



Sustainability and transformation in European Social Policy

Valencia 8-10 September 2011

9th Annual ESPAnet Conference **Sustainability and transformation in European Social Policy**

Valencia, 8-10 September 2011

Stream 19: Children as a “new social risk” – discourses and policies

Stream convenors: Carina Marten and Ilona Ostner (Institute of Sociology
Goettingen)

Universitat de València - ERI POLIBIENESTAR.
Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
Email: espanet2011@uv.es

Title: Training program in family conflict resolution: a measure of adjustment in childhood.

Autor: Elena Baixauli Gallego

e-mail: [elena.baixauli @ uv.es](mailto:elena.baixauli@uv.es)

Departamento de Personalidad, Evaluación y Psicología la Facultad de Psicología de la Universidad de Valencia

Teléfonos: 961522064 / 626375992

Psychologist, Master in Clinical Psychology and Health, specialist in mediation from the University of Vic, Associate Professor of Personality Department, Faculty of Psychology, University of Valencia, Professor Executive Master in Project Management, Faculty of Economics University Valencia, Professor Master of Mediation and Family Guidance of the School of Family Sciences in Valencia, Professor, Specialist in Family Alternative Dispute Resolution at the University Jaume I of Castellón, professor in the Graduate Forensic Psychology: The expert way to Over ESPAI Valencia Group, congressman, speaker. President of the Adimer Association ("Association for the Dissemination of Mediation and Conflict Resolution").

Author of the articles: "Epidemiology, Evaluation and Treatment of Sexual Abuse in Childhood and Adolescence," PSYCHOLOGICAL INFORMATION No. 67, COP, (p.36-47). "Family Mediation: a path to conflict resolution" on-line article published on the web www.mediacióneducativa.com. "Managing Family Business" Editor: AcuerdoJusto © in October, 2007 ISSN 1988-883X. "Mediation in business and organizational environments", Eletrônica Law Review, ISSN 1518-0360, n ° 11/10, in the legal field <http://www.ambito-juridico.com.br> web.

Author and co-author of the books: "Living in peace," Make Editorial, 2005. "Mediation a plural," Canary Islands Government, 2006. "The business dispute: a guide to offer solutions," Editorial Tirant lo Blanch, 2010. ISBN10 8498767830, ISBN13 9788498767834.

Awards: Fellowship Award Project "Parent Training Program in Conflict Resolution, Communication and Mediation" Spanish Federation of Family Therapy (FEATF), September, 2010.

Universitat de València - ERI POLIBIENESTAR.
Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
Email: espanet2011@uv.es

I Research Award José María Moreno Royo "Training Program in resolving family disputes: a measure of adjustment in children," House Foundation of Culture and Youth, City of Manises, November 2010.

Abstract

Training program in solving family disputes: a measure of adjustment in childhood. This study aimed to design a training program in conflict resolution and family mediation. The purpose of the program was to evaluate the relationship between the training received by parents in conflict resolution skills and family mediation, and improving communication with their children. The design used for the conduct of research design was a pretest-intervention-posttest with a control group. The sample included 30 subjects aged 32 to 54 years, 20 experimental and 10 control. To measure the change in family communication, two instruments were applied before and after training. The program consisted of a monthly intervention session lasting two hours during a school year. Training in conflict resolution and mediation, improved communication and problem solving skills. The results on nonparametric tests suggested a positive impact of the intervention, experimental significantly increased their communication skills.

Introduction

The research aimed to design a psychological intervention program based on training in communication skills and family mediation. Aimed at parents of 32 to 54 years, administered monthly during one school year. The purpose of the training was to improve the relationship between parents and their children. This study is part of a line of research developed since the early 90's.

