

# Intellectual Discourse

---

Volume 34

Number 2

2026



**International Islamic University Malaysia**  
<https://journals.iium.edu.my/intdiscourse/index.php/id>

# *Intellectual Discourse*

---

Volume 34

Number 2

2026

## **Editor-in-Chief**

Danial Mohd Yusof (Malaysia)

## **Editor**

Tunku Mohar Mokhtar (Malaysia)

## **Associate Editors**

Anke Iman Bouzenita (Oman)

Khairil Izamin Ahmad (Malaysia)

## **Book Review Editor**

Mohd. Helmi Bin Mohd Sobri  
(Malaysia)

---

## **Editorial Board**

Abdul Kabir Hussain Solihu (Nigeria)

Badri Najib Zubir (Malaysia)

Daniel J. Christie (USA)

Habibul H. Khondker (UAE)

Hafiz Zakariya (Malaysia)

Hazizan Md. Noon (Malaysia)

Hussain Mutalib (Singapore)

Ibrahim M. Zein (Qatar)

James D. Frankel (China)

Kenneth Christie (Canada)

Nor Faridah Abdul Manaf (Malaysia)

Rahmah Bt Ahmad H. Osman  
(Malaysia)

Serdar Demirel (Turkey)

Shukran Abdul Rahman (Malaysia)

Syed Farid Alatas (Singapore)

Thameem Ushama (Malaysia)

## **International Advisory Board**

Anis Malik Thoha (Indonesia)

Chandra Muzaffar (Malaysia)

Fahimul Quadir (Canada)

Farish A. Noor (Malaysia)

Habib Zafarullah (Australia)

John O. Voll (USA)

Muhammad al-Ghazali (Pakistan)

Muhammad K. Khalifa (Qatar)

Redzuan Othman (Malaysia)

## **Founding Editor**

Zafar Afaq Ansari (USA)

---

*Intellectual Discourse* is a highly respected, academic refereed journal of the International Islamic University Malaysia (IIUM). It is published twice a year by the IIUM Press, IIUM, and contains reflections, articles, research notes and review articles representing the disciplines, methods and viewpoints of the Muslim world.

*Intellectual Discourse* is abstracted in SCOPUS, WoS Emerging Sources Citation Index (ESCI), ProQuest, International Political Science Abstracts, Peace Research Abstracts Journal, Muslim World Book Review, Bibliography of Asian Studies, Index Islamicus, Religious and Theological Abstracts, ATLA Religion Database, MyCite, ISC and EBSCO.

ISSN 0128-4878 (Print); ISSN 2289-5639 (Online)

<https://journals.iium.edu.my/intdiscourse/index.php/id>

Email: [intdiscourse@iium.edu.my](mailto:intdiscourse@iium.edu.my); [intdiscourse@yahoo.com](mailto:intdiscourse@yahoo.com)

Published by:

IIUM Press, International Islamic University Malaysia

P.O. Box 10, 50728 Kuala Lumpur, Malaysia

Phone (+603) 6196-5014, Fax: (+603) 6196-6298

Website: <http://iiumpress.iium.edu.my/bookshop>

**Intellectual Discourse**  
**Vol. 34, No. 2, 2026**

**Contents**

*Note from the Editor* 215

**Research Articles**

Politics, Wisdom, and Happiness: A Statistical and Comparative  
Analysis of Greek and Islamic Philosophy  
*Luay Hatem Yaqoob* 221

Islamic Influence on Traditional Water Transport and  
Boat Building in Terengganu from the 13<sup>th</sup> to 20<sup>th</sup> Century  
*Nur Alia Shamsul Bahri*  
*Norazilawati Abd Wahab*  
*Arbai'yah Mohd Noor*  
*Mohd Firdaus Abdullah*  
*Zuliskandar Ramli*  
*Ruzaini Sulaiman* 239

Ubuntu and Madani in Dialogue: Ethical Encounters,  
Lived Experience, and the Moral Realities of  
Malaysia–Africa Relations  
*Muhammad Danial Azman*  
*Kevin Fernandez* 265

Mapping Outcome-Based Education Principles to Qur'anic  
Guidance for Islamic Higher Education  
*Muhammad Irwan Ariffin*  
*Afiza Mohamad Ali*  
*Nurul Nuha Abdul Molok*  
*Khadijah Khalilah Abdul Rashid*  
*Hamwira Yaacob* 293

|  |     |
|--|-----|
| Teaching Students with Learning Disabilities in Mainstream Classrooms: The Challenge of Teacher Preparedness<br><i>Ratnawati Mohd Asraf</i><br><i>Harvindar Kaur</i>   | 319 |
| Language Learning Beliefs in Motion: The Role of Experience and Engagement<br><i>Alper Fener</i><br><i>Ervin Kovačević</i>   | 339 |
| Fostering National Harmony through Inter-Religious Education: An Analysis of <i>Pendidikan Moral KSSM</i> and <i>Pendidikan Islam KSSM</i> Syllabi<br><i>Nur Nisa Solehah binti Muhamad Haswazil</i><br><i>Fatmir Shehu</i><br><i>Ainul Azmin binti Md. Zamin</i>                            | 367 |
| The Spiritual Quest in Contemporary Muslim Speculative Writing: A Reading of <i>Bird Summons</i> (2023) by Leila Aboulela<br><i>Wan Nur Madiha binti Ramlan</i><br><i>Raihan binti Rosman</i>  | 393 |
| Water Symbolism in <i>Syair Perahu</i> by Hamzah Fansuri: A Reflection of Maritime Life and Islamic Values in the History of Malay Society<br><i>Mohd Firdaus Abdullah</i><br><i>Mardiana Nordin</i><br><i>Arba'iyah Mohd Noor</i><br><i>Norazilawati Abd Wahab</i><br><i>Yusry Sulaiman</i> | 415 |
| Eco-political Discourse in Mahmoud Darwish's Poetry of Resistance<br><i>Hamoud Yahya Ahmed Mohsen</i><br><i>Fahad Ibrahim Al-Bakr</i><br><i>Ruzy Suliza Hashim</i><br><i>Abdulrahman Alosman</i>   | 439 |

Mindfulness-Informed Parenting Interventions for Parents  
and Caregivers of Children with Atypical Development:

A Scoping Review

*Siti Inarah Hasim*

*Jamilah Hanum Abdul Khaiyom*

*Mardiana Mohamad*

*Zunaidah Mohd Marzuki*

*Jamiah Manap*

*Nellie Ismail*

*Nor Hayati Kasim*

457

### ***Book Reviews***

Patrick Haenni & Jerome Drevon. (2025). *Transformed  
by the people: Hayat Tahrir al-Sham's road to power  
in Syria* (315 pp.) Hurst & Company. ISBN: 9781805264101  
*Reviewer: Mohamed Fouz Mohamed Zacky*

489

Al-Kassimi, Khaled. (2022). *International law, Necropolitics,  
and Arab lives: The legalization of creative chaos in Arabia*  
(1st ed., 318 pp.). Routledge. ISBN 978-1-032-30714-5.  
*Reviewer: Nath Aldalala'a*

494

### ***Roundtable Report***

Understanding Islamophobia: Structural Dynamics,  
Internal Challenges, and Strategic Responses

*Michelle R. Kimball*

499



## Transliteration Table: Consonants

| Arabic | Roman |  | Arabic | Roman |
|--------|-------|--|--------|-------|
| ب      | b     |  | ط      | ṭ     |
| ت      | t     |  | ظ      | ẓ     |
| ث      | th    |  | ع      | ‘     |
| ج      | j     |  | غ      | gh    |
| ح      | ḥ     |  | ف      | f     |
| خ      | kh    |  | ق      | q     |
| د      | d     |  | ك      | k     |
| ذ      | dh    |  | ل      | l     |
| ر      | r     |  | م      | m     |
| ز      | z     |  | ن      | n     |
| س      | s     |  | ه      | h     |
| ش      | sh    |  | و      | w     |
| ص      | ṣ     |  | ء      | ’     |
| ض      | ḍ     |  | ي      | y     |

## Transliteration Table: Vowels and Diphthongs

| Arabic        | Roman |  | Arabic    | Roman                         |
|---------------|-------|--|-----------|-------------------------------|
| اَ            | a     |  | اَ، اِيَّ | an                            |
| اُ            | u     |  | اُو       | un                            |
| اِ            | i     |  | اِي       | in                            |
| اَ، اِ، اِيَّ | ā     |  | اَو       | aw                            |
| اُو           | ū     |  | اَي       | ay                            |
| اِي           | ī     |  | اُو       | uww, ū<br>(in final position) |
|               |       |  | اَي       | iyy, ī<br>(in final position) |

*Source: ROTAS Transliteration Kit: <http://rotas.iium.edu.my>*



# **Mindfulness-Informed Parenting Interventions for Parents and Caregivers of Children with Atypical Development: A Scoping Review**

**Siti Inarah Hasim** \*  
**Jamilah Hanum Abdul Khaiyom** \*\*  
**Mardiana Mohamad** \*\*\*  
**Zunaidah Mohd Marzuki** \*\*\*\*  
**Jamiah Manap** \*\*\*\*\*  
**Nellie Ismail** \*\*\*\*\*  
**Nor Hayati Kasim** \*\*\*\*\*

**Abstract:** Parents and caregivers of children with atypical development often experience high levels of stress and reduced well-being. This scoping review

---

\*Lecturer, Department of Psychology, International Islamic University Malaysia, 53100 Kuala Lumpur. Email: inarahhasim@iium.edu.my

\*\*Lecturer, Department of Psychology, International Islamic University Malaysia, 53100 Kuala Lumpur. Email: hanum@iium.edu.my. *Corresponding author.*

\*\*\*Lecturer, Department of Psychology, International Islamic University Malaysia, 53100 Kuala Lumpur. Email: mardiana@iium.edu.my

\*\*\*\*Department of Quran and Sunnah Studies, International Islamic University Malaysia, 53100 Kuala Lumpur. Email: zunaidah@iium.edu.my

\*\*\*\*\*Lecturer, Psychology and Human Well-being Research Centre, Universiti Kebangsaan Malaysia, 43600 Bangi, Selangor. Email: jamiah@ukm.edu.my

\*\*\*\*\*Lecturer, Department of Human Development and Family Studies, Universiti Putra Malaysia, 43400 UPM Serdang, Selangor. Email: nellie@upm.edu.my

\*\*\*\*\*National Population and Family Development Board, Ministry of Women, Family and Community Development, 50712 Kuala Lumpur. Email: yatie@lppkn.gov.my

mapped the literature on mindfulness-informed parenting interventions for this population, focusing on intervention types, methodological features, outcomes, and the integration of spirituality and religiosity. Reported in accordance with PRISMA-ScR, a comprehensive search of Scopus, Web of Science, Google Scholar, ProQuest Dissertations and Theses, and MyCite, with updated search alerts, identified 49 eligible studies. The evidence based was concentrated in North America and Europe, and hybrid mindfulness-informed interventions and mindful parenting programmes were the most common. Parent outcomes were more consistently positive than child outcomes, but the literature remained methodologically heterogeneous, and only one study explicitly integrated spirituality or religiosity. Future research should prioritise more rigorous and culturally responsive intervention development.

