

Investigating the relationship between self-control and family factors in girls and boys with mental disabilities

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Abstract

Purpose: This study aimed to investigate self-control and the relationship between self-control and family factors in girls and boys with mental disabilities.

Research methodology: The present study was conducted by a causal-comparative method with an applied nature in 2020. The statistical population of all primary school students in the schools of mentally disabled was the Tehran Exceptional Education Organization. Using cluster sampling method, 196 children were selected as the sample. The informed consent form for participation in the research was also obtained from the stakeholders. Measurement tools in this study were [Gersham and Elliott \(1990\)](#) Social Skills Rating Scale and [Kendall and Wilcox \(1979\)](#) Self-Control Scale.

Results: The results of statistical analysis showed that there was no significant difference between the average self-control of children with mental disabilities based on the level of education of parents and the job of the head of the family that the need to educate parents of mentally disabled children regardless of class Socially confirms them in order to be aware of their children's abilities. In addition, the level of self-control in the two sexes was not significantly different and there was no significant difference between self-control at different ages and emphasizes their gender in special schools.

Limitation: Conducting research in schools always faces problems due to the interference between research time and classroom time.

Conclusion: Based on the findings, it can be concluded that parental education has a significant role in advancing the goals of education and upbringing of exceptional children, including their self-control.

Keywords: *Restraint, Family factors, Children with mental disabilities*

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1. Introduction

One of the necessary conditions to create and maintain a satisfying social relationship is the ability to regulate and control one's behavior in a way that takes into account the needs and feelings of others and cannot harm anyone in anger and control oneself. It is called self-control ([Shakeri et al., 2019](#)). Self-control is an internal mechanism and makes every harmful thought and action not turn into action. Self-control as a life skill teaches people to control their behaviors and adapt to the

environment and reality. Self-control is an acquired skill that allows people to delay the satisfaction of their desires and not show hasty behaviors. Strengthening self-control skills has many beneficial effects such as increasing self-confidence, flexibility, and empathy for the individual. It is better to teach self-control from an early age because it becomes institutionalized in the person and becomes a trait. ([Fallah, 2020](#)).

Self-control is the core of self-confidence. According to experts, the three basic moral virtues that are the basis of all human beliefs and virtues should be taught from childhood. Empathy, conscience and self-control are the three main pillars of human moral development. In the meantime, it may seem very necessary to address self-control and education because many parents complain about their children's lack of patience, when in fact, they have to blame themselves for not teaching them self-control from childhood. Self-control in childhood is directly related to better health in adolescence. The fact is that parenting disabilities, parental stress, overwork, inability to control children, parental abuse, child abuse, use of the Internet, television, inappropriate movies and cartoons, computer games and lack of A good role model in the family environment is one of the most important reasons why self-control is not institutionalized in individuals.

Self-control can be considered a barrier to inappropriate behaviors that lead to guidance and regulation of personal behavior. People who have self-control know how to regulate their behavior and how and when to use this behavior. It helps people develop the skills to think and use these skills. Self-control enables a person to put his or her knowledge, values, and attitudes into action. Self-control helps children with disabilities not need external approval and encouragement, and most of their work and activities are factors. It comes from within, and interest, motivation, and satisfaction are important to them and they act on it, so most of these children set a standard for their activities and act on it and evaluate their actions. Self-control is considered as an important part of human performance and one of the basic and fundamental elements in shaping human behavior. This skill helps a person to control his behaviors and be responsible and one of the unpleasant consequences of behaviors. Unsuitable for him seeks to be safe. Therefore, for more than a decade, lack of self-control has been cited as a major factor in crime and delinquency and similar behaviors. To the extent that the lack of restraint has a special and special place in criminology and inappropriate behaviors, due to the important role of restraint in the occurrence of criminal and inappropriate behaviors, scales and measuring tools have been developed to determine the extent of restraint. Thus, the importance of self-control in human life can be realized. Social skills and self-control are necessary for every person and ordinary people learn these skills directly and indirectly through their relationship with adults, but social skills and self-control in mentally retarded children need to be taught. has it. The main problem for many of these individuals is a lack of social skills and self-control to get a job and solve interpersonal problems ([Gresham & et.al, 1993](#)). In general, patience and self-control are the weights that can cause people to avoid extreme and extravagant emotions, and as a moral virtue, they can cause a person to face difficulties. Act wisely in their decisions ([Khormaei, Farmani, 2014](#)).