This research has the following objectives: Objective 1: Conduct a description of the characteristics of family functioning of individuals comprising the sample. Objective 2: Determine the effect that, at a within subjects, has no application versus the application of our training program (independent variable) in the subjects of the sample. Objective 3: Determine the effect of the implementation of our training program (independent variable) in the subjects of the sample, compared with the control group. The hypotheses of the study were: first scenario: subjects who received the training improved family functioning. Second hypothesis: the satisfaction of the subject with his family was higher in

Universitat de València - ERI POLIBIENESTAR.
Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
Email: espanet2011@uv.es

the experimental group. Hypothesis three: the experimental group significantly increased their communication skills.

Method

Sample

The sample consisted of 30 subjects, 26 married, 3 divorced, 1 single, with an average of 1.45 children, being the most representative age of 4 years. The whole sample, 20 were assigned to experimental and 10 control group. 23.7% were male and 73.3% women, and chi square analysis indicated no significant differences in gender, $\chi^2(1, n = 30) = 6.53, p > .05$. The subjects belonged to a socio-economic and cultural medium-high. The college was 26.7%, 60% had secondary education and 13.3% primary school. After selecting a school, a meeting was held with the director of Manises Holy Family College and the chairman of AMPA, which decided to participate in the study after the presentation of the project. The decision was made with the agreement of parents. There was no refusal to participate or mortality sample.

Design and procedure

The study employed a repeated measures design pretest-intervention-posttest with control group. In the pretest phase, during the first session, were given two assessment tools to measure the dependent variables. The instruments applied to experimental and control subjects were administered by a psychologist. Subsequently, the experimental subjects performed the training program was to conduct four sessions, lasting two hours each. The first session was the explanation of the purpose of the program. In the second session were trained in active listening. The third session were trained in skills to express feelings. During the fourth session were taught the techniques of family mediation. The control group were informed of a study on family functioning, so they were given the questionnaires in the center, thus avoiding the Hawthorne effect, since the control groups received other training and the same level of attention. In the posttest phase, during the last session, the same instruments were administered in the pretest phase to measure the change in the dependent variables. The study was performed by a psychologist.

Instruments

To evaluate the effect of the program, pretest and posttest phase 2 instruments were administered. To carry out the measurements, parents responded to the scale CAF, which was developed for research, evaluation and diagnosis of family conflicts, and to provide an overview of family functioning. Assessment Questionnaire Communication Program. It was designed specifically for this research a questionnaire comprising 10 items and Likert scale of 5 points, to evaluate the following factors potentially related to improved communication and relationship: past behavior: the frequency with which techniques have been practiced in the last month, item 9 and 10. Frequency of techniques have been practiced in the last week, item 8. Balance: the second item and the third evaluated the benefits associated with behavior change and 4 item measured the degree to which the subject believes he would find it difficult to carry out the change that they wanted in their behavior and the importance attached such difficulties (cost). Attitude: The assessment was intended to introduce change in behavior was measured by items 5 and 6. Intention to change: the degree to which he would carry out the techniques one after training, item 7.

Intervention or treatment

The implementation of the program was making 4 monthly sessions of two hours. These sessions were held monthly at the same time, in the same space, the school hall and were led by the psychologist, always organized the same way. First, I explained the techniques and practices performed in the second place in pairs or groups. The session concluded with a brief closing. The activities of the intervention program aimed to encourage the use of communication techniques (exposing, listening, discussing, negotiating, making decisions), techniques of conflict resolution (family mediation) and techniques of expression of emotions.

Results

To study the data were used the following statistical procedures, taking into account the nature of the variables analyzed: Descriptive analysis: For information on the distribution of the sample. For the rest of the analysis of the variables in our study sample were applied non-parametric hypothesis testing, mainly due to the small size required for each of our protocol groups (Experimental group: N = 20 and control group N = 10).

Objective 1: provide a description of the characteristics of family functioning of individuals comprising the sample.

