GUIDE FOR THE PREVENTION OF
CHILD-PARENT VIOLENCE

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Block III. Key Ideas and Supplementary Resources

Presentation of the guide

Child-to-parent violence (CPV hereinafter) is an increasingly evident problem in social, health and judicial protection systems. This type of violence refers to a repeated behavioral style directed by children towards fathers and mothers (or the adults who exercise the parental role where appropriate), with the aim of taking control and control of family relationships. through the submission of parents or guardians.

The negative consequences experienced by victims of VFP are observed at multiple levels of their bio-psycho-social health: from physical health problems to psychological, social and even economic disorders. There may be significant **physical consequences** due to blows or injuries with objects or weapons, **psychological consequences** such as anxiety and depression, as well as economic repercussions due to blackmail, theft of bank passwords, etc.

In situations of CPV, a family **coercive cycle of escalating tension and violence usually occurs**, and when the time comes, caregivers of young abusers inevitably discover that their usual resources for reacting and redirecting their children's inappropriate behavior are as they are totally ineffective. In this way, when they use reprimands, threats or punishments, the children's response is usually an increase in intensity and frequency of violent behavior, thus entering the child-parent relationship into a very complicated and negative process.

Since the family is the main socializing agent of children and adolescents, we believe it is essential to present basic training in the format of the guidance guide that you have in your hands, and that helps families understand these situations and acquire tools to know how **to properly conjugate firmness, affection and communication** when accompanying sons and daughters in their correct growth and maturation, as a way of preventing situations of domestic violence.

CPV is a problem that mainly affects families with adolescent children, so, to understand this type of family, it is important **to know the rules of operation of the family system,** as well as the characteristics of the adolescent life stage. With the arrival of a family member into adolescence, the family faces

an important challenge as the needs and characteristics of the family at this evolutionary moment converge with those of the adolescent and his or her individual development.

The general objective is to try to answer some of the questions that we may have about this type of domestic violence

Adequate family functioning will generate more personal resources in the children that will favor a good personal adjustment. Sometimes families need a guide to develop or enhance these resources with the help of professionals who will guide them in a process of preventing future problems, including hostile and violent behavior.

This Guide was created with the purpose of being a tool for the educational community, especially for fathers and mothers, regarding the problem of child-to-parent violence. The general objective of this text is to try to answer some of the questions that parents, and other educators and trainers, may have about this type of domestic violence, offering basic guidelines to understand and manage situations more efficiently. problematic, and **knowing how to guide with more resources the preventive actions** that we want to develop in this regard.

Objectives and organization

The general objective of this guide is to help educators obtain more knowledge and tools aimed at preventing FPV situations or, where appropriate, at reestablishing an effective relationship with their adolescent sons and daughters and promoting adaptive management of the situation. , contributing to promoting positive family interrelationships to create **a climate based on respect and affection** that implies greater family cohesion.

As specific objectives, **we intend to help readers:**

1. Understand the dynamics of the family with adolescent children.
2. Define the concept of violence and VFP.
3. Know the main characteristics of the VFP and its protagonists.
4. Modify thoughts and beliefs that support violence.
5. Define the limits between acceptable and unacceptable behaviors.
6. Identify family conflicts and violent behavior in the family.
7. Look for alternative solution strategies to family conflicts.
8. Promote the development of assertive communication and negotiation strategies.
9. Develop emotional management skills in the family environment.
10. Have a basic repository of recommended resources, especially readings, focused on the topic of the relationship between fathers, mothers and adolescent children.

The Guide is organized around 3 blocks. Block I focuses on the family with adolescent children. This block delves into the educational role of the family, the characteristics of the adolescent stage and the family challenges when a member reaches adolescence, as well as the pillar of communication in conflict situations. Block II focuses on child-parent violence . This block begins with an approach to the definition of VFP, to continue specifying the
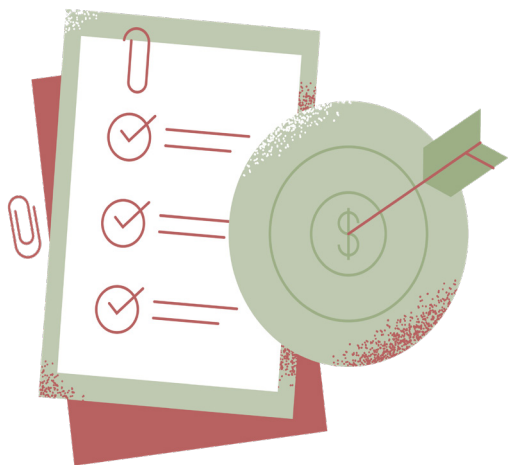
main profile of victims and aggressors; The cycle of violence, its causes and consequences is explained, and guidelines for prevention and basic recommendations are provided. Finally, Block III of the Guide incorporates a list of external resources to work on family coexistence.

BLOCK 1

The family with adolescent children

Adolescence is a period of the life cycle characterized by the appearance of numerous physical, psychological and social changes. Among the main social changes experienced by adolescents, relationships with their fathers and mothers stand out. In this sense, with the arrival of adolescence, the disorganization of the patterns established in the family can occur, **making it necessary to generate new rules that facilitate coexistence with sons and daughters.**

In general, the greater demand for personal autonomy of adolescents translates into lower levels of control and authority on the part of fathers and mothers. Furthermore, they tend to demand that their children behave like adults in matters such as collaboration in household chores, going out with friends, as well as greater responsibility for academic performance and/or the initiation of sexual relations.

Consequently, many of these changes in the relationships between fathers and mothers and adolescent children can represent an important source of conflict that sometimes leads to the establishment of poorly resolved patterns that include some type of domestic violence, which is in contrast with the main role attributed to the family as a caring agent.

1. The family and the education

The fundamental characteristic of the family is that it is usually the main source of support and affection for its members. Although conflicts are present to a greater or lesser extent in all family relationships, it is still the context par excellence in which **the person usually seeks comfort and help, both material and emotional.**

The family, through relationships of affection and mutual support between its members, in turn fulfills several psychological functions for people, such as **maintaining the family unit as a specific group** within the social world, generating in its members a sense of belonging and providing a feeling of security, contribute to the development of personal identity, encourage adequate social adaptation, promote self-esteem and self-confidence, allow the free expression of feelings and establish mechanisms for socialization and control of the behavior of sons and daughters through social networks. educational practices used by adults.

Therefore, the family, and in particular fathers and mothers, are the elemental universal agent of influence in the psychosocial development of their children through the so-called socialization process . This process is defined as the transmission of values, beliefs, norms, attitudes and forms of behavior appropriate to the society to which they belong. Through socialization, **people learn the codes of conduct of a given society**, we adapt to these codes and comply with them for adequate social functioning.

> The family constitutes **the social context par excellence** in which we begin to understand what the world is like.

The socialization function carried out by the family means that many of our thoughts, behaviors and habits have their direct origin in this family legacy, or in other words, the family constitutes the social context par excellence in which we begin to understand what life is like. world, to found social relationships, as well as to configure a system of personal values and a particular identity.

In short, the family provides intensive preparation for the role that new members play in society. It is important to note that both the specific values transmitted by fathers, mothers and educators, as well as the way in which they are transmitted, present great variability from one family to another and from one cultural context to another. The aspects related to family socialization are not universal, but are closely linked to the cultural context in which the family is integrated. Thus, **cultural values and norms determine the behavior of parents** and the way in which children interpret this behavior and organize their own.

The periods of infancy, childhood and adolescence represent the stages of life in which human beings are most sensitive to family socialization. The context of coexistence with parents is a particularly privileged place for the transmission of these social and cultural elements from the moment of birth and for many years. However, it is also important to note that socialization is a bidirectional process between parents and children, since they do not have a passive role, but rather **each member of the family can influence the other,** their behavior, attitudes. , feelings and values.

Through these conditions, children develop feelings of self-worth and self-esteem in a family environment where: they learn to manage emotions such as anger, love and independence; you learn to abide by and comply with the laws or to break them; the bases of human interaction, consideration and respect for others and responsibility for one's own actions are learned and practiced; **and you learn the decision-making process and the techniques to deal with difficult situations** such as the incorporation of new members into the home, the scarcity of economic resources or the abuse of alcohol and drugs by some of its members.

When sons and daughters grow, educational resources must be adapted to the new family configuration, with the arrival of infancy, childhood and adolescence. The latter involves great challenges and profound changes that, without a doubt, will have an impact on the dynamics of the entire family system.

2. Vital changes in adolescence

Adolescence is a period of development that encompasses the second decade of life and marks the transition from childhood to adulthood. Currently, adolescence is divided into three stages that range approximately from 12 to 20 years:

STAGES OF ADOLESCENCE

Early Adolescence
Begins at age 12 and usually ends around age 14, although in some cases - precocious puberty - it can begin around age 10. This is a stage fundamentally characterized by **physical and biological changes** that will continue throughout adolescence.

Middle Adolescence
It ranges from 15 to 17 years old, and is a stage in which mood changes are more abrupt and frequent, increasing experimentation and risk behaviors. One of the main characteristics of this period is the **emotional distancing from the family** and the approach to the peer group.

Late Adolescence
From 18 to 20 years old. It is the period in which physical changes and many aspects of personal identity are consolidated. The person **begins to develop more concerns** and a sense of responsibility for the present and the future.

The entire adolescent stage involves, as we say, important progress on a physical, cognitive, emotional and social level, which poses great challenges for both adolescents and the people around them, and which we will briefly explain below.

2.1. Physical changes

The physiological and morphological transformations that take place during puberty mark the beginning of adolescence and constitute one of the most important events of this period. It is important to consider that these physical changes have psychological and social consequences, since boys and girls **have to adapt to a new body image**, whose development and rhythm may also be very different from that of other boys and girls of their age. The notable hormonal increases can have consequences in some adolescents both on an emotional level (for example, more irritability) and on a behavioral level (for example, greater aggressiveness).

Physical changes are produced by a **trigger in the production of growth hormones and sex hormones,** and contribute to the development of primary and secondary sexual characteristics. The primary sexual characteristics refer to the development and maturity of the reproductive system of boys and girls, and the secondary sexual characteristics are the physiological signs of sexual maturation: appearance of more hair, modification of the timbre of the voice, broadening of the shoulders in boys and hips in girls, breast augmentation in girls, as the main ones.

These changes can have a significant psychological impact that affects the way you think, feel and act. For example, they imply an increase in awareness and interest in aspects related to one's own body, **physical appearance, physical attractiveness and social acceptance.** Also the pace of the adolescent's growth will mark not only the vision that he/she has of himself/herself, but also, his/her immediate environment will act in accordance with this time of development, which can be normative, early or late .

Precocious puberty refers to physical development ahead of the average, that is, at younger ages.

