**Introduction**

Rearing a child with a disability can be stressful for parents (Tröster, 2001). Having a child with a disability can influence feelings of parental self-efficacy, since high parenting stress has been related to low parental self-efficacy (Jones & Prinz, 2005). It is unclear whether these lower levels of parental self-efficacy are particularly associated with stress attributions regarding the child or regarding the self (the parent). More insight into these associations is important, because lower levels of parental self-efficacy are associated with less competent parenting, which may put these children already at risk for maladaptive outcomes, even more at risk.

**Research question**

How are parent- and child-related stress attributions associated with parental self-efficacy in parents of children with visual or visual-and-intellectual disabilities?

**Method**

**Participants**

* 82 children with a visual disability (48 boys, 34 girls)
* Age (1-5 years): M=3.22, SD=1.13
* 76 children with low vision, 6 children with blindness
* 23 children had additional intellectual disabilities (ID)
* 70 mothers, 12 fathers; mean age (years): M=35.2, SD=5.28

**Measures**

* Parenting Stress Index (two domains: Parent- & Child-related)
* Self-Efficacy in the Nurturing Role-questionnaire

**Statistical procedure**

A multiple regression analysis was done with child’s intellectual disability and parental education level as control variables in step 1, parent-related stress attributions added in step 2, and child-related stress attributions added in step 3, with parental self-efficacy as outcome measure.

**Results**

Parents of children with visual disabilities reported significant higher levels of parenting stress, and average levels of parental self-efficacy compared to norm groups of parents with children without disabilities.

**Table 1.**

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<thead>
<tr>
<th></th>
<th>β</th>
<th>t</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child ID</td>
<td>.17</td>
<td>2.12</td>
<td>.037</td>
</tr>
<tr>
<td>Parent education</td>
<td>.18</td>
<td>2.19</td>
<td>.031</td>
</tr>
<tr>
<td>Parent-related stress</td>
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<td>-5.08</td>
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</tr>
<tr>
<td>Child-related stress</td>
<td>-.16</td>
<td>-1.39</td>
<td>.168</td>
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</tbody>
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Parent-related parenting stress (in combination with child’s intellectual disability and parental education) was a significant predictor of parental self-efficacy (F(3, 78)= 27.82, p < .001, adjusted R² =.50). Child-related parenting stress did not add to the model (R² change=.012, p=.168).

**Conclusion and implications**

Parent-related parenting stress attributions seemed more predictive for parental self-efficacy than child-related parenting stress attributions.

Parents having a child with a visual-and-intellectual disability reported higher scores on perceived parental self-efficacy than parents having a child with only a visual disability. Perhaps these parents have more realistic expectations of their child’s abilities.

In a parent intervention a focus on parent-related stress may be useful in alleviating feelings of incompetence, especially for parents with a lower educational level. In this way, parenting for children with visual or visual-and-intellectual disabilities can be improved.

**More information:**

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