

Translation and Validation of Persian Version of Mindfulness in Parenting Questionnaire (P-MIPQ)

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Abstract

Background: Parenting is an important issue in the growth process of children that affects their health. A new approach in parenting styles is mindful parenting. Mindfulness in parenting means taking care of children with no judgmental approach and having an open welcoming attitude toward children's actions at the very moment the parents and offspring(s) are living.

Objectives: This study aimed to localize the Mindfulness in Parenting Questionnaire (MIPQ) into the Persian language through translation and validation to create a useful valid measure for assessing mindfulness in parenting in Iran.

Methods: The MIPQ original version was translated through forward-backward translation into Persian, and then was pilot-tested on mothers of children aged 7 - 12 after confirming the validity of the measure using the CVR-CVI method. Confirmatory factor analysis was used to ensure the item development validity of the measure. To evaluate the factor structure of data, AMOSE (version 24) software was used. To assess the reliability of the translated version, 15 mothers were included in the first phase of the study. They filled out the MIPQ, and also simultaneously filled out the Parenting Scale by Arnold and O'leary 1993 and MMAS by Brown and Ryan 2003. After having the measure confirmed regarding validity and reliability, it was distributed to 400 mothers of whom, 306 returned the questionnaire fully administered.

Results: Confirmatory factor analysis indicated that the two-factor model in the original measure was of good fit. The total score of the questionnaire and the scores of the two domains ('Mindfulness' and 'Being in the moment with the child') were correlated significantly and positively with the total score of the MAAS and PS. The CVR-CVI of the questionnaire was also confirmed.

Conclusions: Regarding the psychometrics of the measure, according to the results of our study, it seems that the questionnaire benefits from a high standard structure and content, as well. As one could notice, this study is the second effort for translation and validation of MIPQ, in both of which the measure could meet the criteria's requirements. Therefore, it seems that the measure could be a useful standard questionnaire for evaluating mindfulness in parenting. More research is needed to evaluate the effectiveness of the measure (P-MIPQ) in different people.

Keywords: Mindfulness, Parenting, Validity, Reliability, Iran

1. Background

Parenting is probably the most important issue in public health since ill-approached parenting could lead to a range of disasters and catastrophes like childhood illnesses and accidents; unwanted pregnancies, misuse of drugs and troubles affiliated to that; challenges about school like truancy, underachievement, disruption, abuse, children's employment, juvenile crimes; and mental illnesses (1). What is more, these challenges not only are serious per se but also are even far more important as precursors of outcomes and problems in adulthood and even in the next generations to come. Therefore, the importance of appropriate parenting cannot be ignored by authorities (2).

In this regard, scientists have categorized different types of parenting, so that one could differentiate between styles and understand its effect on outcomes and consequences in children's and offspring's lives (3). Given that, there are two types of research in parenting categorizing. The first one consists of several types of parenting, where Baumrind (1967, 1978, 1991) classifies four types of parenting (authoritative, authoritarian, permissive/indulgent, and uninvolved) (4). The second approach concentrates on the behaviors of parents rather than engaging in types and categorizing parents. For instance, Perris et al. (5) introduced some parenting behaviors consisting of deprivation, punishment, tolerance, and encouragement (6).



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In line with this, a novel approach has been recently identified to the literature of parenting named mindfulness parenting. Generally, mindfulness means being in the moment with no judgment, meaning accepting the experience that one is having at the moment without relating it to other experiences from the past or worrying about probable consequences in the future. This phenomenon helps the individual focus on the current situation and as a result, develops and improves the quality of the process, which will result in better outcomes (7).

