



Hyper-parenting in Children with Intellectual and Developmental Disabilities

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ABSTRACT Parenting styles are often measured following Baumind's theory as authoritarian, authoritative, uninvolved, and indulgent styles. In the contemporary scenario, this approach appears insufficient. There are growing complexities in parenting resulting from socio-cultural inter-breeding across nations. There is a need to address critical problems and issues related to contemporary parenting. This cross-sectional study uses a descriptive survey design to empirically profile taxonomy of prevailing parent practices. The 35-item hyper-parenting domain of the 'Parental Opinion and Practices Scale' was administered on 89 parent respondents of children with intellectual and developmental disabilities. Results show a trend towards hyper-parenting, which is significantly different across socio-demographic variables like gender, or age of the child, parent education, and socio-economic status, as well as size and type of family. The norms, reliability, validity, and item-wise instances of over-parenting are highlighted. The findings have significant implications for parent training programs in the future interests of children with special needs.