's thesis, Faculty of Psychology and Educational Sciences, AllamehTabatabai University.

**Sharfidaramadi P (2002).** Psychology of Exceptional Children. Tehran: *Psychometric* 1 and 2.

**Singhi PD, Goyall Pershad D, Singhi S and Walia BN (1990).** Psychosocial problems in families of disabled children. *British Journal of Medical Psychology* 63(Pt2) 123-820.