IN THE GIRLS

Early development is usually problematic due to issues such as **fear of attracting attention,** fear of growing too big, fear of gaining more weight than necessary, fear of the first menstruations. This development "faster than it should" produces serious consequences in some girls, in whom a more negative emotional state is observed, more eating disorders, substance use, early sexual relations and behavioral problems. Furthermore, these girls usually have older friends, and it seems that older people demand greater autonomy at home, which can cause more conflict with their parents.
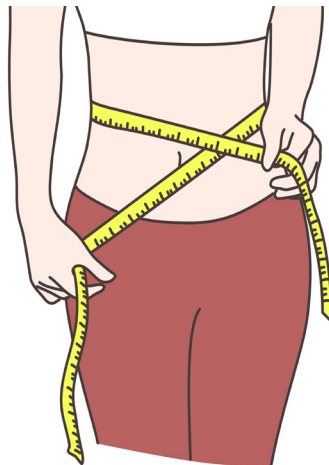
IN THE BOYS

Early development is usually well received, since the increase in strength, athletic ability and physical superiority before peers, has good social consideration among peers. However, it entails the danger that adolescents may be pressured into physical demands that do not correspond to their psychological maturity; sometimes they interact with older adolescents and are exposed to more risky situations.

Late development in boys, on the other hand, makes them feel more uncomfortable and insecure, as they become "small" in the eyes of others; and in these cases, they sometimes use **maladaptive behaviors as a means to gain the respect of others** and thus increase their self-esteem and social status.

2.2. Psychological changes

One of the most relevant areas in the development of adolescence is related to **changes in the way of thinking,** since the adolescent begins to reason in a much deeper way, with greater complexity in their processes of argumentation, formulation, hypothesis testing and problem solving. This cognitive advance helps the adolescent **generate his/her internal discourse** and think about himself/herself and the world around him/her in a more complex way, enriching his/her value system and projecting about his/her future, imagining new alternatives and possibilities.

> The fact that this form of "more advanced" thinking **tends to develop during adolescence** does not mean that it happens in all cases.

However, the fact that this form of "more advanced" thinking tends to develop during adolescence does not mean that it happens in all cases, since sometimes the environment and context in which the child has developed **has not allowed him or her to enhance or maximize certain cognitive skills,** and it will be necessary to continue training them to advance in this direction.

This is the case of negligent family dynamics that offer an impoverished environment in terms of stimuli and possibilities for personality deployment, of very constrained and restrictive contexts that limit the normative development of thinking in accordance with the evolutionary stage.

Another aspect that corresponds to the adolescent cognitive stage, very characteristic of thinking at these ages, **is considering one's own perceptions and feelings as unique:** it is an egocentric thought that leads the adolescent to consider himself special and unique, and that also explains why in not They rarely feel misunderstood.

This is known as the **"personal fable"**, or the belief that one's own experiences are unique. This name refers to the tendency of adolescents to consider their experiences, positive and negative, as the most authentic, and

in a certain sense, incomprehensible or incommunicable to other people.

Adolescent egocentrism is a state of self-absorption in which the world is considered to be centered on oneself. This state **makes adolescents especially critical of everything that questions their own opinions,** with the authority of fathers, mothers and other adults, and much more skilled at detecting faults that can be criticized in others than in themselves.

In egocentric thinking we also find other phenomena such as the "fable of invincibility": **the perception of being invincible, strong and unbreakable,** which explains the greater participation in risky behaviors at this vital moment. And the so-called "imaginary audience", which consists of thinking that you are the center of attention in certain social situations, that "everyone is looking at you" and paying attention to you, thus overestimating your own personal relevance in social contexts.

Sometimes the adolescent may carry out certain **actions of a markedly rebellious or rebellious nature,** with his/her sights set on what he/she believes others will think about him/her. In relation to this idea, antisocial, rebellious, maladaptive, aggressive behavior... in adolescence, can sometimes be linked to a marked egocentrism, which makes them perform before their imaginary audience, thus offering the "show" for which they want to be. recognized in front of others.

2.3. Emotional changes

Emotional changes are directly related to the self-esteem and self-concept of the person in training during the adolescent stage. Self-esteem and self-concept are strongly related concepts, but not interchangeable. **Self -esteem** is defined as a feeling of appreciation of one's own identity, of who one is, of the set of traits (physical, cognitive and emotional) that make up the individual's personality. It is the set of perceptions, images, thoughts, judgments and affects about oneself. **"It is what I think and feel about myself"**, if we have good self-esteem we will feel capable, valuable, with self-confidence.

Self -concept is, therefore, the system of beliefs that the person considers true about themselves, which are the result of a process of analysis and integration of information derived from their own experience and feedback from others. At the end of the school years, the concept that boys and girls have about themselves has gained abstraction and complexity, also acquiring a certain organization and harmony.

With the arrival of adolescence, a series of physical and psychological changes will occur that will have a significant impact on self-concept, which will undergo modifications that can break the balance achieved in the previous stage.

Regarding **the contents that adolescents usually include in the concept of themselves,** the physical changes typical of puberty stand out, which will force them to review the image that until then they had built to include the new traits that they begin to configure. her body. Especially in early

adolescence, the definitions that boys and girls make of themselves include many references to bodily characteristics, since **their physical appearance represents one of their main concerns.**

These allusions to his appearance will gradually decrease, gradually being replaced by traits referring to his belief system, his philosophy of life or his expectations for the future. The responsibility for this change is the greater capacity for abstraction that characterizes thought, which, together with the tendency towards introspection typical of these years, will increase, starting in middle adolescence, the propensity to define oneself based on one's psychological interior, with references. to thoughts, feelings, aspirations and desires. **The importance that social relationships acquire will also be reflected.**

> The contexts where boys and girls participate **expand and new roles are assumed** and will provide information about their image.

During adolescence, the contexts where boys and girls participate expand and new roles are assumed; Each of these contexts will have its importance and will provide information to the young person about their image: the **father/mother** can ask for obedience, respect and kindness; **equals** loyalty or friendship; **your partner**, tenderness and commitment; **school**, effort and discipline.

The self-concept **therefore has various components, giving rise to a multiple self-concept.** The degree of coherence between these components varies greatly from one person to another depending on different factors, such as, for example, the discrepancies between what parents, teachers and peers expect from adolescent boys and girls. It will be in late adolescence, and with the advancement of thought and life experiences, when the young person will be able to integrate all these different and even contradictory images into a coherent self-concept.

If the self-concept changes upon reaching adolescence, it is expected that

self-esteem, which includes the evaluative and affective aspects linked to said image, will follow a similar trajectory. **During the years prior to adolescence, self-esteem has begun to diversify**, and it is common for boys and girls to value themselves differently in different domains such as physical appearance, academic performance or relationships with their parents and peers. . This process will continue in adolescence, also entering into new dimensions such as abilities related to professional orientation, physical attractiveness and emotional-sexual relationships.

Despite the importance that relationships with peers acquire in predicting the level of self-esteem, relationships with fathers and mothers will continue to exert a powerful influence. Thus, **the perception of interest on the part of fathers and mothers** about the adolescent son/daughter's own issues and concerns, the perception of family support and unity between family members, will favor positive self-esteem in the children.

On the other side of the coin, we know **that negative self-esteem is associated with anxiety, depression and the feeling of failure,** sensations that tend to inhibit the interest in thriving and moving forward positively, in developing academic and work goals. , and can seriously undermine adolescent well-being, family dynamics, and increase emotional and behavioral problems.

2.4. Changes in social relationships

One of the main evolutionary tasks to be resolved during adolescence is to acquire autonomy with respect to parents and main caregivers, and to prepare to live as an adult with the capacity to decide and act for oneself. **The achievement of greater independence (emotional and behavioral) with respect to the family** is the most characteristic of the new social situation that a person experiences in their adolescent stage. However, this does not mean that during this time the father or mother ceases to be important for the person's development, nor that the influence of friends is always stronger than that of parents.

At this stage, **a process of acquiring autonomy** is triggered, which is based on 3 main issues: the adolescent develops a new understanding of himself, changes his way of relating to the family, and develops new relationships with the peer group.

This development of independence and autonomy is similar to a process of "disabling": the child is aware that in order to have his/her desires satisfied, he/she cannot count on his/her own resources and needs to have his/her caregivers nearby, those on which **it remains largely dependent (for example, economically); Their role is therefore that of "satellite"** for the caregivers; When, after puberty, the adolescent begins to experience his own strengths and abilities, the satellite position can begin to be uncomfortable and sometimes even unsustainable, if not managed properly.

2.4.1. The acquisition of autonomy

This fundamental characteristic of the adolescent stage, in which boys and girls seek more and more independence and control over their lives, causes their relationships with their parents to change significantly.

The asymmetry inherent in the relationship with sons and daughters during childhood is fading **to give rise to a parent -child interaction that should be more equitable and symmetrical.** As children enter the adolescent stage, power differences begin to dilute, parental authority begins to be questioned, and the demand for a certain degree of autonomy increases, both externally, that is, in relation to life outside. of the home, with friends and free leisure time, as internal, that is, referring to the possibility of making decisions related to one's life without feelings of guilt and without the need to judge one's own actions based on parental criteria.

Power differences begin to dilute, **parental authority begins to be questioned,** ande the demand for autonomy increases.

This autonomy normally grows gradually over the course of adolescence, although **the emancipation process is complex** and successfully overcoming it depends on both the adolescent's own aspects and those of the parents. With respect to the adolescent, his/her main task is to discard the image and definition of himself/herself that were valid when he/she was a child and begin to configure an identity according to the bio-psycho-social changes he/she is experiencing at that moment. **As for fathers and mothers, they must strive to maintain the emotional bond** while recognizing that their child is no longer a child, but is incorporating the new changes typical of this age into their own identity.

The autonomy of sons and daughters should not be confused with the breakup, separation, or decrease in the importance of relationships with fathers and mothers, but rather **it is a transformation that, in a healthy way, should be oriented towards power.** combine the process of gradually acquiring

more independence in the adolescent son/daughter, and his/her cohesion with the other members of the family.

However, it is also true that sometimes there is greater distancing from parents than in previous stages, since the adolescent's search for more independence and freedom to make their own decisions can lead to significant conflicts.

The conflict in families with adolescent children arises - from a very simplified point of view due to the great complexity of the issue and the variety of families - **from two main causes** that we can summarize as: those cases in which the adolescent perceives that their freedom is threatened by the imposition of their fathers and mothers (this is normally something common in families, which occurs temporarily and is part of the normal evolution of families with sons and daughters at this stage of life) ; and those other cases in which the adolescent's behavior worsens in an escalation of violence that was already manifested in previous years due to the existence of previous difficulties on the part of the caregivers to be able to supervise and control

their behavior, which is now aggravated and unsustainable (this conflictive situation is not normal or common in most families and intervention is necessary).

Thus, therefore, **numerous conflicts that we call "normative"** (which do occur in the majority of families) between fathers and mothers and children during adolescence **arise due to differences in the perceptions and interpretations of the very fact of acquiring knowledge autonomy.** Children consider that fathers and mothers exercise excessive control over some aspects of their lives and demand greater independence in decision-making over a growing number of areas of their lives that were previously under the exclusive control of fathers and mothers, such as for example, the way you dress or when you go out of the house.

The adolescent considers that these issues are too personal and should depend on their own decision-making, a view that is not always shared by parents. Therefore, **when parents want to control more personal areas, conflict arises.** On other occasions, the less but more serious ones, the conflict worsens and can include attacks on the parents and guardians of the minors, because it is based on violent behavior that already occurred previously. The friends of the sons and daughters may be playing an important role in modulating these behaviors, and that is why we are going to dedicate the following section to them.

2.4.2. Teenage friendships

Friends accompany us throughout our entire life, but if at one stage they acquire greater significance, it is precisely during adolescence. Both adolescent boys and girls **share more and more time and activities with their friends,** as well as their feelings, doubts or concerns, becoming an essential source of support.

