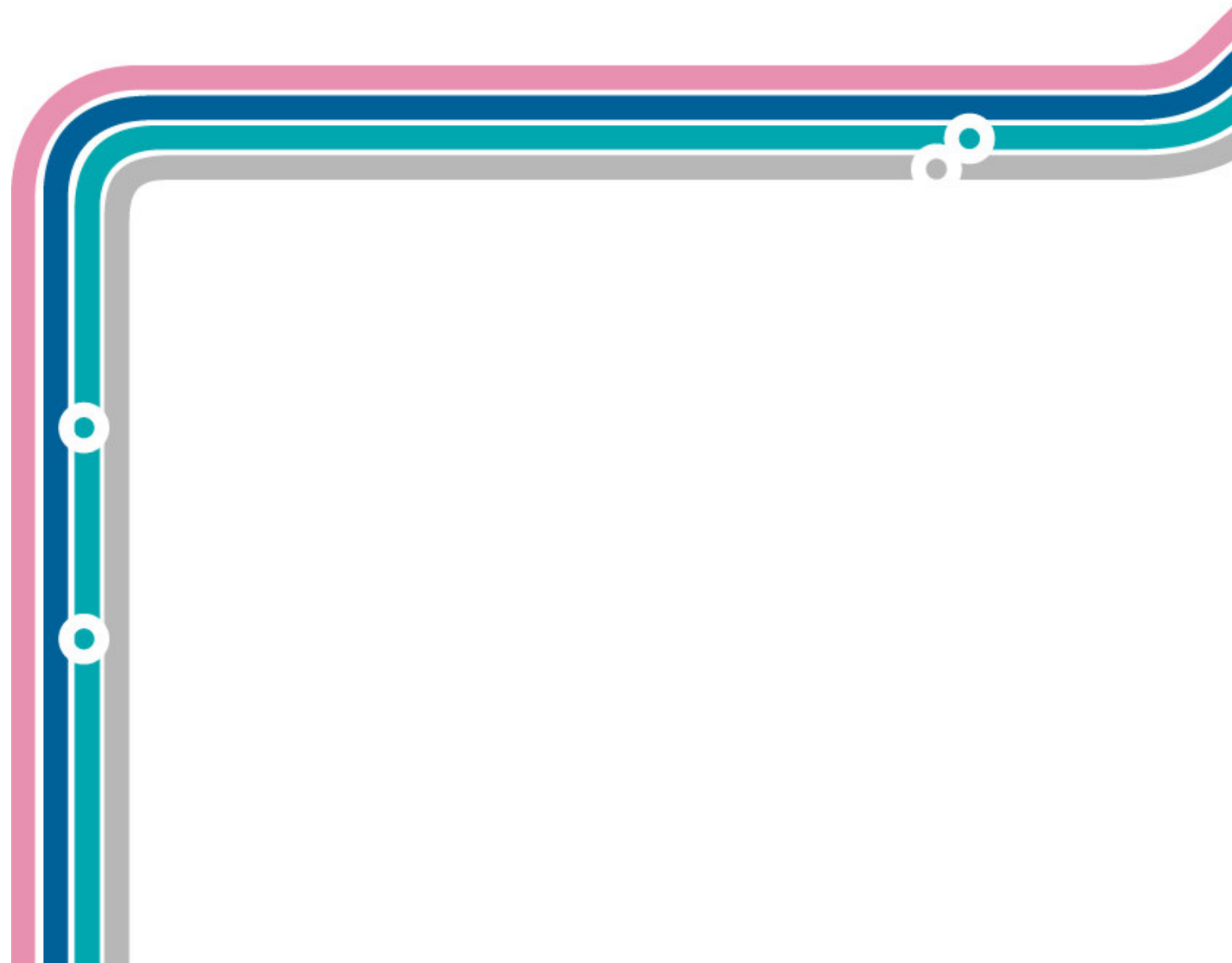



“RESEARCH ABOUT FAMILIES WITH TROUBLED CHILDREN”

QUANTITATIVE INVESTIGATION IN THE
FRAMEWORK OF
THE EUROPEAN PROJECT *ITER*







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PREAMBLE

According to the systemic model, family is described as an open system, made up of individuals forming a bio-psycho-social unit in constant evolution and developing its own history and life models. Furthermore, the behavior of each member of a family unit influences and is in turn influenced by the other members, in a constant loop of communication feedback.

Immersed in a larger social environment, adaptability to change becomes the key element for the growth and development of the family. The ability to adapt to change is achieved through a process of auto-regulation, in which the balance between the enforcement of established rules and the creation of new ones is essential when confronted with the task of facing the events of everyday life.

However, families do become dysfunctional, be it because of the abuse of homeostatic forces (repetition of a working repertoire), or because they are easily permeable to change, with an excessive use of morphogenetic forces (change of repertoire, new set of rules), which is liable to bring about a state of chaos caused by the lack of order. The systemic model labels these two models of anomalous behavior as “Enmeshment” and “Disengagement or Detachment”, and the families falling within those models as “Enmeshed” and “Disengaged or Detached”.

DIFFERENTIATION, MATURITY, PERSONAL AUTONOMY

Each individual receives a wide spectrum of behavioral patterns from his own family, as well as rules, values and relevant information about himself. This information, as well as that received from other parental figures (teachers, extended family) and from his social environment (relationship between equals), will be filtered by his own ego to shape a different individual, differentiated even from his own family. When this process reaches its zenith (adolescence being the last step), he is ready to “disengage” from the family nucleus and prepared to “leave the nest” and to initiate relationships of commitment or to build a new family structure.

NEW TYPES OF FAMILY

▪ The urban family

Every time we speak of the modern family there is mention of the Industrial Revolution and of the great change brought about by the evolution of the family, from rural to urban life.

The rural family distinguishes itself by the cohabitation of several generations of its members “under one roof”. Within this model, production is primordially directed to subsistence.

The urban family, on the other hand, is smaller (hence the “nuclear” denomination: made up of parents and children) and it usually works for a third party and receives a salary with which it must cover all the family’s needs. This is why some authors, like M. Segalen, support the theory that within the urban family, there is only one process: the consumer process.

Women’s entrance into the world as workers constitutes another significant characteristic of the urban family and is the origin of many important changes.

Furthermore, since the 50’s and 60’s until today, there has been a constant evolution of the family institution which affects its own structure and functions and these changes have in turn caused the regulating legislation to evolve accordingly.

Relationship	Before industrialization	After industrialization
Mother-Daughter	Intense	Intense
	Work together. Strong and continual relationship	They still have a strong, close and continual relationship
Father-Son	Intense	Weak
	Work together. Strong and continual relationship	Do not work together anymore, (father at factory, son at school). Weak, impoverished relationship.

▪ Structural changes

Although the urban family has been considered a traditional institution, this is nowadays a relative notion at best.

Salustiano del Campo defines traditional family as the patriarchal family of the pre-industrial Europe, in which everyone worked: guilds, etc.

The counterpoint to the traditional family is the nuclear or conjugal family. The latter has now become the traditional one and the standard by which deviations are measured and new types of family are outlined.

- **Alternatives: the post-nuclear family**

We are facing a diversification of marital models and a transition into a new type of family: the post-nuclear family. Sociologist Jan Trost postulates that the ceremony of marriage, living under one roof, the sexual commitment or disposition and the coming of the first child shortly after the first year, were conceived in the past as part of the same process; this is no longer necessarily true.

According to the most reliable sociologists, there is no proof of a large-scale rejection of marriage, not in the U.S. or in any other societies. It is true that many young adults live together without getting married, but this cohabitation is most probably not a permanent alternative to marriage but rather just another stage in the process towards married life or a transition between marriages.

The Economist magazine published an article postulating that the family is not a dying institution but an ever-changing model and structure. Moreover, each new marriage after a divorce often entails a desire to have a child with the new spouse, which might resolve future low birthrate issues.

FINAL THOUGHTS

Bertalanffy's General Systems Theory (GST) postulates that SELF-REGULATION is an innate characteristic of any open system. Therefore, the family being an open system, the assertion of anthropologists and sociologists that the appearance of changes in the family system does not foretell its impending doom is also supported by health professionals.

The self-regulation process implies that a system is able to set in motion morphogenetic forces (oriented towards change) using new resources to face new situations, in the same way that it uses homeostatic forces (oriented towards static equilibrium = not change) whenever it considers

them suitable. This is how, through the proper management of both forces, systems maintain their balance as they grow and evolve.