A worrying issue for mentally retarded children is their self-control. Self-control is an important skill for all children and they should learn it. This term refers to having power or control over personal actions. It also means distinguishing right from wrong. Children who do not make decisions about their own behavior and rely on other children, parents, teachers, or adults do not learn self-control ([Assady Gandomani & et.al., 2015](#)). Exceptional children have problems in social relationships with their peers and face many difficulties in daily life for personal and social adequacy and need the help of others ([Pritchard & et.al, 2015](#)). Deficiencies in the abandoned brain's self-control skills caused them to be aware of proper behaviors in their environment and within their interpersonal interactions ([Tavakoli et al., 2005](#)).When parents are consistent in their parenting practices, they provide them with assertive and trusting behaviors, listen to their children, and promote dialogue with them; Also, their disciplinary methods are combined with warmth, logic and flexibility, and to some extent, they

give children freedom, children show more social development ([Zakaeifar & Musazadeh, 2020](#)). Their research shows that children face problems due to a lack of social problem-solving skills. Aggressive childhood behavior can be a predictor of delinquency, substance abuse, depression, and academic failure. There is also evidence that It shows that juvenile delinquency social behavior is associated with adult disabilities ([Vahedi & Fathi Azar, 2006](#)). Achieving self-control creates a sense of security, health, well-being and independence in life. People who have self-controlling behaviors and skills believe in themselves and believe that their actions are in line with their goals. This approach gives these people a sense of responsibility. And gives power and they consider themselves the agent of change ([Shakeri et al., 2019](#)). Self-control is the ability to regulate thoughts and actions for Stopping any internal or external pressures. Self-control indicates the child's ability to adjust and control impulses. Children with self-control can delay pleasures (sitting quietly, taking turns, listening while others are talking); Calm their hunger, anger and excitement and do not need a lot of reminders to regulate their behaviors. Given that an important part of identity, ethics, values, norms and behavior in daily life by social interactions and in Culture context and patterns of family socialization are formed, attention to the family and especially its communication patterns seem necessary ([Alizadeh Nairi et al., 2013](#)).

According to the research of [Sadeghi and Agility Nejad \(2020\)](#) and considering the conditions in which mothers of children have hyperactive children and low self-efficacy, through mindfulness-based method can improve mothers' self-control and self-efficacy. The results of analysis of covariance showed that mindfulness-based parenting method on both variables of self-control and Self-efficacy of mothers with hyperactive children is effective and has improved these two variables. The results of [Ghodsi study \(2020\)](#) showed that psychoanalytic education has a significant effect on increasing self-control and has been able to increase self-control of children with mild mental retardation. Applying psychoanalysis to them. Findings of [Shakeri et al \(2017\)](#) showed that self-control ethics education has been effective on reducing students' aggression. Due to the high prevalence of aggression among junior high school students in adolescence Restraint ethics training can be a good intervention to reduce their aggression. The results of [Javanshir \(2017\)](#) show that self-control was different according to the father's level of literacy and education, so that fathers who had higher education, their children had higher levels of self-control. The results of [Abedi et al. \(2015\)](#) showed that teaching the concepts of self-control through practice and through multimedia promotes the development of social skills of preschool children. The above educational model also affects all components of social skills of preschool children.

According to the research results of [Ghaneh \(2015\)](#), lack of self-control includes a wide range of inappropriate behaviors, the common underpinning of all of these behaviors is the violation of social rules and order. Teaching self-control skills changes children's behavior. According to the results of [Johnson \(2007\)](#) and [Rahimi et al. \(2010\)](#), age had no significant effect on self-control, which can be attributed to the limited age range of the sample group. According to the results of [Logue & Chavarro \(1992\)](#) study, boys for Restraint showed more motivation than girls.

The process of self-control consists of four stages:

1. Determining goals and standards:

Each person has specific goals for themselves and follows specific norms to achieve them. The person who wants to control himself must know where he wants to move and what position he is moving towards. At this stage, the person commits himself to avoid certain behaviors or commit himself to doing some actions that he considers desirable.

2. Behavioral actions

The second step in the process of self-control is to take a step towards achieving the goal that the person has set for himself. This stage is in fact his behavior and action. Compared to the general

process of control, behavior is in fact the performance of the individual to achieve predetermined goals.