Moreover, mindfulness in parenting means taking care of the children with no judgmental approach and having an open welcoming attitude toward children’s actions at the very moment the parents and offspring(s) are living (8). Duncan introduces five aspects that mindful parenting should benefit from: (1) Listening carefully to the child, (2) accepting the both, self, and the child with no judgment, (3) being emotionally aware of the both, the child, and the self, (4) self-regulation in experiencing parenting relations, and (5) Sympathy and compassion with the self as a parent and also for the offspring. He discusses the possible effects these aspects could have on items like child well-being, relationships of the parent(s) and the offspring(s), and other consequent psychological aspects children may experience as a result of the parenting style (9). In addition, there has been a growing body of evidence about illustrating positive outcomes like maintaining consistency in parenting, warmth, and positive reinforcements, affiliated with mindfulness parenting. This shows the importance of the right mindfulness parenting, which should be reinforced by authorities so that children could benefit from and grow in a more enhanced environment in terms of parenting and what is related to that (2, 4, 7, 9).

1.1. Scales for Measuring Mindfulness in Parenting

To improve mindfulness in parenting, the first and foremost step is to assess it rightly. Literature shows that there are two scales for measuring this concept; one belongs to Duncan which was developed in 2007 (10), and the other is a result of McCoffrey’s research a decade later in 2017 (8).

The first one, which is the first of its own kind, is named interpersonal mindfulness in parenting (IM-P) consisting of just 10 items, initially developed to assess the parents of adolescents between 10 and 14-years-old. Recently, it was promoted to a 31-item scale, which has been translated to Dutch to evaluate Dutch mothers of adolescents

aged 12 - 15; but, after translation and validation, it decreased to 29 items. This scale is only applicable to mothers. Another limitation is the short range of age to which this scale can be applied; the 10-item form is only applicable to parents of children aged 10 - 14 years while the longer one is used for parents of individuals aged 12 - 15 years (9). Thereupon, there is clearly a prompt need for a measure which could apply to fathers, as well, and also suitable for a wider range of children.

The second measure belongs to McCoffrey, which, unlike the previously-told one, is not specific for mothers, and also includes both children and adolescents, as well. Using a validation approach, in the US, 203 parents of kids aged 2-16 were investigated in her study. The results led to a two-factor measure for mindfulness in parenting, later called Mindfulness in Parenting Questionnaire (MIPQ). The first item was “being in the moment with the child” and the second was “parental self-efficacy” (8). Although there is an overlap between the two measures discussed above, according to Wu et al. (11), the latter one is considerably more efficient than Duncan’s measure.

2. Objectives

Having discussed the importance of mindfulness in parenting, the evidence from Iran shows that there is a large gap regarding original research in this area, where there is no native measure to assess this concept nor a validated questionnaire adopted from another language. Given the positive aspects of McCoffrey’s work and also the gap of knowledge existing in this field, this study was designed and implemented to translate and validate the MIPQ into Persian, so that Iranian society could benefit from its results, and authorities and policy-makers could enforce necessary correction and reformations.

3. Methods

3.1. Type of Study and Participants

This is a survey in which the mothers of 7 - 12-year-old children attending primary school were included. Based on $\alpha = 0.05$, $P = 80\%$, and low effect size = 0.0161, a minimum number of 303 participants were determined. The questionnaires were distributed to 400 mothers and after eliminating uncompleted questionnaires, 306 remained for final analysis. Their demographic information is shown in Table 1.

$$n = \frac{\left(z_{1-\frac{\alpha}{2}} + z_{1-\beta}\right)^2 \sigma^2}{d^2} = \frac{(1.96 + 0.84)^2}{effect\ size^2} = \frac{(1.96 + 0.84)^2}{1.161^2} \approx 303$$

Table 1. Demographic Information of Mothers and Their Children

Variable	No. (%)	Minimum	Maximum	Mean \pm SD
Number of children (mean \pm SD)	306	1	7	2.78 \pm 1.01
Birth order				
1st	124 (40.5)			
2nd	93 (30.4)			
3rd	62 (20.3)			
4th	19 (6.2)			
5th	5 (1.6)			
6th	2 (0.7)			
7th	1 (0.3)			
Child's special disease				
Yes	299 (97.7)			
No	7 (2.3)			
Mothers' literacy				
No literacy	1 (0.3)			
Unfinished school	118 (38.8)			
School diploma (no college)	87 (28.6)			
Graduate	85 (28)			
Postgraduate	13 (4.2)			