If we focus on the real-CAF pre-treatment evaluation, from Table 1 shows that the average score on all factors fall within the range that includes the "balanced family". With respect to the two dimensions of the scale, we can say as scores of family cohesion dimension define the average of our sample as a separate type family, while scores in the dimension of family adaptation to define the average our sample as a flexible type family. With respect to scores on each factor: the mean scores in factor 1 "On Children" sample define us as clear generational boundaries, there is a closeness between parents and children (ratio permeable). The mean scores in factor 2 "On the joint as feeling" we are introduced to the sample as emotional separation. Mean scores on factor 3 "On the family commitment," we profile a sample that has too emphasized a personal commitment, but allows the distance. We welcome and prefer emotional interactions. The mean scores in factor 4 "On Creativity familiar" flexible negotiations we face. Agreement on decisions. Some changes in standards applied flexibly. Mean scores on factor 5 "on family responsibility" indicate the existence of shared roles and stable. Finally, mean scores on factor 6 "On the adaptation to the problems" show equal leadership with fluid changes.

With respect to CAF-ideal pre-treatment evaluation, from Table 2 we can see that the average score on all factors fall within the range that includes the "balanced family" (except in the case of factor "on family commitment "in which scores were above the balanced families). In regard to the two dimensions of the scale, we can say as scores of family cohesion dimension, define the average of our sample as a family-type unit, while scores on the dimension of family adaptation define the average of our sample as a flexible type family. With respect to scores on each factor: the mean scores in factor 1 "On Children" sample define us as clear separation generational parent-child closeness (relationship permeable).

The mean scores in factor 2 "On the joint as feeling" stress the importance to sample the feeling of togetherness among family members. Mean scores on factor 3 "On the family commitment" shows that we have outlined a very emphasized personal commitment, but allows the distance.

Table 1 Distribution of sample according to the CAF-real (pre-treatment).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Desv.típ.
Factor 1: "On Children"	30	7,00	17,00	12,7333	2,31834

Factor 2: "On the joint as feeling"					
Factor 3: "On the family commitment"	30	9,00	15,00	11,9667	1,73172
Factor 4: "On Creativity familiar"					
Factor 5: "On the responsibility"	30	12,00	23,00	17,7333	2,19613
Factor 6: "On the adaptation to the problems"	30	8,00	15,00	10,7667	2,02882
Family cohesion					
Family adaptation	30	2,00	9,00	5,4667	2,12916
Valid N (listwise)					
	30	6,00	14,00	9,9333	1,68018
	30	22,00	36,00	29,7000	3,27109
	30	18,00	35,00	26,8667	4,19140
	30				

We welcome and prefer emotional interactions. The mean scores in factor 4 "On Creativity familiar" flexible negotiations we face. Agreement on decisions. Some changes in standards applied flexibly. Mean scores on factor 5 "on family responsibility" indicate the existence of shared roles and elaborate. Smooth transition of roles. Finally, mean scores on factor 6 "On the adaptation to the problems" show equal leadership with fluid changes.

Table 2. Sample distribution according to the CAF-ideal (pre-treatment).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Desv.típ.
--	---	---------	---------	------	-----------

Factor 1: "On Children"	30	11,00	20,00	14,9667	2,12511
Factor 2: "On the joint as feeling"					
Factor 3: "On the family commitment"	30	11,00	18,00	14,0333	1,40156
Factor 4: "On Creativity familiar"					
Factor 5: "On the responsibility"	30	17,00	25,00	19,9000	1,93605
Factor 6: "On the adaptation to the problems"	30	11,00	15,00	13,0333	1,56433
Family cohesion					
Family adaptation	30	2,00	10,00	6,6000	2,41547
Valid N (listwise)					
	30	9,00	15,00	11,8000	1,29721
	30	29,00	40,00	33,7667	2,76285
	30	24,00	37,00	31,0333	3,68111
	30				

