

Review of Research for Intervention on Parental Mental Health, Couple and Family Dynamics, and Parenting Styles as Predictors of Children's Internalized and Externalized Behaviors

Ayşegül METİNDOĞAN*

Abstract

Researchers have been interested in examining factors associated with children's internalizing and externalizing problem behaviors because of their association with a range of negative child developmental outcomes and future mental health. Internalized problem behaviors include depression and self-isolation while externalized problems include aggressive, hostile and destructive acts. Home environment, specifically parenting, parental mental health and relationship satisfaction of the parents as a couple, are all associated with children's behavior problems. Research has focused mainly on these factors singularly as predictors of internalized and externalized problems. This paper, using Bronfenbrenner (1979, 1986, 1994), Belsky (1984), and Guralnick's (2001) models, provides a review of research that examines how home and parental factors, particularly parental mental health and couple relationship quality, interact with each other and influence children's problem behaviors. The review is concluded with implications suggesting an integrated perspective for intervention and clinical practice informed by Kagitcibasi's (1996, 2006, 2007) Family Change Model.

Keywords: Externalized Problem Behaviors, Internalized Problem Behaviors, Parenting, Couple Relationship, Parental Mental Health, Child Outcomes.

Ebeveyn Ruh Sağlığı, Ebeveynlik Stilleri, Çift ve Aile Dinamiklerinin Çocukların İç ve Dışa Dönük Problem Davranışlarına Yordayıcı Etkisi

Öz

Araştırmacılar uzun yıllardır çocuklarda bulunan iç ve dışa dönük problem davranışlar üzerine odaklanmışlardır. Bunun sebebi, problem davranışların çok çeşitli gelişimsel sonuçlarla ve gelecekteki ruh sağlığı ile ilişkili olmalarıdır. Ev ortamının, özellikle ebeveynlik tutumları, ebeveynlerin ruh sağlığı ve ebeveynlerin çift olarak ilişkilerinden sağladıkları doyumun çocuklardaki problem davranışlarla olan ilişkisi araştırmalarla ortaya konulmuştur. Ancak genel olarak bu faktörler tek tek ele alınmıştır. Öte yandan, bu makalede, Bronfenbrenner (1979, 1986, 1994) Belksy (1984) ve Guralnick'in (2001) yaklaşımlarının ışığında alan yazında bulunan çalışmalar incelenmiş,



Derleme Makale (Review Article)

Geliş/Received: 13.05.2019

Kabul/Accepted: 01.09.2022

DOI: <https://dx.doi.org/10.17336/igusb.402268>

* Asst. Prof. Dr., Boğaziçi University, Faculty of Education, Department of Primary Education, Istanbul, Türkiye, E-mail: ametindogan@boun.edu.tr **ORCID** <https://orcid.org/0000-0003-3704-2485>

ev ortamı ile ebeveyn faktörlerinin, özellikle ebeveyn ruh sağlığı ve çift ilişkisinin kalitesinin, birbirleri ile etkileşime girerek çocuklarda içe ve dışa dönük davranış problemlerini nasıl etkilediği tartışılmıştır. Bu çalışma, Kağıtçıbaşı (1996, 2006, 2007) tarafından öne sürülen Aile Değişim Modelinin ışığında bütünsel bir yaklaşımla oluşturulacak klinik uygulamalar ve diğer müdahale yaklaşımları için önerilerle tamamlanmıştır.

Anahtar Kelimeler: Dışa Dönük Problem Davranışlar, İçe Dönük Problem Davranışlar, Ebeveynlik, Çift İlişkisi ve Çocuklarda Gelişimsel Sonuçlar, Ebeveyn Ruh Sağlığı.

Introduction

Research has revealed that the experiences we have during our earliest years have effects that last a lifetime and impact living successful lives. These experiences influence an individual's wellbeing including mental health, relationships, and overall life quality in the future (Belsky, 1984; Bornstein, Davidson, Keyes, & Moore, 2003; Buehler, 2020; Goodman et al., 2011; Motley et al., 2016; Piko et al., 2009; Tanner et al., 2015; Yavuzer 2011). Although biological and genetic factors have significant effects on development, the environment provides a context in which these changes occur (Motley et al., 2016; Piko et al., 2009). The environment can either provide the individual with "risk factors" correlating with negative outcomes or "protective factors" correlated with positive outcomes (Motley et al., 2016; Piko et al., 2009). Environmental conditions such as socioeconomic status (SES), neighborhood quality, parental factors, and family lifestyle all affect development of children and whether these children will be mentally and physically healthy.

Researchers have been working on how environmental and individual factors influence the development of children and finding ways in which to support optimal development (see Alderman et al., 2006; Caceres et al., 2016; Piko et al., 2009; Scott et al., 2015). Of these factors, child rearing practices, relationship quality of the parents, parental mental health, and resources the families have are all components of the home environment. These factors directly relate to children externalized and internalized behaviors, social competence, and emotional development (Akcinar & Baydar, 2016; Motley et al., 2016; Piko et al., 2009). Moreover, the effects that early experiences have on children's development are not only associated with problem behaviors and competencies at the individual level, but these early experiences also affect society (Bekman & Gurlesel, 2005).

Understanding how home environment influences children's internalizing and externalizing behaviors require a comprehensive perspective. This literature review will begin with examining some theoretical perspectives of Bronfenbrenner (1979, 1986, 1994), Belsky (1984), and Guralnick (2001) that allow for integration of various home environmental factors and exploring in detail, ways in which these factors influence children's internalized and externalized behaviors, and how externalizing and internalizing problem behaviors are conceptualized and impact children's well-being. Here, Relational Developmental Systems metatheory (RDS) will be used to illustrate the relationality and holism in the discussion of the factors of the home environment, to interpret the research evidence presented in the review (Bell, 2019; Lerner et al., 2013; Overton. 2013; 2015). Finally, the discussion will focus on suggestions for clinical and training interventions in the light of the theories and the evidence gathered from research

exploring the links among parental mental health, the quality of couple relationships, parenting practices and children's internalized and externalized behaviors.

Theoretical Background

Bronfenbrenner's (1979, 1986, 2005) ecological perspective has one of the most comprehensive approaches to human development that sees development as a product of bi-directional interactions of the structures that influence the developing child. Bronfenbrenner argued that the interaction between the environment and the individual characteristics of the child, including genetic make-up, impact developmental outcomes. Bronfenbrenner (1979, 1986, 1994) originally claimed that in order to arrive at an adequate understanding of human development, the interlocking relationships in the ecological settings consist of the microsystem (e.g., child-parent relationship), the mesosystem (the relationship between microsystems), the exosystem (e.g., influence of parent's workplace dynamics on a child) and the macrosystem (e.g., value systems, customs of the society) need to be clearly understood. Additionally, Bronfenbrenner proposed an added layer that surrounds all the other ecological systems called 'chronosystem' that includes changes in the environment in the person's life course across "historical time" (Bronfenbrenner, 1994, p. 40). Bronfenbrenner's contribution to the field goes beyond the family and the connections between systems (Derksen, 2010). Later, Bronfenbrenner was concerned that research on the ecological model went beyond 'the person' and focused too much on the environment. As a result, he modified his theory and called it a 'bioecological model' to place more emphasis on the developing person, focusing on the dynamic interactions of biology, psychology, behavior within the ecological contexts. This emphasis allowed for the framework to view a developing person in relation to the environment (Bronfenbrenner, 1994; 2005; Derksen, 2010).

According to Bronfenbrenner (1979, 1986, 1994), the microsystem lies at the center of the systems that surround the individual and affects development directly. The microsystem includes dyadic relationships the child has with other persons, such as the relationship between the child and the parents, a peer, a sibling, or a teacher. When thinking about the home environment in relation to human development, the focus is on the microsystem and the mesosystem because the home environment includes the mother-child and the father-child relationships (microsystem), as well as the relationship between these dyads (mesosystem). Moreover, the home environment, specifically the parents, addresses the most immediate environment of the young child because crucial developmental foundations are built in the early years (Guralnick, 2001).

Supporting Bronfenbrenner's ecological perspective, parental influences on child development have been well-documented (Linville et al., 2010; Tanner et al., 2015; World Map on Families, 2015). Structural and demographic characteristics of families, social and cultural influences, familial dynamics including parenting, mother-father-child interactions, and couple relationship of the parents are all home related experiences associated directly with children's physical, social-emotional, cognitive, and language development (Savage, 2014; Tanner et al., 2015; World Map on Families, 2015).

Bronfenbrenner's perspective allows for all the environmental factors to be considered as determinants of development. However, Belsky's (1981, 1984) family process model is more specific and applicable to examining family dynamics in relation to child development. When Belsky (1984) proposed his model of parenting, he argued that focusing only on parent-child interactions to explore how parents affect children's development ignores the why and how parents' "parent" their children the way they do. Belsky (1984) said that "parenting is influenced by forces emanating from within the

individual parent, the child, and from the broader social context in which the parent-child relationship is embedded" (p.84).

Belsky (1981, 1984) argued that although parental personality characteristics have direct influences on the development of children, the quality of marital relationships directly affect children. This suggests that satisfaction that parents get from their couple relationship influences parental well-being directly, which in turn affects their parenting competence, sensitivity and responsiveness that have direct influences on the developing child. Belsky's ideas suggest that parenting is a significant predictor of child well-being (Halse et al., 2019; Jaffee et al., 2019).

While Belsky (1981, 1984) discussed the influence of families both in typical and atypical development, Guralnick (2001) focused on parents and family influences in the context of early intervention that target "vulnerable children and families" (Guralnick, 2001, p. 1). He proposed that a "developmental systems model" offers a framework for focusing on family interactions highlighting three patterns of interaction in the family. First, the pattern of family interactions are the components of "the quality of parent-child transactions" and include "parental sensitivity, reciprocity, level of intrusiveness, discourse aspects, and affective warmth" (p. 2). Second, the interactions that families provide include "parent-initiated and directed activities" providing children with developmentally appropriate play materials, as well as organizing supportive social interactions and experiences. The third set of family interactions are "providing health and safety" for the child by providing adequate health care, immunizations, and nutrition (Guralnick, 2001, p.2). Guralnick's (2001) family system model focuses specifically on the interactional patterns of families and lays out specific parenting behaviors needed for optimal child development. Independent of whether behavior problems are the cause or the result of family dysfunction, problem behaviors in a child contributes to strained family experiences. Thus, it is worthwhile to conceptualize that families of children with behavioral problems are "vulnerable" for being at-risk. Both internalized and externalized problem behaviors are associated with future mental health problems. Therefore, it is reasonable that families of such children should be seen as vulnerable.