3.2. Statistical Analysis

The authors analyzed data using SPSS v.16. The mean \pm standard deviation (SD) was used for expressing quantitative data. Furthermore, qualitative data were described using frequency and percentage. Primarily, the reliability of the measure was verified using Cronbach's alpha coefficient and intra-class correlation (ICC). In this regard, Cronbach $\alpha > 0.70$ and ICC > 0.75 were considered criteria for verifying the reliability of the questionnaire (12). To evaluate the factor structure of data, AMOSE (version 24) software was used. Given that, it is necessary to know that several statistics could be used for assessing the goodness of fit. In line with this, based on Hu & Bentler (1999), multiple fit indices and cut-offs were used to examine the goodness of fit of the data: Tucker-lewis index (TLI) with a cut-off value of TLI ≥ 0.90 , comparative fit index (CFI) with a cut-off value of CFI ≥ 0.90 , root mean squared error of approximation (RMSEA) with a cut-off value of RMSEA ≤ 0.08 , the normed χ^2 with a cut-off value of normed $\chi^2/df < 5$ and parsimonious normed fit index (PNFI) with a cut-off value of PNFI ≥ 0.5 (13). Additionally, other indices like goodness-of-fit index (GFI) ≥ 0.9 and Parsimonious comparative fit index (PCFI) ≥ 0.6 were suggested (14). A $P < 0.05$ was considered the significance level.

4. Results

4.1. Item Adaptation

Although the validity of the questionnaire was approved by CVR-CVI, to apply a stronger technique, we used factor analysis with similar measures. Since there was no single similar measure, we broke the questionnaire into two subcategories of mindfulness and parenting, as described in the following paragraphs.

As mentioned before, in the first phase of data collection, to assess the reliability of the translated version, just

15 mothers were included in the study. They filled out the MIPQ and simultaneously filled out the Parenting Scale by Arnold and O'leary 1993 (15) and MMAS by Brown and Ryan 2003 (16).

4.1.1. Measure 1: PS-1993

This is a 30-item questionnaire developed by Arnold and O'leary in 1993. This measure can define the best description for parenting styles in the two last months in a self-administered approach. A seven-point Likert scale is considered to assess the parenting skills of the parents. The desirable outcome is located on the right with 7 as the maximum, and the less efficient behavior is located on the left with 1 as the minimum. The parenting score is the number of the parent who administers the questionnaire and can vary from 30 to 210.

4.1.2. Measure 2: MMAS-2003

The MMAS consists of 15 items and aims to assess mindfulness. Similar to the first measure, a Likert scale is considered for this questionnaire, including six points from always (6) to almost never (1). One could earn 15 as the minimum and 90 as the maximum of mindfulness according to the MMAS.

4.2. Procedure

One of the most important methods for using scales, which are developed for a specific language or culture, is translation, validation, and adjustment of that scale into another background. In these cases, instead of creating another scale, researchers usually adopt a scale and justify that by translation and validation. Before any technical step for translation and validation of the measure, one would require to acquire the permission of the authors. We reached Mrs. McCoffrey via her e-mail and earned her consent.

4.3. Translation Validity

Regarding the technical procedure, at the very first step in this research, three experts in Educational Psychology with excellent knowledge and skill in English (two associated professors and one assistant professor) translated the measure into the Persian language separately (forward-translation). Then, they held a meeting discussing out the discrepancies. Whenever there was a disagreement, they worked it out until they reached an agreement. After forward-translation, three different experts in English who never had seen the original measure (one assistant professor and two MSc students) translated the Persian draft into English (back-translation). Like the previous step, they held a meeting and reached an agreement over the statements of the questionnaire.

Next, the third group of experts (one Ph.D. candidate in Educational Psychology, one psychiatrist, and a post-graduate student in English) examined the original measure and the back-translated one so that they could find ambiguities and apply corrections to the final translated version. As a result, the Persian measure would be both sensible and valid. To summarize, the first step was the precisely valid translated version of the measure which was done with a great deal of precision and accuracy (Appendix).