This research was designed to better understand the families of today, keeping in mind that we would find two types of families: those with troubled children and those without. This hypothesis was designed because the first years in the life of a subject are essential to his/her subsequent behavior and because families are mainly responsible for providing the necessary social skills their children need to live in society. This would bring about a better interaction with the families of the minors and the possibility of developing more adequate prevention programs.

The results of this research have shown us different approaches that will help us reflect on the ways the families of today organize themselves to "survive" and evolve within their surrounding social context.

THEORETICAL FRAMEWORK OF THE RESEARCH

The present research intends to investigate the differences in family functioning (taking into account several factors) between families with troubled minors and youths and families without them. It also intends to detect the differences between the countries that have participated in this research: Spain, Denmark, Italy and Bulgaria.

In order to study all these matters, we have used as theoretical framework two models: the Circumplex Model by Olson, Russel y Sprenkle and the Cognitive-Contextual Model by Grynych and Fincham.

I.- THE CIRCUMPLEX MODEL BY OLSON

a. Cohesion and adaptability (flexibility)

The Circumplex Model was developed in 1979 by David H. Olson, Candyce Russel and Douglas Sprenkle in an attempt to bridge the gap between research, practice and theory on family systems. Since then, this model has been one of the most widely used when researching the inner functioning of families.

The Circumplex Model evaluates family as a whole and is based on the idea that the level of functioning depends on cohesion and adaptability levels. Cohesion is defined as the emotional bonding that the family members feel towards one another, and adaptability is defined as the amount of change in the role relationships and relationship rules and it concerns how systems manage to balance stability and change.

Each one of these two dimensions is divided into 4 levels. In the case of cohesion there are (6):

- 1st level: disengaged or disconnected families (low cohesion), where there is not enough support and the members are extremely independent and “do their own thing”, with limited attachment or commitment to their families.
- 2nd level: separated or somewhat connected families (low-moderate cohesion), where members are independent and share time and decisions to some extent, achieving the highest degree of balance between connectedness and independence.
- 3rd level: connected or united families (high-moderate cohesion), where there is emotional closeness and loyalty to the family relationships, achieving quite a good balance between connectedness and separateness
- 4th level: overly connected or enmeshed families (high cohesion), where there is an extreme amount of emotional closeness, individuals are very dependent, loyalty is demanded, there is a lack of personal independence and the energy of the individuals is directed almost exclusively towards the family itself.

Likewise, **adaptability** is divided into:

- 1st level: rigid or inflexible families (low adaptability) where one individual is in charge and is highly controlling, where negotiations tend to be limited and rules do not change.
- 2nd level: somewhat flexible or structured families (moderate-low adaptability), where leadership is somewhat democratic, allowing some negotiation concerning the children and some changes in the family dynamic, when necessary.
- 3rd level: flexible families (moderate-high adaptability) based on equalitarian leadership, where negotiations are open and actively include the children, and the change in their dynamics is fluid.

- 4th level: chaotic or overly flexible families (high adaptability) characterized by erratic or limited leadership, where decisions are impulsive and not well thought out and the family organization is variable.

The combination of these two dimensions divided into 4 levels each, gives us 16 types of families:

According to the authors of the model, welfare is situated in the mid-range: extreme families (1st or 4th level) are more problematic in the long run, while well-balanced families (2nd and 3rd level) are prone to good family functioning as they move through the cycle of life.

a) Communication

Since 1983, The Circumplex Model includes a third dimension: communication. Given that communication is essential in allowing movement in the other two dimensions, it is considered a facilitating dimension (Nogales, 2007).

We take as a starting point the fact that the circumplex model is dynamic, which implies that the level of cohesion and adaptability of each different family is not static, but susceptible to undergoing changes in any direction, according to the families' situation, the stage of the cycle of life they are going through at a given moment in time and the level of socialization of its members (Olson, 2003). Communication is the dimension that facilitates that movement. If the communication is positive, then the family will be able to evolve towards more adequate levels of cohesion and adaptability.

The relationship between communication and the inner functioning of a family is linear; in other words: the higher the level of communication among its members, the smoother the family will run (EIF Team, 2008).

b) Stress

Family stress is an added factor to the circumplex model, which enriches its interpretation.

It is important that we mention that every family goes through normative or transitory events (those related to the stages of the cycle of life) and also through non-transitory or accidental events (unexpected events). In both cases, we are talking about events that are quite significant for the family, and therefore become a source of stress for its members (Herrera, on-line). According to Olson, the stage of adolescence which we are dealing with in this research entails stress factors such as inter-family tension as well as financial and work-related strains (Ruano, 2001).

Although certain events and demands from the environment become a significant source of stress for the majority of families, the way the family defines the event subjectively, the level of stress it experiences and the type of response it produces within its members are different for every family. That is precisely the connection with the circumplex model, because the way a family functions (in relation with its level of cohesion, adaptability and communication) dictates whether the family is more vulnerable or more efficient when facing stress (Dreman, 1997).

II.- THE COGNITIVE-CONTEXTUAL MODEL BY GRYNCH AND FINCHMAN

The present study also strives to take into consideration the opinions of the children and young members of the family before reaching a global conclusion on the inner workings of the family unit. Overall, we are interested in their perspective on the conflicts between their parents, precisely because a large number of researchers maintain that troubled children come from troubled family environments, or at the very least that exposure to a frequent, intense and continued state of conflict within their homes is a variable that bears great impact on their development.

Therefore we have gravitated towards using the children as the main source of information about the conflicts experienced by their parental figures and to that end we have applied a scale based on Grynych and Finchman's Cognitive-Contextual Model. According to this model, the children are participating subjects in the context of their parents' conflict or separation, trying to understand and process the events that are happening around them (Iraurgi, 2008).

The children's perception of their parents' conflict depends both on the characteristics of the conflict (intensity, frequency, duration and whether it is resolved by the parents) and on other, more contextual factors such as experience from previous conflicts and therefore their expectations in the face of the current one, the emotional climate within the family and the emotional state of the children, their temperament and their gender. All of this bears tremendous influence on the children's cognitive assessment of the conflict as well as on their emotional response: feelings of guilt, expectations concerning their ability to resolve it, feelings of impotence if they feel unable to do anything about it, feelings of impending doom for their parents' relationship and for the end of life as they know it (Bengoechea, 1998).

Therefore, their reaction will be proportional to all of these factors, and they might very well use direct intervention strategies by taking sides with one of the parents (triangulation), or indirect intervention strategies, facing the source of the conflict as they perceive it, or even attempting to distract their parents (possibility of creating a symptom). Whatever the response, it will surely have a significant long-term effect on their development. For example, if the conflict is frequent and the children feel threatened or unable to face it, it is very likely that they will develop high levels of anxiety, and if they blame themselves, they might present low self-esteem issues or symptoms of depression (Iraurgi, 2008).

METHODOLOGY

I. THE POPULATION SAMPLE

The population sample for the present research comes from four countries belonging to this European project:

- Spain
- Denmark
- Italy
- Bulgaria

It consists of a total of:

- *802 families* with children between 9 and 21 years old: 506 from Spain, 98 from Denmark, 48 from Italy and 150 from Bulgaria
- *1885 minors and young children* from 9 to 21 years old: 1145 from Spain, 163 from Denmark, 397 from Italy and 150 from Bulgaria

All of them have taken a survey, using the questionnaires included below.

Families were multi-structural: nuclear, monoparental, reconstituted etc. In those cases where there were two parents, they gave joint answers and in monoparental situations the answers came from just the one parent. In any case, all answers came exclusively from the parents.

The age limit for minors and young children was dictated by the measuring instrument itself (Scale of Parental Conflict from the Children's Perspective – Reduced Spanish Version), which is apt for those ages. We have also respected the same age limit for the selection of the surveyed families: families with children between 9 and 21 years old.

The population sample was obtained randomly within all collectives involved, in order for it to be as representative as possible and also from the widest geographic spectrum we could achieve. With that aim, we have surveyed parents and minors at:

- Schools
- Parent Associations
- Local Police
- Social Services Teams
- Juvenile Justice Offices
- Open Resource Judiciary Measures for Minors
- Reformatory Centers for Minors
- Family Services

I. DEFINITION OF TROUBLED MINORS

The main goal of this research was to pinpoint the differences between the profiles of families with and without troubled minors. To that effect all questionnaires included a question which divided the population sample between “families with troubled children” y “families with untroubled children”.