Currently in the study of developmental science, an "evolutionary, rather than revolutionary" (Lerner, et al., 2015) new paradigm has emerged called "Relational Developmental Systems (RDS) as a metatheory (Lerner et al., 2015; Overton, 2013; 2014). Even though the scope of the current paper does not allow for an extensive discussion of RDS, which as a paradigm was initially introduced to focus on the development father than families, the introductory discussion of the underlying principles of it is well suited in bringing together the theoretical orientations of Bronfenbrenner's (1979, 1986, 1994) Bio-ecological framework, Belsky's (1984) Family Process model and Guralnick's (2001) Family Systems model. Systemic approaches allow us to see and understand how issues that seem to appear as sole occurrences can be caused by and consequently impact much wider spectrum of other occurrences (Reynolds& Holwell, 2020). They place greater emphasis on the complexities, bidirectionality and change in a family environment. For instance, Bronfenbrenner's perspective has had a revolutionary influence on family research by placing the developing child in the center and emphasizing the bidirectionality of layers of influences surrounding the developing child by placing a great importance on the family and parents, and suggesting that many of the contextual factors influence the child through parents. Although similar in terms of having a systemic approach, Belsky and Guralnick focused more on how parents exert influence on the child focusing on the family interactions and the relationship dynamics. Therefore, we can conclude that all three approaches focus on the multitude of parental and environmental influences on children, placing children in the center.

RDS may be seen an extension or perhaps an evolved state of previous systemic approaches as it includes some of the shared concepts such as "developmental, dynamic, dialectical, transactional systems" (Overton, 2013, p. 102). Even though it is used to explore developmental phenomena mainly in the field of developmental science, its use and application in the study of families and children are thought to be well justified (Bell, 2019). One of the founding concepts in RDS is relationism, also referred to as cocreationism. Relationism although similar to bidirectionality in systemic perspectives, suggests that there is a dynamic and continuing feedback loop between the context and the individual, or in our case subsystems (e.g., child, any child outcome, parenting behaviors) and the system (e.g., family environment). The context and the person within the context are neither inseparable nor independent units, rather, they are in an inclusive separation within the view of relationism (Bell, 2019). Overton (2019) argues that relationism focuses on "becoming" and includes "process, activity, dialectic change, emergence, and necessary organization" (p.96). Bell describes this as relationism's focus being on "how of cocreation" within the system rather than identifying the most important influencer in the system or reducing the understanding of the relationship among parts to identifying how much contribution each part has (Bell, 2019, p.231). Another central concept within RDS is holism, and it is used by Overton (2019) to argue that the context is not merely sum of its parts. On the contrary, "the whole is an organized system of parts" or I will say, family is an organized system of subsystems (mother, father, child, parenting, parenting couple), where all of them, both the system and all the subsystems are defined in relation to each other (Overton, 2013, 2015). Additionality at any point of the process of change, or development, this relational complexity carries a potential to create a new dynamic and a new complexity (Bell, 2019). Other key discussions in RDS are that contexts exist at multiple levels from more immediate ones to ones that are father away; units in a system are active and self-regulation agents, and that even though there is always plasticity in the context, this plasticity has restrictions and not carrying out unlimited potential (Bell, 2019, Overton, 2013; 2015).

To conclude, my main goal for this review is to present research evidence illustrating how parents contribute to overall family dynamics that influence children's problem behaviors as individuals (e.g., their mental health, individual characteristics, their competence as parents), as parental couples or dyads (e.g., marital or couple relationship quality, satisfaction, conflict and attachment) and as providers of childcare (e.g., parenting styles, beliefs, expectations and involvement) within the context of home that becomes risky or vulnerable. Although the context in which behavioral problems in children develop would have more complexity and contributing factors. Yet as suggested by Bronfenbrenner, Belsky and Guralnick families are the immediate settings in which children function. Thus the focus here is only on the parent related contributions to behavioral problems. Furthermore, even though within a family system all the subsystems, including the child, the parent, parenting couple or parenting behaviors all exist in a cocreative relation, there is still a power difference between the parents and the fathers (Bell, 2019). Thus the discussion will focus mainly on the influences on the behavior problems stemming from the parents. Yet, the implications for intervention will focus on cocreationism and holism.

Methodology

The goal of this review is to approach parental influence as a multidimensional construct by laying out research that examined parental influences on children's problem behaviors approaching parents as "persons," "couples" and "parents." Thus, the present review includes research that presents: 1) parents' individual contributions including

personality characteristics and parental mental health, 2) relationship quality of the parents as couples including marital satisfaction and attachment, and 3) patterns of parent interactions including the quality of parenting and involvement. It is assumed that parents provide children with a home environment and resources as individuals with multiple facets interacting with their children and influencing their children's internalized and externalized problem behaviors. Hence this review is aimed at discussing research in all the above domains and designed as a narrative review (See, Grant et al., 2009). For this review, original research articles are included using databases such as Google Scholar and Psynet and the keywords used were "parenting, couple/marital/marriage relationships/quality, marital satisfaction, parental mental health and children's problem behaviors" "Although many relevant and interesting research articles were examined during the review process, those that are presented here are selected to illustrate the connections to problem behaviors of children within the three domains mentioned above either individually or in combination. All the articles that were presented here represent central and significant findings that relate parenting, couple dynamics and parents' mental health to children's behavior problems. The focus on the presented research is not methodological, rather, the aim is to provide research that show research evidence to guide interventions, both clinical and training focused. Additionally, research articles that are included in this review focused merely on heterosexual couples typically united by marriage who are raising children. However, there is overwhelming evidence suggesting that the child outcomes are similar for same-sex or heterosexual couples (Gates, 2015).

Children's Externalized and Internalized Problem Behaviors

Children's externalizing and internalizing problem behaviors have been widely studied and refer to a broad range of problem behaviors and mental health issues ranging from depression to aggressive and hostile behavior (Achenbach et al., 1987; Akcinar & Baydar, 2016; Rothenberg et al., 2020). These problem behaviors are typically examined within two dimensions called externalizing and internalizing problem behaviors (Marchand & Hock, 1998). Researchers have focused on such issues because evidence shows that problems that are detected in the early years tend to show some stability in later childhood and adolescence (Akcinar & Baydar, 2016; Piko et al., 2009). Although children with externalizing and internalizing problem behaviors do not always have mental health problems in their adulthood, they are often at a higher risk in developing more mental health issues during adulthood (Mosier, 2013). In addition to concerns about stability of problem behaviors, early problem behaviors place developing children at-risk and can lead to other complications in their lives such as school failure (Piko et al., 2009), problems with peer relationships, social rejection, and higher chances of engaging in risky behaviors during adolescence (Piko et al., 2009). More specifically, Piko et al. (2009) who studied adolescents among Hungarian and African American youth, found that adolescents who show internalizing and externalizing problem behaviors are at-risk for joining gangs, having substance use problems, and difficulties academically (Piko et al., 2009). He suggests that the rate of problem behaviors is increasing and complicating the lives of children, youth and their families (Piko et al., 2009).

Depending on the age of the child there are variations in externalized problem behaviors (including aggressive, hostile, oppositional and defiant acts characterized by acting-out behaviors that often include a degree of destructiveness (Achenbach et al., 1987; Akcinar & Baydar, 2016; Barnes, Boutwell, Beaver & Gibson, 2013; Piko et al., 2009). In their study of 2 to 3-year-olds, Achenbach et al. (1987) conducted a factor analysis for the items on the *Child Behavior Checklist* (CBCL) and found that aggressive (temper, hitting, moodiness) and destructive behaviors (destroying others' things, cruelty

to animals) can be identified as components of externalizing problem behaviors although somatic problems did not seem to load with either externalized or internalized behavior problems. On the other hand, Achenbach et al., (1987) found that internalizing problem behaviors for 2 to 3-year-olds include social withdrawal and depressive symptoms. Similar to Achenbach et al., (1987), Marchand and Hock (1998), in their study with preschoolers, state that 'lack of control,' 'hyperactivity' and 'aggressive symptoms' are associated with externalizing problem behaviors while the components of internalizing problem behaviors include more passive reactions involving 'anxiety,' 'depression,' 'withdrawal,' and 'somatic concerns.' Although these two dimensions of problem behaviors are defined separately and considered to involve distinct categories of behaviors, they seem to be correlated (Angold, Costello, & Erkanli, 1999; Gilliom & Shaw, 2004; Marchand & Hock, 1998).

Researchers have been focusing on the risk factors associated with internalizing and externalizing problems as well as future correlates of such problem behaviors. Evidence suggests that a range of child, parent, family, and environmental factors are associated with the likelihood of exhibiting behavior problems. Of these factors, parental depression (Kingston et al. 2018; Low & Stocker, 2012, Marchand & Hock, 1998; Moon, 2010), exposure to violence (Lindstrom Johnson et al., 2018; Ziv, 2012), exposure to cigarette smoking (Brook, Zhang, & Fagan, 2008), marital satisfaction, marital hostility, parental communication, and conflict (Capon, 2015; Chappel, 2001; Eslein, 2013; Low, & Stocker, 2012; Zhou, 2016), poor parenting practices (Estlein, 2013; Moon, 2010; Rothenberg et al., 2020), and neighborhood quality (Moon 2010) are some factors that are found to be associated with children's externalizing and internalizing problem behaviors. Additionally, the evidence suggests that parenting behaviors particularly that of warmth and control are found to be linked to children's externalizing problem behaviors across nations (Fuentes-Balderrama et al., 2020; Rothenberg et al., 2020). Children who have problem behaviors in their early years are more likely to show a wide range of clinical symptoms and maladaptive behaviors in their later years that can manifest as depression, suicidal thinking, substance abuse, post-traumatic stress disorder and lower satisfaction with physical health (Arslan et al., 2021; Linville et al., 2010; Savage, 2014; Underwood, Harold, Shelton, Goeke-Morey, & Cummings, 2004).

Children's Externalized and Internalized Problem Behaviors as a Function of Parental Mental Health

Parental mental health seems to be a significant predictor of children's problem behaviors (Bevilacqua et al., 2021; Low & Stocker, 2012; Marchand & Hock, 1998; Moon, 2010; Vismara et al., 2019). Of the areas of parental mental health, maternal depression has been found to be significantly associated with children's problem behaviors. Although there are limited numbers of studies compared to mothers, paternal depression is also found to be a significant predictor of problem behaviors in children (Bevilacqua et al., 2021; Carro et al., 1993; Marchand & Hock, 1998). Marchand and Hock (1998) argue that mental health issues of the parents are essential for parents to establish positive parenting behaviors.