This transformation of the functions of friends is accompanied by changes in the structure and dynamics of relationships. Thus, friendship relationships in adolescence, compared to childhood, are more stable, more active, less supervised and controlled by adults, and are characterized by greater intimacy and empathy. They also get involved in more activities, which allows them to build their own leisure space, outside the family environment.

At the same time, the process of individuation and autonomy of the parents that we have described begins and, consequently, **friends come to be valued as the main source of influence to the detriment of family life.** Boys and girls share their problems, debate topics of interest, develop attitudes and social norms, outside the universe of adults. In short, friendships provide adolescents with the feeling of being socially integrated and belonging to a group on which to build their identity independently of the family.

Friendship relationships influence **the cognitive and amotional development**, their adaptation to the social environment.

Therefore, friendship relationships influence the cognitive and emotional development of the adolescent, their adaptation to the social environment in which they live, the learning of attitudes and values, the formation of identity, and the acquisition of social skills. , and in the management of anger and aggression. This influence occurs because friends, in addition to being part of the gang, **transmit the normative attitudes or behaviors of a particular generation.**

Furthermore, the fact that they are part of the reference group encourages the identification and construction of identity as a member of a social reference group. This multiplicity of **roles played by friends helps to understand** the importance of friendships and their notable influence on adolescent development.

We can summarize the most important areas of influence of the peer group in adolescence in the following: learning attitudes, values and information regarding the world around them; acquisition and development of the ability to perceive situations from the point of view of another; formation of identity and self-concept, based on feedback and social comparison; acquisition of social skills of increasing complexity (for example, resolution of conflicts that arise between them); control and regulation of aggressive impulses, in groups that do not approve of these acts; continuation of the sexual role socialization process; drug use and risky sexual behavior, in groups that approve of

these behaviors; level of educational aspiration and academic achievement; availability of important sources of support in stressful situations.

When the adolescent is able to establish close relationships with friends and feels satisfied with these relationships, **he or she has more resources and security to face problematic situations**; This is called social competence , or in other words, this adolescent is considered socially competent, which in turn is related to well-being in both adolescence and adulthood.

However, it is relatively common to observe that adolescents who are successfully integrated into groups of friends present significant deficits in the degree of social competence, such that they engage in risky behavior. Therefore, it is necessary to carry out a more detailed analysis that delves into **three key aspects of friendship relationships in adolescence:** whether the adolescent has (or not) friends, their characteristics and the quality of the friendship.

In relation to **the first aspect,** adolescents who have friends are more socially competent, more cooperative, have fewer difficulties in interacting with other peers, and report more positive self-esteem. At the same time, having high self-esteem and high social competence promotes establishing friendship relationships quickly and maintaining them over time, which in turn, and reciprocally, affects their self-esteem and the development of more positive social skills.

Regarding **the characteristics of friendships or gangs**, there is normally a great similarity between the adolescents who are members of these groups. Thus, groups of friends tend to be similar not only in age, but also in aspects such as attitudes towards school, aspirations, goals and interests, shyness, dependence on peers and social acceptance in school, as well as the degree of participation in risk behaviors such as alcohol and tobacco consumption, sexual activity, and antisocial and violent behavior.

Finally, **the quality of friendships promotes the well-being of the adolescent,** since an adolescent who feels valued by his/her friends, whom he/she considers authentic and trustworthy, will develop more positive feelings towards himself/herself. Therefore, you will stay away from other emotional problems such as depression or feelings of loneliness. However, friendly relationships are not only a source of well-being and happiness; We cannot ignore, as has just been indicated, that these relationships can also have a negative effect on aspects related to certain consumption and involvement in acts that do not respect socially established and desirable norms for good coexistence.

Gangs are common in adolescence. They are made up of groups of friends who share ideas, go out together, and often develop a very relevant group identity. Many adolescents today also belong to larger social groups through social networks on the Internet or mobile applications, which constitute broader structures than gangs. **Being part of these groups often has to do with aspects of social status and reputation in the group.**

Usually groups of friends (also on social networks) are created based on similarity, they are groups where the adolescent feels like an equal, **because they share lifestyles and in them they perceive themselves as integrated and valued.** They share aspects such as preferences in music genres, clothing styles, free-time activities , and even attitudes toward risky

behaviors. Thus, it is also within the group of friends where adolescents drink alcohol together, smoke cigarettes, experiment with other drugs, do viral challenges that pose danger to their health, or assume other types of risks linked to, for example, acts of vandalism. or outside the law.

Many adolescents today also belong **to larger social groups through social networks on the Internet or mobile applications** than gans.

Parent -child relationship and the establishment of solid educational foundations are protective factors in this sense. The quality of relationships in the family is often associated with the quality of relationships in other social contexts, such as interactions at school with peers and other adults, and the choice of friendship groups. Since the family continues to have a privileged place and a fundamental weight in the development of adolescence, **it will be necessary to attend to the type of specific problems, conflicts and ways to resolve them within the family,** to better understand certain aspects of the social world of the adolescent. beyond the doors of the home.

3. Conflicts with adolescent children

In view of all the transformations that we are discussing that occur in the adolescent stage, it is evident that the arrival of children to adolescence represents an important challenge for the family in many ways. In fact, it is an event that can shake the foundations built so far. The family is a dynamic system where every type of alteration or change manifests an influence on all its members.

Faced with these changes (which we have alluded to at length in the previous section), **it is necessary to put in place adaptation mechanisms, to transform interactions and the rules of the game.** It will be necessary to transform family interactions and norms to, on the one hand, be able to maintain emotional cohesion in the family and, on the other, allow the autonomous development of adolescents, where friendships are gaining ground.

Specifically, in a family with adolescent children, it is advisable to significantly renegotiate the degree of independence and direct supervision of the young people. In some families, the new situation requires a change of lens in parents **to begin to see in their children increasingly mature people** who are slowly leaving the childhood stage and who, consequently, demand more flexibility in the face of certain decisions.

These demands from children, many of them non-existent until then (for example, asking to go to a concert alone or getting a piercing), can disconcert parents accustomed to their child accepting the proposed guidelines without objections. **Understanding that this search for greater independence is a key aspect** of adolescence and that it represents one of the main evolutionary tasks of the human being, will help enormously to prevent unpleasant family arguments. In other families, however, it will be necessary to add more supervision and new conflict resolution resources that, until now, have been inadequate and ineffective and have led to an evident worsening of coexistence.

3.1. Are conflicts and disagreements avoidable?

We can define **conflict** as a **perceived divergence of interests.** Fathers, mothers and adolescent children perceive different interests and show aspirations that come into conflict. In fact, the disagreements that arise between them usually have a lot to do with what some expect from others, that is, with the different interpretations they make regarding how others should think and behave.

TYPES OF DISAGREEMENTS

1. Parents expect greater responsibility and autonomy from the adolescent.
For example, in matters such as keeping the room tidy and doing academic homework. Normally, these conflicts consist of recurring complaints from parents..

2. Parents think that it is not appropriate for the adolescent to decide for himself/herself.
They normally occur as a result of a request made by the child related to aspects that parents consider that they should not yet decide on their own, such as the time of arrival home at night or the type of company. In these cases, caregivers view the young person as still immature and unable to foresee the long-term consequences of certain behaviors and choices. Adolescents, however, consider that these issues fully concern them and that the position of their parents is unfair.

3. Product of differences in personal tastes and preferences.
They are generally provoked by parents' criticism of their children and focus on issues such as the choice of clothing, the music they listen to, and the programs or series they watch.

Most discussions between parents and adolescent children have to do with everyday issues, rather than with fundamental values or underlying issues. However, some of these minor issues can open the door to more serious ones, such as disrespect, the use of hurtful vocabulary or physical attacks). In this list we summarize the most common topics of family discussion.

MOST COMMON FAMILY DISCUSSION TOPICS

1. Social options and customs
Choice of friends and partner, type of leisure activities, time to return home, choice of clothing and hairstyle, etc.

2. Responsibility
Performing household tasks, taking care of personal things, using money, using mobile phones and other devices, etc.

3. Studies
Scademic grades, study habits, class attendance, attitude towards teachers, behavior at school, etc.

4. Family relationships
Relationship with fathers and mothers, with brothers and sisters, with grandfathers and grandmothers, etc.

5. Moral values
Type of language used, consumption of alcohol, tobacco or other drugs, sexual behavior, antisocial behavior, etc.

Although this type of disagreement, which can lead to conflict, is common in families with adolescent children, it is also important to highlight that its existence should not be considered something exclusively negative. Conflict in itself is neither good nor bad, but part of life and human nature. Conflicts **are inherent to social and universal interactions** and, in addition, provide opportunities to acquire or enhance relationship skills such as empathy, develop appropriate strategies to solve problems, and get to know others better.

Now, the conflict will be functional or dysfunctional depending on the way it is resolved. If conflict is perceived as a problem, in some families it tends to be avoided or resolved quickly, opting for the "problem avoidance" strategy. We can find **families apparently without problems or disagreements because they do not argue (but rather avoid)** but in the long run this situation ends up polarizing positions and aggravating the situation and deepening the differences.

If the conflict is understood as an opportunity to clarify and improve relationships, you are closer to resolution.

When the choice is to put a quick end to the conflict, a hostile and aggressive style of addressing others, imposing or authoritarian, is also sometimes used. As a consequence of these ways of resolving conflicts, well-being, opportunities for growth and peaceful family coexistence are blocked. One of the family members wants to impose himself on the other to settle the matter as soon as possible without the possibility of reply or negotiation. Thus, effectively, **the discussion does not occur, but in the long term failure is guaranteed** if all possibilities are not considered and all family members feel listened to and valued.

On the contrary, if the conflict is understood as an opportunity to clarify and improve relationships, it is more likely that a democratic and negotiation style will be adopted that will favor its constructive resolution. This is the case in which the parties involved choose to use dialogue and flexibility of positions,

and in which the solution is reached by agreement rather than by imposition of some family members on others.

This way of resolving conflicts can be **a way for everyone to learn to listen, to negotiate, to take into consideration the points of view of others** and, ultimately, to solve interpersonal problems in an efficient, cooperative manner and promoting trust. mutual.

The existence of conflicts is not necessarily a symptom of serious family problems and dysfunctions, but can be positive and even beneficial, as long as it occurs in a context of affection and cohesion. Thus, conflict can help to question the family structure and norms in force until now and allow the development of social skills in fathers and mothers and children. From this perspective of the constructive outcome of disagreements, we understand that these are the **ideal instrument to introduce the necessary changes in the family system** with the purpose of successfully overcoming the stage in which children reach adolescence.

Conflict can be a good opportunity for parents to evaluate and review their own beliefs, question the relationship with their children and modify, if necessary, the rules of interaction between family members, as well as for Everyone shows understanding, respect and acceptance of the opinions of others. **It is more likely that conflicts occur during the first stage of adolescence,** coinciding with the changes of puberty, changes that represent the true revolution of the adolescent body. In the next section we delve in greater detail into the management of these conflicts.

3.2. Managing conflicts with adolescents

There are some divergences between fathers and mothers and adolescent children in the way in which they approach discussions about the topics that we have commented on in the previous section. These differences depend mainly, as we have been highlighting, on the degree of control that fathers and mothers want to exercise over their children's decisions, as opposed to the degree of autonomy they are willing to allow adolescents.