The question, directed to minors and young children, was:

“Have you ever been contacted by the police for skipping class, fighting, drugs, graffiti tagging, etc. (we are not referring to talks given by the police in the classroom)”.

And the question directed to the parents was:

“Have any of your children ever been contacted by the police for skipping class, fighting, drugs, graffiti tagging, etc. (we are not referring to talks given by the police in the classroom)”.

This way, we detected which minors had already had contact with the police in relation to criminal or pre-criminal behavior, including drop-outs, which is part of what is known as “Youths in Social Conflict”. At the same time, we excluded those minors who had had contact with the police in relation to preventive works, such as informative talks given by the police in the schools.

It should be mentioned that the definition of troubled minor used for the purposes of this study and the subsequent question used to divide the population sample was the result of extensive and arduous debate between all the collaborating collectives involved in this project: policemen, teachers, parent’s associations, teams from the Juvenile Justice Offices, family doctors, professionals from Social Services, and therapists from Family Services. With all this in mind and accepting the fact that our definition could be questioned, we feel that it does covers all necessary and currant details pertaining to the troubled minors of today, as they are conceived and understood by all collectives involved in the phenomenon of juvenile delinquency.

II. MEASUREMENT TOOLS

a) Family Adaptability and Cohesion Evaluation Scales (See Annex I)

In 1980, a tool was created to measure the dimensions of adaptability and cohesion of the Circumplex Model. This instrument is the FACES scale (Family Adaptability and Cohesion Evaluation Scales), which has, since then, gone through several versions in an effort to insure that each of them overcame the limitations of the previous ones.

The present research applies the reduced Spanish version of FACES II: *FACES-20Esp*. This implies that the cultural limitations in the Spanish

population have been addressed, not only because this tool has been validated in a Spanish population, but also because a reduced version (of only 20 items) was created.

According to FACES-20Esp, the dimension of cohesion consists of the following areas: *emotional ties, inner boundaries (space and time) and external boundaries (decision making, interests and leisure)*; whereas the dimension of adaptability deals with the concepts of: *assertiveness, leadership and control, discipline and negotiation*.

b) Family Communication Scale (See Annex I)

The tool used to measure the third dimension of the circumplex model (communication) is a complementary scale, developed by Olson and Barnes: FCS (Family Communication Scale). The creation of this tool followed a revision of the Theory of Communication (EIF Team, 2008).

For the purposes of this research, this dimension was evaluated using the previously mentioned reduced Spanish version of the tool: *FCS-VE* (Family Communication Scale-Spanish version). It consists of only 20 items and encompasses the following positive aptitudes of communication: *clear and coherent messages, empathy, sentences of encouragement and effective abilities in problem resolution* (EIF Team, 2008).

The FCS has been widely used within the field of drug dependency, as well as in the area of teenage mental health, because it focuses mainly on the quality of communication between parents and children.

c) Family Stress Scale (See Annex I)

The tool used to measure the Family Stress is the Family Stress Scale – Spanish Version (Family Stress Scale; *FSS-VE*), also developed by Olson's team. It is a short scale of 20 items which measures the level of stress that the family experiences (Johnson, 2006) in the face of certain

events, pressures or environmental demands. It divides the types of stress factors into three categories and consists of three sub-scales (EIF Team, 2008):

- Type I stressing factors: emotional frustration (arguments and conflict) and lack of control (over expenditure, drug use, discipline problems, etc.) of the family members.
- Type II stressing factors: Neglect (problems taking care of the children, sub-par academic performance) and lack of structuring of the family tasks (problems with the distribution or the performance of domestic tasks).
- Type III stressing factors: Unexpected factors affecting the development of the family (illnesses or deaths, problems with extended family, pregnancies or recent births, problems related to changes of domicile, etc.).

d) Children's Perception of Interparental Conflict Scales (See Annex II)

To collect the opinions of the youths we have used the reduced Spanish version of the Children's Perception of Parental Conflict Scales: *CPIC-VER* (Escala de Conflicto Parental desde la Perspectiva de los Hijos - Versión Española Reducida) (Iraurgi, 2008).

It consists of 36 items, divided in 9 sub-scales which encompass all concepts from the Contextual- Cognitive Model (EIF Team, 2008):

According to the properties of the conflict:

1. Intensity (Verbal or physical aggression, and degree of negative affection expressed)
2. Frequency of the arguments
3. Stability and duration of the arguments

4. Resolution (Parent's level of conflict resolution)

According to threat perception:

5. Threat (degree to which the child fears being involved in the conflict, its degradation into physical aggression, or a break-up of the marriage).
6. Efficiency (the child's degree of confidence in his own ability to manage the conflict)
7. Triangulation (To what degree the children take sides, favoring one of the parents)

According to self-blame:

8. Content (relationship, or lack thereof, between the child and the marital situation)
9. Self-blame (whether the child considers himself responsible for the conflict or not)

The first three questionnaires were filled out jointly by both parents (when there were two of them) or by one of them (in the case of monoparental families). The fourth questionnaire was filled out by minors and young children between 9 and 21 years of age.

IV. METHODOLOGY USED IN THE ANALYSIS

The variables in the questionnaire given to the parents to classify the families according to *Olson's* model had to be answered using a *Likert* type scale, with values from 1 to 5 and the following range of answers: "never or almost never", "seldom", "sometimes", "frequently" and "almost always".

The sum of the scores obtained in each group of questions was used to determine the values for the variables "Cohesion" and "Adaptability", which

were treated as continuous-type variables with a maximum sum range for each of the 50 points section of questions.

The scores obtained for "Cohesion" and "Adaptability" in each case were the basis for the classification, following *Olson's* family types outline and graphs, covering all 16 possible combinations. As a result, the "type of family", according to *Olson's* graph, was taken as one of the variables for the classification of the cases.

In the same way, in the questionnaire given to the parents, the questions dealing with the "communication" component also generate, after a *Likert*-type assessment, an added value that requires that this variable be dealt with from a quantitative perspective. This "communication" variable has a range with a maximum value of 40 points.

The variable dealing with the situation of conflict (contact between the police and the child) was considered as discrete and requiring an affirmative or negative answer, thus separating the population sample in two different groups of cases.

The rest of the questions from the questionnaire were answered using the same five-possibility system mentioned above, and the sum of the results from three different groups of questions generated the sub-scales (variables) which represent three types of stress factors, as we have also mentioned before, that have been dealt with statistically continuous-type variables, as a result of the sum of the questions belonging to each one of them.

The questionnaire given to the youths consisted of a section of questions requiring categorical answers, with three possibilities: "true", "almost true" and "false", with a value of 1, 2 and 3 points respectively. Thus, 9 sub-scales that collect the totality of concepts from the Cognitive-Contextual Model, with the same variables that have been treated as continuous with the result of the sum of the values obtained in the different questions asked.

Furthermore, for the purposes of this questionnaire, the age of the child was treated in quantitative terms and the gender in categorical terms.

The comparison of the ratio among the categorical variables, comparing proportions such as family type vs. situations of conflict (or non-conflict), were analyzed statistically, using Pearson's Chi-Square, considering the differences statistically significant when $p > 0,05$.

A comparison of the results of the quantitative variables vs. the categorical variables such as conflict and type of family was performed through a comparison of means, using an ANOVA test, considering the differences statistically significant when $p < 0,05$.

For the presentation of the results, we opted to create tables when our goal was to represent the proportion of cases in each category and bar diagrams when our goal was to reflect the quantitative results, as in the case of the totals used as components of the assessments performed for the different questions asked.

III. THE HYPOTHESES

The hypotheses of the present research are:

Hypothesis 1: The functioning profile of the families with troubled minors is different than that of the families without troubled minors. More specifically:

- Families with untroubled children have a different degree of cohesion and a different capacity to adapt.
- Equally, families with untroubled children enjoy a better quality of communication than families with troubled children.

- The main stress triggers are different between families with and without troubled children.
- Families with troubled children experience much higher levels of stress.