4.4. Face and Content Validity

As for the third phase, to achieve the validity of the translated measure in Persian, the authors used the Content Validity Ratio (CVR) and Content Validity Index (CVI). Ten experts in this field filled out the CVR-CVI form. All items achieved the minimum agreement coefficient required ($\alpha \geq 0.63$) (17).

In the next step, the authors piloted the translated version among 15 mothers of 7-12-year-old children. During filling out the measures, the authors asked the mothers concerning any ambiguity or poor statement that they could not understand easily. Some minor modifications were proposed by the participants that were used by the author to increase the validity and understandability of the measure in the target language. For assessing the reliability, these mothers refilled the questionnaire after two weeks, and the reliability of the questionnaire was approved.

4.5. Reliability of Persian Version of MIPQ

Table 2 illustrates the mean, standard deviation, Skewness, kurtosis, and corrected item-total correlation. As shown, the most correlation was estimated at 0.55 and the least was assessed as 0.297. All coefficients were significant at $\alpha = 0.05$.

Table 2. Mean, Standard Deviation, Skewness, Kurtosis, and Corrected Item-Total Correlation for Persian Version of Mindfulness in Parenting Questionnaire

	Mean	Std. Deviation	Skewness	Kurtosis	Corrected Item-Total Correlation	P-Value
Q1_1	4.4852	0.70287	-1.235	0.987	0.372	< 0.001
Q1_2	4.1902	0.79259	-0.832	0.569	0.418	< 0.001
Q1_3	3.4507	1.12173	-0.307	-0.562	0.306	< 0.001
Q1_4	3.9538	1.02187	-0.844	0.235	0.365	< 0.001
Q1_5	3.8497	1.02603	-0.575	-0.413	0.362	< 0.001
Q1_6	3.9046	0.97533	-0.731	0.159	0.345	< 0.001
Q1_7	4.2937	0.90044	-1.271	1.230	0.475	< 0.001
Q1_8	3.6225	1.06432	-0.598	-0.049	0.362	< 0.001
Q1_9	4.2599	0.84524	-1.018	0.718	0.436	< 0.001
Q1_10	3.9662	0.96316	-0.597	-0.333	0.491	< 0.001
Q1_11	4.0372	0.91428	-0.583	-0.593	0.428	< 0.001
Q1_12	4.2829	0.92217	-1.379	1.703	0.297	< 0.001
Q1_13	4.4686	0.86784	-1.861	3.495	0.339	< 0.001
Q1_14	3.5658	1.10607	-0.506	-0.251	0.550	< 0.001
Q1_15	3.7869	0.99199	-0.661	0.105	0.547	< 0.001
Q1_16	3.5738	1.01078	-0.299	-0.631	0.342	< 0.001
Q1_17	3.8618	0.93378	-0.480	-0.397	0.455	< 0.001
Q1_18	3.6312	1.13441	-0.632	-0.268	0.303	< 0.001
Q1_19	3.7417	1.01460	-0.636	-0.077	0.450	< 0.001
Q1_20	3.7741	0.95331	-0.627	0.221	0.486	< 0.001
Q1_21	4.2721	0.86681	-1.076	0.573	0.390	< 0.001
Q1_22	3.9738	0.99965	-0.783	-0.080	0.450	< 0.001
Q1_23	4.2697	0.87857	-1.054	0.431	0.362	< 0.001
Q1_24	4.1443	0.90258	-0.910	0.325	0.353	< 0.001
Q1_25	3.9267	1.01228	-0.709	-0.242	0.504	< 0.001
Q1_26	4.0000	0.90834	-0.612	-0.192	0.529	< 0.001
Q1_27	4.1678	0.83734	-0.698	-0.129	0.494	< 0.001
Q1_28	4.3856	0.89167	-1.676	2.917	0.413	< 0.001

Cronbach's α coefficient was estimated at 0.835 for the first factor and 0.843 for the second one. What is more, the test-retest intra-class correlation

was assessed as 0.916 for the first factor and 0.922 for the second factor, which was estimated at 0.916 in total. (Table 3).