Some fathers and mothers do not grant any degree of autonomy to their children, **they try to maintain control over them** at all costs and consider that their children should be totally dependent on them; These fathers and mothers use imposition to end the argument.

Instead of imposition, **other caregivers opt for negotiation as a strategy to solve problems** with their children, due to the democratic spirit in the home; These fathers and mothers, although they continue to control certain areas of the adolescent's life (and demand compliance with family rules), also grant greater autonomy in others and begin to delegate responsibilities to them.

Finally, **we find fathers and mothers who grant their children total freedom** to decide for themselves on most issues that concern them; The latter are highly permissive and not at all controlling.

It seems that the use of one strategy or another depends, to a large extent, on the age of the adolescent children. The imposition and unilateral decision of fathers and mothers is more common in the early years, during the so-called early adolescence, between 12 and 14 years old. In middle adolescence, between approximately 15 and 17 years of age, children begin to show greater opposition to parental decisions, although if the imposition of fathers and mothers occurs in an affectionate environment and is accompanied by a reasoned explanation about the reasons why that determination is made, the child is more likely to comply with that decision.

However, it is also common that in middle adolescence this strategy ends in failure, since it is likely that the adolescent tends to argue against and question the reasons and justifications for the decision of their parents or guardians. When this happens, adults usually resort to providing more

convincing reasons or cutting off the discussion by imposing their decision by appealing to their authority.

Middle adolescence represents, therefore, a particularly difficult time for the relationships between fathers and mothers with their adolescent children. Caregivers often feel that they have no other resources, apart from the use of authority, to maintain control of their children. Even so, it is possible to resolve conflicts between parents and adolescents in this age range. **The key is in the negotiation.** First of all, it is important that fathers and mothers provide their children with adequate and justified arguments about their decisions, and always in a positive context.

Secondly, **it is important to give the adolescent the opportunity to express himself and feel listened** to and recognized as a person capable of making decisions, since what the child wants is for the relationship with his parents and mothers become increasingly symmetrical and paternal orders are replaced by suggestions and proposals.

From the age of 17, **in late adolescence, adolescents begin to be more satisfied with the degree of control their parents exercise** and the

autonomy they grant them. Relationships gradually become more symmetrical over the preceding years, adolescents begin to take on responsibilities more typical of the adult world (for example, working outside the home or pursuing professional studies), and at the same time they begin to question less the motives of their fathers and mothers for accepting their decisions.

Parents often opt for resignation. They **limited themselves to avoiding the problem** and inhibiting the conflictive topic. .

However, it is important to emphasize that the most favorable situation for everyone when it comes to resolving a family conflict consists of providing adequate explanations and making decisions together, to the extent possible.

Finally, it is also interesting to comment on other types of strategies used by fathers and mothers and children to deal with the discussions that arise between them, regardless of the degree of control and autonomy. These are **strategies such as seeking advice, resignation, anger, lying or indifference.** Some of them are more used by fathers and mothers and others are more common in children.

Many fathers and mothers who perceive themselves incapable of guiding their children's behavior often opt for resignation when dialogue with the adolescent has failed: that is, they limit themselves to avoiding the problem and inhibiting the conflictive topic. **Others become angry and feel helpless and frustrated** at the impossibility of being able to exercise the parental role as they would like and as they had imagined their fatherhood and motherhood would be.

Adolescents more commonly use indifference, indifference and lies when communication with their parents has failed, although they also frequently seek advice from friends or, in most cases, from someone. maternal. The path is precisely that, positive and empathetic communication between family members, as we propose below.

3.3. Mattresses to mitigate conflicts

There are at least two **fundamental family resources** that allow not only **to prevent conflicts** between parents and adolescent children, but also to foster emotional ties and promote the well-being and emotional adjustment of family members. These two resources are: (a) positive and empathetic communication versus the absence of communication or hurtful and derogatory expression, and; (b) the democratic style in social interactions.

POSITIVE COMMUNICATION

Positive communication between parents and children **implies a close and affectionate treatment** in which to frame family conversations, with the open expression of opinions and feelings, avoiding reproach and non-constructive criticism and, on the contrary, , encouraging putting oneself in the other's shoes (empathy). In fact, **this ability to put oneself in someone else's shoes** is considered essential for good coexistence between parents and adolescent children and, especially, for being able to successfully deal with certain issues typical of this evolutionary stage such as, for example, the greater demand of autonomy.

DEMOCRATIC STYLE

In adolescence it is necessary for fathers and mothers to adapt the disciplinary style used with their children in childhood, **to move from unilateral authority to reciprocity in treatment** and cooperative negotiation on certain issues.

Now more than ever, opting for a democratic style in family relationships **will be a clear benefit** and, logically, for all this to be carried out successfully, it is essential that there is good communication within the family that facilitates mutual understanding between parents and children and thus guarantees the harmony of a family climate or environment conducive to the good development and adjustment of all members.

Thus, both resources are closely related. In the following sections we delve into each of them, starting with family communication as a fundamental pillar of parent -child relationships.

3.3.1. Family communication

Faced with dysfunctional strategies to resolve conflicts and arguments, there is a fundamental option with clear beneficial effects: fluid, respectful and affective family communication. It is very important that **parents communicate with their children using clear, precise and useful messages** that are understood rather than speaking in a vague or imprecise way, which increases the likelihood that the information will be interpreted incorrectly. wrong way.

> Negotiation is essential to resolve conflicts and represents **the best way to achieve agreements** where all parties involved benefit

Another recommendation is that, to the extent possible, caregivers try not to diverge in their approaches, reasoning and educational decisions , so that congruence and agreement is guaranteed in the messages they are going to transmit to their children and in the behavior and values they want to instill in them. For example, **it is advisable that both adults not disavow each other in front of their children,** since this makes it difficult for the children to properly assimilate the information.

Negotiation is essential to resolve conflicts and represents the best way to achieve agreements where all parties involved benefit and are satisfied with the result. To do this, **parents and children must adopt a positive view of the problem, listen and put themselves in the other's shoes,** recognizing their arguments, emotions and feelings and expressing theirs, as well as their alternatives and possible solutions.

In other words, negotiation requires positive and open communication. This **creates a more relaxed and friendly atmosphere** where everyone is

more likely to feel understood and respected. In order for understanding and support to be perceived, it is also necessary to avoid blaming the other for the conflict situation and assume the share of responsibility that each of the parties has.

We know that children from families where there is a positive environment and climate, characterized by emotional communication between its members, the low frequency of conflicts and the use of appropriate strategies to resolve them, show much fewer problems on multiple levels: better self-esteem, better academic performance, fewer emotional problems such as depression or anxiety, fewer behavioral problems, less substance use, greater tolerance for frustrating situations, higher quality friendships, and more positive relationships with parents and other adults like the teachers.

In summary, a family that listens and communicates positively and effectively **favors the cognitive, emotional and social development of adolescent** children, and lays the foundations for peaceful coexistence.

3.3.2. Democracy as a parenting style

Extremes in education are not effective: **neither unilateral imposition** in an authoritarian environment, **nor excessive laxity** in a context without limits, have proven to be adequate for the emotional and behavioral adjustment of boys and girls. Between that black and white, we find the middle ground of democracy, which implies that rights and duties exist in a family.

> The democratic style is the middle ground of democracy which implies that **rights and duties exist in a family**

In all families and for all fathers and mothers we can observe moments of imposition or laxity that depend on the circumstances, needs, or the developmental stage of the child, but it is not convenient for these educational styles to be the norm in a home. There is currently no doubt among education and psychology professionals that the democratic style is the one most **closely related to the present and future well-being of the entire family system.**

Thus, the democratic family model seems to be the most conducive to promoting the development of children's personalities and stimulating their abilities, social patterns, communication skills, and respectful behavior.

This effectiveness of the democratic style is especially evident in the case of adolescent children, for whom the family norms and rules used during previous stages may have stopped working, indicating that it is time to negotiate with the child the degree of supervision. and control exercised by fathers and mothers within a framework of affection and support, to the detriment of the unilateral imposition of decisions by them, as we have been commenting on in previous sections.

In fact, one of the main characteristics of democratic fathers and mothers that has been linked to their educational success is, precisely, the fact that they **establish sensible expectations and clear**, realistic and consistent norms for the child's developmental stage, which It allows them to know at

all times what is expected of them, thus reducing family conflicts.

In short, opting for democracy in the family **means giving the adolescent a voice and recognizing that they have a series of rights and duties.** The rights are mainly related to the gradual provision of greater independence in the actions of the child, and the duties are exercised with reasonable, non-arbitrary control and to a certain extent negotiated with the adolescent.

If these rights and duties are manifested in an emotional context, where the participation of all family members takes precedence and the open expression of opinions and feelings is promoted, **the prevention of tyrannical and aggressive behavior will be much more guaranteed.**

Adolescents, in their process of abandoning the child they were yesterday, value that they are listened to and their points of view are taken into consideration, as well as that they are motivated to participate in family discussions and that interest is shown in their lives. daily.

When fathers and mothers offer these opportunities, they are promoting in their children the enhancement of such important psychological resources as self-esteem and empathy, the perception of self-worth, the learning of appropriate conflict resolution strategies, and assumed responsibility.

3.3.3. Support among family members

The adolescent's ability to cope with the numerous evolutionary changes he or she experiences depends largely on the ability of the family as a whole to cope with stressful situations and provide mutual support. **It is the family that,** through the promotion of open communication between its members and the nourishment of feelings of connection and belonging, in turn **contributes to generating personal resources in everyone.**

These **personal resources are essential** for adolescents, since they tend to be important antagonists of some of the most typical problems of this period such as drug use, criminal behavior or depressive symptoms. It is important to insist that the adjustment of adolescent children depends largely on the adjustment of the family group to which they belong, since it is the family that provides them with the most important weapons to face their own evolutionary difficulties.

However, at the same time, the child's degree of maladjustment, his or her participation in risky or unhealthy behaviors such **as substance use, negative moods, eating problems, or inappropriate behavior**, can also negatively influence family functioning. and support capacity. These are **powerful stressors that can deteriorate the quality of relationships** between fathers, mothers and children.

These are problems that generally feed off each other: a family with few resources in the face of stress in turn offers dynamics that do not strengthen the adolescent children who have fewer possibilities of successfully overcoming their own difficulties, which in turn generates problems that further undermine

In a positive family context the adolescent has **more strengths and many fewer weaknesses** to get involved in these type of problems.

family relationships and resources. In conclusion, in a positive family context, the adolescent has more strengths and many fewer weaknesses to get involved in these types of problems. **It is a feedback loop where mutual interest and support plays a fundamental role.**

Parents' support for their children can occur in different ways: emotional , support translates into understanding and accompaniment in difficult times; informational , support means offering information, advice and guidance, so that, for example, the child feels that their questions are answered clearly by their parents and that their doubts are resolved; and material , support is provided through economic resources or materials such as food, books, clothing, etc.

Material support not accompanied by the expression of emotions and information **can be counterproductive.**

Sometimes, some fathers and mothers focus their efforts on providing material support to their children and pursue the idea of "not wanting them for anything." This fact is very respectable, however, material support not accompanied by the expression of emotions and information can be counterproductive. **Emotional and informational support are those that have been most clearly related to the good psychological and social development of children.**

When parents listen, accompany, offer information and advice, adolescents feel loved and appreciated, which makes it more likely that they will be satisfied with the vision they have of themselves. ace. This is essential to prevent mood and behavioral problems, rebellion and frustration.