Hypothesis 2: Troubled minors and youths experience far worse and bigger conflict between their parents. More specifically:

- Troubled minors and youths experience arguments between their parents that are more intense, more frequent, of a longer duration, and their parents show poorer conflict resolution skills.
- Troubled minors and youths feel more threatened by, powerless and triangulated in their parents' conflict
- Troubled minors and youths blame themselves for their parents' conflicts more than untroubled minors and youths.

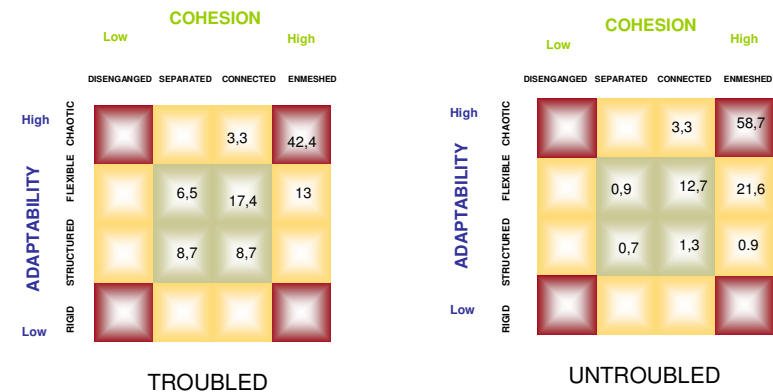
Hypothesis 3: There are differences as regards all these aspects according to the country in question.

RESULTS

I. TYPES OF FAMILY FUNCTIONING

- All countries (global sample).

TYPES OF FAMILY

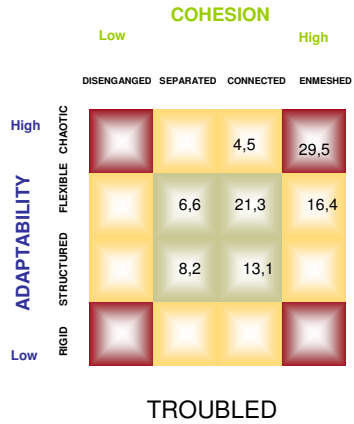


There are no significant differences in the type of functioning –based on adaptability and cohesion- between families with troubled children and those without them.

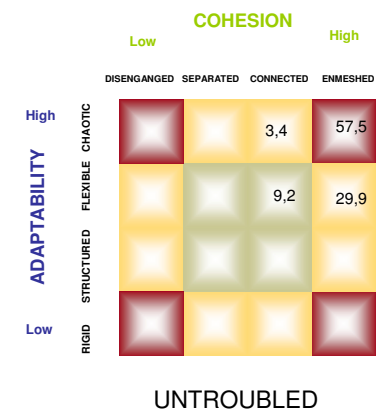
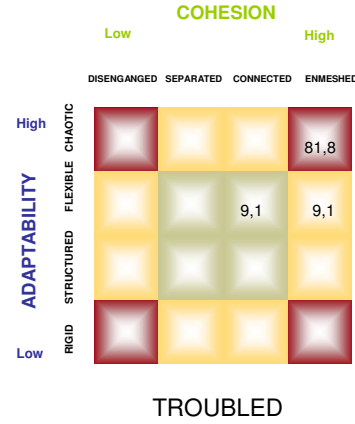
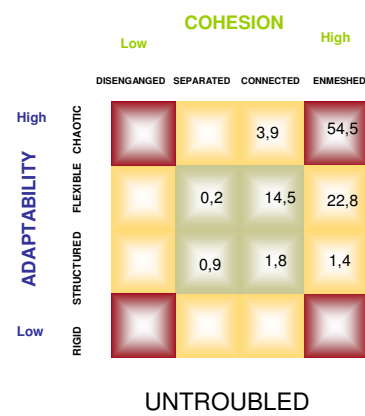
Both tend to present a high level of adaptability and cohesion.

Specifically, we observe the sample according to each country and we figure out the same trends, without any statistically relevant differences:

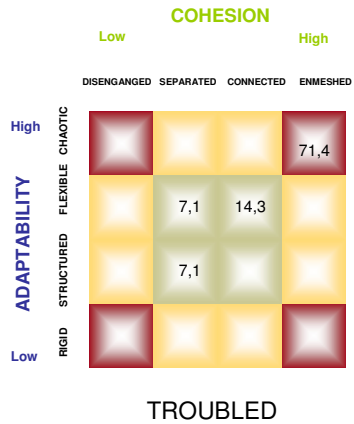
➤ España



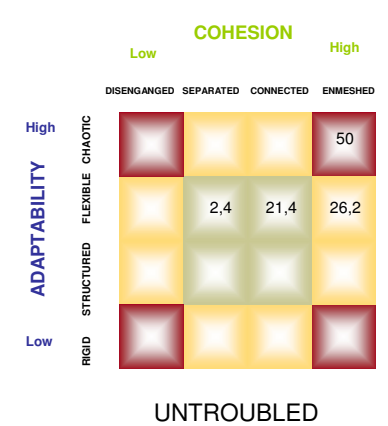
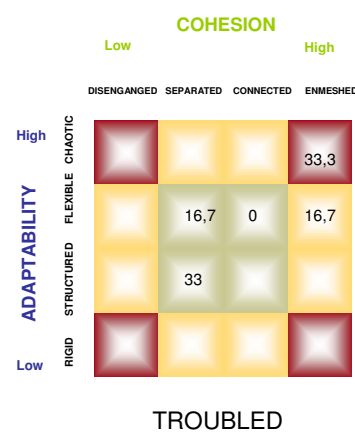
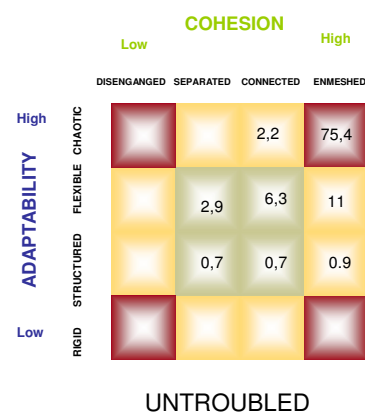
➤ Dinamarca



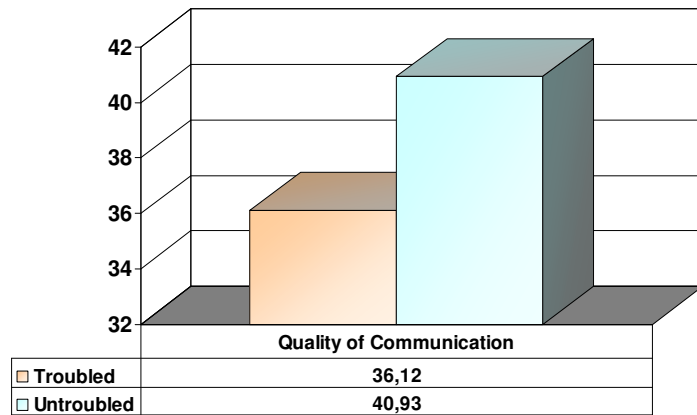
➤ Bulgaria



Italia

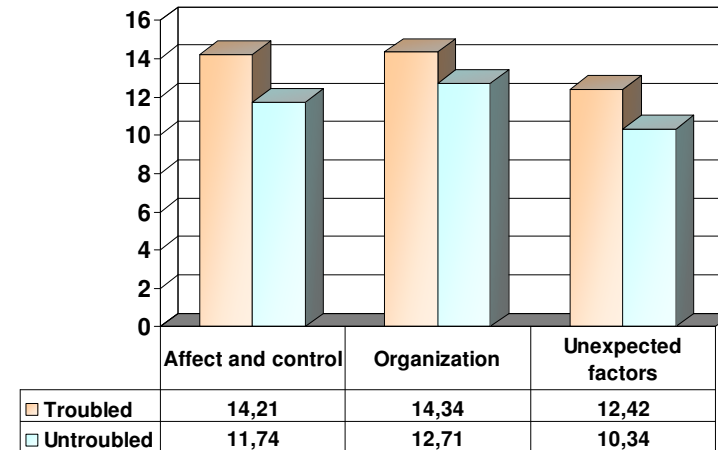


II. QUALITY OF COMMUNICATION (GLOBAL SAMPLE: SPAIN, DENMARK, ITALY, BULGARIA)



Las familias de los menores No Conflictivos tienen mejor comunicación en la muestra global que las familias de los menores Conflictivos