When both parents are depressed, the problem becomes even more serious and deprives children of positive experiences and protective factors at home. For example, Carro et al. (1993) conducted a study to examine the effects of parental depression following the postpartum period when the children were 1 month old, then followed the same children at 2 to 3 years of age to examine children's behaviors. Their findings suggested that both maternal and paternal depression at the postpartum period was a significant predictor of child behavior problems. In their analysis, Carro et al. (1993) also

examined whether "low depressive symptoms in a marital partner, perceived social support, or marital satisfaction" could moderate the influence of maternal or paternal depression (p. 576). Although earlier studies suggested that low levels of paternal depression could be a protective factor, findings did not reveal either of the parents' low depressive symptoms, particularly fathers' low levels of depression, serving as a protection for children. Interesting though, they also found that paternal depression when children were one month old, was associated with increasing levels of maternal depression later when children were 2 to 3 years of age. This finding suggested that paternal depression was a risk factor both for mothers and children, complicating the issues more at home. In these cases, neither the perceived marital satisfaction nor the perceived social support could decrease the impact of depression, leaving depression alone to be a significant risk factor for children's problem behaviors.

Marchand and Hock (1998) investigated the effects of both paternal and maternal depression on preschool children externalized and internalized behavior problems. Similar to findings of Carro et al. (1993), Marchand and Hock (1998) found both maternal and paternal depression had direct effects of children's behavior problems. Explaining how fathers, as well as mothers, are significantly affecting children's problem behaviors, Marchand and Hock (1998) state that having only a single parent with depression increases a child's risk for depression by "15%" (p. 363). When both parents experience depression, the degree of their biological and environmental contributions to child's well-being increases and leaves children to be more vulnerable to experience depression. They also found that, in male children, parental depression led to more externalizing problem behaviors. Different paths appear for problem behaviors found in boys compared to those found in girls (Marchand & Hock, 1998).

Moon (2010) examined how maternal depression and family finances influence children's behavior problems. Their findings showed that parental discipline strategies, emotional interaction, and social cohesion were mediating factors between family income and problem behaviors. This finding suggests that although maternal depression had direct effects on children's internalizing problems, social resources including close ties with the neighborhood served as protective factors. Internalizing problem behaviors included anxiety, depression, and dependence. Externalizing problem behaviors included conflict with peers, hyperactivity, stubbornness, and antisocial behaviors.

In a study with Korean adolescents with epilepsy, Han et al., (2016) investigated the effects of family, home environment, and parental mental health on internalizing and externalizing problem behaviors. Their findings suggested parental mental health, specifically depression and parental controlling behavior, were the most significant predictors, although other home environmental factors indirectly influenced adolescent problem behavior. Their findings suggest that parental mental health combined with inappropriate parenting resulted in worse developmental outcomes.

In addition to parental depression, other studies found that parental aggressiveness was also associated with problem behaviors in children. Lorber et al. (2015) included couples who were identified as "psychologically aggressive" in their study and examined externalizing behaviors of infant children, following them from 8 months to 24 months. They found that aggressive behaviors of these children were associated with various couple and family factors. Researchers found that levels of conflict parents experienced as couples, inadequate infant-parent attachment and parenting that is defined as harsh, and lower family income were all associated with aggressive behaviors in children. They concluded that these variables were significantly predictive as the children moved from 15 months to 24 months (Lorber et al., 2015).

Studies examining the effects of parental mental health typically focused on parental depression and found that parental depression had positively influenced higher

levels of internalizing and externalizing problem behaviors on children. They also found that when poor mental health was combined with poor parenting skills the likelihood of children having behavior problems increased. The evidence suggests that parental mental health needs to be taken into consideration to better understand child behavior problems. Moreover, it is important to note how the mental health of parents significantly affects parenting skills when interacting with their children.

Children Externalized and Internalized Problem Behaviors as a Function of the Relationship Quality of the Parents as a Couple

According to Li and Fung (2011) when people marry, they have different goals for their marriages including "companionship," "personal growth," and "instrumental" goals that they argue profile marital satisfaction (p. 248). Li and Fung (2011) argue that the emphasis placed on these goals varies as people continue with their married relationships. They suggest that marital satisfaction in the life course of a marriage is closely tied to whether these goals are met. Furthermore, Li and Fung (2011) state that these goals are achieved when the importance placed on the specific goals are at its highest. While the emphasis placed on personal growth goals is highest in the beginning of a marriage, companionship goals increase their strength of importance as marriage progresses. On the other hand, instrumental goals are low in the beginning and towards the end of a marriage, but they reach their peak when children enter the marriage.

When goals are considered, there are numerous personal, interpersonal, and environmental factors that become significant contributors of relationship satisfaction of a couple, including personality, couple communication, similarities in personality and behavior, adequate sharing of parental responsibilities, social support, and financial status (Li & Fung, 2011). Although relationship satisfaction is difficult to investigate using a single construct, researchers examined reports of general satisfaction; conflict, dyadic adjustment, problems with couple bonding, and communication problems (Bartholomew & Horowitz, 1991; Ehrenreich et al., 2014; Gündoğan, 2015; Knopp et al., 2017; Liu et al., 2017; Şener, 2002)

Knopp et al. (2017) examined a large-scale data set that were collected after the delivery of relationship training for married couples in the United States. There were 528 married couples represented in the study who had children between the ages of 4 and 18. They examined how children's internalizing and externalizing problem behaviors were influenced by overall relationship satisfaction, couple communication, and conflict. The findings showed that parents who engaged in communication that was less constructive and more negative, and had lower marital satisfaction had children who showed higher internalizing and externalizing problem behaviors. Further analysis revealed that less marital satisfaction and more conflict predicted children's behavior problems more than whether they would fight or have communication problems with each other (Knopp et al., 2017). The researchers argue, however, that the effects of marital satisfaction on child behavior problems were based on comparisons of families (between family comparisons of the same cohort). On the other hand, when the analyses included within family comparisons based on short-term longitudinal data (6 months apart) the findings showed a different pattern. Emotional problems in children decreased if the parents increased the quality of constructive communication. Children's lower levels of externalizing problems were associated with increases in constructive communication and decreases in the levels of marital conflict. Although the researchers explained these differences using cross-sectional or longitudinal data, it is possible to hypothesize that satisfaction, conflict, and communication interact with other child- parent characteristics and create unique effects for each family.

Attachment is another principal element in couple relationship satisfaction, parenting, and personal well-being. Attachment can be defined as a strong emotional tie between an infant and a caregiver, typically a parent (Bowlby, 1951, 1969-1982, 1988; Hetherington & Parke, 2003; Honig, 2002; Fogel, 2001; Lamb, 2002; Lamb et al., 2002; Savage 2014). Although there are different theories explaining how attachment is developed, Bowlby's (1951, 1969-1982, 1988) attachment theory is widely accepted and has received strong recognition. Bowlby (1969) argued that if a baby does not receive a sensitive and loving care from a mothering figure, the baby experiences a parental loss. This experience is independent of whether a parent figure is present at home or not and depends on the quality of the relationship between the caregiver and the baby. When a baby does not experience a healthy attachment with a caregiver, he or she can experience a wide range of social and emotional problems (Sirvinskiene et al., 2016). The quality of the attachment relationship established early in life allows the young child to develop "internal working models" for relationships which influences future relationships including ones with partners and their own children (Ammaniti, 1999; Harris, 2004; Bowlby, 1951; Sirvinskiene et al., 2016; Steel et al., 2016). Supporting this proposition, Lorber, Del Vecchio, and Slep (2015) found that poor parent-infant bonding was associated with young children's aggressive behaviors.

After Bowlby's formulation of attachment theory, adult attachment styles were identified as secure, fearful, preoccupied, resistant and dismissive (Bartholomew & Horowitz, 1991; Gündoğan, 2015). Bartholomew and Horowitz (1991) argued that a person's internal working model prepares the person to develop feelings of the self that are positive or negative. Based on these perceptions, a healthy attachment leads to a view of self and others that results in a secure attachment in which both the self and the perception of others are positive. Whereas, when a person has dismissive style, a belief of the self is positive, but the perception of others is negative. When a person has a fearful style, beliefs of the self and others are negative and when a person has a resistant style, a perception of the self is negative while the perception of others is positive (Bartholomew & Horowitz, 1991; Gündoğan, 2015). Although secure attachment is thought to be an important and a positive contributor of a healthy couple relationship, the matching of these attachment styles is needed for adequate dyadic adjustment (Gündoğan, 2015). Dyadic adjustment is important in relationships because it affects relationship satisfaction, conflict in relationships, whether couples will stay together or divorce, and overall family dynamics (Şener, 2002).

Barry and Lawrence (2013) conducted a study with married couples and investigated how their attachment styles influenced their communication. Their findings were significant for husbands, those with avoidant attachment styles showed less engagement in communication with their partner. Furthermore, they perceived discussions concerning 'marital problem-solving' to be more problematic and destructive. Researchers found that 'negative affect' was not very well tolerated by these husbands. Although the researchers did not explore the issue, it would be important to examine how intolerance for negative affect and disengagement in communication would influence overall marital satisfaction and mental health.

Khajehei (2016) has suggested, parenting is both a satisfying and a challenging experience. When parents have children, their relationship may suffer because of increasing demands child rearing puts on them and the struggles they may experience in their intimate and sexual lives. Research suggests that couples who do not have strong emotional ties and have negativity towards their partner create a poor functioning home environment (Lunkenheimer et al., 2016; Sener, 2002). Moreover, evidence suggests that problems with couple relationships, less marital satisfaction and more marital hostility are associated with children's problem behaviors (Knopp et al., 2017; Franck & Buehler,

2007). Franck and Buehler (2007) also found that when marital hostility was present, it was more likely that adolescent children were included in the disputes and this inclusion created more risk for children. They argue that when this continues, it puts children at a higher risk for depression.

Conflict among parenting couples has deteriorating effects on children including a vast majority of outcomes including peer relationships, school achievement, prosocial behaviors, internalizing and externalizing behaviors and emotional problems just to list a few (Camisasca et al., 2016; Hess, 2022). Moreover, Hess (2022) suggests that the couple conflict affects their parenting behaviors resulting in less warmth and more negative communication parents engage in with their children. It is evident that both parents are affected, yet it appears that conflict has more deleterious effects on fathers than mothers in their parenting behaviors. Similarly, when parents have higher levels of conflict, their parenting stress increases and this as a result results in a higher risk among children for behavioral problems (Camicasca et al., 2016).