3. Self-assessment

The third step in the process of self-control is to adapt one's goals to one's performance according to the desired standards. In other words, At this stage, the person evaluates his performance to what extent he has been able to succeed in achieving his goals and aspirations. The result of this evaluation is not out of three cases:

A) The performance of the person exceeds the expectations that he had and was able to fully cover the desired goals, in which case the result is the satisfaction of the individual with his performance or "self-satisfaction" and self-confidence.

B) The performance of the person is fully in line with the predetermined goals, in which case the person has achieved what he wanted.

C) His performance and behavior is far from the intended goals, in which case it is necessary for the person to reconsider the planning and strategies to achieve their goals.

4. Self-management:

In the last step of the process of self-control, based on comparing performance and behavior with goals and standards (aspirations), the person tries to correct himself and eliminate possible weaknesses in his behavior. Certainly at this stage, reward and punishment can play an important role in modifying behavior in the process of self-control.

Self-control aims to present a healthy personality who has reached intellectual maturity and resists all kinds of problems and chooses the cause with insight and will be able to control himself in all aspects of life. Imagine what would happen if everyone in a society had this desirable virtue. In such a society, each person sets a goal for himself and plans to achieve it. In the absence of the employer, such a person performs his job duties without fear of consequences. Students, regardless of exams, class questions, etc., do their homework in the best way. In general, patience and self-control are the weights that can cause people to avoid extreme and extravagant emotions, and as moral virtue, they can cause a person to face difficulties. And act wisely in their decisions ([Khormaei, Farmani, 2014](#)). Self-control helps disabled children not to need external approval and encouragement, and most of their work and activities come from internal factors, and interest, motivation, and satisfaction are important to them and act accordingly. Therefore, most of these children set a standard for their activities and act accordingly and evaluate their actions. Self-control is an important part of human functioning and one of the basic elements and It is fundamental in shaping human behavior. This skill helps a person control his/her behaviors and be responsible and safe from the unpleasant consequences that inappropriate behaviors have for him / her. Research in this field Helps to teach these skills to people with mental disabilities. One of the topics that can be studied and researched in psychology is the relationship between variables such as age, gender, parents' education, family socioeconomic level, and occupational status. And study in this area. Because the lack of positive skills in mentally retarded children will cause behavioral problems, lack of cooperation with others, and interpersonal and interpersonal problems, and if these problems are not addressed in childhood, it will continue into adulthood and cause problems such as: Lack of employment in adulthood, as well as having a semi-independent life, deprives them of these skills because these skills are necessary for a good life. Considering that children with mental disabilities, in addition to mental and cognitive disabilities, many of their problems are related to lack of social skills and self-control, and since this issue has not been studied in Iran, in this study The relationship between self-control and family factors in mentally retarded girls and boys will be investigated.

In this research, we try to answer the following questions:

1. Is there a significant difference between the mean scores and the scale of restraint of mentally retarded children in different groups based on the mother's education?
2. Is there a significant difference between the mean scores of the children with mental retardation scale in different groups based on the father's education?
3. Is there a significant difference between the mean scores of the Children with Disabilities Scale based on the occupational status of the head of the household?
4. Is there a significant difference between the mean restraint scores of girls and boys with mental disabilities?
5. Is there a significant difference between the mean scores of the Self-Determination Scale for mentally retarded children at different ages?

2. Method, community and statistical sample of the research

This study aimed to investigate the relationship between self-control and social skills in mentally retarded children. The present study is of a positivist type with a quantitative approach. Also, this research is a descriptive project in the field of field studies and in terms of research approach, it is a quantitative research. The study's statistical population includes all elementary school students in the schools of educable mentally retarded students of the Exceptional Education Organization of Tehran. In this study, for sampling, first by referring to the Tehran Exceptional Education Organization and obtaining a license from this organization, 4 girls 'and boys' schools were randomly selected from among the exceptional schools in Tehran. In each school, information on parental characteristics such as education and occupation of the head of the family was obtained by referring to the school statistics office. Forty teachers then assessed students in grades one through five, and finally assessed 196 children (87 girls and 109 boys) aged 9 to 15. Only one 8-year-old was included in the sample. Due to the small number in the 8-year-old age group, sampling was excluded and the total number was reduced to 196 people.