**Keywords:** caregiver well-being; cultural adaptation; neurodevelopmental conditions; psychosocial interventions; SDG 3 (Good Health and Well-Being)

**Abstrak:** Ibu bapa dan penjaga kepada kanak-kanak dengan perkembangan atipikal sering mengalami tahap tekanan yang tinggi serta kesejahteraan yang lebih rendah. Ulasan skop ini memetakan literatur mengenai intervensi keibubapaan berasaskan *mindfulness* (sedar akal) bagi populasi ini, dengan memberi tumpuan kepada jenis intervensi, ciri metodologi, hasil intervensi, serta pengintegrasian elemen kerohanian dan keagamaan. Dilaporkan selaras dengan PRISMA-ScR, carian komprehensif dalam Scopus, Web of Science, Google Scholar, ProQuest Dissertations and Theses, dan MyCite, bersama kemas kini carian berkala, telah mengenal pasti 49 kajian yang memenuhi kriteria. Asas bukti tertumpu di Amerika Utara dan Eropah, manakala intervensi berasaskan *mindfulness* hibrid dan program keibubapaan *mindful* merupakan pendekatan yang paling lazim. Hasil dalam kalangan ibu bapa didapati lebih konsisten positif berbanding hasil pada peringkat anak. Walau bagaimanapun, literatur ini kekal heterogen dari segi metodologi, dan hanya satu kajian yang secara jelas mengintegrasikan elemen kerohanian atau keagamaan. Kajian masa hadapan perlu mengutamakan pembangunan intervensi yang lebih rapi serta lebih responsif terhadap konteks budaya dan agama.

**Kata kunci:** kesejahteraan penjaga; penyesuaian budaya; keadaan neuroperkembangan; intervensi psikososial; SDG 3 (Kesihatan Baik dan Kesejahteraan)

## Introduction

Parenting children with atypical developmental conditions can place substantial psychological, relational, and practical demands on families. Globally, developmental disabilities affect millions of children, and parents or primary caregivers of children with conditions such as autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), learning disorders, and intellectual disabilities often report elevated levels of stress, depression, anxiety, and reduced well-being (Davidsson et al., 2025; Olusanya et al., 2018; Pardo-Salamanca et al., 2025). In addition to emotional strain, these families may face financial burden, disrupted employment, and increased challenges in maintaining family and marital relationships.

Previous studies have consistently shown that parents of children with atypical development experience higher parenting distress than parents of typically developing children (Baker et al., 2002; Singer, 2004). This distress is often linked to the ongoing demands of caregiving, including repeated medical appointments, therapy sessions, behavioural management, and navigation of healthcare and special education systems. Such demands may also reduce parents' opportunities for self-care, rest, and social support, thereby compounding their psychological burden and affecting broader family functioning (Robinson & Neece, 2015; Roper et al., 2014).

In response to these challenges, a range of parenting and psychosocial interventions has been developed, including Parent-Child Interaction Therapy, Triple P, and Parent Management Training. More recently, growing attention has been given to mindful parenting and related mindfulness-informed parenting interventions. Mindfulness is commonly understood as purposeful, present-moment, and non-judgmental awareness (Kabat-Zinn, 2005). In the parenting context, mindful parenting refers to bringing this quality of awareness into parent-child interactions in a deliberate, emotionally regulated, and non-reactive manner (Kabat-Zinn & Kabat-Zinn, 2014). Existing literature suggests that such interventions may help reduce parenting distress, enhance parental well-being, strengthen parent-child relationships, and, in some cases, improve child behavioural or emotional outcomes (Caetano et al., 2024; Shorey & Ng, 2021). Despite this growing body of work, the literature remains fragmented.

Studies vary considerably in terms of intervention type, target population, study design, outcome focus, and cultural setting. In addition, while mindfulness has historical and conceptual links with spiritual traditions, the extent to which spirituality and religiosity have been integrated into parenting interventions for families of children with atypical development remains unclear. This makes it difficult to determine the breadth and characteristics of the evidence base and to identify important gaps for future research (Caetano et al., 2024; Donovan et al., 2022).

A scoping review was therefore considered the most appropriate approach for the present study. Unlike a systematic review, which is typically designed to answer a narrowly focused question about effectiveness, a scoping review is more suitable for mapping a heterogeneous and still-developing body of literature, clarifying key concepts, and identifying research gaps (Donovan et al., 2022). The present review aimed to provide a broad overview of mindfulness-informed parenting interventions for parents or caregivers of children with atypical development. This scoping review was guided by the following research question: What is the scope and nature of the existing literature on mindfulness-informed parenting interventions for parents or caregivers of children with atypical development?

Specifically, the review sought to:

1. identify the study characteristics and geographical distribution of the literature;
2. map the types of mindfulness-informed parenting interventions that have been used;
3. examine the methodological characteristics of the included studies;
4. synthesise reported parent and child outcomes; and
5. identify the extent to which spirituality and religiosity have been incorporated into these interventions.

By addressing these objectives, this review aims to provide a clearer picture of the current evidence base and highlight directions for future research, practice, and culturally relevant intervention development.

## **Methods**

### ***Review Design***

This study employed a scoping review design to map the scope and characteristics of mindfulness-informed parenting interventions for parents or caregivers of children with atypical development. It was conducted using established scoping review methodology informed by Arksey and O'Malley (2005) and Levac et al. (2010) and was reported in accordance with the PRISMA-ScR guidelines (Tricco et al., 2018). A scoping review approach was selected because the existing literature in this area is heterogeneous in terms of intervention types, study designs, populations, and outcome measures. The aim of the present review was not to estimate effect sizes or determine intervention effectiveness, but to provide a comprehensive mapping of the available evidence, identify patterns, and highlight gaps, particularly in relation to the integration of spirituality and religiosity.

### ***Research Question***

This scoping review was guided by the following research question: What is the scope and nature of the existing literature on mindfulness-informed parenting interventions for parents or caregivers of children with atypical development?

To address this question, the review focused on:

1. study characteristics and geographical distribution;
2. types of mindfulness-informed parenting interventions;
3. methodological features of included studies;
4. reported parent and child outcomes; and
5. the extent of spirituality and religiosity integration.

### ***Search Strategy***

A comprehensive search of the literature was conducted across five electronic databases: Scopus, Web of Science, Google Scholar, ProQuest Dissertations and Theses, and MyCite. The initial search was carried out between August and October 2020 and was used to identify relevant review papers from which original studies were traced. To ensure currency of the review, updated searching and search alerts were then used to identify additional records up to December 2025, including

articles published online ahead of print in 2025 and those appearing in 2026 journal issues.

The search strategy was developed using key concepts derived from the research question, including: (a) mindfulness and related approaches (e.g., mindfulness-based stress reduction, mindfulness-based cognitive therapy, acceptance and commitment therapy, mindfulness self-compassion), (b) parenting or caregivers, and (c) children with atypical or neurodevelopmental conditions (e.g., autism spectrum disorder, attention-deficit/hyperactivity disorder, developmental delay, intellectual disability).

Boolean operators (AND, OR) and truncation were used to combine search terms. The full search strategy is available from the authors upon request.

### ***Eligibility Criteria***

Studies were included if they met the following criteria:

1. involved parents or primary caregivers of children with atypical or neurodevelopmental conditions;
2. included an intervention with mindfulness elements;
3. reported outcomes related to parent or child psychological or behavioural functioning;
4. were empirical studies, including experimental, quasi-experimental, or pre–post designs; and
5. were published in English.

Studies were excluded if they:

1. did not involve a parenting or caregiver-focused intervention;
2. focused solely on typically developing children; or
3. were editorials, commentaries, or non-empirical papers.

### ***Study Selection***

All records identified from the relevant review papers and updated searches were compiled, and duplicates were removed prior to screening. The screening process was conducted in two stages. First, records were reviewed for relevance against the eligibility criteria. Second, full-text reports were assessed for final inclusion. The screening process was

conducted independently by two reviewers (first and second authors). Any discrepancies were resolved through discussion and consensus, with consultation from the wider research team where necessary to ensure consistency.

A PRISMA-style flow diagram was used to document the study selection process, including duplicate removal, full-text assessment, exclusions, and final inclusion.

### ***Data Charting (Extraction)***

Data from the included studies were charted using a structured data extraction form, which was refined during the review process. The extracted information included:

1. study characteristics (author, year, country);
2. participant characteristics (sample size, child condition, age group);
3. intervention type and features;
4. study design;
5. outcome measures;
6. key findings;
7. attrition rates; and
8. information on cultural adaptation and spirituality or religiosity integration.

Data extraction was conducted by one reviewer and independently reviewed by a second reviewer to ensure accuracy and consistency. Any discrepancies were resolved through discussion and consensus, with consultation from the wider research team where necessary to enhance rigour.

### ***Data Synthesis***

Data were synthesised descriptively and analytically. Descriptive synthesis was used to summarise study characteristics and intervention types. Analytical synthesis was conducted to identify patterns across studies in terms of intervention approaches, methodological features, and reported outcomes. Particular attention was given to:

1. differences in outcomes across intervention types (e.g., MBSR, MBCT, ACT, hybrid approaches);

2. variations in findings by study design and sample characteristics;
3. trends in geographical distribution; and
4. the presence or absence of spirituality and religiosity components.