If we focus on the real-CAF post-treatment evaluation, from Table 3 we see that the mean score on all factors fall within the range that includes the "balanced family". With respect to the two dimensions of the scale, we can say as scores of family cohesion dimension, define the average of our sample as a separate type family, while scores in the dimension of family adaptation define the average our sample as a flexible type family. With respect to scores on each factor: the mean scores in factor 1 "On children" we define the sample as clear generational boundaries. The mean scores in factor 2 "On the joint as feeling" we are introduced to the sample as emotional closeness. Mean scores on factor 3 "On the family commitment" We outlined a sample that has a very emphasized personal commitment, but allows the distance. We welcome and prefer emotional interactions. The mean scores in factor 4 "on Creativity familiar" we face structured negotiations. Decisions taken by parents . A few rule changes that apply firmly. Mean scores on factor 5 "on family responsibility" indicate shared roles,

Universitat de València - ERI POLIBIENESTAR.
 Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
 Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
 Email: espanet2011@uv.es

changing roles. Finally, mean scores on factor 6 "On the adaptation to the problems" show equal leadership with fluid changes.

Table 3 Distribution of sample according to the CAF-real (post-treatment).

Descriptive Statistics

	N	Minimum	Máximum	Mean	Desv.típ.
Factor 1: "On Children"	20	8,00	17,00	12,3500	2,34577
Factor 2: "On the joint as feeling"					
Factor 3: "On the family commitment"	20	10,00	19,00	13,4500	2,23548
Factor 4: "On Creativity familiar"					
Factor 5: "On the responsibility"	20	12,00	22,00	17,2000	2,64774
Factor 6: "On the adaptation to the problems"	20	2,00	20,00	10,5000	3,77666
Family cohesion					
Family adaptation	20	2,00	8,00	4,3000	2,29645
Valid N (listwise)					
	20	6,00	15,00	9,8000	1,85245
	20	25,00	36,00	30,6500	2,68083
	20	18,00	32,00	24,7000	4,87852
	20				

With respect to CAF-ideal in post-treatment evaluation, from Table 4 we can see that the average score on all factors fall within the range that includes the "balanced family". In regard to the two dimensions of the scale, we can say as scores of family cohesion dimension define the average of our sample as a family-type unit, while scores on the

dimension of family adaptation to define the average of our sample as a flexible type family. With respect to scores on each factor: the mean scores in factor 1 "On Children" sample define us as clear separation generational parent-child closeness (relationship permeable). The mean scores in factor 2 "On the joint as feeling" we are introduced to the sample as emotional closeness. Mean scores on factor 3 "On the family commitment," we profile a sample that has too emphasized a personal commitment, but allows the distance. We welcome and prefer emotional interactions. The mean scores in factor 4 "On Creativity familiar" flexible negotiations we face. Agreement on decisions. Some changes in standards applied flexibly. Mean scores on factor 5 "on family responsibility" indicate the existence of stable roles, but can be shared. Finally, mean scores on factor 6 "On the adaptation to the problems" show equal leadership with fluid changes.

Table 4. Sample distribution according to the CAF-ideal (post-treatment).

Descriptive Statistics

	N	Minimum	Maximum	Mean	Desv.típ.
Factor 1: "On Children"	20	8,00	19,00	15,000	3,16228
Factor 2: "On the joint as feeling"					
Factor 3: "On the family commitment"	20	11,00	15,00	13,8000	1,32188
Factor 4: "On Creativity familiar"					
Factor 5: "On the responsibility"	20	16,00	24,00	20,6500	2,27746
Factor 6: "On the adaptation to the problems"	20	9,00	15,00	13,3500	1,59852
Family cohesion					
Family adaptation	20	2,00	8,00	4,3000	2,29645
Valid N (listwise)	20	3,00	15,00	10,9500	3,08605
	20	28,00	39,00	34,4500	3,44085

	20	17,00	38,00	29,5000	6,51718
	20				

Objective 2: Determine the effect that, at a within subjects, has no application versus the application of our training program (independent variable) in the subjects of the sample.