Demographic characteristics of the sample

Table 1. Sample characteristics based on age and sex

age	girls	boys	Total
9 to 11 years and 11 months	12	24	36
11 to 12 years and 11 months	38	56	94
13 to 14 years and 11 months	26	21	46
15 to 15 years and 11 months	11	9	21
Total	87	109	196

Table 2. Sample characteristics based on father's job

Father Occupation Class	Frequency	percentage
Office	33	16/8
Service staff	25	12/8
Farmers and ranchers and workers of production and transportation jobs	22	11/2
jobless	49	25/1
Uncategorized	67	34/2
Total	196	111/1

Table 3. Sample characteristics based on father's education

Father Education	Frequency	percentage
Illiterate and illiterate	44	22/4
Primary	65	33/2
Middle and high school	47	24/1
Diploma and above	41	21/4
Total	196	111/1

Table 4. Sample characteristics based on mother's education

Mother's education	Frequency	percentage
Illiterate and illiterate	55	28/1
Primary	74	37/8
Middle and high school	31	15/3
Diploma and above	37	18/9
Total	196	111/1

Measuring tools

The researcher first studied theoretical sources and reference books on self-control and social skills to develop the tool. In addition, the scales previously made in and outside the country were examined. Then, from the appropriate scales, he selected the following scales to collect data in the present study:

A) Social Skills Rating Scale (SCRS)

This scale was developed by [Gresham & Elliott \(1990\)](#) for preschool, elementary and high school and has 3 special forms for parents, teachers and students. 2 Special form for parents and teachers consists of two parts: social skills and behavioral problems. The teacher form has 48 questions in the section of social skills and behavioral problems that have answers never, often and most of the time. The social skills section of the teacher questionnaire has sub-tests: cooperation, self-control and assertiveness ([Shahim, 1377](#)). In addition, the analysis of factors on the social skill rating scale for the social skills section led to the extraction of three factors of cooperation, assertiveness in social relations and self-control, and in the behavioral problems section led to the extraction of three factors: exogenous behaviors, internal Motivational and attention-grabbing. This scale was used to assess social skills in mentally retarded children. In [Shahim \(1998\)](#) research, to determine the validity of the scale, the correlation of scores with the restraint part of the SCRS social skills rating scale was used. Also, the correlation of all questions with the total score and its comparison with the results reported in China obtained by [Wang \(2002\)](#) was used as a validity indicator.

Cronbach's alpha method, which was equal to 0.93, was used to study the SCRS scale's reliability. Study and evaluation of SCRS scale Reliability by retesting 30 subjects (15 boys and 15 girls) were re-evaluated after the first study with a re-measurement reliability coefficient of 0.83. Overall, the results of retest reliability and Cronbach's alpha coefficient indicate the necessary and appropriate stability of the SCRS scale.

B) Self-control scale

Few tools are available to assess children's self-controlling tendencies and behaviors, while self-control has been repeatedly studied in various studies. [Kendall and Wilcox \(1979\)](#) have defined self-

control as a person's tendency to control their behavior. It has 2 cognitive and behavioral components. According to this definition, the restraint scale was provided with 33 items that measure cognitive and behavioral restraint. This scale includes 10 items that measure self-control, 13 items that measure impulsive behaviors, and another 10 items that measure both dimensions, namely self-control and impulsive behaviors. Scoring is done by the teacher on a 7-point Likert scale. In order to implement the [Kendall and Wilcox](#) restraint scale, this scale was first translated into Persian and corrected and edited by 3 fluent psychologists in both languages, and then provided to teachers for evaluation by students. For this purpose, after selecting the first to fifth grades and before presenting the questionnaire to the teachers, explanations were given on how to answer the questions and the purpose of the research and the need for honest cooperation.

3. Results and discussions

The results of data analysis are as follows

Is there a significant difference between the mean scores of the Self-Determination Scale of mentally retarded children in different groups based on maternal education?

To answer this question, one-way analysis of variance was used to examine the significant difference between the mean scores of the self-control scale in different groups based on maternal education, the results of which are shown in Tables 5 and 6.

Table 5. Mean and standard deviation of self-control scale scores based on mother's education

Mother's education	number	mean	انحراف معيار
Illiterate and illiterate	55	144/04	37/65
Primary	74	131/92	33/47
Middle and high school	30	137/00	39/02
Diploma and above	37	138/35	35/00
Total	196	137/31	35/91

Table 6. Results of one-way analysis of variance the mean difference of the scores of the self-control scale based on maternal education

Sources of change	Total squares	Degrees of freedom	Average of squares	F	P
Between groups	4682/142	3	1560/714	1/21	0/30
Within the group	246763/9	192	1285/229		
Total	251446/0	195			

One-way analysis of variance showed that there was no significant difference in the mean scores of the self-control scale in different groups based on maternal education.