Given the heterogeneity of the included studies, a meta-analysis was not conducted.

### ***Quality Appraisal***

Consistent with scoping review methodology, formal quality appraisal of included studies was not undertaken. The purpose of this review was to map the breadth of available evidence rather than to evaluate the methodological quality or effectiveness of interventions. However, methodological features such as sample size, study design, and attrition rates were considered during interpretation of the findings in order to contextualise the strengths and limitations of the evidence base.

### ***Use of Artificial Intelligence Tools***

Artificial intelligence (AI) tools were used only to support language refinement, organisation of ideas, and drafting assistance during manuscript preparation. All decisions regarding study selection, data extraction, synthesis, interpretation, and final content were made by the authors. The authors reviewed and verified the accuracy of the manuscript content and take full responsibility for the final version.

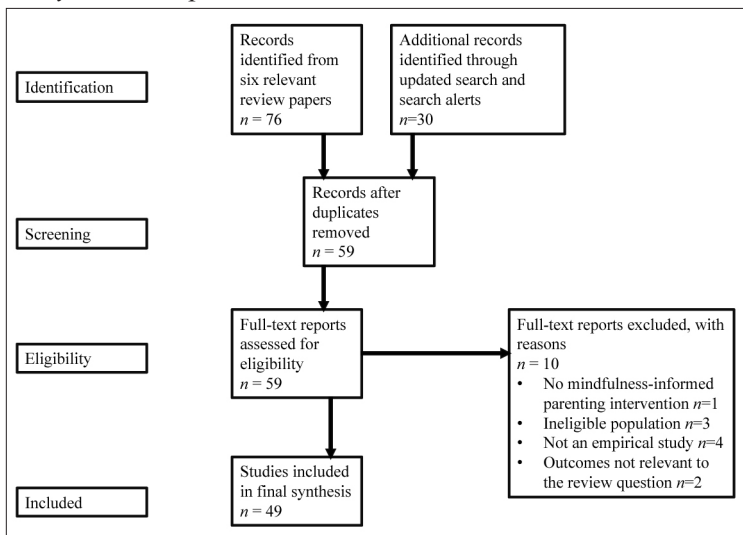
## **Results**

### ***Results of the Search***

The search process combined two sources of evidence identification. First, six relevant review papers yielded 76 original studies. Second, updated searching and search alerts identified 30 additional records. After duplicate removal, 59 records remained for full-text eligibility assessment. Of these, 10 full-text reports were excluded for the following reasons: no mindfulness-informed parenting intervention ( $n = 1$ ), ineligible population ( $n = 3$ ), not an empirical study ( $n = 4$ ), and outcomes not relevant to the review question ( $n = 2$ ). This resulted in a final sample of 49 studies included in the synthesis. The study selection process is shown in Figure 1.

**Figure 1**

*The study selection process*



***Characteristics of the Included Studies***

As shown in Table 1, the included studies were published between 2007 and 2026, with the more recent studies reflecting articles published online ahead of print by the end of 2025 and later assigned to 2026 journal issues. Geographically, the evidence base was dominated by North America ( $n = 19$ ), followed by Europe ( $n = 13$ ), Asia ( $n = 10$ ), and the Middle East ( $n = 5$ ). Two additional studies were from other regions. This pattern suggests that the field remains concentrated in Western settings, although studies from Asia and the Middle East are also represented.

In terms of child condition, autism spectrum disorder (ASD) was the most frequently represented group ( $n = 18$ ), followed by attention-deficit/hyperactivity disorder (ADHD) ( $n = 13$ ). Seven studies focused on developmental delay or developmental disabilities, and a further seven included mixed neurodevelopmental groups. Four studies involved broader mixed clinical presentations. Regarding age group, 19 studies focused specifically on children, 17 included mixed-age samples, 6 focused on preschool-aged children, and 4 focused on adolescents. This indicates that the literature has concentrated more on child and mixed-age populations than on adolescents.

### ***Intervention and Methodological Patterns***

As shown in Table 1, the interventions were heterogeneous, but several broad patterns were evident. Hybrid mindfulness-informed interventions were the most common ( $n = 14$ ), followed closely by mindful parenting programmes ( $n = 12$ ). ACT-based interventions, including one ACT combined with Behaviour Parent Training study, also formed an important subgroup ( $n = 10$ ). MBSR-based interventions accounted for 7 studies, while MBCT-based interventions were less common ( $n = 3$ ). A small number of studies used other mindfulness-related approaches.

The methodological profile of the literature remained mixed. Controlled designs were common, including 11 randomised controlled trials, 9 waitlist-controlled studies, and 8 active-comparator studies. However, 13 studies used uncontrolled pre-post designs, and a smaller number used other exploratory or single-case approaches. This suggests that although the evidence base includes some more rigorous study designs, a substantial part of the literature still relies on designs with limited causal strength.

Sample sizes were often modest. Thirteen studies had very small samples, 17 had small samples, 12 had medium-sized samples, and only 7 had large samples. Attrition rates also varied considerably. Seven studies reported no attrition, 10 reported low attrition, 11 reported moderate attrition, and 13 reported high attrition, while the remainder did not report attrition clearly. Overall, these patterns indicate that feasibility was often acceptable, but participant retention remained a recurring methodological challenge.

**Table 1**

*Summary of study characteristics and methodological profile of included studies ( $n = 49$ )*

| <b>Domain</b>          | <b>Category</b> | <b><i>n</i> (%)</b> |
|------------------------|-----------------|---------------------|
| <b>Region</b>          | North America   | 19 (39)             |
|                        | Europe          | 13 (27)             |
|                        | Asia            | 10 (20)             |
|                        | Middle East     | 5 (10)              |
|                        | Other           | 2 (4)               |
| <b>Child condition</b> | ASD             | 18 (37)             |

| <b>Domain</b>            | <b>Category</b>                          | <b><i>n</i> (%)</b> |
|--------------------------|--|---------------------|
|                          | ADHD                                     | 13 (27)             |
|                          | DD                                       | 7 (14)              |
|                          | Mixed NDD                                | 7 (14)              |
|                          | Mixed clinical group                     | 4 (8)               |
| <b>Age group</b>         | Child                                    | 19 (39)             |
|                          | Mixed                                    | 17 (35)             |
|                          | Preschool                                | 6 (12)              |
|                          | Adolescent                               | 4 (8)               |
|                          | Unspecified                              | 3 (6)               |
| <b>Intervention type</b> | Hybrid mindfulness-informed intervention | 14 (29)             |
|                          | Mindful Parenting programme              | 12 (24)             |
|                          | ACT-based                                | 10 (20)             |
|                          | MBSR-based                               | 7 (14)              |
|                          | MBCT-based                               | 3 (6)               |
|                          | Other                                    | 3 (6)               |
| <b>Study design</b>      | Uncontrolled pre-post                    | 13 (27)             |
|                          | RCT                                      | 11 (22)             |
|                          | Waitlist-controlled                      | 9 (18)              |
|                          | Active comparator                        | 8 (16)              |
|                          | Other exploratory designs                | 8 (16)              |
| <b>Sample size</b>       | Very small (<20)                         | 13 (27)             |
|                          | Small (20–49)                            | 17 (35)             |
|                          | Medium (50–99)                           | 12 (24)             |
|                          | Large (100+)                             | 7 (14)              |
| <b>Attrition</b>         | 0%                                       | 7 (14)              |
|                          | Low (1–10%)                              | 10 (20)             |
|                          | Moderate (11–20%)                        | 11 (22)             |
|                          | High (>20%)                              | 13 (27)             |
|                          | Not clearly reported                     | 8 (16)              |

A detailed study-by-study synthesis of the 49 included studies is presented in Table 2, including information on participant characteristics, intervention approaches, methodological features, outcomes, feasibility, and the presence or absence of cultural or religious elements.

**Table 2**  
*Study-by-study synthesis of included mindfulness-informed parenting interventions (N = 49)*

| Study/Year                            | Region        | Child condition      | Age group  | Intervention                             | Study Design          | Sample Size      | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS | Key synthesis notes                     |
|---------------------------------------|---------------|----------------------|------------|--|-----------------------|------------------|-------------------|----------------|---------------|-------------|-------------|---|
| 1. Singh et al., 2007                 | North America | DD                   | preschool  | Mindful Parenting programme              | other                 | very small (<20) | 0%                | positive       | positive      | yes         | none stated | single-case study strong effects        |
| 2. Bögels et al., 2008                | Europe        | Mixed clinical group | adolescent | MBCT-based                               | waitlist-controlled   | very small (<20) | high (>20%)       | positive       | positive      | unclear     | none stated | early controlled study high attrition   |
| 3. Epstein, 2010                      | North America | DD                   | unclear    | MBSR-based                               | other                 | very small (<20) | 0%                | limited-null   | not assessed  | yes         | none stated | paternal MBSR results weak              |
| 4. Benn et al., 2012                  | North America | Mixed NDD            | mixed      | Hybrid mindfulness-informed intervention | RCT                   | medium (50-99)   | moderate (11-20%) | positive       | not assessed  | yes         | none stated | stronger RCT positive parent effects    |
| 5. van der Oord et al., 2012          | Europe        | ADHD                 | child      | Hybrid mindfulness-informed intervention | waitlist-controlled   | small (20-49)    | moderate (11-20%) | positive       | mixed         | yes         | none stated | parent-rated gains teacher effects weak |
| 6. van de Weijer-Bergsma et al., 2012 | Europe        | ADHD                 | adolescent | Hybrid mindfulness-informed intervention | uncontrolled pre-post | very small (<20) | high (>20%)       | mixed          | positive      | unclear     | none stated | adolescent gains waned longer term      |