As can be seen from Table 5, the experimental subjects in the CAF-Real have significantly higher scores on post-treatment measures in the pre-treatment in factor 2, $Z(-2.062) = 0.039$, $p < 0.05$, which refers to Factor 2 "union as a feeling," which suggests, for the first hypothesis, some evidence that training has influenced the experimental group.

Table 5. Intrasubject differences in CAF-Real (experimental group).

Dependent Variable	Statistic Test	Statistic	Probability
<u>CAF-REAL</u> <u>Pretest-Posttest</u> The union as a feeling	Wilcoxon	$Z(-2,062)=0.039$	*0.039

* $p < 0.05$

The experimental subjects in the CAF-ideal not have significantly higher scores on post-treatment measures in the pre-treatment.

Table 6 suggests the existence of significant differences between real and ideal perception in the pretest on the following factors: factor 1 "on the children $Z(-3.424) = 0.001$, $p < 0.01$, factor 2" on the joint as feeling ", $Z(-3.316) = 0.001$,

$p < 0.01$, factor 3 "over commitment" $Z(-2.652) = 0.008$, $p < 0.01$, factor 4 "on creativity," $Z(-3.221) = 0.001$, $p < 0.01$ and 6 "on adapting to the problems," $Z(-3.282) =$

0.001, $p < 0.01$ and scores of family cohesion $Z (-3.109) = 0.002$, $p < 0.01$ and family adaptation, $Z (-3.207) = 0.001$, $p < 0.01$. However, no significant differences between real and ideal perceptions of the factors, the experimental group in post-treatment, indicating no difference between real and ideal perception. With respect to the subject's greater satisfaction with their family, no significant differences, so that hypothesis 2 is fulfilled. The results shown in Table 7 suggest significant differences on the following factors: factor 1 "on the children" $Z (-3.263) = 0.001$, $p < 0.01$, factor 3 "on the commitment," $Z (-2.890) = 0.004$, $p < 0.01$, factor 4 "on creativity," $Z (-2.875) = 0.004$, $p < 0.01$ and the factor 6 "to adapt to problems," $Z (-3.151) = 0.002$, $p < 0.01$.

Table 6. Differences between real and ideal perception in the pretest (experimental group).

Dependent Variable	Statistic Test	Statistic	Probability
<u>CAF-REAL-CAF-IDEAL</u>			
<u>Pretest</u>			
Factor 1: "On Children"			
Factor 2: "On the joint as feeling"	Wilcoxon	$Z(-3,263)=0,001$	***0,001
Factor 3: "On the family commitment"			
Factor 4: "On Creativity familiar"	Wilcoxon	$Z(-3,316)=0,001$	***0,001
Factor 6: "On the adaptation to the problems"			
Family cohesion	Wilcoxon	$Z(-2,652)=0,008$	**0,008
Family adaptation			
Valid N (listwise)	Wilcoxon	$Z(-3,221)=0,001$	***0,001

	Wilcoxon	Z(-3,282)=0,001	***0,001
	Wilcoxon	Z(-3,109)=0,002	**0,002
	Wilcoxon	Z(-3,207)=0,001	***0,001

***p<0.001 **p<0,01

Similarly, significant differences in family cohesion scores $Z (-2.947) = 0.003$, $p < 0.01$ and Family Adaptation $Z (-3.354) = 0.001$, $p < 0.01$.

Table 7: Differences between perceived ideal and actual pre-treatment aftercare.