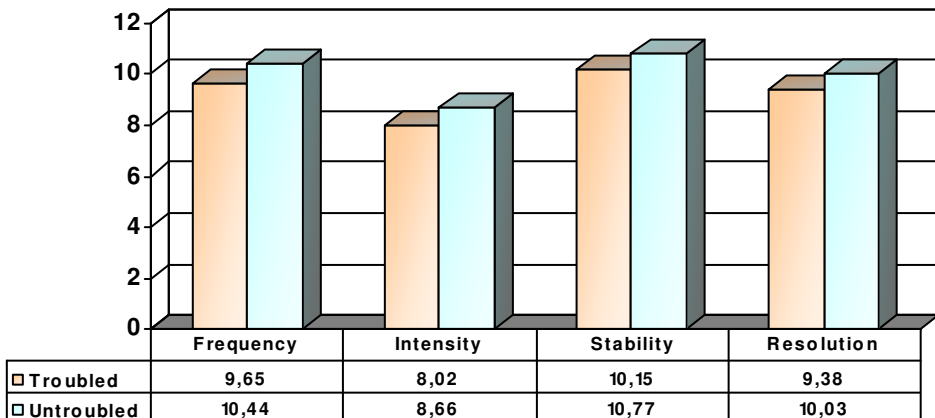
III. FAMILY STRESS (GLOBAL SAMPLE: SPAIN, DENMARK, ITALY, BULGARIA)



- Nowadays, the factor that stresses the families the most is firstly the family organization, secondly the affect-family conflicts and the lack of control, and thirdly the unexpected factors.
- The order of stressful factors is the same in families with troubled children and in the ones with untroubled children.
- Families with troubled children have generally higher levels of stress.

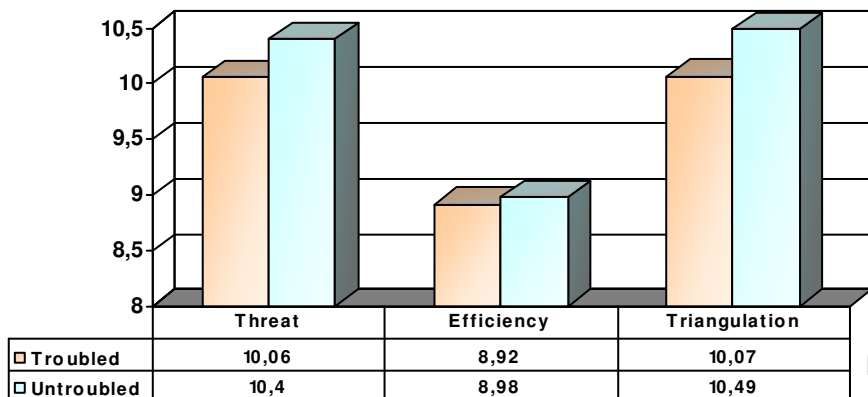
IV. THE CHILDREN'S PERCEPTION OF THE PARENTAL CONFLICT (GLOBAL SAMPLE: SPAIN, DENMARK, ITALY, BULGARIA)

➤ The conflict itself:



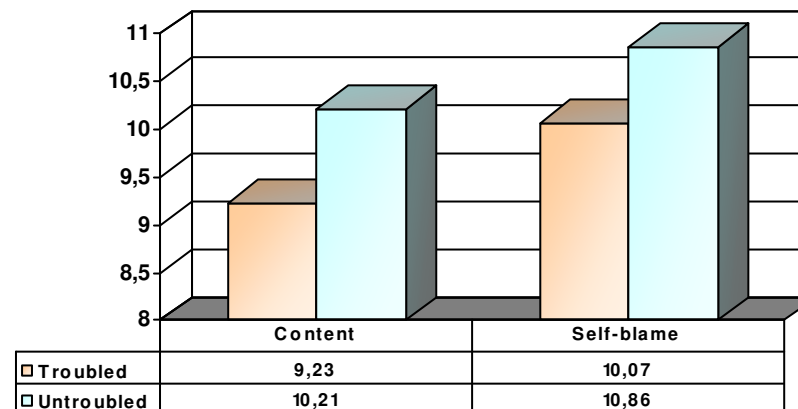
Troubled minors and youths perceive a bigger and far worse conflict (more frequent, more intensive, lasting longer and with worse resolution by the parents) than the untroubled ones.

➤ The threat:



Troubled minors and youths feel more threatened when their parents argue and take sides to defend one or the other more often than untroubled children.

➤ The guilt:



Troubled minors and youths think more often that they are the reason of the parental conflict and they feel guiltier about it than untroubled children.

DISCUSSION

I. INTERPRETATION OF THE COMMISSION OF COLLABORATORS IN SPAIN made up of policemen, teachers, parents representing parents' associations, psychologists, social workers, therapists ...

A. High levels of cohesion are consistent/coherent with the professional experience, because:

- Nowadays, when one member of the family has a problem, the whole family goes with him/her to the school, the police station, the public prosecutor's office, or the centers for psycho-social assistance or therapy.
- Nowadays, parents tolerate more than before their children's inactivity in order to avoid losing them. In fact, even young offenders look for the protection of their families.
- We have observed that the members of the family are more undifferentiated. Even older brothers and sisters get involved in the education of the younger family members.

We believe that high levels of cohesion respond to:

- Social changes causing more instability and forcing young people to seek the protection of their parents.
- Maybe young people are looking for the union of their families for their own convenience and comfort
- Nowadays, the family whose members are close to each other is considered a "good family".

B. We believe that **high levels of adaptability** respond to:

- Abrupt and sudden changes in short periods of time
- Internet and the social networks
- The huge quantity of information currently available that even allows comparing parental styles, rules, etc.
- Globalization and the reduction of distances

C. We believe that the **lower quality of communication** in families with troubled children, responds to

- Troubled minors looking for more communication within their peer group, and not within their family.
- These families are more stressed, which makes good communication more difficult.
- Troubled children usually think they are right, so they are not usually willing to discuss their ideas with their parents.
- Communication in families with troubled children are usually based on quarrelling, the family members only talk to each other to reproach and to argue, thus causing the low quality of communication.
- Parents and children speak in “different languages”.

D. We believe that families with troubled children are **more stressed** because:

- The school system stresses the families, asking them to get involved with the problems of their children, informing them of their

absenteeism, alarming them about their bad behavior, etc. In fact, when the child discusses the conflict with professionals at school, we notice a general improvement within the family.

- Police is also a stressful factor, because it causes alarm.
- Mobile phones and new technologies are also sources of stress, since they facilitate locating the parents at any given time and place, even when they do not wish to be located. For example, some schools report the children’s absences to the parents by SMS.

We also believe that:

- Teachers stress/smother parents in the same way parents smother their own children.
- Stress is a part of the cycle: the problematic behavior of the children stresses the family, and this stress causes a greater need for cohesion and higher adaptability.

E. About the fact that Troubled minors perceive a far **worse parental conflict** (longer, more intensive and frequent and with worse resolution) we believe that:

- It is consistent with the communication results (families with troubled children suffer from worse communication between their members).
- If children don’t learn positive conflict resolution skills from their own parents, it is logical that they will not be able to resolve their own conflicts outside the family.

- Conflict is usually related to anger and it follows that they feel more anger because they experience more conflict at home.
- Troubled children may be more sensitive to conflict and they may have a greater need for affection; maybe that is why their perception of the conflict is worse

F. Concerning the fact that troubled children **feel more threatened, guiltier and triangulate more** when facing parental conflict we believe that:

- Nowadays, the parents' privacy is not protected. Parents allow their children to get involved in their arguments. Therefore, children know everything about their parents' disagreements. In the past, triangulation was less obvious.
- Children join forces with one of their parents as a way to manipulate them and take advantage of them.
- The troubled child feels he is the bad guy (source of the conflict) and that might be his way to feel important in the family.
- Troubled children are really hurt when their parents argue.

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II. INTERPRETATION OF BULGARIAN PARTNERS

The results of the study, carried out with 150 Bulgarian families, 14 of which (or 9.3 %) define themselves as having a troubled child, show an irregular distribution of family types in Bulgaria. The main type of family is the Chaotic- Enmeshed one - 71.43 % of the families with a troubled child and 75.74 % of the families with an untroubled child. The next type of family is the Flexible-Connected, with a much smaller share – 14.29% of the families with troubled children and 6.62 % with untroubled children. The families of the Flexible – Separated and Flexible-Enmeshed types show 7.14 % of the families with a troubled child. These two types of

families have an insignificant share among the families with untroubled children.