Table 3. Reliability Characteristics of Persian Version of Mindfulness in Parenting Questionnaire

Reliability	Factor 1	Factor 2	Total
Cronbach's Alpha	0.835	0.843	0.90
Test-retest intra-class correlation	0.916	0.922	0.916

4.6. Confirmatory Factor Analysis

Based on the measure developed by McCoffrey et al., confirmatory factor analysis with two factors was applied for the Persian version in this study. The good-

ness-of-fit criteria of two-factor confirmatory factor analysis of the Persian version of MIPQ can be observed in Table 4.

Table 4. Goodness-of-fit Criteria of Two-factor Confirmatory Factor Analysis of Persian Version of Mindfulness in Parenting Questionnaire

Goodness-of-Fit Criteria	χ^2/df	GFI	PNFI	CFI	IFI	RMSEA	PCFI
Two-factor CFA analysis	2.34	0.822	0.57	0.74	0.75	0.07	0.71

We applied AMOSE (version 24) software for evaluating the two factor stricter of the Persian version of MIPQ. Several statistics were used for assessing the goodness-of-fit such as comparative fit index with a cut-off value of CFI ≥ 0.90 , Root Mean Squared Error of

Approximation with a cut-off value of RMSEA ≤ 0.08 , the normed χ^2 with a cut-off value of normed $\chi^2 < 5$, and Parsimonious Normed Fit Index with a cut-off value of PNFI ≥ 0.50 (13). Figure 1 shows the CFA structure model.