Dependent Variable	Statistic Test	Statistic	Probability
<u>CAF-REAL-CAF-IDEAL</u>			
<u>Posttest</u>			
Factor 1: "On Children"	Wilcoxon	Z(-3,424)=0,001	***0,001
Factor 3: "On the family commitment"			
Factor 4: "On Creativity familiar"	Wilcoxon	Z (-2,890)=0,004	**0,004
Family cohesion			

Universitat de València - ERI POLIBIENESTAR.
 Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
 Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
 Email: espanet2011@uv.es

Family adaptation Valid N (listwise)	Wilcoxon	Z (-2,875)=0,004	**0,004
	Wilcoxon	Z (-3,151)=0,002	**0,002
	Wilcoxon	Z (-2,947)=0,003	**0,003
	Wilcoxon	Z (-3,354)=0,001	***0,001

***p<0.001 **p<0,01

Objective 3: Determine the effect that, between-level, is the application our training program (independent variable) in the subjects of the sample, compared with the control group.

The Wilcoxon nonparametric test for related samples made with the past behavior variable, revealed significant differences in pretest and posttest in the experimental group, as shown in Table 8, $Z (-2.581) = 0.010$, $p < 0.05$, suggesting a positive effect of the program in favor of Hypothesis 3. The Wilcoxon nonparametric test for related samples made with the Balance variable, indicates significant differences in cost, $Z (-2.777) = 0.005$, $p < 0.05$, which represents the perception of effort to implement the skills learned. Meanwhile, no significant differences were found, regarding the benefits of running a practice, $Z (-0.284) = 0.776$, $p < 0.05$. The Wilcoxon nonparametric test for related samples made with the attitude variable indicates that there are significant differences in the valuation of the change that I wanted to do, $Z (-0.632) = 0.527$, $p < 0.05$. The Wilcoxon nonparametric test for related samples made with the intention to change variable indicates that there are significant differences in the degree you are willing to carry out technical, $Z (-0.632) = 0.527$, $p < 0.05$.

Table 8. Differences program evaluation questionnaire (pretest-posttest).

Dependent Variable	Statistic Test	Statistic	Probability
<u>Questionnaire evaluation of the Experimental Group</u>			
<u>Pretest-posttest</u>			
Past behavior			
Cost	Wilcoxon	Z (-2,581)=0.010	*0,010
	Wilcoxon	Z(-2,777)=0.005	**0,005

***p<0.001 **p<0,01 *p<0,05

The U test of Mann-Whitney made for all the variables showed that before surgery there were significant differences between experimental and control. The results of pretest-posttest differences between the two conditions were significant and the effect size was large. These results confirm that differences between experimental pretest-posttest and control were significant (p <.001), which shows a positive effect of program on family communication and the relationship between family members.

Universitat de València - ERI POLIBIENESTAR.
 Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
 Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
 Email: espanet2011@uv.es

The U test of Mann-Whitney made for all the variables of the CAF, showed that before surgery there were no significant differences between experimental and control, significant differences in factors 5 and 6. The results of pretest-posttest differences between the two conditions were significant in the CAF-2 real factors "on the union as a compromise," Factor 5 "on the responsibility" factor of 6 "on the adaptation to the problem" and Family Adaptation scores, Table 9. The results of pretest-posttest differences between the two conditions were significant in the CAF-ideal factors 4 and 5. These results confirm that differences between experimental pretest-posttest and control were significant ($p < .05$), which shows a positive effect of program on family communication and family functioning.

Table 9: Differences between experimental pretest-posttest and control real-CAF, CAF-Ideal.

VARIABLE	CAF REAL COMPARISONS EXPERIMENTAL GROUP PRE- POST	IDEAL CAF COMPARISONS PRE-POST CONTROL GROUP
----------	---------------------------------------------------------	-------------------------------------------------

Factor 2: "On the joint as feeling"	PRE	POST	PRE	POST
Factor 4: "On Creativity familiar"		Z(-2,079)=0,04		Z(-2,020)=0,043
Factor 5: "On the responsibility"				
Factor 6: "On the adaptation to the problems"	Z(-2,660)=0,08	Z(-2,850)=0,04	Z(-2,393)=0,019	Z=(-2,059)=0,039
Family adaptation	Z(-2,535)=0,011	Z(-2,230)=0,02 Z(-2,140)=0,03		