From the study results we identify the two dimensions of family: cohesion and adaptability. A significant portion of the families in Bulgaria show “high” adaptability. It is typical for them to go adrift and lose control in stressful situations. On the other hand, Bulgarian families are of the medium-high cohesion type. They are characterized by emotional commitment and mutual compromises. Their members spend their free time together and are used to helping each other. The study shows that the majority of the families fall within the “mid-range” – 75.74 % with untroubled children and 73.43% with troubled children. The second group is that of “balanced” families. A significant portion of this group is made up of families with troubled children /28.57 %/, while the percentage is smaller for those with untroubled children /10.3 %/.

The analysis shows that Bulgarian families are functional. There are some problems concerning adaptability, where the results are rather extreme, but the results regarding cohesion are balanced. The explanation for this might be connected with the radical changes which have taken place in the Bulgarian society in the past 20 years, which have led young and middle-age people to behave in an unstable and chaotic way. Chaotic behavior denotes insecurity and is a consequence of the inconsistent and irregular development of Bulgarian society as a whole. Another reason, which does not apply to the other countries participating in the study, is the transformation of property. This change has taken place in Bulgaria for an excessively long period of time and its results are very contradictory, which gives out an additional sense of insecurity. 28.57 % of the families have troubled children and only 10.3 % of those with untroubled children are completely functional. At first sight, the results seem illogical. They are expected to be reversed – especially for the families with untroubled children. One of the explanations for this can be found in family cohesion. This cohesion, that finds expression in family members helping each other, is stronger in families with troubled children, where real problems exist.

The quality of communication among the 150 Bulgarian families studied, shows similar results to those of the other participating countries. The results show high quality of communication in Bulgarian families. As in families with untroubled children the quality of communication is a bit higher /41.48/ than in those with troubled children /39.5/. Good communication includes commitment, support and involvement in problem solving.

To study the most frequent sources of stress for the families, three groups of stressful situations were defined. The results in all three of them show similarity between the results for Bulgaria and for the rest of the countries as a whole. We have observed, both in Bulgaria and in the general results for all countries, a general trend that shows a decrease in the levels of stress and also that stressful situations of the first type are the most frequent and have the most serious effects on the family. Stressful situations of the first type include conflicts within the family and lack of control, over spending, drug use and lack of time. Bulgaria shows the highest levels of stress for situations of the first type - 14.14 for the families with troubled children and 16.69 for the families with untroubled children. The general results for all countries participating in the study also show the highest levels of stress belonging to situations of the first type – 16.58 and 16.48 respectively. Regarding the stressful situations of the second type - bad structuring of the family tasks or neglect, under achievement of the children, neglect of the children – we observed a trend that shows a decrease in the levels of stress, both in Bulgaria and the rest of the countries. This decrease of the level of stress goes from 14.14 to 10.86 for families with troubled children and from 16.69 to 13.24 for families with untroubled children especially in for stressful situations of the third type. This type is the rarest one and concerns unexpected factors - like illnesses or deaths, conflict with extended family, unwanted pregnancies and unexpected moves or work transfers. Because of their unexpectedness and rarity, they cause the smallest amount of stress. For Bulgaria the results are 8.64 for families with troubled children and 10.54 for families with untroubled children. We see the same trend of decreasing stress levels and also a correlation between the levels of stress between families with troubled and untroubled children. We also observed a peculiar trend

that shows that in families with untroubled children the general levels of stress are higher than in those with troubled children. The cause for this may be the fact that families with troubled children are more used to conflicts between their members, and to having problems to solve, so stressful situations do not have such great impact on them, as they are somewhat common. In a family with untroubled children the problems are rare and usually unexpected, and when the family faces this type of situations, the level of stress is much more significant and the perturbation in the family has a greater impact on the family members. An interesting trend concerning the stressful situations of the third type is observed in Bulgaria, The levels of stress in troubled families in this type of situations is much lower compared to the families in the rest of the countries and compared to the results of the Bulgarian families with untroubled children. The reason for this is probably that these factors appear very rarely in the life of a family and cause less stress than the situations the family members face every day.

The study of the opinions of 143 children between 9 and 21 years of age, 83 of which were boys and 60 were girls, shows that there are no differences in Bulgaria between troubled and untroubled children according to gender. The analysis of the relationship between the age and being a troubled or untroubled child shows that there are some differences between the troubled and untroubled children according to age. The largest amount of troubled children is observed in the age group between 13 and 16 years old (68.4 %). This percentage decreases to 21.1 % for the age group between 17 and 21 years old and to 10.5 % for children between 9 and 12 years old.

The study of the opinions of the children about the conflict between their parents defines several properties of the conflict itself: intensity (how intensive the conflict is, since it can range from a calm discussion to physical violence), frequency of the conflict (frequency of the parents' arguments), duration and stability (length of the conflict), resolution by the parents (is the conflict finally resolved). The sense of guilt of the child is also studied from two perspectives -the content of the conflict (whether the child has something to do with the conflict) and self-blame (whether the

child blames himself or herself for the conflict). The threat for the child is also explored from the following perspectives: perception of the threat (whether the child feels the threat of being beaten or being involved in the conflict or whether the children fear the separation of the parents), the child's ability to cope (whether the child feels able to cope with the conflict and to help in its resolution) and triangulation (whether the child takes sides in the conflict favoring one of the parents).

The study results for Bulgaria show that the children's perception of the parental conflict, are similar to the results for the other participating countries. The results show that the main issues in parental conflicts are their intensity (8.21 in families with troubled children and 8.77 in those with untroubled children) and the child's ability to cope with conflict (8.26 and 8.68 respectively). The total results of these two aspects are 8.70 for the intensity of the conflict and 8.62 for the child's ability to cope with the conflict. The data shows that troubled children are more sensitive to parental conflict. There is one aspect of the study for Bulgaria, which shows a significant aberration – the resolution of the problem by the parents. Troubled children think that their parents cannot resolve their problems (7.74) while this perception is much less frequent among untroubled children (10.62). The differences in the results for this aspect are very significant. These results might suggest that in Bulgaria there is a strong correlation between the parents' inability to resolve problems and their children's becoming troubled children. This inability might be regarded as the main reason for a youth to become a troubled person, because when the parents are unable to cope with their problems, the chaos, the confusion and the sense of insecurity in their lives is transferred to their children, leading to aberrations in their behavior.

VI. INTERPRETATION OF DANISH PARTNERS

The overall results from the Danish survey show that a child's family background (i.e., troubled vs. untroubled families) does not seem to affect the behavior of children and youths. Moreover, the same conclusions may be inferred from the results of the surveys conducted in Spain, Italy and Bulgaria.

A large number of families fell within the "chaotic-enmeshed" category (untroubled: 57%, troubled: 82% as shown in the table below), and that is cause for concern, since it could be inferred that most of the families surveyed are dysfunctional. This is not necessarily true. These results can be attributed to the manner in which the questionnaire was distributed and to the culture of each country: This survey defined children as troubled if the child or the parent said that the child had had contact with the police at least once. The nature of that contact goes from getting a warning to getting arrested. Getting a warning or doing something stupid once does not mean that the child is a troubled child. This is further explained by the following graphs:

Relationship between: Communication / Troubled and Untroubled children

A high level of communication between children and parents indicates that although there may be issues within the family, the quality of the communication between children and parents is good. It seems a bit odd that troubled children have better communication with their parents than untroubled children, when one may expect the opposite. One could surmise therefore that perhaps, the surveyed may have misunderstood the questions on communication. In the Danish context for example, it is perfectly normal that the child and parents argue when negotiating the rules – the surveyed may have misconstrued this as "quarrelling or bad communication."

Relationship between:

Stressful Situations 1 (family conflicts and lack of control) / troubled and untroubled children

In the table above, it may seem a bit odd that the families of untroubled children have more or less the same rating as those of troubled children when facing stressful situations. This could be explained by the interpretation of the expression 'lack of control' in Danish. Control is not necessary a good thing in a Danish context, and is often interpreted with a strong meaning. Most Danish parents do not want to control their children; rather they tend to negotiate their upbringing with them.

The results suggest that boys tend to be slightly more troubled than girls. The age of the troubled children also suggest that children between 13-21 years old are within the risk group.