At a time in life when the person is changing, defining themselves autonomously and is making decisions that will guide their adult life, it is necessary to feel supported and supported by the people one loves and with whom one lives. When there is a gap in this sense **and the adolescent does not find refuge in the family to communicate and express himself,** it is likely that he will feel rejected and misunderstood, and will look to other people for support, to feel welcomed and heard.

Affiliation with peers who suffer similar difficulties is a proven fact in adolescents who experience lack of family support. But the opposite effect is also common, that is, the lack of family support and self-esteem manifests itself in difficulty creating and maintaining friendly relationships with other

people. This situation generates a vicious circle of isolation, since **the adolescent interprets that others are not available and does not feel worthy of help, so he/she does not initiate new social interactions** capable of providing that support and reaffirms his/her poor self-esteem. of himself/herself.

In short, the support of fathers and mothers makes it possible **to prevent the possible negative impact of isolation and loneliness, as well as affiliation with peer groups in difficulty,** in addition to being a source of health and general well-being.

This ideal situation is not possible, unfortunately, on occasions where the key ingredients that we have been analyzing - communication, conflict resolution,

democracy, negotiation and support - do not exist or have ceased to exist, so that coexistence has deteriorated to the point of limit, allowing a negative polarization that includes flagrant disrespect that can include aggressions of various types in a frustration directed by sons and daughters towards their parents, establishing situations of intra-family and upward violence.

BLOCK 2

Child-to-parent violence (FPV)

Child-parent violence (also called ascending violence) is an **increasingly evident problem in social, health and judicial** protection systems, very worrying due to its negative and shocking consequences for all family members.

In this block we define child-parent violence, providing information that helps to understand cases of abuse towards parents and main caregivers, why these situations occur, and to detect the main characteristics and derived consequences. You will also find some recommendations aimed at preventing this problem.

1. What is considered VFP

Setting limits to establish whether behavior directed towards others is acceptable or not is a complicated task from a moral point of view. When we talk about moral behavior within the family, this approach emerges more strongly and it becomes more complex to reach an agreement between what is ethically correct or incorrect.

This is because **the family has traditionally been considered a private space whose privacy is also sacred and untouchable.** Throughout the years and different cultures, the family, the house, the home and what happens behind closed doors, has been considered something far from the public sphere and external judgment, so aspects such as the **use physical punishment** to correct undesirable behavior in children, was an **educational strategy widely used** in different societies where the use of authoritarian imposition by fathers and mothers on their children was fully justified, even when this involved physical contact violent.

This type of relationship between family members has been questioned for years in numerous contexts and, in fact, is currently considered by psychologists and other educational experts as negative and markedly harmful to family ties. However, we cannot ignore that it continues to exist and is part of the reality of some families and some cultures.

We can ask ourselves, then, **are there universal moral values that guide the relationships between fathers/mothers and children?** Does the answer to this question depend on culture?

The current panorama in most societies shows a clear position on these problems. However, even today there is an important gap regarding the other side of the coin: children who attack their fathers and mothers. The VFP began its media visibility in Spain around 2005, the year in which various media began to publish news reflecting **the suffering experienced by parents who saw themselves attacked and violated by their children**, suffering that includes emotional distress, physical and mental health problems, problems at work and financial difficulties, among others.

Currently, however, since **family privacy has much more precise legal limits,** the visibility and concern of citizens, authorities and researchers is increasing in responding to situations that imply a flagrant violation of rights in the bosom of the family.

When we talk, in particular, about the behavior of children of adolescent age, it is necessary to distinguish between the prototypical behaviors of adolescence of a disruptive nature, from those others considered unacceptable or abusive, and this is where it is important to analyze what we understand. due to violent behavior towards fathers and mothers , abuse towards parents, ascending violence, or child-parent violence.

In general terms, **behaviors that involve CPV involve the will to exercise dominance towards the caregiver,** unlike other rebellious and challenging behaviors of children in adolescence.

Childhood-Parental Violence involves: repeated behaviors of physical violence (attacks, hitting, pushing, throwing objects), verbal (repeated insults, threats) or non-verbal violence (threatening gestures, breaking cherished objects) directed at fathers and mothers. , or to the adults who

occupy their place (Pereira, 2006).

There is also a difference between the traditional VFP and the new VFP. Traditional VFP does not seek an objective in itself, but appears in a state of decreased consciousness and is not repeated when this state (which appears for example in the course of a psychological disorder or due to intoxication due to the consumption of alcohol or other substances).) refers, or is used as self-defense against attacks, sexual abuse or humiliating treatment, as a form of protection from another

The VFP began its media visibility in Spain around 2005, the year in which various media began to publish news reflecting

family member who is being attacked.

On the other hand, **the so-called new VFP "is one where the child acts intentionally and consciously, with the desire to cause harm, harm and suffering to his or her parents**, repeatedly, over time, and with the immediate end. to obtain power, control and dominance over their victims to get what they want, through psychological, economic and/or physical attacks" (Aroca, 2010, pp.136).

This last VFP refers to violence **carried out by boys/girls, adolescents and young people without previous psychiatric histories, nor usually criminal ones,** who are part of families that do not have to frequent social services in principle, and with attacks that are normally reduced. exclusively to the family context. This violent behavior has a clear function: the search for control and power in the family.

2. Types of VFP and the click of violence

In most cases, CPV occurs progressively, beginning with a type of financial or economic violence, which normally involves blackmailing parents to obtain money or goods, later progressing to more psychological violence. and

ending with physical violence, reaching a point at the end of the process in which all three types of violence can occur at the same time.

TYPES OF CHILD-PARENT VIOLENCE

Psychological violence (verbal, non-verbal and emotional)
Involves behaviors that **attack the feelings and emotional needs of the person,** and specifically manifests itself through insults, shouting, intimidating parents, playing maliciously with them, driving them to think they are crazy, make unrealistic demands, insist that they follow their rules, lie, run away from home, and threaten to commit suicide or leave home without intending to do so.

Physical violence
Involves the set of **aggressive behaviors directed directly** against parents such as spitting, pushing, slapping, kicking, punching, hitting them with an object, threatening with dangerous objects; It also includes violence directed against objects in the family home, such as breaking or damaging the home furniture or belongings of any family member.

Financial violence
Refers to **behaviors such as stealing money or belongings,** selling parents' possessions, incurring debts that parents must pay, or requiring parents to buy them things they cannot afford. This economic violence is usually accompanied by psychological violence in behaviors such as: threats, lies, emotional blackmail, extortion, coercion.

On the other hand, **the "cycle of violence" refers to the specific modus operandi that occurs in VFP as a coercive cycle** in which the parents of abusive children and adolescents discover that, once the abuse of their children As it progressively increases, the reprimands or punishments that were used to control said behavior become useless, increasingly ineffective, and sometimes even increase the intensity and frequency of the child's aggressive behavior as an uncontrollable "rebound."

Some of these young people feel the need to take revenge, take revenge and retaliate against **their parents, who feel increasingly helpless and lacking resources** to sustain the situation. This in turn fuels the escalation of filial violence, because in the face of the submission of fathers and mothers, children consolidate their dominance and increase demands, demands and control, marking their power and acquiring more strength.

In these cases, the more helpless and confused the mothers and fathers feel, the greater the risk that they will lose control of the situation. And, as a consequence, it often happens that, in this very negative cycle, **the more forceful the response of the caregivers tries to be to solve and reverse the situation, the more violent are the behaviors of the child**, to which they sometimes give in reluctantly . the intention to regain peace at home. This is how the circle of child-parent violence is established.

3. How many families are affected by VFP?

RespondAnswering this question is very complicated, since statistics and research in this regard use different instruments for data collection, such as interviews, questionnaires, analysis of clinical and police records or review of particular cases, and because from a cultural perspective, CPV continues to be a problem that **is often kept secret out of shame, fear of the reaction of one's own children or even to protect the family image.**

Also, sometimes the violent behaviors and attitudes of children become normalized in the eyes of fathers and mothers, so they are not discussed outside the family nucleus. Sometimes victims **tend to downplay the importance of what happened,** or fearful that society will interpret the abuse as the cause of their "parental failure," they decide to remain silent out of discomfort when it comes to recognizing the problem and for fear of feeling questioned by others.

For this reason, we can say that there is a black number of cases that are

not included or appear in any way in the statistics (because the families, or the social or judicial operators, did not have knowledge of the facts), a figure which undoubtedly far exceeds the number of complaints that, for this reason, are received by the Prosecutor's Office and the Juvenile Courts. In this sense, there is agreement among professionals that **the percentage of complaints processed only represents the tip of the iceberg,** with the official data published reflecting a small portion of the real problem.

Regarding these official data, in the Spanish context, since 2006, an increase in crimes involving abuse of parents has been detected in the area of adolescent offenders. **Every year more than 4,000 files are opened against young people for this type of crime.** These are cases that are of such magnitude that they lead to the need to file a complaint, which implies a desperate request for external help and the recognition of the impossibility of solving the problem within the family.

Official data show the magnitude of the problem, as well as its persistence over recent years. In general, the number of complaints of child-to-parent violence has been increasing in recent years, according to data provided by the State Attorney General 's Office. Thus, for example, **in 2007 there were 2,683 mothers and fathers who reported** their daughters and sons, while in the last official publication of **2020 the complaints amounted to 4,699.**

But ultimately, as we have mentioned, secrecy makes it difficult to obtain reliable data on the prevalence of this phenomenon, which, together with the disparity in data collection methods and research samples in this regard, clouds the results that can be obtained. specify.

It is important to add that some **experts consider that "filing a complaint is really an act of love towards a child"** because ultimately the goal is to end the ordeal that many families experience in order to try to redirect the situation. It is a very difficult step and a very complex decision because it involves profound moral questions, but there are times when there are clear triggers that only allow reporting as a possibility, as in the case of threats with weapons to one's own parents.

4. Characteristics of children who attack

To understand the problem of VFP in depth, it is important that we know the characteristics of the agents involved, people normally united by a strong emotional bond that is fragmented by the emergence of violence in the space where respect and trust between people should prevail. parts.

Problems of antisocial (and even criminal) behavior **are also sometimes observed outside the home**

The research carried out to date on the characteristics of minors who attack their fathers and mothers has not been able to establish a specific conclusive psychological profile, but there are particularities that have been observed as more frequent in these children and adolescents in comparison. with those without aggression problems.

For example, there is evidence that adolescents who practice VFP present more psychological disorders, higher rates of psychiatric hospitalizations and greater consumption of medication and other substances. Some of the most common psychological diagnoses are Attention Deficit Hyperactivity Disorder and the group of Disruptive, Impulse Control and Conduct Disorders.

These boys and girls usually present a lack of emotional control, high irritability and impulsivity, and low empathy (they rarely put themselves in their parents' shoes). They have a tendency to show difficulties in interpersonal relationships in general, although sometimes they do have a gang, but they tend to interact with groups of peers who also engage in violent behavior inside and outside their homes, and in general they tend to show a greater tendency towards breaking up. of rules and norms.