When all the evidence is considered, the relationship satisfaction parents have as a couple is an important contributor to overall family functioning, parenting behaviors, and children's behavior problems. A low quality in the couple relationship creates a home environment where tensions can be intensified. When tensions are high in a home environment and children are present, it is possible that children experience distress. Distress, when continued, is a risk factor for problem behaviors.

Children's Externalized and Internalized Problem Behaviors as a Function of Quality of Parenting

Baumrind (1966, 1967, 1968) formulated parenting behaviors that are authoritative, authoritarian, and permissive based on how parents respond to their children, show care, and use control. Authoritative parents are those who use warmth and responsiveness to control the behavior of their children. Authoritarian parents are highly controlling yet show little or no responsiveness and warmth towards their children. Permissive parents are highly responsive yet show little or no control. Research shows that parents who combine warmth and acceptance with democratic rule setting strategies affect children more positively (Bevilacqua et al., 2021; Sorkhabi, 2005). On the other hand, harsh, controlling, ignoring or dismissive parenting negatively influences children's social, emotional, and cognitive development (Anoula & Nurmi, 2005; Khaleque & Rohner, 2012; Lansford et al., 2005; Lansford et al., 2010). Additionally, less involved parenting and not actively taking part in childcare activities are associated with less-than-optimal child developmental outcomes (Cabrera & Tamis-LeMonda, 2013; Lamb, 2010). Others indicate that parental sensitivity, which can be indicative of quality parenting, as sensitive parents are more receptive of children's emotional cues and more likely to facilitate secure attachment, is also associated with child behavioral problems (Cooke et al., 2022).

Families can be either functional or dysfunctional based on how they respond to conflict situations and whether they provide emotional stability to their members (de Oliveira et al., 2014). Parenting can be both a source of satisfaction as well as a source of difficulty and stress (Khajehei, 2016). Raising children and dealing with the demands of child-rearing can create situations where parents experience conflict with their children. Parents who can engage in positive parenting, such as supplying emotional stability, responsive warmth, and developmentally appropriate control of their children's behavior can create home environments that are emotionally healthy. Research examining the effects of parenting on children suggests that how parents raise their children, the types of discipline techniques used, the amount of responsiveness, warmth, and control they provide for their children, all affect child outcome (Baumrind, 1966, 1967, 1968; Belsky,

1984; Chao, 2001; Collins et al., 2000; Darling & Steinberg, 1993; Kagitcibasi, 1996, 2006, 2007; Roopnarine, Krishnakumar, Metindogan & Evans, 2005; Savage, 2014; Siegel & McGillicuddy-DeLisi, 2002).

Historically parenting was considered woman's responsibility, particularly when childcare activities were considered (Metindogan, 2015). However, it is important to note that fathers, as well as mothers, provide significant contributions to the development of their children when they engage in caregiving activities that are sensitive and responsive (Metindoğan, 2015). Parenting may even mediate the links between child temperament and problem behaviors. Stifter et al. (2008) found moderate links between temperament and problem behaviors suggesting that children who are temperamentally "exuberant" were more likely to show problem behaviors during the preschool years. Although the authors argue that these children may show more positive behaviors and may be more socially outgoing, their interests in their environments can create situations in which parents may want to control the behaviors of such children. If these attempts by the parents to control the behaviors of children are done negatively, these situations can lead to an escalation of frustration and problem behaviors (Stifter et al., 2008). However, positive parenting strategies lead to these children learn self-regulatory strategies (Stifter et al., 2008)

When conflict is high in families, and children are raised by highly controlling parents who do not show acceptance and warmth and their couple relationship is not satisfying, children show difficulties with adjustment at school and their risk of internalizing and externalizing problem behaviors increases. They are also more prone to physical illnesses (Ehrenreich et al., 2014; Harold et al., 2004; Linville et al., 2010). Studies that focused on divorced families report higher levels of problem behaviors among children including physical and social aggression, internalizing and externalizing problem behaviors. Parental separation when coupled with poor parenting resulted in children showing more problem behaviors (Ongider, 2013; Robbers et al., 2012). Considering that conflict can start in families long before a divorce and parenting practices are associated with parental conflict, it is not surprising that divorce is associated with problem behaviors in children (Ehrenreich et al., 2014).

Ehrenreich et al., (2014) studied developmental trajectories of social and physical aggression among children from both intact and divorced families and found that parental divorce, parenting styles, and conflict strategies predicted children who would become aggressive in the ten-year follow up study. Interestingly, Ehrenreich et al., (2014) reported that negative conflict strategies used by parents predicted stability both for social and physical aggression only before parenting variables were considered in their analysis. When parenting variables were entered into their analysis, negative parental conflict strategies were no longer predicting children's aggressive behavior problems. Ehrenreich et al., (2014) argued that parental problems might be influencing children's problem behaviors only through parenting strategies. If a couple are preoccupied with problems in their relationships, parents lack engagement with their children and show more negative parenting techniques. The researchers suggested that this seemed to indicate an increased aggression trajectory in children.

There is strong research evidence that shows the links between poor parenting practices including rejection, over-controlling behavior, using ineffective discipline strategies, and lower levels of warmth and children's problem behaviors. It is also clear that poor parenting practices are associated with lower relationship satisfaction of the parents and poor mental health. Parenting practices are a means by which the negative aspects of the home environment are channeled into children. It is important that parenting is considered in relation to risk factors parents have in their home environment both as individuals and as a couple.

Conclusions

Parents provide children with their biological make-up and the immediate environment they live in. As Bronfenbrenner (1979, 1986, 1994) suggested in his bioecological model, parents are in the center of the ecological settings children are surrounded by and that parents have powerful influences on children. The influence parents have can be examined by looking at parents' individual contributions, parental interactions with children, and their relationship with one another as a couple (Belsky, 1984; Guralnick, 2001). Research on child internalized and externalized problem behaviors supply overwhelming evidence that parents and the home environment have strong influences on children's well-being. Any attempt to explore the dynamics of child developmental outcomes, in our case, problem behaviors, would require comprehensive examination of the home and parent influences because factors associated with the home environment have interactional effects on children's well-being and children's well being have effects on them and the overall system. Both the development of children and their home environment are very dynamic and require researchers to move away from single construct "influence-outcome" examinations. It is important to examine the interactional effects of parental mental health, couple relationships and parental interactions combined with child factors to develop a better understanding of child well-being and focus on the process and the opportunities for change. It is also important to examine families by looking at the changing dynamics of families in various cultural settings to better understand the unique contributions that the environment provides.

Based on the research of the influence of home environment on child behavior problems, parents who have a close and satisfactory relationships with their partner, provide a positive home environment for children, and show positive parenting behaviors have children who are at a significantly lower risk for developing problem behaviors. The parenting practice literature suggests that parents who are warm and responsive, value their children's autonomy, show guidance with developmentally appropriate controls raise children who are better adjusted socially and emotionally. Parenting is both rewarding and challenging. When parents are personally satisfied, they show better parenting practices. The notion of being "good enough" parents, introduced by Winnicott (2005), might be all a child needs. During the early years a child needs to see the reflection of the self in the parents' eyes. A parent needs to provide the child with a facilitative environment in which the child is the primary preoccupation of the parent during infancy and early childhood and gradually weaned from the parents to the outside world (Winnicott, 1965). Thus, a parent adapts to the needs of the child during early childhood by being responsive and caring. Then, over time, coinciding with the developing physical, mental and emotional abilities of the child, allow the child to feel the frustrations of the real-world and explore inner resources to cope and to develop. Furthermore, children are active in their development and they are self-regulating organisms, just like parental influences. Thus, a focus on the parental influences that contribute to maladaptive development in children would need to include an examination of the self-regulating responses in children that results either in problem behaviors or well functioning.

Although there are alternative forms of families today and divorce rates are increasing, people often raise children as couples within marriages. Thus, it is important to understand how people experience satisfaction in the life course of a marriage. Li and Fung's (2011) argue that people's expectations in life and marriage are associated. They further state that people's goals change "across adulthood and that of marital satisfaction" (p. 246). Li and Fung (2011) contend that across the lifespan of a marriage, the value or the significance placed on the marital goals changes, but "personal growth goals, instrumental goals, and companionship goals" always remain to be significant factors for

marital satisfaction (p. 252). The instrumental goals are related to having children as these goals are "about the practical nature of marriage" including sharing "household labor and responsibilities with each other, such as housework, managing family finances, and raising children" (p. 248). Hence, examining family dynamics within the life course of a family, as it is continuously becoming, is essential.

When parents have children, instrumental goals become more dominant and when spouses share responsibilities and there is a fair distribution of chores, couples will be more satisfied in their marriages. On the other hand, when the division of household chores and childcare responsibilities are unfair, couples can experience increased levels of conflict and they may head towards dissatisfactory marriages. Moreover, as Li and Fung (2011) suggested, people need to develop personally and have a supportive and a loving partner when raising children.

Keeping in mind what Li and Fung (2011) suggest, within the changing families of today, the need for families to be more supportive and having an equal share of childcare responsibilities becomes more essential for marital satisfaction. It is often the case that both parents take part in the labor force and tend to receive less social support from their extended families if they are structurally separated. Parents, as partners, need more support from each other to experience less conflict and more satisfaction in their marriage. When parents are satisfied in their couple relationship and provide positive parenting practices, it is more likely that children will show less internalizing and externalizing problem behaviors because the family, as an element of a child's ecological system, will be more functionally stable (see Belsky, 1984; Guralnick, 2001).

Current understanding is that both same sex and heterosexual parents raise children similarly and child outcomes are explained by other factors independent of parents' sexual orientation or gender composition (Tasker, 2002). Others, in opposition of this view argue that the relationship dynamics, when children are involved, can be different for heterosexual and same-sex parents (Khajehei, 2016). Yet there are some who argue that reaching strong conclusions claiming either view is completely doubt free is not completely supported by existing research (Marks, 2012). Despite these debates, there is overwhelming evidence that children of same-sex couples fare as well as children of heterosexual couples (Gates, 2015). In fact, changing attitudes, family dynamics and compositions, and increasing legal acceptance of same-sex marriages and more same sex couples raising their children in stable marriage based relationships will most likely allow for more similar outcomes for all family types in the future (Gates, 2015). It is then plausible to suggest the findings presented here apply to same sex parenting couples.