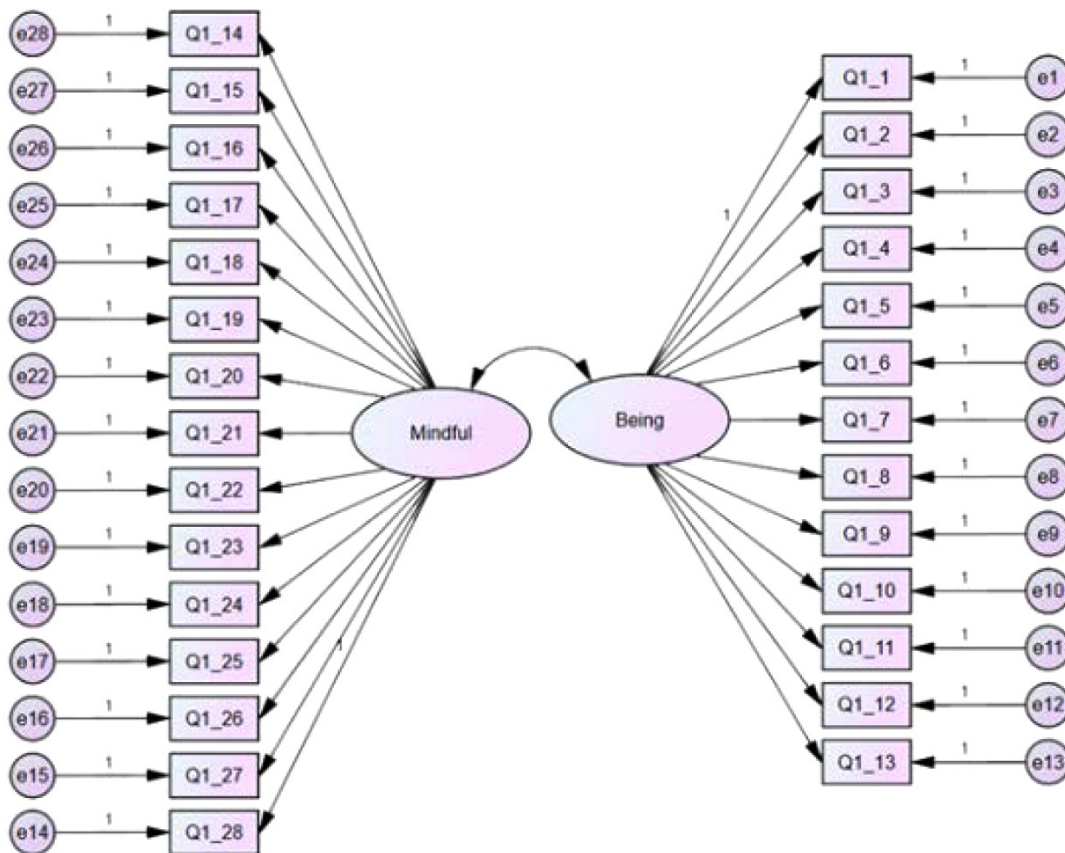


Figure 1. Two-factor confirmatory factor analysis of Persian version of mindfulness in parenting questionnaire

4.7. Convergent Validity

Table 5. Person Correlation of Persian Version of Mindfulness in Parenting Questionnaire with Arnold and MAAS

	Factor 1 (Item 1 - Item 13)		Factor 2 (Item 14 - Item 28)	
	r	P-Value	r	P-Value
Arnold	0.13	0.03	0.20	0.001
MAAS	0.18	0.001	0.12	0.04

5. Discussions and Conclusion

This study aimed to translate the MIPQ into the Persian language so that we could create a standard measure for assessing mindfulness in parenting among mothers in the Persian language, which we prefer to name P-MIPQ. Furthermore, we evaluated the validity and reliability of the measure in the translated version.

Although the original work was performed in English, it had a successful translation in Mandarin, which gave us the optimism for achieving desirable outcomes after translating to Persian. Whilst the original measure was not specific to mothers or their spouses, we just assessed this translated version among mothers of 7 - 12-year-old children (primary school children). One may develop another survey just on fathers to explore if the measure could be valid and reliable among them.

Regarding the items of the questionnaire, although the authors did their best to stay as close as possible to the original items, some delicate changes were inevitable. For instance, the most important change was about the tense of the verbs; in the original questionnaire, simple past tense is used while in the translated version, simple present is used instead. The characteristics of every language demand some changes so that the meaning of items could be conveyed most appropriately.

Another alteration was in some questions of the measure for which the word-by-word translation would lead to a vague meaningless statement in the target lan-

guage. For example, for item 24, three words were added to make the items more sensible for examinees.

Moreover, regarding the psychometrics of the measure, according to the results of our study, it seems that the questionnaire benefits from a high standard structure and content. As one could notice, this study is the second effort for the translation and validation of MIPQ, in both of which the measure could meet the criteria's requirements. Therefore, it seems that the measure could be a useful standard questionnaire for evaluating mindfulness in parenting.

5.1. Limitations

As mentioned before, choosing mothers only and mothers of 7 - 12-year-old children is one of the limitations of this study. Another limitation is the size of the sample; although it is good enough statistically, one could recruit more participants so the results would be more valuable.

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Ethical Approval:Researchers assured that the participants' private information would be used only in this study. Furthermore, informed consent was obtained from mothers, letting them know that whenever they will, they would be free to exit the study.

Appendix. Items of Questionnaire in English and Persian Equivalents

Item	English	Persian
1	Did you carefully listen and tune into your child when you two were talking?	وقتی با فرزند خود صحبت می کنید آیا با دقت به حرفهای او گوش می دهید و به او توجه می کنید؟
2	Did you actively bring your attention back to your child when you noticed you had become distracted?	وقتی حواستان از فرزندتان پرت می شود، آگاهانه حواستان را به او جمع می کنید؟
3	Could you tell what your child was thinking, even when they didn't tell you?	آیا می توانید بگویید فرزندتان به چه چیزی فکر می کند، حتی زمانی که به شما چیزی نگوید؟
4	Could you tell how your child felt by looking at them?	آیا وقتی به فرزندتان نگاه می کنید می توانید بگویید چه احساسی دارد؟
5	Did you recognize when your child was "up to something" by their behavior?	آیا از روی رفتار فرزندتان تشخیص می دهید «چه چیزی در سر دارد»؟
6	Did you accurately predict in advance how your child would react to a situation?	آیا می توانید پیش بینی کنید که فرزندتان در موقعیتی خاص چگونه واکنش نشان خواهد داد؟
7	Did you notice the way your emotions affected your child?	آیا متوجه تاثیر احساساتان روی فرزندتان شده اید؟