| Study/Year                  | Region        | Child condition      | Age group  | Intervention                | Study Design          | Sample Size      | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes                           |
|-----------------------------|---------------|----------------------|------------|-----------------------------|-----------------------|------------------|-------------------|----------------|---------------|-------------|---------------------|---|
| 7. Ferraioli & Harris, 2012 | North America | ASD                  | child      | Other                       | active comparator     | very small (<20) | high (>20%)       | positive       | not assessed  | yes         | none stated         | mindfulness outperformed skills group         |
| 8. Kowalkowski, 2012        | North America | ASD                  | not stated | ACT-based                   | active comparator     | small (20-49)    | high (>20%)       | positive       | not assessed  | yes         | none stated         | Group ACT improved parent distress/adjustment |
| 9. Bögels et al., 2014      | Europe        | Mixed clinical group | mixed      | Mindful Parenting programme | waitlist-controlled   | medium (50-99)   | low (1-10%)       | positive       | positive      | yes         | none stated         | broad parent and child gains                  |
| 10. Dykens et al., 2014     | North America | Mixed NDD            | mixed      | MBSR-based                  | active comparator     | large (100+)     | moderate (11-20%) | positive       | not assessed  | yes         | none stated         | large trial strong maternal gains             |
| 11. Neece, 2014             | North America | DD                   | preschool  | MBSR-based                  | waitlist-controlled   | small (20-49)    | moderate (11-20%) | positive       | positive      | unclear     | none stated         | parent stress reduction with child spillover  |
| 12. Bazzano et al., 2015    | North America | Mixed NDD            | mixed      | MBSR-based                  | uncontrolled pre-post | medium (50-99)   | moderate (11-20%) | positive       | not assessed  | yes         | cultural adaptation | community bilingual MBSR feasible             |
| 13. de Bruin et al., 2015   | Europe        | ASD                  | adolescent | Mindful Parenting programme | uncontrolled pre-post | small (20-49)    | low (1-10%)       | positive       | mixed         | yes         | none stated         | feasible ASD adolescent program               |
| 14. Haydick et al., 2015    | North America | ADHD                 | adolescent | MBCT-based                  | uncontrolled pre-post | very small (<20) | low (1-10%)       | positive       | mixed         | yes         | none stated         | parent gains clearer than youth self-report   |

| Study/Year                 | Region        | Child condition      | Age group | Intervention  | Study Design          | Sample Size    | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes                      |
|----------------------------|---------------|----------------------|-----------|---|-----------------------|----------------|-------------------|----------------|---------------|-------------|---------------------|--|
| 15. Lewallen & Neece, 2015 | North America | DD                   | preschool | MBSR-based  | uncontrolled pre-post | small (20-49)  | high (>20%)       | positive       | positive      | unclear     | none stated         | social skills improved after parent MBSR |
| 16. Meppelink et al., 2016 | Europe        | Mixed clinical group | mixed     | Mindful Parenting programme<br>Hybrid mindfulness-informed intervention | uncontrolled pre-post | medium (50-99) | moderate (11-20%) | positive       | positive      | yes         | none stated         | larger clinical MP study positive        |
| 17. Gershly et al., 2017   | Middle East   | ADHD                 | child     | Hybrid mindfulness-informed intervention                                | RCT                   | medium (50-99) | high (>20%)       | mixed          | limited-null  | unclear     | none stated         | add-on helped fathers more               |
| 18. Lo et al., 2017        | Asia          | Mixed NDD            | preschool | Hybrid mindfulness-informed intervention                                | RCT                   | large (100+)   | low (1-10%)       | positive       | limited-null  | yes         | cultural adaptation | brief program feasible parent gains      |
| 19. Rayan & Ahmad, 2017    | Middle East   | ASD                  | child     | Hybrid mindfulness-informed intervention                                | active comparator     | large (100+)   | moderate (11-20%) | positive       | not assessed  | yes         | RS integration      | culturally adapted brief parent MBI      |
| 20. Voos, 2017             | North America | ASD                  | mixed     | Mindful Parenting programme   | uncontrolled pre-post | small (20-49)  | low (1-10%)       | positive       | not assessed  | yes         | none stated         | group MP reduced parenting stress        |
| 21. Xu, 2017               | North America | DD                   | preschool | MBSR-based  | uncontrolled pre-post | small (20-49)  | high (>20%)       | mixed          | limited-null  | unclear     | none stated         | parent stress improved only              |

| Study/Year                 | Region        | Child condition      | Age group | Intervention                             | Study Design          | Sample Size      | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes                                |
|----------------------------|---------------|----------------------|-----------|--|-----------------------|------------------|-------------------|----------------|---------------|-------------|---------------------|--|
| 22. Zhang et al., 2017     | Asia          | ADHD child           | child     | Hybrid mindfulness-informed intervention | mixed-method pilot    | very small (<20) | low (1–10%)       | limited-null   | mixed         | yes         | cultural adaptation | feasible Chinese pilot objective gains only        |
| 23. Zody, 2017             | North America | ASD                  | mixed     | ACT-based                                | waitlist-controlled   | very small (<20) | not reported      | limited-null   | not assessed  | unclear     | none stated         | brief ACT workshop effects weak                    |
| 24. Gould, 2018            | North America | ASD                  | mixed     | ACT-based                                | other                 | very small (<20) | not reported      | positive       | not assessed  | yes         | none stated         | ACT improved values-directed parent behaviour      |
| 25. Jones et al., 2018     | Europe        | Mixed NDD            | mixed     | Other                                    | uncontrolled pre-post | small (20–49)    | high (>20%)       | positive       | limited-null  | yes         | none stated         | parent well-being improved child change absent     |
| 26. Behbahani et al., 2018 | Middle East   | ADHD child           | child     | Mindful Parenting programme              | RCT                   | medium (50–99)   | low (1–10%)       | positive       | positive      | unclear     | none stated         | RCT showed parent and child gains                  |
| 27. Corti et al., 2018     | Europe        | ASD                  | preschool | ACT-based                                | active comparator     | small (20–49)    | 0%                | mixed          | not assessed  | yes         | none stated         | ACT parent gains limited                           |
| 28. Petcharat, 2018        | Asia          | Mixed NDD            | mixed     | Hybrid mindfulness-informed intervention | waitlist-controlled   | small (20–49)    | not reported      | mixed          | not assessed  | yes         | cultural adaptation | Thai tailored program improved mindfulness/anxiety |
| 29. Potharst et al., 2018  | Europe        | Mixed clinical group | mixed     | Mindful Parenting programme              | uncontrolled pre-post | large (100+)     | moderate (11–20%) | positive       | positive      | yes         | none stated         | preventive and clinical gains similar              |

| Study/Year                    | Region        | Child condition | Age group | Intervention                             | Study Design             | Sample Size      | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes                                     |
|-------------------------------|---------------|-----------------|-----------|--|--------------------------|------------------|-------------------|----------------|---------------|-------------|---------------------|---|
| 30. Ridderinkhof et al., 2018 | Europe        | ASD             | mixed     | Hybrid mindfulness-informed intervention | uncontrolled pre-post    | small (20–49)    | high (>20%)       | positive       | positive      | yes         | none stated         | parallel ASD program with partial long-term maintenance |
| 31. Hilkey, 2019              | North America | ASD             | child     | ACT-based                                | other                    | very small (<20) | not reported      | mixed          | not assessed  | unclear     | none stated         | online ACT pilot stress signals only                    |
| 32. Lo et al., 2020           | Asia          | ADHD            | child     | Hybrid mindfulness-informed intervention | RCT                      | large (100+)     | low (1–10%)       | positive       | positive      | yes         | cultural adaptation | family-based RCT with child gains                       |
| 33. Padgett, 2020             | North America | ASD             | child     | Mindful Parenting programme              | waitlist-controlled      | small (20–49)    | high (>20%)       | mixed          | not assessed  | yes         | none stated         | Online mindful parenting showed limited effects         |
| 34. Mah et al., 2021          | North America | ADHD            | child     | Hybrid mindfulness-informed intervention | RCT                      | medium (50–99)   | high (>20%)       | mixed          | positive      | yes         | none stated         | mindfulness add-on improved parent regulation           |
| 35. Andrews et al., 2022      | USA           | ASD             | child     | ACT + Behaviour Parent Training          | single-case experimental | very small (<10) | unclear           | positive       | mixed         | yes         | none stated         | telehealth ACT improves adherence                       |
| 36. Amiri et al., 2022        | Middle East   | ADHD            | child     | Mindful Parenting programme              | active comparator        | small (20–49)    | moderate (11–20%) | not assessed   | positive      | unclear     | none stated         | small quasi-experimental ADHD improvement               |

| Study/Year                         | Region        | Child condition | Age group  | Intervention                             | Study Design          | Sample Size      | Attrition         | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes                                       |
|------------------------------------|---------------|-----------------|------------|--|-----------------------|------------------|-------------------|----------------|---------------|-------------|---------------------|---|
| 37. Lo et al., 2024                | Asia          | ADHD            | mixed      | Hybrid mindfulness-informed intervention | waitlist-controlled   | small (20–49)    | low (1–10%)       | mixed          | positive      | yes         | cultural adaptation | Online parent MBP improved child ADHD symptoms            |
| 38. Li et al., 2025                | Asia          | ASD             | not stated | ACT-based                                | RCT                   | small (20–49)    | unclear           | positive       | positive      | yes         | unclear             | Pilot ACT parenting RCT showed broad gains                |
| 39. Osborn et al., 2025            | other         | DD              | mixed      | Other                                    | uncontrolled pre-post | very small (<20) | moderate (11–20%) | positive       | not assessed  | yes         | none stated         | Brief online mindfulness reduced parent distress          |
| 40. Owen, 2025                     | North America | ASD             | mixed      | ACT-based                                | other                 | small (20–49)    | high (>20%)       | limited-null   | not assessed  | unclear     | none stated         | Virtual ACT acceptable but high attrition                 |
| 41. Suvarna et al., 2025           | other         | ASD             | child      | Mindful Parenting programme              | other                 | very small (<20) | 0%                | positive       | positive      | yes         | none stated         | Brief mindful parenting programme reduced stress          |
| 42. Kosterman Zoller et al., 2025  | Europe        | ADHD            | child      | Mindful Parenting programme              | active comparator     | medium (50–99)   | unclear           | positive       | not assessed  | unclear     | none stated         | Family mindfulness improved parent outcomes               |
| 43. Papadopoulos & Maniadaki, 2025 | Europe        | ASD             | mixed      | MBCT-based                               | waitlist-controlled   | medium (50–99)   | moderate (11–20%) | positive       | positive      | yes         | none stated         | MBCT with mindful parenting improved parent mental health |

