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The effectiveness of the Educational Package based on the Lived Experience of Mothers with Multi-Disabled Children with Ataxia on Improving Depression

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Research Paper

Abstract

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Purpose: The purpose of this research was to investigate the effectiveness of the educational package based on the lived experience of mothers with multi-disabled children with emotional dyslexia on the improvement of depression.

Methodology: The method of this research was semi-experimental with a pre-test-post-test design with a control group. The statistical population of the research includes all mothers with multi-disabled children whose children were studying in Golhai Shiraz exceptional school in 1400-1401. Among the mothers, 30 mothers were selected as available and were randomly assigned to an experimental group (15 people) and a control group (15 people). Then, the pre-test of the research variables was carried out and the mothers of the experimental group were trained for 12 sessions on alexithymia. After the completion of the training, a post-test of the experimental and control groups was conducted. Research data were collected through alexithymia (Toronto, 1994) and depression (Beck, 1961) questionnaires. The data were analyzed by intragroup-intergroup multiple covariance analysis.

Findings: The results showed that the alexithymia training program improved depression in mothers of children with multiple disabilities.

Conclusion: Based on the findings, since the program developed in this research was based on the real experiences of mothers of children with multiple disabilities, and it was developed specifically for these mothers, and the psychometric features of the program were confirmed by experts in this field, and in a way, it was related to the issues and it has addressed the psychological problems of mothers and the behavioral problems of children, it has been more effective.



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Detailed abstract

Purpose: Disability refers to the inability to perform all or part of the normal activities of personal and social life due to congenital or acquired defects in physical and mental abilities, and as a result, prevents a person from performing normal tasks due to age, gender, social and cultural factors, or It limits him and causes disturbance in the movement of the person in the environment. Multiple disabilities are also a type of disorder in which the cognitive performance is below average and has a significant difference with peers in two or more behaviors (intellectual, physical, psychological and social) and is observed in children before the age of 18. The prevalence rate of this disability is 1-2% of the total population of the countries, according to the statistics of the Welfare Organization in Iran, out of the population of 2 million and 8 thousand disabled people, 28,795 of them are mentally disabled. Also, statistical studies in America indicate the presence of 3/ The percentage of the entire country's population to people with an IQ of two or more than two standard deviations below the average. Since a child with multiple disabilities has many needs and due to mental disability, he is less able to deal with issues related to himself, and this causes him to be relatively permanently dependent on his parents, so his disability becomes a constant pressure and stress factor. Although, with the presence of a child with multiple disabilities, all family members and their functions are affected. But because of their role as caregivers, mothers feel and take on more responsibilities for their children with disabilities, and as a result, they face more pressures and psychological problems. Children with multiple disabilities need more services due to the severity and combination of disabilities. The families of these children are also under pressure factors of life. The existence of these children often causes irreparable damage to the family and sometimes damages the mental health of the family and causes depression. The purpose of this research was to investigate the effectiveness of the educational package based on the lived experience of mothers with multi-disabled children with emotional dyslexia on the improvement of depression.

Methodology: The research method was semi-experimental with a pre-test-post-test design with a control group. The statistical population of the research included all the mothers with children with multiple disabilities whose children were studying at Golhaye Shiraz Exceptional School in 2021-22 and were selected as participants in the research. Investigating the effectiveness of the alexithymia training package with a semi-experimental method based on Cohen's theory in estimating the sample size with a power of 0.81, effect sizes of 0.6 and 0.05, with an experimental group and a control group, the sample size in each group is equal to 15 people. was determined The sampling method in the current research is the available method. The sample size was selected based on available sampling, entry and exit criteria, and Cohen's formula. In this way, Shiraz's exceptional flower school was selected first, and mothers who met the conditions for entering and exiting the study were selected from among them. After the sample size was determined based on available sampling and based on Cohen's table, it was randomly assigned to two experimental and control groups. The inclusion criteria are: having a child with multiple disabilities, not having an acute mental or physical illness. Exclusion criteria are: lack of consent to continue participating in the study, occurrence of a specific accident or disease, concurrent use of psychological intervention. Cohen's sampling formula is as follows. In this formula, $Z_{\alpha/2}$ is calculated at the error level = 5% and equal to 1.96. The error value of d was considered equal to 0.05. Research data were collected through emotional ataxia (Toronto, 1994) and depression (Beck, 1961) questionnaires. The data were analyzed by intragroup-intergroup multiple covariance analysis.

Findings: The results showed that the emotional dyslexia training program improved depression in mothers of children with multiple disabilities. Therefore, since the program developed in this research was based on the real experiences of mothers of children with multiple disabilities and it was developed specifically for these mothers, and the psychometric features of the program were confirmed by experts in this field, and in a way, it was related

to the psychological issues and problems of mothers and It has also addressed children's behavioral problems, and has been more effective.

Conclusion: In explaining the obtained results, it can be said that the birth of a disabled child can have profound effects on the family, and since the disability and the behaviors resulting from it are stable and stable, this affects the interactions that the child has with siblings and parents. It has its own influence. A child with a disability is a crushing pressure on parents. In fact, the birth of a child with a disability indicates the death of the parents' dreams of what their child should be. Having a child with multiple disabilities causes crisis, shock, guilt, denial, feeling alone, depression, emotional ataxia, and reduced communication in the family and provides the basis for parents' separation. Since children with multiple disabilities have many needs and due to mental defects, they have less ability to deal with their own issues, this causes them to be permanently dependent on their parents, especially their mother, so their disability is a factor of pressure and stress. Permanent birth occurs. Considering that children's disabilities cause significant problems for parents, it is necessary to examine the psychological problems of parents of such children for care and support planning. A child's disability affects the family and causes many problems for parents and other family members. First of all, psychological pressure and severe emotional impact is inflicted on parents and often, feelings such as sadness, grief and worry, guilt and shame, embarrassment and isolation and depression arise in them. Timely identification and diagnosis provides the basis for early intervention in the aspects of treatment, medicine, psychology and prevention of the severity of disability. The primary intervention, which is based on the family-centered model and giving importance to the family's participation in the process of education, rehabilitation and treatment, plays an essential role in ensuring the optimal development of the child and improves the cognitive and movement functions of disabled children. Multi-disabled children who have too many unrelated disabilities need more services due to the severity and combination of disabilities. The families of these children are also under pressure factors of life. The presence of these children often causes irreparable damage to the family and sometimes damages the mental health of the family. Mothers of children are under more pressure. Therefore, early interventions for multi-disabled children and their families are essential, and the biggest challenge for these parents is to provide appropriate rehabilitation, medical, educational services, and special tools and help for their children. Empowering parents makes them an effective member in the process of providing these services. Counseling and family training can be an effective help in the mental health of families with children with multiple disabilities and help parents in adapting to their child's disability, child care skills, how to use the experiences of other parents, and introducing organizations that provide services.