8	Did you feel "in-tune" with your child's feelings?	آیا احساس می‌کنید که احساساتتان با احساسات فرزندتان هماهنگ است؟
9	Did you notice the way that your child responded to your behavior?	آیا متوجه واکنش کودکانتان به رفتارهای خود می‌شوید؟
10	Did you understand your child's motives for their behavior?	آیا متوجه انگیزه‌ی فرزندتان برای رفتارهایش می‌شوید؟
11	Did you understand why your child acted the way they did?	آیا متوجه می‌شوید فرزندتان به چه دلیل کاری را انجام می‌دهد؟
12	Did you have fun and act goofy with your child?	آیا با فرزندتان خنده و شوخی می‌کنید؟
13	Did you accept your child exactly how he/she is?	آیا فرزندتان را همان‌گونه که هست واقعاً پذیرفته‌اید؟
14	Did you believe that the way you were parenting was consistent with best parenting practices?	آیا بر این باور هستید که روش تربیت فرزندتان بهترین روش موجود است؟
15	Did you feel confident in your ability to handle difficult parenting situations?	آیا از توانایی خود در مدیریت موقعیت‌های دشوار تربیت فرزند مطمئن هستید؟
16	Did you consider your feelings before disciplining your child?	آیا قبل از تادیب فرزندتان «احساسات خود» را در نظر می‌گیرید؟
17	Did you consider your child's feelings before disciplining your child?	آیا قبل از تادیب فرزندتان «احساسات فرزندتان» را در نظر می‌گیرید؟
18	Did you notice when your child's behavior was making you upset?	آیا وقتی آشفتنه هستید، متوجه می‌شوید علت آشفتگی شما رفتار فرزندتان است؟
19	Were you able to calm yourself down when your child was making you upset?	آیا در اوقاتی که فرزندتان شما را آشفتنه می‌کند، قادر هستید که خودتان را آرام کنید؟
20	Did you notice your thoughts about your child's behavior before reacting?	آیا قبل از واکنش نشان دادن به رفتار فرزندتان متوجه افکارتان هستید؟
21	Did you let your child know when they were doing something that bothered you?	آیا وقتی فرزندتان کاری را انجام می‌دهد که شما را ناراحت می‌کند، او را در جریان قرار می‌دهید؟
22	Did you take a moment to think before punishing your child?	آیا قبل از تنبیه فرزندتان لحظه‌ای تامل می‌کنید؟
23	Did you choose to do what was best for your child long-term, even when something different would have been easier?	آیا برای آینده بلندمدت فرزندتان بهترین انتخاب را کنید، حتی وقتی که گزینه‌های آسان‌تری وجود داشته باشد؟
24	Did you ask your child's opinion?	آیا نظر فرزندتان را در امور مختلف می‌پرسید؟
25	Did you take time to think about your parenting?	آیا زمانی را صرف تفکر در خصوص شیوه فرزندپروری خود می‌کنید؟
26	Did you consider multiple reasons for why your child behaved the way he/she did?	آیا برای توجیه رفتار فرزندتان دلایل متعددی را در نظر می‌گیرید؟
27	Did you try to slow down your reactions in order to accomplish your goals as a parent?	آیا برای تربیت بهتر فرزندتان با ملایمت بیشتری رفتار می‌کنید؟
28	Did you let your child know why they were being punished?	آیا به فرزندتان اجازه می‌دهید بدانند برای چه دارند تنبیه می‌شود؟

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