| Study/Year                  | Region      | Child condition | Age group | Intervention                             | Study Design          | Sample Size    | Attrition   | Parent Outcome | Child Outcome | Feasibility | Cultural/RS         | Key synthesis notes   |
|-----------------------------|-------------|-----------------|-----------|--|-----------------------|----------------|-------------|----------------|---------------|-------------|---------------------|---|
| 44. Law et al., 2025        | Asia        | ADHD            | mixed     | MBSR-based                               | RCT                   | small (20–49)  | 0%          | positive       | limited-null  | yes         | cultural adaptation | Pilot MBSR reduced parent stress; child change limited            |
| 45. Chong et al., 2025      | Asia        | ADHD            | child     | ACT-based                                | RCT                   | large (100+)   | unclear     | positive       | positive      | unclear     | none stated         | ACT-PAM improved parent and child outcomes                        |
| 46. Li & Chien, 2026        | Asia        | ASD             | child     | ACT-based                                | RCT                   | large (100+)   | 0%          | positive       | positive      | yes         | none stated         | Large ACT parenting RCT improved parent stress and child problems |
| 47. Muratori et al., 2026   | Europe      | Mixed NDD       | child     | Mindful Parenting programme              | uncontrolled pre-post | medium (50–99) | high (>20%) | positive       | not assessed  | yes         | none stated         | ND-tailored mindful parenting improved negative parenting         |
| 48. Win et al., 2026        | Asia        | DD              | child     | Hybrid mindfulness-informed intervention | RCT                   | medium (50–99) | 0%          | positive       | not assessed  | yes         | cultural adaptation | Mindfulness plus communication reduced maternal stress            |
| 49. Al-Naishah & Imam, 2026 | Middle East | ASD             | child     | Hybrid mindfulness-informed intervention | active comparator     | medium (50–99) | low (1–10%) | positive       | not assessed  | yes         | cultural adaptation | Mindful Motherhood improved maternal QoL in Palestine             |

### ***Outcome Patterns***

Parent outcomes were more consistently positive than child outcomes across the 49 included studies. Thirty-five studies reported broadly positive parent outcomes, including reductions in parenting stress or distress and improvements in mindfulness, emotional regulation, or well-being. Nine studies reported mixed parent findings, four reported limited or null effects, and one study did not assess parent outcomes.

Child outcomes were reported less consistently. Nineteen studies reported positive child outcomes, five reported mixed findings, and five reported limited or null child effects. Importantly, 20 studies did not assess child outcomes directly. This suggests that the literature has focused primarily on parental functioning, with child-level benefits often treated as secondary or indirect outcomes. A related pattern was seen in feasibility reporting. Thirty-six studies indicated that the intervention was feasible or acceptable, whereas 13 provided unclear feasibility information. Taken together, the evidence suggests that mindfulness-informed parenting interventions are generally acceptable to families, but the strength of evidence for effectiveness varies according to intervention type, study design, and outcome measured.

### ***Cultural Adaptation and Spirituality/Religiosity***

One of the clearest findings of the review was the limited integration of cultural and spiritual or religious elements. In 38 of the 49 studies, no cultural, spiritual, or religious adaptation was explicitly stated. Nine studies reported some form of cultural adaptation, usually through language, delivery format, or contextual tailoring. Only one study explicitly incorporated spirituality or religiosity. One further study was unclear in this regard.

This pattern highlights a major gap in the literature. Although mindfulness has roots in spiritual traditions and the review included increasing contributions from Asian and Middle Eastern settings, explicit integration of spirituality or religiosity into parenting interventions for families of children with atypical development remained rare. A summary of parent and child outcome patterns, feasibility, and cultural or religious integration across the included studies is presented in the table below:

**Table 3**

*Summary of outcome patterns, feasibility, and cultural/RS integration (n = 49)*

| <b>Domain</b>         | <b>Category</b>     | <b>n (%)</b> |
|-----------------------|---------------------|--------------|
| <b>Parent outcome</b> | Positive            | 35 (71)      |
|                       | Mixed               | 9 (18)       |
|                       | Limited/null        | 4 (8)        |
|                       | Not assessed        | 1 (2)        |
| <b>Child outcome</b>  | Positive            | 19 (39)      |
|                       | Mixed               | 5 (10)       |
|                       | Limited/null        | 5 (10)       |
|                       | Not assessed        | 20 (41)      |
| <b>Feasibility</b>    | Yes                 | 36 (73)      |
|                       | Unclear             | 13 (27)      |
| <b>Cultural / RS</b>  | None stated         | 38 (78)      |
|                       | Cultural adaptation | 9 (18)       |
|                       | RS integration      | 1 (2)        |
|                       | Unclear             | 1 (2)        |

### ***Summary of Main Patterns***

Overall, the findings suggest that the literature on mindfulness-informed parenting for atypical development is growing and increasingly diverse but remains uneven. The evidence base is strongest for parent-level improvements, particularly reductions in parenting stress and better emotional regulation. However, the studies remain heterogeneous in intervention type, design, sample size, and target population. Child outcomes are less consistently examined, and spirituality or religiosity remains notably underdeveloped in the field.

### **Discussion**

This scoping review mapped the existing literature on mindfulness-informed parenting interventions for parents or caregivers of children with atypical development. Several main findings emerged. First, the literature now includes a wider range of intervention models, including hybrid mindfulness-informed programmes, dedicated mindful parenting programmes, ACT-based approaches, MBSR-based interventions, and

a smaller number of MBCT-based studies. Second, the evidence base remains geographically uneven, with most studies conducted in North America and Europe, although studies from Asia and the Middle East are also represented. Third, parent outcomes were more consistently positive than child outcomes. Finally, explicit integration of spirituality and religiosity was extremely limited, despite the conceptual relevance of these elements to both mindfulness and family well-being.

The finding that parent outcomes were more consistently positive than child outcomes is important. Across the included studies, reductions in parenting stress, improvements in emotional regulation, and gains in parental well-being were reported more frequently than clear child-level improvements. This pattern is not surprising. Most interventions in this literature were directed primarily at parents rather than children, and many studies did not assess child outcomes directly. Even when child outcomes were included, these were often treated as secondary outcomes and may have been more difficult to change within a short intervention period. Taken together, the current evidence suggests that mindfulness-informed parenting interventions are better supported as approaches for improving parental functioning than as direct interventions for child behavioural or emotional change (Burgdorf et al., 2019; Shorey & Ng, 2021).

This pattern can also be understood in light of theoretical models of mindful parenting (Duncan et al., 2009). Duncan et al.'s framework highlights key processes such as listening with full attention, emotional awareness of self and child, self-regulation in the parenting relationship, non-judgmental acceptance, and compassion (Duncan et al., 2009). These processes operate first at the level of parental awareness and regulation. It is therefore reasonable that parent-level outcomes are more immediate and more consistently detected than downstream child outcomes. Child benefits may still occur, but these effects are likely to depend on broader relational processes, follow-up duration, and the extent to which changes in parental regulation are translated into consistent parenting behaviour.

The review also showed that the intervention landscape is heterogeneous. Hybrid mindfulness-informed interventions and mindful parenting programmes were the most common, followed by ACT-based and MBSR-based approaches. This diversity reflects the

flexibility of mindfulness-informed work in parenting contexts, but it also makes comparison across studies difficult, which is consistent with prior reviews that have noted substantial heterogeneity in intervention models, measures, and study designs (Burgdorf et al., 2019; Shorey & Ng, 2021). The term “mindfulness-informed parenting intervention” currently covers approaches that differ in theoretical emphasis, intensity, delivery mode, and target outcomes. Some interventions focus mainly on parental stress and awareness, whereas others integrate behavioural parenting skills, psychoeducation, acceptance-based strategies, or broader family-oriented elements. As a result, the field still lacks a clear consensus on which intervention components are most important, for whom, and under what conditions.

Methodologically, the evidence base shows both strengths and important limitations. The inclusion of randomised controlled trials and active-comparator studies indicates that the field includes some more rigorous designs. However, a substantial proportion of the studies still relied on uncontrolled pre-post or other exploratory designs. In addition, many studies had small sample sizes and variable attrition, with high attrition reported in a notable proportion of studies. These features limit confidence in the stability and generalisability of the findings, a concern that has also been raised in earlier reviews of mindful parenting interventions (Burgdorf et al., 2019; Shorey & Ng, 2021). They also make it difficult to determine whether reported improvements are attributable to the intervention itself, non-specific support effects, sampling bias, or natural change over time.

Another important pattern is the geographical concentration of the literature. Most studies were conducted in North America and Europe, with fewer studies from Asia and the Middle East and very limited representation from other regions. This suggests that the current evidence base is still shaped largely by Western research settings, assumptions, and service structures. This matters because parenting experiences, help-seeking behaviour, perceptions of disability, and understandings of mindfulness are shaped by culture, religion, language, and family systems. An intervention shown to be feasible in one context may not transfer easily to another without adaptation.

The cultural issue becomes even more important when considering spirituality and religiosity. Only one study explicitly integrated

spirituality or religiosity, while most studies did not report any such component. This is a striking finding. Mindfulness is often presented in contemporary intervention research in secular language, yet its wider conceptual history is closely related to spiritual traditions (Williams & Kabat-Zinn, 2011). In addition, many families, particularly in non-Western or religiously committed contexts, understand stress, caregiving, suffering, patience, and meaning through religious or spiritual frameworks, and these dimensions may shape coping, resilience, and mental health (Aggarwal et al., 2023; Lucchetti et al., 2021). The near absence of explicit spirituality or religiosity in this literature therefore reflects an important gap rather than a trivial omission.

This gap has both theoretical and practical implications. Theoretically, it suggests that mindfulness-informed parenting research has largely prioritised secularised intervention models, even when studying families for whom spiritual or religious meaning-making may be central to coping. Practically, it raises questions about cultural fit, engagement, and acceptability. In some communities, explicitly secular mindfulness language may feel unfamiliar, culturally distant, or even misaligned with local values. By contrast, carefully adapted interventions that retain the core functions of mindful awareness, emotional regulation, compassion, and reflective parenting while situating them within culturally meaningful frameworks may be more acceptable and relevant (Foale et al., 2025).