Implications for Parent Skill-Building Training and Clinical Practice Intervention

The present literature review suggests that understanding children's externalizing and internalizing problem behaviors requires an integrated and comprehensive perspective. Researchers need to examine parental dynamics in a home environment including (a) parental mental health; (b) parental interactions with children; and (c) couple dynamics of the parents because quality of all these factors combined, not additively, rather within a dynamic system of relations, creates a fully functioning home environment in which children can flourish. Furthermore, it is essential for professionals who are working as clinicians or specialists developing training programs for intervention to keep in mind that although they may be targeting improving the mental health of children and reducing behavioral problems, they are not working only with children. Rather they are working on an issue (problem behavior, a system by itself), within a context of a system (family), inclusive of other parts of the system (couple

relationships, parenting, parental mental health), each of which are also systems that all coexist in a relational context by cocreation. Thus, a comprehensive evaluation of the home context would be essential for the treatment of child behavior problems. While evaluating the context principles of RDS that could be useful. First of all, training programs including interventions for the other family members, such as parent training programs that include both parents focusing on both their relationship with each other, and their relationship with their children would be ideal. It is always essential to consider the dynamics systems of relationships among the contexts ranging from the most immediate ones to the more global ones. Next, within a family environment, family is a system including other subsystems. These subsystems can be individual people such as mothers, fathers and children because they each are systems inclusive of many dynamics including their biological make-up, cognitive processes, emotions, expectations, beliefs etc., and need to be approached accordingly. Additionally, mother-father comprised parenting couple; child-mother or child-father dyad, or mother-father-child unity are also dynamic systems. Therefore, all these subsystems interact with each other and create and cocreate family dynamics and they come together as a whole in a cocreative dynamic relationship with these systems. Thus, an important question is how they become and how they will continue to become. Thus, even though it is ideal to approach the whole system for an intervention, an intervention on one of the subsystems will have an effect on the whole. Therefore there is always room for plasticity, in other words, opportunities of change and improvement. Yet, this whole dynamic relationship will also inflict some restrictions and plasticity will be limited. Next, all these subsystems in a family are self creating as well and self regulating as all the units in a system are active, not passive recipients of the influence of the other units or the relational system. Thus self-regulating mechanisms of the units, in our case how children self create or regulate their problem behaviors, its function both for the system and the child need to be explored. Even though there is a difference of power between children and the parents, children are always active, so are the dynamics of parenting behaviors or the couple relationship dynamics.

In the remaining discussion of the implications of the present review are twofold: 1. Family and parent intervention programs that include parenting training skills and 2. Clinical practice interventions.

Research shows that parent and family intervention programs are effective in reducing child problem behaviors and improving child outcomes (Brassart, Schelstraete & Roskam, 2017; Chase & Peacock, 2017; Kagitcibasi, Sunar, Bekman, Baydar, & Cemalcilar, 2009; Tully & Hunt, 2016; Webster-Stratton, Reid & Hammond, 2004). Studies suggest that both short-term and longer-term intervention programs that target parenting behaviors result in a decrease in children's behavior problems even in 6-month follow-up evaluations (Tully & Hunt, 2016). However, other studies suggest that intervention programs that target parenting may not be effective for reducing problem behaviors for all children (Brassart, Schelstraete & Roskam, 2017). Findings of intervention programs targeting at-risk populations suggest that including both parents and children together in the training sessions result in better outcomes than only focusing on children (Kagitcibasi et al., 2009).

Kagitcibasi et al. (2009) conducted an intervention program in Turkey in 1980s and followed the developmental outcomes for the children in the subsequent years for over two decades. Although the findings of different follow-up studies (immediate, 7 years and 19 years) had somewhat varying effects of mother training and preschool education for children, overall findings suggested that mother training had a significant effect on children's academic, cognitive and social-emotional development that was still present 19 years after the intervention program (Kagitcibasi et al., 2009). The mothers, although they came from disadvantaged environments, were also better at creating a more supportive

home environment for children and influencing the fathers to be more engaging with their children (Kagitcibasi et al., 2009). Training programs may be more cost effective than clinical interventions and they may show positive outcomes in the long run. Yet, their effects may fade in time and those that are targeting only a single parent rather than the whole family may be less effective. Finally, training programs that target parents may be more on positive skill building rather than addressing an undesired child developmental outcome.

Fathers and the relationship quality between the mother and father as a couple, both influenced the child developmental outcomes (Metindogan, 2015; Pruett, Pruett, Cowan, & Cowan, 2017). Programs that were designed to involve fathers in children's care and development suggested that when fathers were involved, both mothers and children benefited, and the overall quality of family life improved (Pruett et al., 2017). Moreover, the involvement of the fathers in their children's care was directly influenced by the relationship quality of the parents as a couple regardless of whether they were currently living together as a married couple or separated. When the couple relationship was improved, the parenting behaviors of both the mothers and the fathers improved (Pruett et al., 2017). The findings of all these parent intervention programs suggest that both parents and children benefit from intervention and overall life quality at home improves compared to control groups that receive no training. However, parent training programs that include both mothers and fathers and focus on couple relationships are not common. Considering that the relationship between parents as couples is a significant part of the home environment, intervention programs need to target parents as couples to improve their skills in interacting with their children and with each other for better outcomes.

The present literature review offers important implications for clinical practice. There is overwhelming research evidence showing that children's internalizing and internalizing problem behaviors develop within the context of the family environment. Marital satisfaction, specifically the couple relationship of the parents, directly influence children's problem behaviors. Similarly, parental mental health has an influence both on children's problem behaviors and marital satisfaction. Parenting practices not only are a product of parental mental health and marital satisfaction, they also directly influence children's well-being. Any clinical practice that targets children needs to focus on the couple and parenting dynamics that exist in the home environment. The practitioner must address the entire system (See Bowen, 1966; Minuchin, 1974). The system has overall family dynamics including relationships among the individuals within the family, and each dyad, such as mother-child, mother-father, father-child, child-sibling; parental and the couple relationship between the parents; roles and responsibilities of the family members; and extended-family relationships.

Without a thorough examination of the home environment, couple relationship and parenting practices (all parts of a child's ecology), a clinical practice only targeting children's behavior problems will be ineffective (Dorsery et al., 2017; Szapocznik & Williams, 2000; Tompson, Sugar, Langer & Asarnow, 2017). The evidence suggests that even if there is a single component of the home environment that is problematic, the other elements are influenced, and a chain reaction is created. It is essential to identify the dysfunctional components at home and improve their quality so that when children are receiving treatment, all other family factors improve as well. This way, children who are receiving treatment are not going back to a home environment that continues to trigger problematic behaviors. A positive change in any one of the components of the home environment, for example an improvement in couple relationships, or an improvement in parent-child interactions, or an improvement in parental mental health, can produce positive effects in the entire family system.

In conclusion, problems children experience can be related to their parent's problems. Involving parents in clinical treatment can contribute to a decrease in children's problem behaviors. Dorsey et al. (2017) conducted an extensive review of literature that focused on the treatment of children who experienced traumatic events. They concluded that parent involvement improves treatment outcomes. Moreover, parent involvement is particularly important when children are young and the issue concerns child problem behaviors. The primary context for children's problem behaviors is the home and young children are particularly vulnerable to negative parental influences. Understanding parenting should go beyond parental attitudes about child rearing practices. Parents as individuals, parents as a couple in a romantic relationship, and parents as childcare providers should all be addressed in relation to child outcomes, particularly when treating children with problem behaviors.

REFERENCES

- ACHENBACH, T. M., EDELBROCK, C., & HOWELL, C. T. (1987). Empirically based assessment of the behavioral/emotional problems of 2-and 3-year-old children. *Journal of Abnormal Child Psychology*, 15(4), 629-650.
- AKCINAR, B., & BAYDAR, N. (2016). Development of externalizing behaviors in the context of family and non-family relationships. *Journal of Child and Family Studies*, 25(6), 1848-1859.
- ALDERMAN, H., HODDINOTT, J., & KINSEY, B. (2006). Long term consequences of early childhood malnutrition. *Oxford Economic Papers*, 58(3), 450-474.
- AMMANITI, M. (1999). How attachment theory can contribute to the understanding of affective functioning in psychoanalysis. *Psychoanalytic Inquiry*, 19, 784-796.
- ANGOLD, A., COSTELLO, J., & ERKANLI, A. (1999). Comorbidity. *Journal of Child Psychology and Psychiatry*, 40, 57-87.
- AUNOLA, K., & NURMI, J-E. (2005). The role of parenting styles in children's problem behavior. *Child Development*, 76, 1144-1159.
- ARSLAN, İ. B., LUCASSEN, N., VAN LIER, P. A., DE HAAN, A. D., & PRINZIE, P. (2021). Early childhood internalizing problems, externalizing problems and their co-occurrence and (mal) adaptive functioning in emerging adulthood: a 16-year follow-up study. *Social psychiatry and psychiatric epidemiology*, 56(2), 193-206.
- BARNES, J. C., BOUTWELL, B. B., BEAVER, K. M., & GIBSON, C. L. (2013). Analyzing the origins of childhood externalizing behavioral problems. *Developmental Psychology*, 49(12), 2272-2284.
- BARRY, R. A., & LAWRENCE, E. (2013). "Don't stand so close to me": An attachment perspective of disengagement and avoidance in marriage. *Journal of Family Psychology*, 27(3), 484-494.
- BARTHOLOMEW, K., & HOROWITZ, L. M. (1991). Attachment styles among young adults: A test of a four-category model. *Journal of Personality and Social Psychology*, 61(2), 226-244. doi: <http://dx.doi.org/10.1037/0022-3514.61.2.226>.
- BAUMRIND, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37(4), 887-907.
- BAUMRIND, D. (1967). Socialization practices associated with dimensions of competence in preschool boys and girls. *Child Development*, 38 (2), 291-327.
- BAUMRIND, D. (1968). Strict vs. authoritative parental control. *Child Development*, 38, 255-272.

BEKMAN, S., AKSU-KOC, A., & ERGUVANLI-TAYLAN, E. (2011). Effectiveness of an intervention program for six-year-olds: a summer-school model. *European Early Childhood Education Research Journal*, 19(4), 409-431.

BELL, N. J. (2019). Relational developmental systems and family research: Considering qualitative applications. *Journal of Family Theory & Review*, 11(2), 230-242.

BELSKY, J. (1981). Early human experience: a family perspective. *Developmental Psychology*, 17(1), 3.

BELSKY, J. (1984). The determinants of parenting: A process model. *Child Development*, 55(1), 83-96. doi: <http://dx.doi.org/10.2307/1129836>

BEVILACQUA, L., KELLY, Y., HEILMANN, A., PRIEST, N., & LACEY, R. E. (2021). Adverse childhood experiences and trajectories of internalizing, externalizing, and prosocial behaviors from childhood to adolescence. *Child Abuse & Neglect*, 112, 104890.

BORNSTEIN, M. H., DAVIDSON, L., KEYES, C. L. M., & MOORE, K. A. & The Center for Child Well-Being (Eds.) (2003). *Well-being: Positive development across the life course*. Mahwah, NJ: Erlbaum.