Conclusions

The results show a positive impact of training, since the experimental subjects showed significantly: 1) an improvement in family communication and 2) a significant change in family functioning at the level of family adjustment in favor of hypotheses 1 and 3. However, no change was observed at the level of family cohesion, so this training was not a significant result. These data confirmed that training in communication skills and family mediation promotes effective communication, fosters family relationships, verifying the hypothesis 3. These results pointed in the same direction as those obtained in other studies that have suggested the benefits of family mediation training for members of families (Cotolí et al 1999, Siddiqui et al, 2004, Zhou et al., 2008) and the importance of parental behavior as a mediator of the relationship between marital conflict and outcomes in childhood (Kaczynsky et al, 2006). Hypothesis 1 is confirmed,

Universitat de València - ERI POLIBIENESTAR.
 Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
 Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
 Email: espanet2011@uv.es

suggesting the impact that these programs can play on families and indirectly on the children, becoming a measure of adjustment in children, reducing child psychopathology related to family problems. The research validates the program designed and provides a tool for psychological intervention to enhance family relationships, where there are communication problems.

This research is a pilot project of a larger research regarding the subject presented, coordinated by the partners of the Assessment, Personality and Psychological Department.

At present, thanks to the granting of a fellowship from the Spanish Federation of Family Therapists, work continues with two groups of parents, a group of initiation (parents who start training) and advanced (second-parent year of training), the Colegio Sagrada Familia de Manises, and a group of initiation into the Colegio San José de la Montaña de Cheste.

The current object of research is the comparison between samples of parents who have received training in the two centers and a control group, consisting of a set of parents who have not received any training in order to verify that parents, regardless of the school who have received training will improve communication and relationship with their children.

Bibliography

Baixauli, E. (2002): Family Mediation: a path to conflict resolution. Article published on the Internet.

Bandura, A. (1982): Social Learning Theory, Oxford University Press.

Bolaños, JI (1996): Family Mediation: A different way of understanding justice. Psychological Information, No. 60, 23-25.

Fite, J.E et al. (2008): Social Information Processing Mediated Intergenerational Transmission of the Romantic Relationships in Aggressiveness. Journal of Family Psychology, Vol.22, No.3, pp.367-376.

K.J. Kaczynsky et al. (2006): Marital Conflict, Maternal and Paternal Parenting, and Child Adjustment: A Test of Mediation and Moderation. Journal of Family Psychology, Vol.20, No.2, pp.199-208.

Universitat de València - ERI POLIBIENESTAR.
Edificio Institutos-Campus de Tarongers. Calle Serpis, 29. 46022. Valencia.
Phone: (+34) 96.162.54.12- C.I.F. Q4618001-D
Email: espanet2011@uv.es

Olson, D., et al. (1985): "Family Inventories." Minnesota: Family Social Science. University of Minnesota.

Perez-Marin, M. (2000): The family of cancer patients: a program psychological intervention. Doctoral thesis published by the Publications Service, University of Valencia.

Rosenstock, A. S. (2007): Understanding Conflicts in family mediation protracted: Attachment, Differentiation and emotional states of parents. Dissertation Abstracts International: Section B: The Sciences and Engineering, Vol 68 (6-B), pp. 4141-4161.

A. Siddiqui & Ross H. (2004): Mediation as a Method of Parent Intervention in Children's Disputes. Journal of Family Psychology, Vol.18, No.1, pp.147-159.

Smith, Julie, L (2005): Effects of parent mediation in sibling Disputes on children's sociocognitive skills and conflict interations. Dissertation Abstracts International. Section B: The Sciences and Engineering, Vol 66 (6-B). Pp.33470.

Zhou Q et al. (2008): Mother-Child Relationship Quality and Effective Discipline as Mediators of the 6-Year Effects of the New Beginnings Program for Children From Divorced Families. Journal of Clinical Psychology and Cosulting. Vol 76. No.4, pp.579-594.