Is there a significant difference between the mean scores of the Self-Determination Scale of mentally retarded children in different groups based on the father's education?

To answer this question, one-way analysis of variance was used to examine the significant difference between the mean scores of the self-control scale in different classes based on the father's education and the results are shown in Tables 7 and 8.

Table 7. Mean and standard deviation of self-control scale scores based on father's education

Father Education	number	mean	standard deviation
Illiterate and illiterate	44	144/43	138/20
Primary	65	132/97	34/42
Middle and high school	47	136/51	33/67
Diploma and above	40	137/47	38/31
Total	196	137/31	35/91

Table 8. Results of one-way analysis of variance of the difference between the mean scores of the self-control scale based on the father's education

Sources of change	Total squares	Degrees of freedom	Average squares of	F	P
Between groups	3487/562	3	1162/521	0/91	0/44
	247958/5	192	1291/450		
Within the group	251446/0	195			
Total					

One-way analysis of variance showed that there was no significant difference between the mean scores of the self-control scale in different groups based on the father's education.

Is there a significant difference between the mean scores of the Self-Determination Scale of mentally retarded children based on the head of the household's occupational status?

To answer this question, one-way analysis of variance was used to examine the significant differences between the mean scores of the self-control scale in different occupational classes of the head of the household and the results are shown in Tables 9 and 10.

Table 9. Mean and standard deviation of self-control scale scores based on job class of head of household

Father's job	Number	Average scores	Standard deviation
Office	33	130/54	31/48
Service staff	25	130/21	36/98
Farmers and ranchers, workers in manufacturing and transportation occupations	22	134/50	38/93
jobless	49	143/92	38/00

Uncategorized	67	139/01	34/99
Total	196	137/31	35/91

Table 10. Results of one-way analysis of variance of the difference between the mean scores of the self-control scale based on the occupational class of the head of the household

Sources of change	Total squares	Degrees of freedom	Average of squares	F	P
Between groups	4951/675	4	1237/919	0/43	0/96
Within the group	246494/3	191	1290/546		
Total	251446/0	195			

As can be seen, there is no significant difference between the mean scores of the Self-Control Scale in mentally retarded children based on the occupational status of the head of the household.

Is there a significant difference between the mean restraint scores of girls and boys with mental disabilities?

To answer this question, t-test for independent groups was used to examine the significant difference between the mean scores of restraint in girls and boys and the results are shown in Table 11.

Table 11. Comparison of the mean scores of restraints in two groups of mentally disabled boys and girls

Groups	Number	Average scores	Standard deviation	t	P
Girl	87	139/34	35/27	0/70	0/48
Boy	109	135/69	36/46		

Based on the results of Table 11, it was found that there is no significant difference between girls and boys in the mean scores of self-controls.

Is there a significant difference between the mean scores of the Self-Determination Scale of mentally retarded children at different ages?

To answer this question, one-way analysis of variance has been used to examine the significance of the difference between the mean restraint scores of different age groups and the results are shown in Tables 12 and 13.

Table 12. Mean and standard deviation of self-control scores by age

Age	Number	Average scores	Standard deviation
9 to 10 years and 11 months	36	132/11	35/16
11 to 12 years and 11 months	94	140/05	37/78
13 to 14 years and 11 months	46	140/26	32/29

15 to 15 years and 11 months	20	127/00	35/77
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Table 13. Results of one-way analysis of variance: difference in mean scores of restraints scale by age

Sources of change	Total squares	Degrees of freedom	Average of squares	F	P
Between groups	4206/856	3	1402/285	1/09	0/35
Within the group	247239/2	192	1287/704		
Total	251446/0	195			

The results of this analysis show that there is no significant difference between the mean scores of the Self-Control Scale based on different age groups in mentally retarded children.