BOWLBY, J. (1988). *A secure base: Parent-child attachment and healthy human development*. New York: Basic Books.

BOWLBY, J. (1969-1982). *Attachment and loss*. New York: Basic Books.

BOWLBY, J. (1951). *Childcare and the growth of love*. Harmondsworth: Penguin

BRASSART, E., SCHELSTRAETE, M. A., & ROSKAM, I. (2017). What are the effects of a parent-implemented verbal responsive intervention on preschoolers with externalizing behavior problems? *Child & Family Behavior Therapy*, 39(2), 108-130.

BRENNAN, K. A., CLARK, C. L., & SHAVER, P. R. (1998). Self-report measurement of adult attachment: An integrative overview. In J. A. Simpson, & W. S. Rholes, (Eds.), *Attachment theory and close relationships* (pp. 46-76). NY: Guilford Press.

BRONFENBRENNER, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742.

BRONFENBRENNER, U. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723-742. doi: <http://dx.doi.org/10.1037/0012-1649.22.6.723>

BRONFENBRENNER, U. (1994). Ecological models of human development. In *International encyclopedia of education*, Vol 3, (2nd ed). Oxford: Elsevier. (Reprinted in: Guavain, M. & Cole, M. (Eds.), *Readings on the development of children*, 2nd ed., 1993, pp. 37- 43. NY: Freeman). Retrieved from <http://www.psy.cmu.edu/~siegler/35bronfenbrenner94.pdf>.

BRONFENBRENNER, U. (2005). On the nature of bioecological theory and research. In U. BRONFENBRENNER (Ed.), *Making human beings human: Bioecological perspectives on human development* (pp. 1-15). Thousand Oaks, CA: Sage Publications.

BROOK, J. S., ZHANG, C., & FAGAN, P. (2008). Exposure to parental cigarette smoking and child problem behaviors: A longitudinal study. *Journal of Child and Family Studies*, 17(3), 372

BUEHLER, C. (2020). Family processes and children's and adolescents' well-being. *Journal of Marriage and Family*, 82(1), 145-174.

CABRERA, N., & TAMIS-LEMONDA, C. (Eds.). (2013). *Handbook of father involvement*. New York: Routledge Press.

CACERES, S., TANNER, J., & WILLIAMS, S. (2016). Maximizing child development: Three principles for policymakers. *Journal of Human Development and Capabilities*, 17(4), 583-589.

CAMISASCA, E., MIRAGOLI, S., & DI BLASIO, P. (2016). Families with distinct levels of marital conflict and child adjustment: Which role for maternal and paternal

stress? *Journal of Child and Family Studies*, 25(3), 733-745. <https://doi-org.proxy.library.uu.nl/10.1007/s10826-015-0261-0>

CAPON, L. M. (2015). *Marital conflict, children's emotional security, and psychological adjustment: An observational study of the influence of marital positivity* (Order No. 3733833). Available from ProQuest Dissertations & Theses Global. (1737852483). Retrieved from <https://0-search.proquest.com.seyhan.library.boun.edu.tr/docview/1737852483?accountid=9645>

CARR, A. (2019). Family therapy and systemic interventions for child-focused problems: The current evidence base. *Journal of Family Therapy*, 41(2), 153-213.

CARRO, M. G., GRANT, K. E., GOTLIB, I. H., & COMPAS, B. E. (1993). Postpartum depression and child development: An investigation of mothers and fathers as sources of risk and resilience. *Development and Psychopathology*, 5(04), 567-579.

CHAO, R. K. (2001). Extending research on the consequences of parenting style for Chinese Americans and European Americans. *Child Development*, 72(6), 1832-1843.

CHAPPELL, D. E. (2001). *The importance of family functioning and peer relations for children's internalizing and externalizing behaviours* (Order No. NQ66134). Available from ProQuest Dissertations & Theses Global. (304770646). Retrieved from <https://0-search.proquest.com.seyhan.library.boun.edu.tr/docview/304770646?accountid=9645> 384.

CHASE, T., & PEACOCK, G. G. (2017). An Investigation of factors that influence acceptability of parent training. *Journal of Child and Family Studies*, 26(4), 1184-1195.

CHILD TRENDS, C. (2015). Mapping family change and child well-being outcomes. World Family Map. Available online at <https://childtrends-ciw49tixgw5lbab.stackpathdns.com/wp-content/uploads/2015/09/2015-39WorldFamilyMap2015.pdf>

de OLIVEIRA, S. C., PAVARINI, S. C. I., DE SOUZA ORLANDI, F., & de MENDIONDO, M. S. Z. (2014). Family functionality: a study of Brazilian institutionalized elderly individuals. *Archives of Gerontology and Geriatrics*, 58(1), 170-176.

COLLINS, W. A., MACCOBY, E. E., STEINBERG, L., HETHERINGTON, E. M., & BORNSTEIN, M. H. (2000). Contemporary research on parenting: the case for nature and nurture. *American Psychologist*, 55(2), 218.

COOKE, J. E., DENEALUT, A. A., DEVEREUX, C., EIRICH, R., FEARON, R. P., & MADIGAN, S. (2022). Parental sensitivity and child behavioral problems: A meta-analytic review. *Child Development*.

DARLING, N., & STEINBERG, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113, 487-496.

DERKSEN, T. (2010). The influence of ecological theory in child and youth care: A review of the literature. *International Journal of Child, Youth and Family Studies*, 1(3/4), 326-339.

DORSEY, S., MCLAUGHLIN, K. A., KERNS, S. E., HARRISON, J. P., LAMBERT, H. K., BRIGGS, E. C., COX, J.R., & AMAYA-JACKSON, L. (2017). Evidence base update for psychosocial treatments for children and adolescents exposed to traumatic events. *Journal of Clinical Child & Adolescent Psychology*, 46(3), 303-330.

EHRENREICH, S. E., BERON, K. J., BRINKLEY, D. Y., & UNDERWOOD, M. K. (2014). Family predictors of continuity and change in social and physical aggression from ages 9 to 18. *Aggressive Behavior*, 40(5), 421-439.

ESTLEIN, R. (2013). Manifestations of responsiveness and control in husbands' and wives' marital and parental communication. (Order No. 3597861, Rutgers The State University of New Jersey - New Brunswick). *ProQuest Dissertations and Theses*, 248. Retrieved from

<https://0-search.proquest.com.seyhan.library.boun.edu.tr/docview/1442192352?accountid=9645>

FRANCK, K. L., & BUEHLER, C. (2007). A family process model of marital hostility, parental depressive affect, and early adolescent problem behavior: the roles of triangulation and parental warmth. *Journal of Family Psychology*, 21(4), 614.

FOGEL, A. (2001). *Infancy: Infant, family, and society*. Belmont, CA: Wadsworth.

GATES, G. J. (2015). Marriage and family: LGBT individuals and same-sex couples. *The Future of Children*, 67-87.

GILLIOM, M., & SHAW, D. (2004). Co-development of externalizing and internalizing problems in early childhood. *Development and Psychopathology*, 16, 313-333.

GOODMAN, S. H., ROUSE, M. H., CONNELL, A. M., BROTH, M. R., HALL, C. M., & HEYWARD, D. (2011). Maternal depression and child psychopathology: A meta-analytic review. *Clinical Child and Family Psychology Review*, 14(1), 1-27.

GURALNICK, M. J. (2001). A developmental systems model for early intervention. *Infants & Young Children*, 14(2), 1-18.

GÜNDOĞAN, M. (2015). *Eşlerin bağlanma tarzları ile çift uyum düzeyi arasındaki ilişkinin araştırılması*. Unpublished doctoral thesis in medicine. Eskişehir Osmangazi Üniversitesi Tıp Fakültesi, Eskişehir.

GÜLAY, H., & ÖNDER, A. (2009). Reliability and validity of the Turkish version of Ladd and Profilet child behavior scale victimization scale and picture sociometry scale to measure peer relations of 5-6 years-old Turkish children. *Procedia Social and Behavioral Sciences*, 1, 648 - 659.

HAN, S. H., LEE, S. A., EOM, S., KIM, H. D., & Korean QoL in Epilepsy Study Group. (2016). Family factors contributing to emotional and behavioral problems in Korean adolescents with epilepsy. *Epilepsy & Behavior*, 56, 66-72.

HALSE, M., STEINSBEKK, S., HAMMAR, Å., BELSKY, J., & WICHSTRØM, L. (2019). Parental predictors of children's executive functioning from ages 6 to 10. *British Journal of Developmental Psychology*. doi:10.1111/bjdp.12282

HESS, S. (2022). Effects of inter-parental conflict on children's social well-being and the mediation role of parenting behavior. *Applied Research in Quality of Life*, 17(4), 2059-2085.

HETHERINGTON, E. M., & PARKE, R. D. (2003). *Child psychology: A contemporary viewpoint*. Boston: McGraw Hill.

HONIG, A. S. (2002). *Secure relationships: Nurturing infant/toddler attachment in early care settings*. Washington D.C: National Association for the Education of Young Children.

HUBERT, S., & ISABELLE, A. (2018). Parental burnout: When exhausted mothers open up. *Frontiers in psychology*, 9, 1021.

JAFFEE, S., CLINE, J., LI, Z., BELSKY, J., MELHUIH, E., STEVENS, S., & WATSON, B. (2019). Take Your Mind Off IT: Coping Style, 5HTTLPR, and Children's Problem Behaviors. *European Neuropsychopharmacology*, 29, S748-S749.

KAGITCIBASI, C. (1996). *Family and human development across cultures: A view from the Other Side*. Hillsdale, NJ: Lawrence Erlbaum.

KAGITCIBASI, C. (April 1999). *Early learning and human development: The Turkish early enrichment program*. Paper presented at the workshop on "Global Perspectives on Early Childhood Education", National Academy of Sciences, Washington, D.C.

KAGITCIBASI, C. (2006). Theoretical Perspectives on family change. In J. Georgas, J. W. Berry, F. J. R. van de Vijer, C. Kagitcibasi, & Y. H. Poortinga (Eds.) *Families across cultures: A 30-nation psychological study*. (pp. 72-89). Cambridge: University Press.

KAGITCIBASI, C. (2007). *Family, self, and human development across cultures: Theory and applications*. (2nd ed.) Hillsdale, NJ: Lawrence Erlbaum.