At the same time, the findings do not mean that mindfulness-informed parenting interventions are ineffective unless spirituality or religiosity is included. Rather, the review suggests that the field has not yet explored this issue sufficiently. The current evidence supports the usefulness of mindfulness-informed parenting for improving parental functioning, but it also shows that future research should examine whether culturally and spiritually adapted models produce stronger engagement, better fit, or broader benefits for diverse populations.

The review also has implications for future research design. More studies are needed with stronger methodological quality, larger samples, clearer reporting of attrition and feasibility, and more consistent outcome measurement. In particular, future studies should distinguish more clearly between immediate parent outcomes and later child outcomes, and should include follow-up periods long enough to detect whether

changes in parental awareness and regulation are translated into changes in child functioning. Comparative studies across intervention types would also help clarify whether hybrid models, ACT-based approaches, or dedicated mindful parenting programmes differ meaningfully in their effects.

Future research should also move beyond broad claims of effectiveness and examine mechanisms, context, and implementation. Questions of who benefits most, under what family circumstances, and in which cultural settings remain insufficiently answered. There is also a clear need for more work in low-resource settings and in communities where religious values play a central role in family life. In such contexts, intervention uptake may depend not only on efficacy, but also on practical barriers such as language accessibility, facilitator availability, cost, time burden, and perceived compatibility with local beliefs and parenting norms (Foale et al., 2025).

Overall, this review suggests that mindfulness-informed parenting is a promising but still uneven field of intervention research for families of children with atypical development. The strongest evidence currently relates to parent-level benefits, especially reductions in parenting stress and improvements in emotional regulation and well-being. However, the literature remains methodologically mixed, geographically concentrated, and conceptually limited in its integration of culture, spirituality, and religiosity. These gaps also point to important opportunities for the next phase of research and intervention development.

In summary, this review suggests that mindfulness-informed parenting is a valuable addition to the range of parenting interventions for families of children with atypical development, particularly for supporting parental well-being. At the same time, the limited attention to spirituality, religiosity, and broader cultural adaptation shows that the field remains incomplete. Future research should therefore focus not only on whether these interventions are helpful, but also on which models are most effective, for whom, and under what cultural and spiritual conditions.

## References

- Aggarwal, S., Wright, J., Morgan, A., Patton, G., & Reavley, N. (2023). Religiosity and spirituality in the prevention and management of depression and anxiety in young people: A systematic review and meta-analysis. *BMC Psychiatry*, 23, Article 729. <https://doi.org/10.1186/s12888-023-05091-2>
- Al-Natsheh, B., & Imam, A. (2026). Effectiveness of the Mindful Motherhood Support Program on quality of life among Palestinian mothers of children with autism spectrum disorder: A quasi-experimental study. *International Journal of Environmental Research and Public Health*, 23(1), Article 14. <https://doi.org/10.3390/ijerph23010014>
- Amiri, M., Merajifar, M., & Babaei, K. (2022). The effectiveness of mindful parenting training on attention deficit/hyperactivity disorder symptoms in male students. *European Review for Medical and Pharmacological Sciences*, 26(2), 737–744. [10.26355/eurrev\\_202201\\_27759](https://doi.org/10.26355/eurrev_202201_27759)
- Andrews, M. L., Garcia, Y. A., Catagnus, R. M., & Gould, E. R. (2022). Effects of Acceptance and Commitment Training Plus Behavior Parent Training on Parental Implementation of Autism Treatment. *The Psychological Record*, 72(4), 601–617. <https://doi.org/10.1007/s40732-021-00496-5>
- Arksey, H., & O'Malley, L. (2005). Scoping studies: towards a methodological framework. *International Journal of Social Research Methodology*, 8(1), 19–32. <https://doi.org/10.1080/1364557032000119616>
- Baker, B. L., Blacher, J., Crnic, K. A., & Edelbrock, C. (2002). Behavior problems and parenting stress in families of three-year-old children with and without developmental delays. *American journal of mental retardation : AJMR*, 107(6), 433–444. [https://doi.org/10.1352/0895-8017\(2002\)107<0433:BPAPSI>2.0.CO;2](https://doi.org/10.1352/0895-8017(2002)107<0433:BPAPSI>2.0.CO;2)
- Bazzano, A., Wolfe, C., Zylowska, L., Wang, S., Schuster, E., Barrett, C., & Lehrer, D. (2015). Mindfulness Based Stress Reduction (MBSR) for parents and caregivers of individuals with developmental disabilities: A community-based approach. *Journal of Child and Family Studies*, 24(2), 298–308. <https://doi.org/10.1007/s10826-013-9836-9>
- Behbahani, M., Zargar, F., Assarian, F., & Akbari, H. (2018). Effects of mindful parenting training on clinical symptoms in children with attention deficit hyperactivity disorder and parenting stress: Randomized controlled trial. *Iranian Journal of Medical Sciences*, 43, 596–604.
- Benn, R., Akiva, T., Arel, S., & Roeser, R. W. (2012). Mindfulness training effects for parents and educators of children with special needs. *Developmental Psychology*, 48(5), 1476–1487. <https://doi.org/10.1037/a0027537>
- Bögels, S. M., Hoogstad, B., van Dun, L., de Schutter, S., & Restifo, K. (2008). Mindfulness training for adolescents with externalizing disorders and

- their parents. *Behavioural and Cognitive Psychotherapy*, 36(2), 193–209. <https://doi.org/10.1017/S1352465808004190>
- Bögels, S. M., Hellemans, J., van Deursen, S., Römer, M., & van der Meulen, R. (2014). Mindful parenting in mental health care: Effects on parental and child psychopathology, parental stress, parenting, coparenting, and marital functioning. *Mindfulness*, 5(5), 536–551. <https://doi.org/10.1007/s12671-013-0209-7>
- Burgdorf, V., Szabó, M., & Abbott, M. J. (2019). The effect of mindfulness interventions for parents on parenting stress and youth psychological outcomes: A systematic review and meta-analysis. *Frontiers in Psychology*, 10, Article 1336. <https://doi.org/10.3389/fpsyg.2019.01336>
- Caetano, B., Chorão, A., Alves, S., Canavarro, M. C., & Pires, R. (2024). Mindfulness-based interventions for parents: A systematic review of target groups, effects, and intervention features. *Mindfulness*, 15(10), 2429–2447. <https://doi.org/10.1007/s12671-024-02451-1>
- Chong, Y. Y., Chien, W. T., Fung, K. P., Leung, S. P., & Lam, S. Y. (2025). Acceptance and commitment therapy–based parenting program in children with co-occurring asthma and ADHD: A randomized clinical trial. *JAMA Pediatrics*. <https://doi.org/10.1001/jamapediatrics.2025.1313>
- Corti, C., Pergolizzi, F., Vanzin, L., Cargasacchi, G., Villa, L., Pozzi, M., & Molteni, M. (2018). Acceptance and Commitment Therapy-oriented parent-training for parents of children with autism. *Journal of Child and Family Studies*, 27(9), 2887–2900. <https://doi.org/10.1007/s10826-018-1123-3>
- Davidsson, M., Oldmark, M., Hagberg, B., Gillberg, C., & Billstedt, E. (2025). Parenting Stress and Neurodevelopmental Disorders: the Associations of Parental Factors and Child Psychosocial Functioning. *Journal of Child and Family Studies*, 34(4), 883–894. <https://doi.org/10.1007/s10826-025-03042-x>
- de Bruin, E. I., Blom, R., Smit, F. M. A., Van Steensel, F. J. A., & Bögels, S. M. (2015). MYmind: Mindfulness training for youngsters with autism spectrum disorders and their parents. *Autism*, 19(8), 906–914. <https://doi.org/10.1177/1362361314553279>
- Donovan, M. O., Pickard, J. A., Herbert, J. S., & Barkus, E. (2022). Mindful parent training for parents of children aged 3–12 years with behavioral problems: A scoping review. *Mindfulness*, 13(4), 801–820. <https://doi.org/10.1007/s12671-021-01799-y>
- Duncan, L. G., Coatsworth, J. D., & Greenberg, M. T. (2009). A model of mindful parenting: Implications for parent-child relationships and prevention research. *Clinical Child and Family Psychology Review*, 12(3), 255–270. <https://doi.org/10.1007/s10567-009-0046-3>

- Dykens, E. M., Fisher, M. H., Taylor, J. L., Lambert, W., & Miodrag, N. (2014). Reducing distress in mothers of children with autism and other disabilities: A randomized trial. *Pediatrics*, *134*(2). <https://doi.org/10.1542/peds.2013-3164>
- Epstein, B. J. (2010). *Effects of a mindfulness based stress reduction program on fathers of children with developmental disability* (UMI No. 3421917) [Doctoral dissertation, Hofstra University]. ProQuest Dissertations & Theses Global.
- Ferraioli, S. J., & Harris, S. L. (2013). Comparative effects of mindfulness and skills-based parent training programs for parents of children with autism: Feasibility and preliminary outcome data. *Mindfulness*, *4*(2), 89–101. <https://doi.org/10.1007/s12671-012-0099-0>
- Foale, S., Seedat, S., & Heyns, T. (2025). Considerations for sociocultural adaptations of a mindfulness-based program within a low socioeconomic setting in Cape Town, South Africa. *BMC Complementary Medicine and Therapies*, *25*, Article 453. <https://doi.org/10.1186/s12906-025-05122-3>
- Gersh, N., Meehan, K. B., Omer, H., Papouchis, N., & Schorr Sapor, I. (2017). Randomized clinical trial of mindfulness skills augmentation in parent training. *Child and Youth Care Forum*, *46*(6), 783–803. <https://doi.org/10.1007/s10566-017-9411-4>
- Gould, E. R., Tarbox, J., & Coyne, L. (2018). Evaluating the effects of Acceptance and Commitment Training on the overt behavior of parents of children with autism. *Journal of Contextual Behavioral Science*, *7*, 81–88. <https://doi.org/10.1016/j.jcbs.2017.06.003>
- Haydicky, J., Shecter, C., Wiener, J., & Ducharme, J. M. (2015). Evaluation of MBCT for adolescents with ADHD and their parents: Impact on individual and family functioning. *Journal of Child and Family Studies*, *24*(1), 76–94. <https://doi.org/10.1007/s10826-013-9815-1>
- Hilkey, D. (2019). *Utilizing online learning of acceptance and commitment training and evaluating corresponding changes in parent stress* [Master's thesis, Southern Illinois University Carbondale]. OpenSIUC.
- Jones, L., Gold, E., Totsika, V., Hastings, R. P., Jones, M., Griffiths, A., & Silverton, S. (2018). A mindfulness parent well-being course: Evaluation of outcomes for parents of children with autism and related disabilities recruited through special schools. *European Journal of Special Needs Education*, *33*(1), 16–30. <https://doi.org/10.1080/08856257.2017.1297571>
- Kabat-Zinn, J. (2005). *Coming to our senses: Healing ourselves and the world through mindfulness*. Hyperion.