For this reason, problems of antisocial (and even criminal) behavior are also sometimes observed outside the home. These young people are characterized by having various school adaptation problems or low interest in studies; they may show aggressive behavior towards teachers or other classmates.

Substance use may also be present. **There is evidence of the relationship between the consumption of alcohol and other drugs,** with child-parent violence, although attacks against parents do not have to occur exclusively under the influence of substances. Other times both things do occur , which can aggravate the abuse situation, since the effect of certain drugs is a trigger for the lack of impulse control. On other occasions, what happens is that prolonged substance use by children generates situations of family conflict due to the consequences derived from consumption (such as poor academic performance, money problems or nights out) that provoke situations of violence.

Boys and girls who attack their parents or caregivers also **normally have damaged self-esteem** and show other emotional problems such as feelings of uselessness and loneliness, depressive symptoms, difficulties in orienting themselves in life with goals that satisfy them, to express their emotions in a positive way and resolve problems and conflicts appropriately.

> In general, **it is male adolescents who attack their fathers and mothers the most**, between 60% and 80% of the total.

They tend to be adolescents with **difficulties controlling their anger and discomfort, and with a generalized selfish** and self-centered way of acting. They tend to accept and justify violence, show a lack of self-control along with feelings of worthlessness and inferiority. It has also been observed that they feel more psychological stress, lack of understanding of their own emotions and how to manage them so as not to endanger their own integrity or that of others, as they also have higher rates of suicide attempts.

Regarding gender, it has been observed that, in general, it is male adolescents who attack their fathers and mothers the most: at least in judicial and clinical contexts the rate is 2 to 3 times higher in boys than in girls (said Otherwise, the percentage of aggressor boys is between 60% and 80% of the total). Although it is true that this higher prevalence in boys could be biased by the statistics, while it has also been pointed out that it is more likely that sons will be reported, since **they are the ones who tend to exercise more physical violence, and girls in general more psychological violence.**

5. Who usually are the victims of VFP?

VFP victims are usually the female figures in the family. In particular, **mothers or other caregivers such as grandmothers represent around 70% of the focus of abuse.** The explanations for this fact are several and are related to the role of the maternal figure as a woman and as the main caregiver who, in many cultures and families, continues to be the person who usually spends the most time alone with her children at the time of assumption. of the role of parenting, especially in situations of single parenthood , a fact that makes her more exposed to violence, so her status as a victim could be explained, at least in part, with this greater opportunity.

On the other hand, mothers are often perceived as weaker from a physical point of view. In some cases, mothers abused by their children have been or are also victims of gender violence, and **therefore live in an environment where some children have been able to assume an abusive role** in the idealization of strength and control. of others to resolve conflicts.

In these particular cases, this domestic violence aims to undermine the freedom of the person who is considered most vulnerable at home through abuse: the mother. Therefore, a gender approach sometimes helps to understand the experience of a battered mother in terms of broader patterns of violence against women.

Furthermore, **the perception of greater vulnerability of mothers is combined with the fact that they tend to feel more guilty** for the violent behavior of their children and therefore are more likely to minimize the importance of the aggression or to take a position submissive perpetuating her suffering.

6. What factors perpetuate VFP situations?

In this section we provide a summary of the main family, school and social factors that can contribute to the development and maintenance of VFP problems.

6.1. The family context

In families where situations involving CPV occur, some **risk situations may have occurred that help us explain the current violence within the family**, such as the presence of numerous conflicts between spouses (including situations of violence between them), or frequent and intense conflicts between parents and children that have not been effectively or positively resolved.

We also find homes where **an educational style that is too lax** on the part of the fathers, mothers or caregivers prevails (with a lack of clear rules and limits established in the most democratic way possible), **or on the contrary an educational style that is too authoritarian** (with rules and limits very rigid without the possibility of establishing a dialogue or negotiation with the children), a very critical and hurtful context without clear expressions of support, interest in other family members, or signs of affection and affection. These characteristics are generally favorable to aggressive dynamics in families and, in particular, in the behavior of children.

Among these aspects highlighted, one of the most highlighted by professionals is the excessively permissive parenting style. In these families with an absence of norms and rules, the " parentification " of adolescents can often occur , that is, **a very high degree of autonomy inappropriate for their age and maturity.**

In these homes, clear limits have not been established under the premise of not frustrating the children. Too little supervision has been produced during the first years of upbringing, which implies, with the arrival of adolescence, that parents and mothers are not perceived as authority figures to be respected, sometimes causing what is known as "tyrannical behavior" (children who treat their own fathers and mothers as tyrants). Once parents want to establish limits for the good of their children, it is much more difficult.

Living in a violent environment increases the likelihood that **the children will identify violence as a legitimate way**

Some **reasons why parents do not establish limits** are: because parents have lax educational principles, because they feel guilty in a divorce case and do not want to impose themselves on their child in case the child prefers to go with the other parent. , or simply because they do not have the possibility to do so for financial, social or health reasons.

Another important risk factor is the **existence of previous violence between spouses.** Research suggests that living in a violent environment increases the likelihood that children will identify violence as a legitimate, useful and effective way to control others and impose their own criteria as a way to resolve conflicts.

Taking this into account, we understand that any type of domestic violence shapes the attitudes, emotions, thoughts and ways of behaving of the children, which can lead to the development of adjustment problems in the future. However, it is also true that not all children who have grown up immersed in this family environment become violent adolescents or adults. Not only

violence between parents can exert a negative influence, but also attacks by parents on their children.

The term **"doubly abused children"** refers to those who have been, at the same time, victims of physical or sexual assaults and witnesses of domestic violence between their parents, a combination that entails the most serious problems of adjustment in the minors. Thus, many boys and girls who end up attacking and mistreating their parents **have previously been seriously exposed to physical punishment.**

Physical abuse that occurs in deeply authoritarian or negligent homes, and abuse of minors, especially sexual abuse during childhood, are related to antisocial behavior in adolescence (not respecting socially established norms), as well as to violent behavior against fathers and mothers. One explanation for this fact is that the experience of corporal punishment carried over from childhood to adolescence would cause in many adolescents a feeling of unacceptable humiliation.

The young man's aggressiveness, then, emerges with the purpose of reducing the abuse he suffers from his own fathers and mothers, these minors being considered at the same time as victims and executioners. Furthermore, in the VFP the family image is deteriorated, so **to protect the family a family secret** is built that progressively isolates them from contact with the outside world, favoring the maintenance of the secret and aggravating the problem.

6.2. School and peers

Regarding school, the bad, antisocial or aggressive behavior that a student may display toward his or her classmates and teachers can constitute an important indicator of the violence that this boy or girl is exercising within the family context. It has been observed that a significant percentage of adolescents with violence problems show this maladaptive behavior in various environments, both at home and at school, **extending their aggressive disposition towards other people, whether they are other adolescents or adults, such as the faculty.**

The negative attitude towards school and the lack of educational goals are two other factors that have been identified in violent adolescents. Boys and girls who have this problem have a high percentage of school failure and absenteeism. Therefore, behavior in the family environment also translates into **disruptive behavior in class, and in conflicts with teachers and peers** on some occasions, since the adolescent who has learned that violence is an effective method to gain power and control, he will also use it to "solve" problems on the street or at school.

With respect to relationships with other adolescents, we must take into consideration that friendships at this stage of life can exert both a positive and negative influence, as we explained in a previous section. The group of friends can constitute a fundamental source for learning values, developing skills such as adequate conflict or stress management, and forming one's own identity and self-concept; However, **the network of friends can also have a negative impact** on the adolescent for substance consumption, risky sexual behavior or involvement in antisocial and violent behavior, if these actions are approved in this particular group.

In the case of young aggressors at home who maintain unrewarding family relationships, it often happens that they end up identifying more with their group of friends than with their parents, being then the companions - before the family. - who provide them with the main source of emotional support.

This group of friends can contribute negatively to the adolescent's behavior for several reasons: for example, young people who have been victimized by their peers could use violent behavior **against their parents as a means to compensate for feelings of helplessness and express their feelings**. anger in a safe context (what is known as "displacement", because the young person has displaced their anger and discomfort from the school environment to the family environment); secondly, **some peer groups act as a model of violence** that can be used by the young person as an effective strategy to gain power and control in the relationship with their parents; and finally, **involvement in a series of prohibited activities** (such as substance abuse, theft, truancy) that are carried out with the peer group, causes significant conflicts and power struggles in the home when adults try to establish firmer limits for your children.

> Young aggressors at home end up **identifying more with their group of friends** that with their parents who provide them emotional support.

Therefore, there is a greater tendency for these adolescents to relate to other peers who also practice CPV or who have other types of dysfunctional relationships and a tendency towards antisocial and violent behavior in general.

6.3. Society and technological media

Some particularities of our current society make it more likely that hostile behavior may develop in children and adolescents. Among the sociological factors **we can highlight prolonged and continuous exposure to situations of violence in the media, social networks and video games**, which generate desensitization and moral disengagement from the victims, especially when the protagonists of the violent acts (for example, in viral videos on social networks or in video games) they are charismatic, humorous, and obtain positive rewards for their aggressive behavior (for example, money, power, status, followers…).

In fact, current social networks, although they are a resource that facilitates communication and information, can also open another negative parallel door, enabling **new forms of violence such as cyberbullying**, as well as new consumption formats that, in general, They promote the need for quick rewards (for example, "likes"), **low tolerance for frustration, impulsivity, and distancing from others** (with whom we interact through screens). These complex situations make many families feel increasingly overwhelmed as they have few resources to supervise their children's use of the virtual world.

Regarding the community environment, **the characteristics of the neighborhood where the adolescent lives also shape certain attitudes and values** in the person, who internalizes them through observing examples of behavior in others. Thus, we can say that the child's socialization occurs fundamentally in the family and school, through fathers and mothers, teachers and peers, but also through their broader social context, which also provides them with information about meaning that a behavior is acceptable (or not) in your community, culture, country, etc.

For this reason, we must be **especially sensitive to those communities or neighborhoods where vandalism, antisocial and violent acts occur with certain frequency and regularity,** since they can have a crucial impact on the way in which girls and boys socialized in said environment end up understanding and "making their own" certain ways of behaving with others.

7. What consequences does VFP have?

The consequences of VFP are always serious. We can talk about **physical and psychological health problems, financial problems and social relationships** of the victims. Physical abuse always causes damage, and psychological abuse generates anguish, stress, anxiety, somatic symptoms (for example, insomnia, headaches and stomach aches), which in turn aggravate the family situation and can have repercussions on the work and economic sphere.

Let us keep in mind that the victim has to dedicate so much time to the aggressor that sometimes, necessarily, they cannot take care of other children or their partner as they would like (situations of tension and arguments increase), or they have to resort to medical leave. or be absent from work. In the **most extreme cases,** the consequences can lead to thoughts of **suicidal ideation in the victims, or to completed suicides or even patricide.**

> The majority of CPV victims suffer from the symptoms of the socalled **Learned Helplessness Syndrome.**

The majority of VFP victims suffer from the symptoms of the so-called Learned Helplessness Syndrome. Many parents have to resort to pharmacological mediation to alleviate the symptoms of depression and anxiety, while dealing with feelings such as fear, guilt, or even post-traumatic stress disorder.