- KAGITCIBASI, C., SUNAR, D., BEKMAN, S., BAYDAR, N., & CEMALCILAR, Z. (2009). Continuing effects of early enrichment in adult life: The Turkish Early Enrichment Project 22 years later. *Journal of Applied Developmental Psychology*, 30(6), 764-779.
- KHAJEHEI, M. (2016). Parenting challenges and parents' intimate relationships. *Journal of Human Behavior in the Social Environment*, 26(5), 447-451.
- KHALEQUE, A., & ROHMER, R. P. (2012). Pancultural associations between perceived parental acceptance-rejection and psychological adjustment of children and adults: A meta-analytic review of worldwide research. *Journal of Cross-Cultural Psychology*, 43, 784-800. doi:10.1177/0022022111406120
- KINGSTON, D., KEHLER, H., AUSTIN, M. P., MUGHAL, M. K., WAJID, A., VERMEYDEN, L., ... & GIALLO, R. (2018). Trajectories of maternal depressive symptoms during pregnancy and the first 12 months postpartum and child externalizing and internalizing behavior at three years. *PLoS one*, 13(4), e0195365.
- KNOPP, K., RHOADES, G. K., ALLEN, E. S., RITCHIE, L. L., MARKMAN, H. J., & STANLEY, S. M. (2017). Within-and between-family associations of marital functioning and child well-being. *Journal of Marriage and Family*, 79(2), 451-461.
- LAMB, M. E. (2002). Infant-father attachments and their impact on child. In C. S. TAMIS-LEMONDA & N. CABRERA (Eds.). *Handbook of father involvement: Multidisciplinary perspectives*. Mahwah, NJ: Lawrence Erlbaum.
- LAMB, M. E. (Ed.). (2010). *The role of the father in child development* (5th ed.). Hoboken, NJ: Wiley.
- LAMB, M. E., BORNSTEIN, M. H., & TETI, D. M. (2002). *Development in infancy: An introduction* (4th ed.) Mahwah, NJ: Lawrence Erlbaum.
- LANSFORD, J. E., CHANG, L., DODGE, K. A., MALONE, P. S., OBURU, P., PALMERUS, K., BACCHINI, D., PASTORELLI, C. BOMBI, A. S., ZELLI, A., TAPANYA, S. CHAUDHARY, N. DEATER-DECKARD, K. MANKE, B., & QUINN, N. (2005). Physical discipline and children's adjustment: Cultural normativeness as a moderator. *Child Development*, 76, 134-1236. doi: 10.1111/j.1467-8624.2005.00847.x.
- LANSFORD, J. E., MALONE, P. S., DODGE, K. A., CHANG, L., CHAUDHARY, N., TAPANYA, S., OBURU, P. & DEATER-DECKARD, K. (2010). Children's perceptions of maternal hostility as a mediator of the link between discipline and children's adjustment in four countries. *International Journal of Behavioral Development*, 34, 452-461. doi: <http://dx.doi.org/10.1177/0165025409354933>.
- LERNER, R. M., JOHNSON, S. K., & BUCKINGHAM, M. H. (2015). Relational developmental systems-based theories and the study of children and families: Lerner and Spanier (1978) revisited. *Journal of Family Theory & Review*, 7, 83-104.
- LI, T., & FUNG, H. H. (2011). The dynamic goal theory of marital satisfaction. *Review of General Psychology*, 15(3), 246-254. doi: <http://dx.doi.org/10.1037/a0024694>
- LINDSTROM JOHNSON, S., ELAM, K., ROGERS, A. A., & HILLEY, C. (2018). A meta-analysis of parenting practices and child psychosocial outcomes in trauma-informed parenting interventions after violence exposure. *Prevention science*, 19(7), 927-938.
- LIU, J., WANG, Y., & JACKSON, T. (2017). Towards explaining relationship dissatisfaction in Chinese dating couples: Relationship disillusionment, emergent distress, or insecure attachment style? *Personality and Individual Differences*, 112, 42-48.
- LORBER, M. F., DEL VECCHIO, T., & SLEP, A. M. S. (2015). The emergence and evolution of infant externalizing behavior. *Development and Psychopathology*, 27(03), 663-680.
- LOW, S. M., & STOCKER, C. (2012). "Family functioning and children's adjustment: Associations among parents' depressed mood, marital hostility, parent-child hostility, and children's adjustment": Correction to Low and Stocker (2005). *Journal of Family Psychology*, 26(2), 253. <http://dx.doi.org/10.1037/a0027944>

LUNKENHEIMER, E., LICHTWARCK-ASCHOFF, A., HOLLENSTEIN, T., KEMP, C. J., & GRANIC, I. (2016). Breaking down the coercive cycle: How parent and child risk factors influence real-time variability in parental responses to child misbehavior. *Parenting*, 16(4), 237-256.

MARCHAND, J. F., & HOCK, E. (1998). The relation of problem behaviors in preschool children to depressive symptoms in mothers and fathers. *The Journal of Genetic Psychology*, 159(3), 353-366.

MARKS, L. (2012). Same-sex parenting and children's outcomes: A closer examination of the American psychological association's brief on lesbian and gay parenting. *Social Science Research*, 41(4), 735-751.

MASTEN, A. S., & BARNES, A. J. (2018). Resilience in children: Developmental perspectives. *Children*, 5(7), 98.

METINDOGAN, A. (2015). Fathering in Turkey. *Fathers across cultures: The importance, roles, and diverse practices of dads*. Santa Barbara: ABC-CLIO., (pp. 327-349).

MOON, S. (2010). *The role of social capital on children's behavior in the context of maternal depression and neighborhood poverty* (Order No. 3433022). Available from ProQuest Dissertations & Theses Global. (835030003). Retrieved from <https://0-search.proquest.com.seyhan.library.boun.edu.tr/docview/835030003?accountid=9645>

MOSIER, W. (2013). What neuroscience tells us about emotional development in young children. (Chapter 6). In L. Wasserman and D. Zambo (Eds.), *Early childhood and neuroscience: Links to development and learning*. (Educating the Young Child series). New York: Springer Science.

MOTLEY, K. H., LICHVAR, E. K., & FLATOW, R. B. (2016). Childhood growth and development and the etiology of mental disorders. *Handbook of childhood behavioral issues: Evidence-based approaches to prevention and treatment*, (pp. 26-43). New York: Routledge.

NEECE, C., & BAKER, B. (2008). Predicting maternal parenting stress in middle childhood: The roles of child intellectual status, behaviour problems and social skills. *Journal of Intellectual Disability Research*, 52(12), 1114-1128.

OVERTON, W. F. (2013). A new paradigm for developmental science: Relationism and relational-developmental systems. *Applied Developmental Science*, 17, 94-107.

OVERTON, W. F. (2014). Relational developmental systems and developmental science: A focus on methodology. In P. C. M. Molenaar, R. M. Lerner, & K. M. Newell (Eds.), *Handbook of developmental systems theory and methodology* (pp. 19-65). New York, NY: Guilford Press

ÖNGİDER, N. (2013). Boşanmanın çocuk üzerindeki etkileri. *Psikiyatride Güncel Yaklaşımlar*, 5(2), 140-161.

PERLMAN, D. (2015). The march to relational developmental systems-based theories: An outsider's view of the journey. *Journal of Family Theory & Review*, 7, 109-114.

PIKO, B. F., FITZPATRICK, K. M., & WRIGHT, D. R. (2005). A risk and protective factors framework for understanding youth's externalizing problem behavior in two different cultural settings. *European Child & Adolescent Psychiatry*, 14(2), 95-103.

PRUETT, M. K., PRUETT, K., COWAN, C. P., & COWAN, P. A. (2017). Enhancing father involvement in low-income families: A couples group approach to preventive intervention. *Child Development*, 88(2), 398-407.

REYNOLDS, M., & HOLWELL, S. (2020). Introducing systems approaches. In *Systems Approaches to Making Change: A Practical Guide* (pp. 1-24). Springer, London.

ROBBERS, S., VAN OORT, F., HUIZINK, A., VERHULST, F., VAN BEIJSTERVELDT, C., BOOMSMA, D., & BARTELS, M. (2012). Childhood problem behavior and parental

divorce: evidence for gene-environment interaction. *Social Psychiatry and Psychiatric Epidemiology*, 47(10), 1539-1548.

ROOPNARINE, J. L., KRISHNAKUMAR, A., METINDOGAN, A., & EVANS, M. (2006). Links between parenting styles, parent-child academic interaction, parent-school interaction, and early academic skills and social behaviors in young children of English-speaking Caribbean immigrants. *Early Childhood Research Quarterly*, 21(2), 238-252.

ROTHENBERG, W. A., LANSFORD, J. E., ALAMPAY, L. P., AL-HASSAN, S. M., BACCHINI, D., BORNSTEIN, M. H., ... & YOTANYAMANEEWONG, S. (2020). Examining effects of mother and father warmth and control on child externalizing and internalizing problems from age 8 to 13 IN NINE COUNTRIES. *DEVELOPMENT AND PSYCHOPATHOLOGY*, 32(3), 1113-1137.

SAMEROFF, A. (2010). A unified theory of development: A dialectic integration of nature and nurture. *Child Development*, 81(1), 6-22.

SAVAGE, J. (2014). The association between attachment, parental bonds and physically aggressive and violent behavior: A comprehensive review. *Aggression and Violent Behavior* 19, 164-178.

SCOTT, M. E., WILCOX, W. B., RYBERG, R., & DEROSE, L. (2015). World Family Map 2015: Mapping family change and child well-being outcomes.

SIRVINSKIENE, G., ZEMAITIENE, N., JUSIENE, R., & MARKUNIENE, E. (2016). Predictors of emotional and behavioral problems in 1-year-old children: A longitudinal perspective. *Infant Mental Health Journal*, 37(4), 401-410.

SIGEL, I. & MCGILLICUDDY-DE LISI, A. (2002). Parental beliefs as cognitions: The dynamic belief systems mode. In M. Bornstein (Ed.), *Handbook of parenting (vol. 3)*. (2nd. ed.). Mahwah, NJ: Erlbaum.

SORKHABI, N. (2005). Applicability of Baumrind's parent typology to collective cultures: Analysis of cultural explanations of parent socialization effects. *International Journal of Behavioral Development*, 29, 552-563.

STEELE, H., BATE, J., STEELE, M., DUBE, S. R., DANSKIN, K., KNAFO, H., ... & MURPHY, A. (2016). Adverse childhood experiences, poverty, and parenting stress. *Canadian Journal of Behavioural Science/Revue canadienne des sciences du comportement*, 48(1), 32- 32-38. <http://dx.doi.org/10.1037/cbs0000034>.

