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REVIEWER'S REPORT

Manuscript No.: IJAR-55026

Title: Parental Role in Enhancing Developmental Outcomes in a Child with Developmental Delay: A Case Study Using the LIPP Method,

Recommendation:

Accept as it isYes.....

Accept after minor revision.....

Accept after major revision

Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality		√		
Techn. Quality		√		
Clarity		√		
Significance		√		

Reviewer Name: Professor Dr Dillip Kumar Mohapatra

Detailed Reviewer's Report

1. Strengths

Novelty of Intervention

Introduction of the **LIPP (Less Instruction Parallel Parenting) method**, which is a new model emphasising emotional attunement and reduced verbal instruction.

Focus on parental emotional stability before child engagement is a **unique conceptual framework** not commonly highlighted in existing parent-mediated interventions.

Strong Theoretical Basis

The method draws on *affective attunement*, *parallel play*, and *naturalistic learning*—well-established concepts in child development.

Provides a clear, logical sequence: **Parent Emotional Stability → Engagement → Child Attention → Participation → Developmental Gains.**

Clear Intervention Structure

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Intervention design (12 online sessions, mix of group and individual) is well-explained and replicable.

The inclusion of **video observation, feedback, and guided practice** strengthens methodological clarity.

Positive Outcomes

Both **child-related outcomes** (attention, language, social interaction, behaviour) and **parental outcomes** (well-being, calmness, enjoyment) are systematically reported.

Use of pre- and post-intervention scoring tables gives the findings measurable structure.

Relevance to Low-Resource Settings

The method does not rely on specialized materials or costly therapy, increasing applicability in resource-limited environments.

2. Weaknesses

Single Case Study

Only one child was included; findings **cannot be generalized**.

No comparison group or control group.

Self-Developed Assessment Tools

The linear 0–6 scale was created by the authors, which raises questions about **validity, reliability, and standardization**.

Lack of Objective Standardized Measures

No use of validated developmental assessment tools (e.g., M-CHAT, Bayley Scales, Vineland, REEL).

Short Duration

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Three months of intervention may not capture long-term changes or sustainability.

Limited Literature Comparison

The discussion briefly compares LIPP with NDBI/Hanen/DIR but lacks deeper analysis of similarities and differences.

Ethical Considerations Not Mentioned

No mention of parental consent, child assent, confidentiality, or ethical approval.

3. Significance of the Study

Contribution to Parent-Mediated Interventions

Provides **early evidence** that emotional regulation of parents can directly influence child developmental outcomes.

Offers a **new framework** integrating emotional presence with parallel play.

Useful for Low-Resource and Home-Based Interventions

Highly relevant for communities with minimal access to professional therapy.

Empowers parents as primary change agents.

Expands the Field of Case-Based Research

Adds a novel model (LIPP) that future studies can test, refine, or scale through multi-case or randomized designs.

Contributes to Practical Application

Shows that online delivery can be feasible, which is important post-pandemic.

4. Key Points

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The LIPP method is a **new, parent-centred, low-instruction model** emphasizing emotional attunement.

The intervention produced **meaningful improvements** in both parent and child outcomes.

Findings suggest that reducing verbal commands and increasing joyful, parallel engagement can benefit children with developmental delay.

Study supports the idea that **parental emotional state is a central factor** in child developmental progress.

Because it is a **single-case study**, results are promising but **preliminary**.

Future research should use **larger samples, standardized tools, and control groups** to test the validity of the LIPP model.