

Cognitive requirements for parenting with particular focus on parents with intellectual disability

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Abstract

Parenting is a highly complex field of responsibility. It is a particular challenge for persons with intellectual disability (ID) due to their cognitive impairment. The precise cognitive requirements of parenting and the impacts of cognitive impairments have not yet been studied systematically. As a first step in this article, therefore, we analyze the complexity of the field of responsibility, beginning with basic parenting concepts and characteristics, and identify the basic cognitive skills needed to cope with the rigorous requirements involved. We then apply model concepts from the field of social-cognitive information processing to parenting. Next, we analyze the requirements for executive functions in the context of parenting-specific problem solving processes. Finally, we discuss the implications of this analysis for parents with ID on the basis of a comparison of the required skills with the relevant capabilities of people with ID.

Keywords: Parenting, cognitive competences, intellectual disability, executive functions, information processing

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