Discussion

Restraining oneself means having the necessary order in life to achieve potential talents; Self-control will enable the individual to adapt their behavior to their goals. Without self-control, it will be impossible to achieve the power needed to overcome depression, fear and anger. Self-control will help a person to function in accordance with his or her innate abilities. And to make the most of his abilities and to be able to meet his self-fulfilling need to a great extent. Self-control is the superficial level of tolerance before a person reacts negatively. In evolutionary psychology and cognitive neuroscience, self-control has been studied as a decision problem between two choices: choosing a small reward in the short term or choosing a more valuable reward in the long run. In all animals, including humans, the tendency for short-term rewards is greater than long-term rewards. However, long-term rewards are often more advantageous than short-term rewards. Self-control is the core of self-confidence, and it is with this virtue that responsibility makes sense. At a time when diversity is rampant in society and the individual is faced with many choices, it is very important to teach self-control and its development in children.

Today, children, especially children with disabilities, face more stress than ever before, and they also face problems in schools. In the meantime, parents should teach their children the skills of self-control so that they can control their emotions when necessary. The aim of this study was to investigate the relationship between self-control and family factors in girls and boys with mental disabilities. Will be effective (Ghaneh, 2015). The statistical analysis results showed no significant difference between the average scores of self-control based on education-parents. It is different, so that fathers with higher education, higher levels of self-control of their children, are not aligned. In the present study, parents of mentally retarded children, regardless of education and literacy, have developed self-control in their children to the same extent. This study shows that the mean scores of self-control in different classes based on the job of the head of the household are not significantly different. And how parents relate to children with mental retardation in creating positive behaviors such as self-control in the child is not consistent. And parents have developed a positive amount of positive self-control behaviors in the child from a socio-economic point of view. does not have. The results of the present study are consistent with the results of Wang's (2002) study which showed that the rate of restraint and inappropriate behaviors of Chinese girls is higher than boys. The present study results, based on the lack of restraint between girls and boys, are probably due to the fundamental mental and cognitive disability of girls and boys. Mental disability, which makes it difficult to acquire gender-appropriate behaviors. Girls 'and boys' schools may not be taught different levels of abstinence behaviors in special schools for children with mental disabilities. For a possible interpretation of the differences

between the present study findings and other studies, we can point to the differences in the samples performed in previous studies on the samples of normal children. Finally, the statistical analysis results showed that there is no significant difference in restraint scores at different ages in mentally retarded children. This study was performed on children aged 9 to 15 years and 11 months, with the findings of [Johnson \(2007\)](#) and [Rahimi et al. \(2010\)](#) which showed the effect of age. It has no significance for self-control. In order to possibly interpret the differences between the findings of the present study and the above-mentioned research, it can be pointed out that most of the previous research has been done on normal children and studies on the restraint of mentally retarded children, compared to studies conducted in The case of children with natural intelligence is very low.

4. Conclusion

As normal children have the necessary mental and cognitive ability that provide them with more opportunities in society, they acquire self-control behaviors gradually with age. In addition, normal children have more social interactions with other people in the community, increasing with age and leading to more growth and learning of social skills and self-control. Nevertheless, children with mental disabilities are deprived of the necessary and widespread social interactions. Special and necessary trainings are needed to learn social skills and self-control. The results of this research have many applications, including that it can be used as a source of research background, to encourage parents and society to pay more attention to exceptional children, and Finally, this study will be used clinically to change the planning of self-control training in children with disabilities by educators and parents. Based on the present study results, it is suggested that proper training programs for parents in the field of self-control and skills training Positive Behavioral Plans should be designed to help children with mental disabilities develop self-control. The difference between the groups was not based on the parents' level of education and the job of the head of the household that was expected, so it is recommended to parents, regardless of their socio-economic status, specific information about the potential and actual abilities of children. Inability to be mentally-trained. Parental education plays an important role in advancing the educational goals of raising children.

[Seligman 1987](#) stated that families where there is a reciprocal orientation among family members and both parents and children have a caring, responsible and compassionate approach to each other, the moral development of children is more desirable. And more altruistic and moral behaviors are enjoyed. Individuals' capacity for self-control in deviant situations is affected by family upbringing as well as the level of social interaction. The more individual social ties there are, the more restraint there is.

Finally, it is suggested that school curricula for children with intellectual disabilities be developed to develop these children's self-control and social skills so that the lack of social skills of these children does not continue into adulthood and does not cause many problems for them. And provided the possibility of getting a job and having a future semi-independent life for mentally retarded children. The implementation of this research, like any other scientific research, had limitations. Conducting research in schools always faces problems due to the interference between research time and classroom time.

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