Gender (Children)

It is debatable whether it is correct to categorize children as violent or troubled children if they said that they had had contact with the police – even if only once. This research indicates – despite cultural interpretations/misunderstanding of the questions – that there are no remarkable differences between children of troubled and non-troubled families. This needs to be put into perspective.

As the original questions were formulated in English, some nuances may have been lost when the questions were translated to Danish, i.e., the cultural differences. There could also be bias in the way the data was collected including whether the surveyed persons are representative of the whole target group. In Denmark, simple random sampling was used as opposed to stratified random sampling, which in hindsight would perhaps have been more appropriate: Parents and children have been asked to fill out the questionnaire at schools, in the street, in a shopping mall and at a festival. Some surveyed parents had children under three years old, so their answers might be misleading for the research (e.g., it would have been impossible for their children to have had any kind of contact with the

police). Likewise, these parents could not communicate with their children about their upbringing.

In future research, we recommended that stratified random sampling method be used, especially when categorizing the families as troubled and untroubled.

VII. INTERPRETATION OF ITALIAN PARTNERS

Given that the methodology used for the graphic projections of data contained in the questionnaires is scientific and that the system does not take into consideration the whole number of questionnaires filled for each of the different situations analyzed in the project, the results have been analyzed considering the research's main goal: an investigation into the existence of a relationship between juvenile violence (considered in its most general meaning, even a simple inclination towards aggressive behavior) and situations of conflict in the original family context recorded by the questionnaires.

The first slide shows the numeric data concerning the presence of both violent and non-violent youths connected to several types of family. It must be noticed that the only family where the numbers for young criminality and aggressiveness are equal to zero – no violent youths – is the so-called “flexible-united family”, in other words, a family organization where the parents' control and the children's autonomy are well-balanced and children can feel cared for and can progressively develop a sense of independence and autonomy. The second diagram shows data that is specific for each participating country about the relationship between the quality of the communication within the family and the presence of troubled or untroubled youths. Italy shows the lowest number compared to the other European countries (Spain, Denmark, Bulgaria) .

The next three slides show the effects of three different stressful situations and their respective way to influence the percentage of troubled - violent youths in the reference family units. The first situation considers the

existence of family conflicts and the contemporary lack of control over children: Italy has the lowest number (that is the most positive) of troubled youths in relation to the European partners. The second situation considers the stress that follows a bad or negligent distribution of housework, which becomes a primer for the youths' aggressiveness: in this case, Italy does not have the lowest percentage but it shows a moderate number. The third stressful situation considers unexpected factors (e.g. illness or death of a parent or a relative, loss of the economic status, unexpected relocations). In the last case, Italy shows the highest percentage (that is the most negative if compared to the other countries).

The last diagrams summarize the analysis of the presence of violent youths in relation to other personal factors concerning them directly instead of the family environment. The slide which shows teenage conflict in relation to genre underlines that the presence of aggressive subjects is proportionally higher stressed among boys. The next slide shows the recurrence of conflict correlated to age, and it takes into consideration the three age groups 9/12, 13/16, 17/21. The analysis underlines that the recurrence of aggressive subjects is practically constant. So, in relation to age, there are no differences in Italy in the percentage of conflict among youths. This distinguishes Italy from the other European participating countries, as demonstrated by the different diagrams.

The final two slides show the aspect which defines the perception of troubled youths in their surroundings and within the family conflict. Each single diagram directly recalls the results of the study of the situations drawn from the questionnaires given to youths. Each one specifically points out those youths who feel threatened by family conflict, those who feel responsible for their parents' quarrels and those who are absorbed by their parents' conflict. So all the diagrams give a different idea of the youths perception and of their different feelings, based on the way they experience their parents' conflict and the difficult situations within the family.

GENERALS CONCLUSIONS

In light of our results on the differences in the functioning of families with troubled children and those without them, we can draw the following conclusions:

1. No significant differences were found in Spain or the other participating European countries (Bulgaria, Denmark and Italy), as regards the functioning (adaptability and cohesion) of families with or without troubled minors.
2. The majority of surveyed families are similar to one type of functioning defined by high levels of cohesion and adaptability (enmeshed-chaotic), characterized by a deficit in autonomy and differentiating capacity and a lack of stability in its organization when facing the demands of their environment.
3. Families without troubled minors, in Spain and in the other participating countries (Denmark, Bulgaria and Italy), display higher levels of communication and empathy among their members than families with troubled minors.
4. In all countries, the main sources of stress and worry for both types of families are, in this order: poor distribution of tasks, emotional frustration, lack of control, and unexpected factors.
5. Families with troubled minors are far more affected by the different sources of family stress (bad distribution of tasks, emotional frustration and lack of control, and unexpected factors) in Spain and in all other participant countries.
6. In Spain, troubled youths experience, longer, more frequent and more intense parental conflict, with a higher tendency to feel threatened and to engage in triangulation and self-blame.

As regards the first hypothesis, which postulated that the functioning profile of the families with troubled minors is different than that of the families without troubled minors, we found that there are no significant differences in the degree of cohesion or the ability to adapt.

Although there are no differences in the onset and the order of the elements that trigger stress in both types of family, higher levels of stress were detected in families with troubled children, from a quantitative point of view. In the same way, the quality of communication is worse in families with troubled children than in those without them, thus confirming the second half of the initial hypothesis.

As regards the second hypothesis, expectations are fulfilled and the data confirms that troubled minors experience parental conflict in a more intense, more negative way, which produces less effective conflict resolution, facilitates triangulation and creates feelings of vulnerability, impotence and guilt.

As regards the third hypothesis, we did not find any results that confirm its claims, because in the sections of the questionnaires that were assessed globally, there are no significant differences according to the country of origin of the families, whether they had troubled children or not. In this sense, there are some methodological issues (questionnaires recognized all around the world that were not specifically validated for Denmark, Italy and Bulgaria; occasional errors of some of the partners, for example giving the questionnaire to parents of children under 9 years old, when the survey was for parents of children between 9 and 21 years old; a few conceptual discrepancies in the translation of the questionnaires, etc.) that bring to light the necessity of and interest in more European studies. However, these methodological nuances do not prevent us from stating the similarity of the results of all participant countries. The present study is reinforced by the consensus of the partners on the existence of factors that are common to all countries, thereby facilitating a coherent interpretation of study results.

Finally, we would like to highlight the finding related to the first hypothesis, concerning the functioning of the families. We find ourselves before a significant increase of families, with or without troubled children, belonging to the chaotic-enmeshed family profile, and an apparent centrifugal tendency of said profile, abandoning the intermediate areas of cohesion and adaptability and reaching a more extreme typology, both in the

aspects of cohesion and lack of differentiation, and adaptability to the medium.

It seems fairly obvious that we are going through a time of numerous environmental changes, both qualitative and quantitative, and it is very possible that these modifications of the family structure stem from an attempt to adapt to those changes, in order to preserve its viability.

Given the relevance of this issue, we believe that it would be highly advisable to allocate new resources to the study of this type of structural modification, not only because of its descriptive aspects, but also because of the impact it may have on the prognosis, prevention and treatment of family dysfunctions.

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ANNEX I**QUESTIONNAIRES FOR THE PARENTS**

(To be filled in by at least one of the parents)

These questionnaires are part of a research study being carried out at European level. They are completely anonymous and your opinion would be appreciated.