Many mothers say they feel shame and despair and come into conflict with their own beliefs about the blood ties that united them to their children, experiencing a profound failure as parental figures, and alluding to panic that the problem will come to light through if a rebound effect occurs and behavioral problems increase in the family dynamic. **Providing help, support and resources to these families, especially to many mothers who face the problem of CPV alone, is essential.**

8. Work with affected people

Faced with a VFP problem, it is very likely that it will be necessary for all the people in the family to take part in the process of intervention and recovery of coexistence. Thus, in programs focused on child-to-parent violence, work is usually done with both sons and daughters, as well as with parental figures and, if possible, sometimes together.

> In programs focused on VFP **work is usually done with both sons and daughters** as well as with parental figures and sometimes together.

In some particular cases, the intervention is more directed towards fathers and mothers with the aim of offering them guidelines that provide them with the necessary resources to try to model and change the behavior of their sons and daughters. This happens **in cases where it is estimated that the adolescent's behavioral problems have their origin in the family climate** and educational guidelines, as well as in the use of inadequate or ineffective strategies by the parents.

In other cases, professionals **must work directly with minors who present emotional or psychological pathologies,** especially with diagnoses of depression, anxiety, or the so-called dissocial and conduct disorder, and oppositional-defiant disorder. This intervention can go hand in hand with that of the judicial system aimed at dealing with cases of juvenile delinquency.

The intervention objectives that are usually established with adolescents are based above all on trying to work with them on motivation towards changing their behavior, and for this it is essential that they understand the importance of their way of acting and the serious consequences derived. To modify a behavior it **will be necessary to previously modify the associated thoughts and emotions,** therefore, one purpose is for them to understand what we are talking about when we talk about violence , how it is defined and what it implies, why we should not justify it as a conflict resolution or interaction tool. with the rest.

In parallel, it is essential to work on improving the understanding of your own emotions and their management, including working on aspects such as life frustrations, self-control, empathy, peaceful problem solving, expanding the social skills of communication, and **help them in the process of building their own identity that incorporates the new aspects worked on.**

For parents and educators, the intervention objectives will be the same, since sometimes they also need to incorporate into their social interaction habits the same guidelines described and that are required of their sons and daughters. When professional intervention is required, **the therapists' job will be to accompany all family members** in achieving these objectives under the supervision of the skills that are learned and incorporated into their daily lives.

We insist that one of the most relevant aspects of working with both parents and minors is **to review their justifications for the violent acts of others.** How they interpret and normalize (if applicable) hostile thoughts and the behaviors that accompany them in the usual way of relating at home.

In the case of sons and daughters, it is necessary to review in depth their need to dominate and control their own fathers and mothers, and in the case of these, **we must investigate the educational style that they usually use at home** and if this It has been adjusting and adapting evolutionarily to the growth of its sons and daughters. Another aspect to take into account in interventions and prevention is the possible consumption of substances.

If we are aware of a case of VFP and both minors, and especially mothers or fathers, ask us for advice or help, **it is very important to listen to them without judging.** Going to a professional to request help does not always happen, since for various reasons many families do not formally ask for help. In some cases it may be for reasons of shame, in others for feelings of guilt, and in others the behavior of the children is justified in such a way that the importance is minimized, as we have been highlighting throughout the guide.

Therefore, if a family member or friend tells us their story, pay attention because this fact indicates that their problem is probably quite or very serious. **Offer trust, an understanding and friendly posture and try to emotionally accompany that person without minimizing the importance of what they are suffering.** If it is in your power, tell them community resources to turn to and respect the confidentiality of the events they reveal to you.

In the event that the person tells you that the VFP situation in their home is unsustainable because the severity of the violence has increased and there is a significant risk situation for the health and integrity of family members due to attacks, abuse and even suicidal intentions, confidentiality could be broken to keep those involved safe.

9. When the problem persists. Report and measures to take

Attempt at dialogue and seeking institutional or specialist help fails, sometimes there is no alternative but to preserve one's own safety and that of the rest of the family. **The child can be asked to leave home and enter a foster care program,** but here we can also find a refusal.

Following Spanish legislation, it must be taken into account that minors under 14 years of age are not criminally responsible. Even so, the Public Prosecutor's Office has the power to analyze the case and refer the offender to the corresponding public entity for the protection of minors. **Adolescents between the ages of 14 and 18 are attributable and will have criminal responsibility,** so if they are reported by their parents, measures may be imposed on them through a Juvenile Judge, who may adopt the following restrictive measures of rights:

POSSIBLE MEASURES TO ADOPT

Internment in closed, semi-open and open regimes
In all cases, the minor will reside in a protection center , where they will carry out training, educational, work and leisure activities. In a semi-open regime they will be able to carry out some of these activities outside the center, but they will continue to reside there. While in the open, they will be able to do all these activities outside the center and continue residing there as their usual residence.

Therapeutic confinement
It can also occur in a closed, semi-open or open regime. In the treatment centers , the minor will be provided with specialized educational care or specific therapies to treat psychological disorders and addictions.

Outpatient treatment
The minor must attend the assigned center with the frequency required by the doctors who care for him, to comply with the guidelines for the treatment of psychological disorders , perception or addictions.

Attendance at a day center
These adolescents will reside in their usual residence , but will have to attend a center integrated into the community during the day, where they will carry out the same activities that they would do in any of the detention regimes already described.

Weekend stay
It consists of staying for 36 hours in your usual home or in a protection center (from Friday to Sunday). In this way, socio-educational activities will be carried out outside the place of stay.

Another measure that the Judge can take is probation. Under this condition, the minor's activity and attendance at school or institute, vocational training center or workplace is monitored , depending on the case.

The objective of this measure is to help the young person overcome the circumstances that generated their violent behavior problem and the transgressions committed. **Furthermore, the offender has the obligation to follow the socio-educational guidelines indicated by the institution or the professional** in charge of supervising him, according to the intervention program prepared and approved by the Juvenile Judge . To this can be added another series of prohibitions, such as approaching the victim.

Finally, we have included a last Block of varied resources that can **help find prevention tools,** mainly for families and educators in general. For readers who are experiencing a case like this, or know someone in this situation, we have included a section of "Key ideas about VFP" that we believe is particularly relevant and which we present below.

BLOCK 3

Key Ideas and Complementary Resources

In this section we offer a series of varied resources that we consider of interest to educators in general, and to families, fathers and mothers, in particular. We have divided this resources section into 4 sections.

Firstly, we provide a list of what we have called **"Key Ideas about CPV"** which provides a summary of general conclusions and specific recommendations for fathers, mothers, and other family members and friends of victims of CPV.

Secondly, you will find a **list of informative readings recommended especially for fathers and mothers**, about the adolescent process and the relationships between parents and children in this vital stage.

Thirdly, we have compiled information on more **academic books and manuals** that parents, professionals and educators in general can consult.

Finally we have added a small **list of websites of interest**, where you can expand the information offered in this guide.

1. Ideas Clave sobre la VFP

1 For some time now, **an exponential growth in child-to-parent violence (CPV) has been observed,** which has become visible both due to the increase in complaints filed by fathers and mothers, as well as the increase in requests for attention in the services. psychosocial, health and judicial.

2 Violence is the set of repeated behaviors of physical aggression (hits, pushes, throwing objects), verbal (repeated insults, threats) or non-verbal (threatening gestures, breaking of valued objects) directed at fathers and mothers or children. adults who take their place. **It is a violence that generally occurs in escalation**, that is, it usually begins with insults and disqualifications accompanied by threats to get something (for example, money) and subsequently usually progresses to the breaking of objects and household belongings, to end by adding attacks. increasingly severe physical injuries.

3 The main objective of VFP is **to achieve the submission of caregivers,** their dominance and control through fear . That is, children usually exercise CPV as a way to control, dominate and coerce their caregivers.

4 We distinguish VFP from the nonconformist and rebellious attitude more typical of adolescence in that VFP involves behaviors that go far beyond those that normatively correspond to the evolution and development of the child in his/her adolescent stage, since **it very clearly crosses the boundaries. of respect and the breakdown of coexistence,** and aims to intimidate and control parents or guardians.

5

The people attacked are fathers and mothers (or those adults who take their place, for example, grandmothers) of any age, although it **is more common in mothers and especially in single-parent families.**

6

VFP is not "gender violence". Both sons and daughters exercise violence towards their parents in similar proportions. Boys use physical violence more frequently, while girls use psychological violence more. However, sometimes it does have a gender component, when the male child attacks his female caregiver out of contempt for her because he considers her "inferior" as a woman.

7

VFP violence **can manifest itself in various ways**, for example: Spitting, pushing, hitting, kicking, throwing objects, punching doors and walls, shouting, threats, insults, humiliation, manipulations such as threatening suicide or leaving home, stealing money or family belongings, breaking or damaging objects valued by parents, contracting debts whose payment falls on the parents, and in general any other behavior that threatens the safety of people living under the same roof.

8

People who are victims of CPV may: feel afraid of disturbing their child, continually try to guess their desires and needs so that they are calm, see their personal belongings damaged and be a victim of theft by their own children, being continually hit and humiliated, feeling threatened and ridiculed, being the object of constant criticism, feeling guilty about the situation, avoiding contact with one's own sons and daughters, feeling responsible for one's son/daughter's violent behavior, feeling isolated and alone and not knowing how to ask for help, feeling desperate for not controlling the situation, having an unhappy family life, and feeling remorse.

9

Fathers, mothers and caregivers who suffer from VFP: may harbor **feelings of shame** about telling other people what is happening in their own home, be invaded by **feelings of depression, hopelessness and anxiety** that make daily life activities such as work and personal care, feeling **fear and insecurity** in one's own home, expressing concern for one's own future, the aggressor's child and the family in general, feeling like a failure as a father and mother and questioning one's own ability as an educator. a, observing a distancing from friends and the rest of the family, having more arguments as a couple regarding the education of children, suffering continuously and not being able to stop thinking about the situation of abuse and violence.

10 Some **aspects that may have contributed to the situation worsening over time:** that the children have witnessed abuse among other family members or gender violence (for example between their fathers and mothers), that the children do not have learned peaceful and appropriate ways to resolve conflicts, that the children have had very little supervision by adults, the lack of clear rules around minors, as well as limits that promote respect and coexistence, that children and adolescents have in turn felt abused and neglected, that their children have resorted to unhealthy and toxic friendships.

11 It is essential to keep in mind that: **VFP does not disappear over time** on its own if there is no intervention, but on the contrary it usually increases and the situation usually worsens; As a father and mother, mother or caregiver, you are not the only one responsible nor do you have to know the exact origin, you are not even the bearer of the magic solution, so there is no reason to be ashamed to ask for help in a situation that you suffer as a victim and It is totally unacceptable; Even if there is a period without violence, you should not let your guard down and you need to seek support and solutions if you are suffering from VFP, since the situation is most likely not going to change and the adolescent cannot reverse the situation on his or her own. although he sometimes promises that he intends to change his behavior.

12 **If you are a victim of VFP, keep these tips in mind:** Talk about it with someone you trust and contact health or social services to seek support. With these decisions you will be breaking the silence where you have settled, you will meet people who are going through the same situation, you will improve your confidence and regain hope, you will reduce your feeling of guilt and shame, you will be closer to changing behaviors and learning new ways of confront the situation of violence, and you will improve your skills and resources.

13

If you are a victim of VPF and the situation is unsustainable, in addition to the previous advice, also: Make a **list of telephone numbers that you can call if there is an emergency** – for example: police, close relatives, social services – save it but keep it by hand. Contact the police directly if the aggressive behavior reaches levels where there is a danger to your safety or that of another family member.