- Kabat-Zinn, J., & Kabat-Zinn, M. (2014). *Everyday blessings: the inner work of mindful parenting*. Hachette Books.
- Kosterman Zoller, B., Bögels, S. M., Meppelink, R., & de Bruin, E. I. (2025). Randomized controlled trial of parent and child mindfulness training (mymind) versus medication. *Journal of Child and Family Studies*. Advance online publication. <https://doi.org/10.1007/s10826-025-03139-3>
- Kowalkowski, J. D. (2012). *The impact of a group-based acceptance and commitment therapy intervention on parents of children diagnosed with an autism spectrum disorder* [Doctoral dissertation, Eastern Michigan University]. Eastern Michigan University Digital Commons.
- Law, I. T. Y., Bressington, D., Ruan, J., et al. (2025). The effectiveness of a mindfulness-based stress reduction (MBSR) programme for parents of children with attention deficit hyperactivity disorder (ADHD): A pilot randomized controlled trial. *BMC Psychology*, 13(1), Article 429. <https://doi.org/10.1186/s40359-025-02747-4>
- Levac, D., Colquhoun, H., & O'Brien, K. K. (2010). Scoping studies: advancing the methodology. *Implementation Science*, 5, 69. <https://doi.org/10.1186/1748-5908-5-69>
- Lewallen, A. C., & Neece, C. L. (2015). Improved social skills in children with developmental delays after parent participation in MBSR: The role of parent-child relational factors. *Journal of Child and Family Studies*, 24(10), 3117–3129. <https://doi.org/10.1007/s10826-015-0116-8>
- Li, S. N., Tong, C. W., & Stanley, L. K. K. (2025). Effects of an acceptance and commitment-based parenting program for parents of children with autism spectrum disorder on parenting stress and other parent and children health outcomes: A pilot randomized controlled trial. *Autism*, 29(6), 1524–1539. <https://doi.org/10.1177/13623613241311323>
- Li, S. N., & Chien, W. T. (2026). Acceptance and commitment training for parents of children with autism spectrum disorder: A randomized clinical trial. *JAMA Network Open*, 9(1), e2552693. <https://doi.org/10.1001/jamanetworkopen.2025.52693>
- Lo, H. H. M., Chan, S. K. C., Szeto, M. P., Chan, C. Y. H., & Choi, C. W. (2017). A feasibility study of a brief mindfulness-based program for parents of preschool children with developmental disabilities. *Mindfulness*, 8(6), 1665–1673. <https://doi.org/10.1007/s12671-017-0741-y>
- Lo, H. H. M., Wong, S. W. L., Wong, J. Y. H., Yeung, J. W. K., Snel, E., & Wong, S. Y. S. (2020). The effects of family-based mindfulness intervention on ADHD symptomology in young children and their parents: A randomized control trial. *Journal of Attention Disorders*, 24(5), 667–680. <https://doi.org/10.1177/1087054717743330>

- Lo, H. H. M., Lam, J., Zhang, Z. J., Cheung, M., Chan, S. K. C., Wong, E. W. Y., Bögels, S. M., & Chui, W. H. (2024). Effects of an online mindfulness-based program for parents of children with attention deficit/hyperactivity disorder: A pilot, mixed methods study. *Frontiers in Psychiatry, 15*, Article 1376867. <https://doi.org/10.3389/fpsy.2024.1376867>.
- Lucchetti, G., Koenig, H. G., & Lucchetti, A. L. G. (2021). Spirituality, religiousness, and mental health: A review of the current scientific evidence. *World journal of clinical cases, 9*(26), 7620–7631. <https://doi.org/10.12998/wjcc.v9.i26.7620>
- Mah, J. W. T., Murray, C., Locke, J., & Carbert, N. (2021). Mindfulness-enhanced behavioral parent training for clinic-referred families of children with ADHD: A randomized controlled trial. *Journal of Attention Disorders, 25*(12), 1765–1777. <https://doi.org/10.1177/1087054720925882>
- Meppelink, R., de Bruin, E. I., Wanders-Mulder, F. H., Vennik, C. J., & Bögels, S. M. (2016). Mindful parenting training in child psychiatric settings: Heightened parental mindfulness reduces parents' and children's psychopathology. *Mindfulness, 7*(3), 680–689. <https://doi.org/10.1007/s12671-016-0504-1>
- Muratori, P., Catarina, A., Conversano, A., Levantini, V., Villani, S., & Milone, A. (2026). Mindful parenting for caregivers of children with neurodevelopmental disorder diagnosis. *Children, 13*(3), Article 325. <https://doi.org/10.3390/children13030325>
- Neece, C. L. (2014). Mindfulness-based stress reduction for parents of young children with developmental delays: Implications for parental mental health and child behavior problems. *Journal of Applied Research in Intellectual Disabilities, 27*(2), 174–186. <https://doi.org/10.1111/jar.12064>
- Olusanya, B. O., Davis, A. C., Wertlieb, D., Boo, N. Y., Nair, M. K. C., Halpern, R., Kuper, H., Breinbauer, C., de Vries, P. J., Gladstone, M., Halfon, N., Kancherla, V., Mulaudzi, M. C., Kakooza-Mwesige, A., Ogbo, F. A., Olusanya, J. O., Williams, A. N., Wright, S. M., Manguerra, H., ... Kassebaum, N. J. (2018). Developmental disabilities among children younger than 5 years in 195 countries and territories, 1990–2016: a systematic analysis for the Global Burden of Disease Study 2016. *The Lancet Global Health, 6*(10), e1100–e1121. [https://doi.org/10.1016/S2214-109X\(18\)30309-7](https://doi.org/10.1016/S2214-109X(18)30309-7)
- Osborn, R., Dorstyn, D., Roberts, L., & Kneebone, I. (2025). Feasibility of a brief online mindfulness intervention for parents of children with developmental disabilities. *Research and Practice in Intellectual and Developmental Disabilities*. <https://doi.org/10.1080/23297018.2024.2371118>

- Owen, A. (2025). *Exploring virtual group acceptance and commitment therapy format on participation of parents of children with autism* [Doctoral dissertation, Rowan University]. Rowan Digital Works.
- Padgett, E. E. (2020). *An online randomized controlled trial of mindful parenting among parents of children with autism spectrum disorder* [Doctoral dissertation, Northern Illinois University]. ProQuest Dissertations & Theses Global
- Papadopoulos, D., & Maniadaki, K. (2025). Effects of mindfulness-based cognitive therapy on parental mental health and child behavior in families of children with autism spectrum disorder: A randomized controlled trial. *Children*, 13(1), Article 53. <https://doi.org/10.3390/children13010053>
- Pardo-Salamanca, A., Rosa-Martínez, E., Gómez, S., Santamarina-Siurana, C., & Berenguer, C. (2025). Parenting stress in autistic and ADHD children: Implications of social support and child characteristics. *Journal of Autism and Developmental Disorders*, 55(7), 2284–2293. <https://doi.org/10.1007/s10803-024-06377-4>
- Petcharat, M. (2018). *The effects of a brief culturally tailored Thai mindfulness intervention on stress, anxiety, and mindfulness in Thai parents of children with developmental disabilities* [Doctoral dissertation, Florida Atlantic University]. ProQuest Dissertations & Theses Global.
- Rayan, A., & Ahmad, M. (2017). Effectiveness of mindfulness-based intervention on perceived stress, anxiety, and depression among parents of children with Autism Spectrum Disorder. *Mindfulness*, 8(3), 677–690. <https://doi.org/10.1007/s12671-016-0595-8>
- Ridderinkhof, A., de Bruin, E. I., Blom, R., & Bögels, S. M. (2018). Mindfulness-based program for children with Autism Spectrum Disorder and their parents: Direct and long-term improvements. *Mindfulness*, 9(3), 773–791. <https://doi.org/10.1007/s12671-017-0815-x>
- Robinson, M., & Neece, C. L. (2015). Marital Satisfaction, Parental Stress, and Child Behavior Problems among Parents of Young Children with Developmental Delays. *Journal of Mental Health Research in Intellectual Disabilities*, 8(1), 23–46. <https://doi.org/10.1080/19315864.2014.994247>
- Roper, S. O., Allred, D. W., Mandleco, B., Freeborn, D., & Dyches, T. (2014). Caregiver burden and sibling relationships in families raising children with disabilities and typically developing children. *Families, Systems, & Health*, 32(2), 241–246. <https://doi.org/10.1037/fsh0000047>
- Shorey, S., & Ng, E. D. (2021). The efficacy of mindful parenting interventions: A systematic review and meta-analysis. *International journal of nursing studies*, 121, 103996. <https://doi.org/10.1016/j.ijnurstu.2021.103996>