I. Below, you will find sentences referring to your family. You should answer indicating how frequently these statements can be applied to your family:

1= Never or almost never	2= Not often	3= Sometimes	4= Frequently	5=Almost always
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1. The members of my family feel very close to each other.	1	2	3	4	5
2. When there are problems to be solved, the children's proposals are adopted.	1	2	3	4	5
3. In our family, discipline (rules, obligations, consequences, punishments) is fair.	1	2	3	4	5
4. Each member of the family accepts the decisions that have been jointly made as a family.	1	2	3	4	5
5. The children's opinion is taken into account when setting disciplinary rules and obligations.	1	2	3	4	5
6. When there are problems, we negotiate to try and find a solution.	1	2	3	4	5
7. Our family does things together.	1	2	3	4	5
8. The members of our family freely say what we want to.	1	2	3	4	5
9. The members of our family often gather all together in the same room (living room, kitchen)	1	2	3	4	5
10. In our family, we support each other in times of difficulties.	1	2	3	4	5
11. Parents and children talk about any punishment.	1	2	3	4	5
12. In our family, we all feel at ease about expressing our opinion.	1	2	3	4	5
13. The members of our family have common interests and hobbies.	1	2	3	4	5
14. We try new ways of solving problems in our family.	1	2	3	4	5
15. In our family, we enjoy spending our free time together.	1	2	3	4	5
16. We all have a say in important family decisions.	1	2	3	4	5
17. The members of our family consult each other about decisions.	1	2	3	4	5
18. In our family, we ask each other for help.	1	2	3	4	5
19. In our family, we comment on the problems and we are satisfied with the solutions that have been reached.	1	2	3	4	5
20. The family unit is a main concern.	1	2	3	4	5

II. Please indicate how well or poorly the following sentences describe your family:

1= It does not describe my family at all	2= It somewhat describes my family	3= It describes my family sometimes	4= In general, it describes my family	5= It describes my family very well
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- | | | | | | |
|---|---|---|---|---|---|
| 1. The members of my family are satisfied with the way we communicate with each other | 1 | 2 | 3 | 4 | 5 |
| 2. The members of my family know how to listen. | 1 | 2 | 3 | 4 | 5 |
| 3. In my family, we express our affection for each other. | 1 | 2 | 3 | 4 | 5 |
| 4. We share our feelings openly in my family. | 1 | 2 | 3 | 4 | 5 |
| 5. We enjoy spending time together. | 1 | 2 | 3 | 4 | 5 |
| 6. In our family, we discuss our feelings and ideas with each other. | 1 | 2 | 3 | 4 | 5 |
| 7. When anyone asks a question in our family, our answers are sincere. | 1 | 2 | 3 | 4 | 5 |
| 8. In our family, we try to understand each others' feelings. | 1 | 2 | 3 | 4 | 5 |
| 9. Our family solves problems calmly. | 1 | 2 | 3 | 4 | 5 |
| 10. We express our real feelings in our family. | 1 | 2 | 3 | 4 | 5 |

III. Please, indicate how frequently these situations create a tense atmosphere in your family:

1= Never	2= Seldom	3= Sometimes	4= Often	5= Very often
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- | | | | | | |
|---|---|---|---|---|---|
| 1. Arguments between parents and children | 1 | 2 | 3 | 4 | 5 |
| 2. Parents' business trips | 1 | 2 | 3 | 4 | 5 |
| 3. Too much spending, more than you can afford, using credit cards. | 1 | 2 | 3 | 4 | 5 |
| 4. Physical illness or death of a family member | 1 | 2 | 3 | 4 | 5 |
| 5. Scarce participation of the children in household tasks and chores | 1 | 2 | 3 | 4 | 5 |
| 6. Unsolved conflicts | 1 | 2 | 3 | 4 | 5 |
| 7. Difficulties in meeting monthly payments. | 1 | 2 | 3 | 4 | 5 |
| 8. Parents' difficulties in taking care of their children | 1 | 2 | 3 | 4 | 5 |
| 9. Emotional difficulties between the members of the family (arguments, etc.) | 1 | 2 | 3 | 4 | 5 |
| 10. Children failing in their school work. | 1 | 2 | 3 | 4 | 5 |
| 11. Pending issues or problems with the parents' mutual families | 1 | 2 | 3 | 4 | 5 |
| 12. Household chores that are left undone. | 1 | 2 | 3 | 4 | 5 |
| 13. The children have responsibilities above or below what corresponds to their ages. | 1 | 2 | 3 | 4 | 5 |
| 14. Concerns about drug usage. | 1 | 2 | 3 | 4 | 5 |
| 15. The difficulty parents have in controlling their children (discipline) | 1 | 2 | 3 | 4 | 5 |
| 16. Problems with assigning tasks in the household. | 1 | 2 | 3 | 4 | 5 |
| 17. A pregnancy or a recent birth in the family. | 1 | 2 | 3 | 4 | 5 |
| 18. Lack of time to relax and disconnect. | 1 | 2 | 3 | 4 | 5 |
| 19. Adaptation problems or difficulties after moving to a new home. | 1 | 2 | 3 | 4 | 5 |
| 20. Family obligations | 1 | 2 | 3 | 4 | 5 |

Have any of your children been in contact with the police at any time for skipping classes, getting into a fight, taking drugs, drawing graffiti, etc. (we are not referring to any lectures given by policemen class)

Yes	No
-----	----

Thank-you for your collaboration

APPENDIX II

QUESTIONNAIRE FOR CHILDREN AND YOUNG PEOPLE

FROM 9 to 21 YEARS OLD

This questionnaire is part of a research study being carried out at a European level. It is completely anonymous and we would appreciate your opinion.

In all families, parents have arguments and seem not to get along with each other on occasions. When parents argue, children can have different feelings. We would like to know what you feel when your parents argue.

If your parents do not live together, think of the times when they see each other and they argue or try to remember when they lived together with you and they used to argue.

1= True	2= Almost True	3= False
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1. My parents make up after having an argument	1	2	3
2. My parents argue about things that I do in school	1	2	3
3. My parents get very angry when they argue.	1	2	3
4. When my parents argue, I feel frightened	1	2	3
5. I feel trapped between my parents when they argue	1	2	3
6. I am guilty of my parents' arguments.	1	2	3
7. Although my parents may not realise it, I notice my parents argue a lot.	1	2	3
8. My parents argue because they are not happy together.	1	2	3
9. My parents have calm and quiet discussions when they do not agree on something	1	2	3
10. I don't know what to do when my parents argue.	1	2	3
11. My parents are disrespectful to each other even if I am present	1	2	3
12. When my parents argue I worry about what can happen to me	1	2	3
13. It is usually my fault when my parents argue	1	2	3
14. I often see my parents argue	1	2	3
15. My parents usually find a solution after an argument	1	2	3
16. The arguments my parents have are usually about something I have done	1	2	3
17. My parents always argue for the same reasons	1	2	3
18. When my parents argue, I'm afraid something bad will happen to me	1	2	3
19. My mother wants me to take her side when she and my father argue	1	2	3
20. Although they do not admit it, I know that it is my fault that my parents argue	1	2	3
21. After an argument, my parents immediately become friendly again	1	2	3
22. My parents usually argue about things that I have done	1	2	3
23. My parents argue because they really do not love each other	1	2	3
24. My parents shout when they argue	1	2	3
25. I cannot do anything to prevent my parents from arguing	1	2	3
26. I feel I should support one of my parents when they have an argument	1	2	3
27. My parents often complain and quarrel when they are at home	1	2	3
28. My parents seldom shout when they argue	1	2	3
29. My parents often argue when I do something bad	1	2	3

- | | | | |
|---|---|---|---|
| 30. My parents blame me when they argue | 1 | 2 | 3 |
| 31. My father wants me to take his side when he and my mother argue | 1 | 2 | 3 |
| 32. When my parents argue, there is nothing I can do to make myself feel better | 1 | 2 | 3 |
| 33. When my parents argue, I'm afraid they will get a divorce | 1 | 2 | 3 |
| 34. My parents keep on quarrelling even after they have had an argument | 1 | 2 | 3 |
| 35. My parents argue because they do not know how to get along with each other | 1 | 2 | 3 |
| 36. When my parents argue they do not listen to anything that I say | 1 | 2 | 3 |

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¿Have you been in contact with the police for skipping classes, getting into a fight, taking drugs, drawing graffiti, etc. (we are not referring to the lectures given by policemen in class)

Yes	No
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Gender:

Male	Female
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Age (Mark how old you are now (years)):

9	10	11	12	13	14	15	16	17	18	19	20	21
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Thank-you for your collaboration

PARTICIPATION:

Líder:



Instituto de la Familia Dr. Pedro Herrero

Partners:



NATIONAL ASSOCIATION OF
MUNICIPAL CLERKS IN BULGARIA

Colaborators:

Chiefs and Heads Association of Local Police of the Comunidad Valenciana (Spain)
Local Police Chief Association of the Provincia de Alicante (Spain)
AYO Association, Policemen for the Prevention and Good Practices (Spain)
Valencian Society of Familiar and communitarian Medicine (Spain)
Teaching Unit of Familiar and Communitarian Medicine (Spain)
Timoneda Association- Association of professionals of the Education (Spain)
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Welfare Regional Ministry of the City Council of Callosa de Segura (Spain)

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