14

If you are a family member or friend of a victim of CPV, keep these tips in mind: in order to support these parents it is necessary to understand what they are feeling and experiencing, understand their perception of the situation, their value system and beliefs, as well as congratulate them for the things they have done well so far. It is very necessary for these fathers and mothers to regain authority and hope. Stay close to listen to them when they need it without judging or minimizing the experiences they tell you. Do not criticize the way they are managing the situation. Never justify the adolescent's violent behavior. Express to them that you understand the seriousness of the situation and show them that you will be there to help them and give them support whenever they need it. Help them understand that they are not to blame for what is happening. Respect privacy, but if they ask you or a family member is at risk, let them know or seek help. Encourage parents to continue to care for their own well-being and needs.

2. Readings for fathers and mothers

In this section we offer you a series of informative book titles, easy to read, and written mostly by psychology and pedagogy professionals, which can provide you with key ideas to confront myths and fears regarding education with adolescent sons and daughters. , as well as providing you with guidelines, recommendations and resources that help you better understand the adolescent world and our role as parents. We hope that you like them and that they help you learn to manage conflictive situations that may arise within the family with more and better resources.

Adolescents. Manual	
Author	Fernando Alberca
Publisher	Booket
Basic information	This manual helps clarify old ideas about adolescence to get to the bottom of each child's problems in a practical way, with love, success and understanding.

What are our children hiding?	
Author	Javier Urra
Publisher	La esfera de los libros
Basic information	If there is a question that runs through the minds of most fathers and mothers, that is the one that gives the title to this book: What are our children hiding? An increasingly widespread concern that the author analyzes in these interesting pages.

A stranger at home. Tremble... adolescence has arrived

Author	Rocío Ramos-Paúl, Luis Torres
Publisher	Aguilar
Basic information	When a son or daughter reaches adolescence, facets of him or her that you were unaware of may suddenly appear, making it seem like your own son or daughter is a stranger. This book helps us understand that our children are not aliens... Rocío Ramos-Paúl, known for the television program Supernanny, recounts in this book her experience as an expert on the subject.

Leave me alone... and give me my pay

Author	Javier Urra
Publisher	HarperCollins Ibérica
Basic information	The author intends to emphasize the importance of working on self-control and impulse control, on the need to educate with enthusiasm and without fear , to achieve a satisfactory relationship between parents and children. With this book, he invites us to replace big concerns with possible solutions, and offers us the keys to learning to listen to our children and teaching them to listen to us.

I'm a teenager... and no one understands me	
Author	Pilar Guembe, Carlos Goñi
Publisher	D. Brouwer
Basic information	Who, when they were a teenager, has not felt that no one understood them? The authors of this book are a couple with two children, who have been dedicated to teaching and pedagogy for many years. In these pages we are invited to use in conversations with our children questions that challenge their thoughts, with the intention of making them reflect on what they feel, what they want and what they do.

Adolescents, "how wonderful"	
Author	Eva Bach Cobacho
Publisher	Plataforma Editorial S.L.
Basic information	The author offers key ideas from her perspective as a mother and pedagogue. It highlights the idea that if we manage to make ourselves respected as an adult authority, but at the same time we educate with love, affection and sensitivity, the children's adolescence will be a more pleasant period, it will be easier to cope with difficulties and we will live this time much better.

The little dictator grows	
Author	Javier Urra
Publisher	La Esfera
Basic information	These pages talk about fathers and mothers who scream in silence, as well as children who also suffer, destructive relationships where emotions are not adequately managed , violence and the problems of coexistence, and the hope that can reside in change.

Living with a teenager. Understanding yourself with your child is possible	
Author	Sònia Cervantes
Publisher	Oniro
Basic information	Sònia Cervantes, the psychologist of the Hermano Mayor program, offers us a comprehensive and objective look at the relationship between fathers and mothers and children adolescents and shows us how we should address the most common problems that arise in family coexistence, providing keys to improve the education of our children and remembering that a healthy and harmonious family relationship must be based on firm criteria, but also on love and affection.

Don't tell my parents	
Author	Pilar Guembe, Carlos Goñi
Publisher	Booket
Basic information	This is a practical and simple book, useful for knowing, understanding and educating adolescents, which teaches us that the relationship with children at this age requires adapt to a new life stage. In this book, the authors reproduce 31 conversations with young people to help parents face the most common situations of living with their children and to reflect on their educational strategy.

How to hug a hedgehog . 12 keys to connecting positively with teenagers	
Author	Brad Wilcox, Jerrick Robbins
Publisher	Urano
Basic information	Just as hedgehogs use quills to protect themselves, adolescents have their own defenses—such as a hostile and aggressive attitude—to preserve a still incipient identity. But, although it sometimes seems otherwise, they also need, and appreciate, positive affectionate relationships with their fathers and mothers and other adults in their environment. This book accompanies us through stories that help foster communication, confidence and self-esteem in our children.

You win I win. How to creatively resolve conflicts and enjoy the solutions	
Author	Helena Cornelius
Publisher	Gaia Ediciones
Basic information	With extensive experience in the field of conflict resolution, the authors show how to obtain the most satisfactory result possible for all those involved whenever a conflict threatens. Generally, the only three possible solutions that exist to resolve them are winning, losing or agreeing . This book proposes that the main path must necessarily go through communication and empathy.

Breathe. Mindfulness for parents with adolescent children	
Author	Eline Snel
Publisher	Kairós
Basic information	This manual suggests applying the mindfulness technique to improve the relationship with our children. Respirad is written for fathers and mothers, as well as for therapists and teachers . The author teaches us that the fundamental thing is to be flexible and open, without judging, with a kind and conscious attention to the present and the solutions.

The Day My Daughter Called Me Bitch: Keys to Educating in adolescence	
Author	Rosa Molina y Rafa Guerrero Darwin
Publisher	Almuzara
Basic information	This is a practical guide written by a psychologist and a psychotherapist, which aims to review your approach when accompanying adolescence, learn about the most important evolutionary tasks of the stage, guide you to detect risk factors, make your interventions are efficient, make some recommendations and give you the keys to maintain focus while accompanying.

The adolescent brain: Discover how it works to understand and accompany them	
Author	David Bueno
Publisher	Grijalbo
Basic information	The author, biologist and neuroeducator , invites us in a pleasant way to discover what happens in the brains of adolescents with the intention of knowing and understanding them. Throughout these pages we will find valuable information that will help us stimulate and empower them, set an example, be respectful of their maturation rates, and support them emotionally when they need it.

3. Manuals for educators and professionals

Child-parent violence. Analysis, evaluation and intervention	
Author	Esther Calvete Zulmade
Publisher	Alianza
Synopsis	The emergence of violence, in any of its forms, does not respond to a single cause, but rather forms a complex and multifaceted phenomenon that is only understandable from an ecological model that considers relational variables, intrapersonal, cultural, macrosocial, etc Child-parent violence has always existed. However, it is in this century that society begins to pay greater attention to it, mainly due to the increase in cases. What is the reason for the increase in this type of domestic violence? This book is aimed at both people interested in this current topic and professionals from numerous disciplines with an interest in child-to-parent violence.

Child-parent violence: An interdisciplinary vision	
Author	Alfredo Abadía Selma y Roberto Pereira Tercero
Publisher	JM Bosh
Synopsis	Child-to-parent violence, as is well known, is a problem that seriously affects family relationships and worries fathers and mothers, teachers, therapists, researchers and society in general. It is a problem that, due to its incidence, impact and consequences that arise for family coexistence especially, but also due to its impact on school and society, due to the factors (behavioral, emotional, family, school or social) that contribute and are closely related to these behaviors of physical and/or verbal and psychological aggression towards fathers and mothers, requires very special attention from the multidisciplinary perspective that this book provides.

Psychotherapy of child-parent violence: between secrecy and shame

Author	Roberto Pereira Tercero
Publisher	Morata
Synopsis	The book presents the conclusions of the studies and work carried out in Euskarri , the VFP Intervention Center, the only Center of its kind that exists in Spain. This book may be of interest to: "Professionals in psychiatry, psychology, social work and social educators. Psychotherapists in general, and family therapists in particular. Experts in Systemic Interventions, teachers, pedagogues, pediatricians and family doctors. In general "Anyone who works with families and adolescents. It can, in turn, be an interesting text for students or professionals who are training in family intervention".

Child-parent violence: Progress and challenges

Author	Alfredo Abadías Selma, Roocío Leal Ruiz
Publisher	JM Bosh
Synopsis	The Spanish Society for the Study of Child-Parental Violence (SEVIFIP), which was founded in 2013, held its III Congress in the city of Valencia in May 2022. This is an interdisciplinary book with specialists from various branches of knowledge to understand and provide solutions to a very sui generis type of violence that generates so much pain within families. "Progress and challenges" is the motto of the congress, which provides a light of hope in this work, which we consider to be an essential work with the latest developments in child-to-parent violence, which we hope will be of maximum interest to everyone/ for those who want to know and know with scientific rigor.

Child-parent violence: A model of individual and social factors

Author	Jaime Rosado Segado, David Cantón Cortés
Publisher	Académica Española
Synopsis	The study of Child-Parental Violence is assuming an emerging area of Criminology and Psychology. Currently there are many more cases of children attacking their parents than official statistics show. In previous studies, it has been possible to verify a series of psychological and, mainly, family factors that are related to this type of criminal behavior. This book presents a structural explanatory model of Child-Parental Violence, combining the sociological perspective and the psychological approach, which at the same time is based on the principles of Criminology.

Child-parent violence. Theory, evolution and treatment

Author	Javier Urra (director), José Luis Sancho, Eduardo Atarés, Alberto Buale y Carlos Isabel
Publisher	KLINIC
Synopsis	A terrible and sad reality that I encountered professionally in 1985, 30 years ago. It grows like a social pathology and requires study, research, treatment. This book was born from the academic desire and daily praxis of a RECURRA program that, with the support of GINSO, allows one hundred vocational professionals to work to give hope to those who, wanting to love each other, have entered into a serious relational conflict. Analyze the data, the methods, but also the underlying hunches. And convey that as important as the ME, is the YOU.

4. Webography of interest

Spanish Society for the Study of Childhood-Parental Violence
Scientific society made up of professionals and entities that work in the field of CPV, which aims to promote the study, teaching, research, deontological regulation and intervention of and in Childhood-Parental Violence.
https://sevifip.org/

Child welfare and protection
Virtual Documentary Center "Child Welfare and Protection" of the Federation of Associations for the Prevention of Child Abuse.
https://bienestaryproteccioninfantil.es/

Childhood Observatory
Its objective is the development of research, training, documentation actions, as well as the statistical monitoring of issues related to childhood and adolescence and the management of information sources that allow adequate knowledge, technical analysis, monitoring and evolution of matters. related to the rights and care of children and adolescents.
https://www.observatoriodelainfancia.es/

Stop Family Violence
STOPVF is a team of specialized professionals dedicated to making family violence socially visible, especially child-to-parent violence , preventing it and helping families with lawyers, pedagogues, educators and family counselors.
https://stop-violencia.org/

Family Intervention Program Specialized in Child-Parental Violence
https://violenciafilioparentalbizkaia.org/

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