- Singer, G. H. S. (2004). A meta-analysis of comparative studies of depressive symptoms in mothers of children with and without disabilities. In K. Alexander & R. C. Hunter (Eds.), *Administering special education: In pursuit of dignity and autonomy* (Vol. 7, pp. 189–221). Elsevier JAI. [https://doi.org/10.1016/S1479-3660\(04\)07009-X](https://doi.org/10.1016/S1479-3660(04)07009-X)
- Singh, N. N., Lancioni, G. E., Winton, A. S. W., Singh, J., Curtis, W. J., Wahler, R. G., & McAleavey, K. M. (2007). Mindful parenting decreases aggression and increases social behavior in children with developmental disabilities. *Behavior Modification, 31*(6), 749–771. <https://doi.org/10.1177/0145445507300924>
- Suvarna, V., Farrell, L., Adams, D., Emerson, L.-M., & Paynter, J. (2025). The Two Hearts Mindful Parenting programme for parents of autistic children: A proof-of-concept study. *Clinical Psychologist, 29*(2), 145–161. <https://doi.org/10.1080/13284207.2025.2498396>
- Tricco, A. C., Lillie, E., Zarin, W., O'Brien, K. K., Colquhoun, H., Levac, D., Moher, D., Peters, M. D. J., Horsley, T., Weeks, L., Hempel, S., Akl, E. A., Chang, C., McGowan, J., Stewart, L., Hartling, L., Aldcroft, A., Wilson, M. G., Garritty, C., ... Straus, S. E. (2018). PRISMA extension for scoping reviews (PRISMA-ScR): Checklist and explanation. *Annals of Internal Medicine, 169*(7), 467–473. <https://doi.org/10.7326/M18-0850>
- van der Oord, S., Bögels, S. M., & Peijnenburg, D. (2012). The effectiveness of mindfulness training for children with ADHD and mindful parenting for their parents. *Journal of Child and Family Studies, 21*, 139–147. <https://doi.org/10.1007/s10826-011-9457-0>
- van de Weijer-Bergsma, E., Formsma, A. R., de Bruin, E. I., & Bögels, S. M. (2012). The effectiveness of mindfulness training on behavioral problems and attentional functioning in adolescents with ADHD. *Journal of Child and Family Studies, 21*(5), 775–787. <https://doi.org/10.1007/s10826-011-9531-7>
- Voos, A. (2017). *An initial evaluation of the mindful parenting group for parents of children with autism spectrum disorder*. University of California.
- Williams, J. M. G., & Kabat-Zinn, J. (2011). Mindfulness: diverse perspectives on its meaning, origins, and multiple applications at the intersection of science and dharma. *Contemporary Buddhism, 12*(1), 1–18. <https://doi.org/10.1080/14639947.2011.564811>
- Win, T. T., Prasopkittikun, T., Phetrasuwan, S., & Lenwari, C. (2026). Mindfulness and communication intervention for mothers of children with developmental disabilities in Yangon: A randomized controlled trial on parental stress and problem-solving communication. *International Journal of Nursing Sciences*. <https://doi.org/10.1016/j.ijnss.2026.02.015>

- Xu, Y. (2017). *Parental stress, emotion regulation, meta-emotion, and changes following an MBSR intervention* (Issue September). Loma Linda University.
- Zhang, D., Chan, S. K. C., Lo, H. H. M., Chan, C. Y. H., Chan, J. C. Y., Ting, K. T., Gao, T. T., Lai, K. Y. C., Bögels, S. M., & Wong, S. Y. S. (2017). Mindfulness-based intervention for Chinese children with ADHD and their parents: A pilot mixed-method study. *Mindfulness*, 8(4), 859–872. <https://doi.org/10.1007/s12671-016-0660-3>
- Zody, M. C. (2017). *Acceptance and commitment therapy (ACT) as a one-day workshop for parents of children with an autism spectrum disorder* [Doctoral dissertation, The Wright Institute]. ProQuest Dissertations & Theses Global.



## GUIDELINES FOR AUTHORS

*Intellectual Discourse* is an academic, refereed journal, published twice a year. Four types of contributions are considered for publication in this journal: major articles reporting findings of original research; review articles synthesising important deliberations related to disciplines within the domain of Islamic sciences; short research notes or communications, containing original ideas or discussions on vital issues of contemporary concern, and book reviews; and brief reader comments, or statements of divergent viewpoints.

**To submit manuscript**, go to <http://www.iium.edu.my/intdiscourse>

The manuscript submitted to *Intellectual Discourse* should not have been published elsewhere, and should not be under consideration by other publications. This must be stated in the covering letter.

1. Original research and review articles should be 5,000-8,000 words while research notes 3,000-4,000 words, accompanied by an abstract of 100-150 words. Book review should be 1,000-1,500 words.
2. Manuscripts should be double-spaced with a 1-inch (2.5 cm) margins. Use 12-point Times New Roman font.
3. Manuscripts should adhere to the *American Psychological Association* (APA) style, latest edition.
4. The title should be as concise as possible and should appear on a separate sheet together with name(s) of the author(s), affiliation(s), and the complete postal address of the institute(s).
5. A short running title of not more than 40 characters should also be included.
6. Headings and sub-headings of different sections should be clearly indicated.
7. References should be alphabetically ordered. Some examples are given below:

### **Book**

In-text citations:

Al-Faruqi & al-Faruqi (1986)

Reference:

Al-Faruqi, I. R., & al-Faruqi, L. L. (1986). *The cultural atlas of Islam*. New York: Macmillan Publishing Company.

## **Chapter in a Book**

In-text:

Alias (2009)

Reference:

Alias, A. (2009). Human nature. In N. M. Noor (Ed.), *Human nature from an Islamic perspective: A guide to teaching and learning* (pp.79-117). Kuala Lumpur: IIUM Press.

## **Journal Article**

In-text:

Chapra (2002)

Reference:

Chapra, M. U. (2002). Islam and the international debt problem. *Journal of Islamic Studies*, 10, 214-232.

## **The Qur'ān**

In-text:

(i) direct quotation, write as 30:36

(ii) indirect quotation, write as Qur'ān, 30:36

Reference:

*The glorious Qur'ān*. Translation and commentary by A. Yusuf Ali (1977). US: American Trust Publications.

## **Ḥadīth**

In-text:

(i) Al-Bukhārī, 88:204 (where 88 is the book number, 204 is the ḥadīth number)

(ii) Ibn Hanbal, vol. 1, p. 1

Reference:

(i) Al-Bukhārī, M. (1981). *Ṣaḥīḥ al-Bukhārī*. Beirut: Dār al-Fikr.

(ii) Ibn Ḥanbal, A. (1982). *Musnad Aḥmad Ibn Ḥanbal*. Istanbul: Cagri Yayinlari.

## **The Bible**

In-text:

Matthew 12:31-32

Reference:

*The new Oxford annotated Bible*. (2007). Oxford: Oxford University Press.

Transliteration of Arabic words should follow the style indicated in ROTAS Transliteration Kit as detailed on its website ([http://rotas.iium.edu.my/?Table\\_of\\_Transliteration](http://rotas.iium.edu.my/?Table_of_Transliteration)), which is a slight modification of ALA-LC (Library of Congress and the American Library Association) transliteration scheme. Transliteration of Persian, Urdu, Turkish and other scripts should follow ALA-LC scheme.

Opinions expressed in the journal are solely those of the authors and do not necessarily reflect the views of the editors, or the publisher. Material published in the *Intellectual Discourse* is copyrighted in its favour. As such, no part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, or any information retrieval system, without permission in writing from the publisher.

IIUM Press (Marketing Unit)  
Research Management Centre  
International Islamic University Malaysia  
P.O. Box 10, 50728 Kuala Lumpur, Malaysia  
Phone (+603) 6196-5014, Fax: (+603) 6196-4862  
E-mail: [intdiscourse@iium.edu.my](mailto:intdiscourse@iium.edu.my); [intdiscourse@yahoo.com](mailto:intdiscourse@yahoo.com).  
Website: <http://iiumpress.iium.edu.my/bookshop>



# In This Issue

## *Note from the Editor*

### *Research Articles*

#### **Luay Hatem Yaqoob**

Politics, Wisdom, and Happiness:  
A Statistical and Comparative Analysis of Greek and Islamic Philosophy

#### **Nur Alia Shamsul Bahri, Norazilawati Abd Wahab, Arbai'yah Mohd Noor, Mohd Firdaus Abdullah, Zuliskandar Ramli & Ruzaini Sulaiman**

Islamic Influence on Traditional Water Transport and Boat Building in  
Terengganu from the 13th to 20th Century

#### **Muhammad Danial Azman & Kevin Fernandez**

Ubuntu and Madani in Dialogue: Ethical Encounters, Lived Experience,  
and the Moral Realities of Malaysia–Africa Relations

#### **Muhammad Irwan Ariffin, Afiza Mohamad Ali, Nurul Nuha Abdul Molok, Khadijah Khalilah Abdul Rashid & Hamwira Yacob**

Mapping Outcome-Based Education Principles to Qur'anic Guidance  
for Islamic Higher Education

#### **Ratnawati Mohd Asraf & Harvindar Kaur**

Teaching Students with Learning Disabilities in Mainstream Classrooms:  
The Challenge of Teacher Preparedness

#### **Alper Fener & Ervin Kovačević**

Language Learning Beliefs in Motion: The Role of Experience and Engagement

#### **Nur Nisa Solehah binti Muhamad Haswazil, Fatmir Shehu & Ainul Azmin binti Md. Zamin**

Fostering National Harmony through Inter-Religious Education:  
An Analysis of *Pendidikan Moral* KSSM and *Pendidikan Islam* KSSM Syllabi

#### **Wan Nur Madiha binti Ramlan & Raihan binti Rosman**

The Spiritual Quest in Contemporary Muslim Speculative Writing:  
A Reading of *Bird Summons* (2023) by Leila Aboulela

#### **Mohd Firdaus Abdullah, Mardiana Nordin, Arba'iyah Mohd Noor, Norazilawati Abd Wahab & Yusry Sulaiman**

Water Symbolism in *Syair Perahu* by Hamzah Fansuri: A Reflection  
of Maritime Life and Islamic Values in the History of Malay Society

#### **Hamoud Yahya Ahmed Mohsen, Fahad Ibrahim Al-Bakr, Ruzy Suliza Hashim & Abdulrahman Alosman**

Eco-political Discourse in Mahmoud Darwish's Poetry of Resistance

#### **Siti Inarah Hasim, Jamilah Hanum Abdul Khaiyom, Mardiana Mohamad Zunaidah Mohd Marzuki Jamiah Manap, Nellie Ismail & Nor Hayati Kasim**

Mindfulness-Informed Parenting Interventions for Parents and Caregivers of  
Children with Atypical Development: A Scoping Review

### *Book Reviews*

### *Roundtable Report*

ISSN 0128-4878 (Print)

ISSN 2289-5639 (Online)