STIFTER, C., PUTNAM, S., & JAHROMI, L. (2008). Exuberant and inhibited toddlers: Stability of temperament and risk for problem behavior. *Development and Psychopathology*, 20(2), 401-421. doi:10.1017/S0954579408000199

SZAPOCZNIK, J., & WILLIAMS, R. A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. *Clinical Child and Family Psychology Review*, 3(2), 117-134.

ŞENER, A. (2002). *Ailede eşler arası uyuma etki eden faktörlerin araştırılması*. Başbakanlık Aile Araştırma Kurumu Başkanlığı. Retrieved from http://ailetoplum.aile.gov.tr/data/54293ea2369dc32358ee2b25/kutuphane_38_ailede_esler_arasi_uyuma_etki_eden_faktorlerin_arastirilmesi.pdf

TANNER, J. C., CANDLAND, T., & ODDEN, W. S. (2015). *Later impacts of early childhood interventions: A systematic review*. Washington: Independent Evaluation Group, World Bank Group.

TASKER, F. (2002). Lesbian and gay parenting. *American Psychological Association*

TOMPSON, M. C., SUGAR, C. A., LANGER, D. A., & ASARNOW, J. R. (2017). A randomized clinical trial comparing family-focused treatment and individual supportive therapy for depression in childhood and early adolescence. *Journal of the American Academy of Child & Adolescent Psychiatry*, 56(6), 515-523.

TULLY, L. A., & HUNT, C. (2016). A randomized controlled trial of a brief versus standard group parenting program for toddler aggression. *Aggressive Behavior*, 43(3), 291-303.

UNDERWOOD, M. K., BERON, K. J., GENTSCH, J. K., GALPERIN, M. B., & RISSER, S. D. (2008). Family correlates of children's social and physical aggression with peers: Negative interparental conflict strategies and parenting styles. *International Journal of Behavioral Development*, 32, 549-562.

VISMARA, L., SECHI, C., & LUCARELLI, L. (2019). Fathers' and mothers' depressive symptoms: Internalizing/externalizing problems and dissociative experiences in their adolescent offspring. *Current Psychology*, 1-11.

WEBSTER-STRATTON, C., REID, M. J., & HAMMOND, M. (2004). Treating children with early onset conduct problems: Intervention outcomes for parent, child, and teacher training. *Journal of Clinical Child and Adolescent Psychology*, 33(1), 105-124

WINNICOTT, D. W. (1965). The relationship of a mother to her baby at the beginning. *The family and individual development*, in D. W. Winnicott, *Family and individual development*. pp. 15-20. Tavistock Publications.

WINNICOTT, D. W. (2005). *Playing and reality*. 2nd Edition. Routledge

YAVUZER H. (2011). *Çocuğunuzun ilk altı yılı*. (27. Ed.) İstanbul: Remzi Kitabevi.

ZHOU, N. (2016). Marital hostility, adolescents' responses to marital conflict, and adolescents' adjustment: The moderating role of cooperative marital conflict. (Order No. 10123655, The University of North Carolina at Greensboro). *ProQuest Dissertations and Theses*, 159. Retrieved from

<https://0-search.proquest.com.seyhan.library.boun.edu.tr/docview/1806812317?accountid=9645>

ZIV, Y. (2012). Exposure to violence, social information processing, and problem behavior in preschool children. *Aggressive Behavior*, 38(6), 429-441.

Özet

Çocukların gelişimsel sonuçları göz önüne alındığında, çevresel unsurlar hem koruyucu hem de risk faktörleri olabilir potansiyeline sahiptir. Sosyo-ekonomik durum, fiziksel koşullar, ebeveynliğe ilişkin faktörler ve genel olarak aile yaşamı ile ilgili bunlar içerisinde sayılabilir. Çocukların optimal gelişimini etkileyen ailevi unsurlar ise daha spesifik olarak ebeveynlerin çocuk yetiştirme tarz ve tutumlarını, anne babaların çift ilişkilerinin kalitesini, ebeveyn ruh sağlığını ve ailenin sahip olduğu ekonomik ve toplumsal kaynaklarını kapsar. Bu faktörler aynı zamanda çocukların içe ve dışı dönük problem davranışları ile de ilişkilidir ve hem bireysel hem toplumsal anlamda önemli etkileri mevcuttur. Ev ortamının çocukların problem davranışları üzerine etkilerini incelemek kapsamlı bir bakış açısını gerektirir. Bu sebeple, bu makalede Bronfenbrenner, Belksy ve Guralnick'in görüşlerinin entegre edilmesi ile ev, aile ve ebeveyn dinamiklerinin çocukların içe ve dışı dönük problem davranış geliştirmelerine etkilerini incelemek hedeflemiştir. Bu görüşler çerçevesinde problem davranışların aile sistemi içinde, anne ve babaların hem birer birey, hem ilişki içinde olan birer çift, hem de çocuk yetiştirmekte olan birer anne ve baba olarak doğrudan etkileriyle ve tüm bu ilişkilerin ve rollerin çoklu ve karşılıklı etkileşimlerinin sonucunda ortaya çıktığı düşünülmektedir. Bronfenbrenner'in biyoekolojik yaklaşımı, insan gelişimine dair en kapsamlı yaklaşımlardan bir tanesidir ve gelişimin karşılıklı olarak birbirini etkileyen ve en merkezine bireyi koyarak dışarı doğru genişleyen ve birbirini kapsayan çevresel unsurların etkileşimi ile oluştuğunu savunur. En içte çocuğun genetik ve öz donanımları yer alır ve bunlar çocuğun çevresiyle karşılıklı etkileşime girerek çocukların gelişimsel sonuçlarını ortaya çıkarır. Çocuğu çevreleyen sistemlerden en merkezde olanı ve özellikle erken çocukluk döneminde en çok ve doğrudan etkisi hissedilene mikrosistemdir ve

anne, baba, kardeş ve arkadaş gibi çocuğun birebir ilişkilerinin olduğu sistemlerdir. Öte yandan Belsky'nin görüşleri ebeveynlik üzerine sadece çocuk yetiştirme pratikleri ile odaklanmanın sınırlılığını ifade etmektedir. Ebeveyn çocuk ilişkisi düşünülürken ebeveynin bir birey olarak özellikleri ile, çocuğun bireysel özelliklerinin karşılıklı olarak etkileşimine odaklanılmasını ve bu ilişkinin daha geniş bir sosyal çevre içinde ele alınması gerektiğini vurgulamaktadır. Ayrıca, Belky'ye göre ebeveynin kişilik özellikleri çocuklar üzerinde doğrudan etkiye sahip olsa da ebeveynlerin evlilik ilişkilerini ve dolayısıyla esenliklerini etkileyerek ebeveynlik becerilerini ve çocuklarla ilişkilerini de etkilemektedir. Bunun yanında, çocukların gelişimsel sonuçlarını incelerken ev ortamına ilişkin faktörlerin daha ayrıntılı olarak anlaşılmasının önemini vurgulayarak öne çıkan isim ise Guralnick'tir. Guralnick, erken müdahale ve risk altındaki çocuklara odaklanarak, özellikle ebeveyn-çocuk etkileşiminin kalitesini, ebeveynlerin çocuklara sunduğu ve yönettiği deneyimleri ve ebeveynlerin sağladığı sağlık ve güvenlik olanaklarını birlikte düşünerek, çocukların hem fiziksel hem de sosyal ve duygusal olarak ihtiyaç duyduğu belli ebeveyn davranışları olduğunu dile getirmiştir. Bronfenbrenner, Belsky ve Guralnick'in işaret ettiği unsurlar ve çocuklardaki gelişimsel sonuçlar birlikte düşünüldüğünde, problem davranışların önemli ölçüde aile ilişkilerinin bir sonucu olduğunu savunmak yanlış olmayacaktır. Öte yandan aile sisteminin dinamik olduğu göz önüne alındığında, problem davranışların aile sistemi içinde ilişkileri etkileyen bir faktör olduğu da düşünülmelidir. Dolayısıyla problem davranışları olan çocukların ve bu çocukların ailelerinin kırılğan olduklarını kabul etmek, problem davranışların hem aile dinamiklerinde bir etken, hem de bir sonuç olduğunu düşünmek yanlış olmaz. Nitekim içe ve dışı dönük davranış problemleri, hem güncel durumda hem de gelecekteki ruh sağlığının ve yaşam kalitesinin önemli yordayıcılarındandır. Ebeveynlerin ruh sağlıkları hem evlilik ilişkilerinin kalitesini etkilemekte, hem de evlilik ilişkilerinin kalitesinden önemli ölçüde etkilenmektedir. Üstelik mutsuz ve çatışmalı çift ilişkisi eşlerin ruh sağlıklarını olumsuz etkilemenin yanı sıra çiftlerin çocuklarıyla olan ilişkilerini ve kendi ebeveynlik becerilerini de olumsuz anlamda etkilemektedir. Ebeveynlerin çocuklarla birlikte karşılaştıkları güçlüklerde birbirlerine destek olmaları ve sorumlulukları paylaşmaları evlilik ilişkisindeki doyumla pozitif bir ilişkiye sahiptir. Nitekim birbirine ebeveynlikte destek olan ve evlilikte uyum yaşayan çiftler, ebeveynler olarak çocukları ile bire bir kurdukları ilişkide daha sıcak, daha uyumlu ve daha doğru davranış kontrolü sağlayabilmekte, özetle daha kaliteli ebeveynlik becerileri sergilemektedirler. Kaliteli ebeveynlik de çocukla uyumlanabilmeyi, dolayısıyla çocuğun doğuştan getirdiği güçlükler ve mizaç gibi farklılıklarla da daha iyi baş edebilmeyi sağlar. Öte yandan problemleri bir ev ortamından gelen çocuk, okul ve arkadaş ilişkileri gibi diğer alanlarda da sorun yaşayabilmekte, bu durumda evdeki problem dışarıya da bulaşmaktadır. Hem dışarda hem de aile sistemi içinde problem yaşayan çocuklar ise problemleri ev ortamına "problem davranışlar" göstererek katkıda bulunurlar. Kağıtçıbaşı'nın vurguladığı gibi değişen dünyanın değişen ailelerinin hem bağ kuran hem de daha özerk olan, bunun sonucunda da duygu ve davranışlarını anlayan ve regüle edebilen çocuklar yetiştirmeleri gerekmektedir. Bunu yaparken de ebeveynlerin en başta çocuğu birincil meşguliyetleri yapmaları, onu seven sıcak bir ilişki sunmanın yanında onu kapsamaları, desteklemeleri ve çocukların kendi başlarına ayağa kalkmalarını sağlayacak kolaylaştırıcı deneyimler sunmaları, mükemmel değil; yeterince iyi eş ilişkileri olan yeterince iyi ebeveynler olmaları gerekmektedir.