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The PhD thesis in psychology and the abstract can be consulted at the Scientific Library of the „Ion Creangă” State Pedagogical University of Chisinau and on the website of ANACEC ([www.cnaa.md](http://www.cnaa.md)).

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## CONCEPTUAL REFERENCES OF THE RESEARCH

**The actuality of the subject.** The phenomenon of divorce generates, as a rule, tensions, conflicts and changes whose effects extend beyond the legal ones, so that divorce involves not only people strictly bound by marriage, but has direct consequences on its members, being a complex psycho-social phenomenon that changes the lives of both partners and their descendants. The current problem of divorce in families with children, from the perspective of how parents manage the separation, can lead to disturbances that affect the child's psycho-emotional functioning and development, with effects that can accompany the individual throughout his or her life, through the appearance of psychological disorders [3].

**Description of the situation in the research area and identification of the research problem.** The consequences of divorce and their impact on children is a major issue that is prevalent globally, with a significant number of children affected by exposure to parental conflict related to issues of establishing the child's residence and schedule of personal ties with the non-resident parent, legal and financial considerations, or the emotional refusal of at least one parent to accept separation [26]. Therefore, the emotional and affective instability of the minor, against a background of psychological immaturity and lack of life experience, deprives him/her of the possibility to maintain and develop personal relationships with the parent from whom he/she has been separated by divorce, to express his/her feelings freely, without pressure and conflicts of loyalty towards the parent with whom the minor lives [34].

A number of scientific papers have been developed on the phenomenon of divorce and its implications for the family, in which psychological aspects are addressed, such as critical moments and the child's adaptation processes in relation to some legal aspects and relational dynamics between parents. Perspectives on the assessment of the child in adverse life contexts have been highlighted by several authors, who have offered specific methods and techniques of work in the assessment and psycho-diagnosis of emotional and personality disorders of children, some of them focusing on the assessment of the consequences caused by the separation of parents, as follows: I. Mitrofan [17], V. Olărescu [18, 19], V. Olărescu & A. Veleanovici [20], V. Olărescu & G. Dumitriu [21], G. Cucu – Ciuhan [29], M. Vîrlan [25], V. Stratan [23], V. Gonța [11], Iu. Racu [22], L. Chitoroga [4], L. Miță [40], G. Marc [15], K. Treisman [24], R. Friedberg & J. McClure [10], R. Barkley [1].

However, the literature review revealed a lack of comprehensive research on predispositions to personality and emotional disorders in children in relation to parenting skills and abilities and the co-parenting relationship of divorcing parents and a lack of research from the perspective of remedying these disorders by developing parenting skills and abilities and improving the co-parenting relationship of parents. In view of the above, the scientific problem anchored on several questions was outlined: *What emotional and personality disorders does parental divorce induce in the psyche/personality of pre-teens? Which methods are optimal to highlight all emotional and personality disorders triggered by parental divorce? What are the relationships and parenting skills that trigger preadolescent psychological*

*problems? How to structure more effectively, what methods will be relevant in psychological intervention with preadolescents of divorced parents and divorcing parents themselves? How to conduct individual/group/diad sessions?*

**Aim of the research:** to identify predispositions to personality disorders and emotional disorders in 9-12 year old children whose parents are divorced, to estimate the level of parenting skills and co-parenting relationship for the divorced parents of the children, in order to facilitate the structuring of psychological intervention oriented/focused on improving the identified personality and emotional disorders in the children and educating/increasing the level of parenting skills and co-parenting relationship in the parents.

**Research objectives:**

- in-depth study and analysis of the scientific literature in the field studied and description, synthesis of the scientific data analyzed;
- structuring assessment instruments to reveal the consequences of divorce and poor post-divorce parenting dynamics on the child's emotional development and personality;
- highlighting/distinguishing the peculiarities of personality and emotional disorder predispositions in children aged between 9 and 12 (pre-adolescents);
- identify the level of parenting skills and the co-parenting relationship from the resident parent's perspective;
- establishing the relationship between preadolescent disorders and parenting skills and the co-parenting relationship of the resident parent;
- development and implementation of psychological intervention programs aimed at improving disorders identified in preadolescents and improving/educating parenting skills and the co-parenting relationship from the perspective of the resident parent;
  - experimental approval and impact assessment of intervention programs;
  - to issue recommendations for psychological intervention for children and their parents in the context of going through a divorce.

**The theoretical support of the research** is represented by the theories and conceptions about: *the phenomenon of divorce and its implications on the family*: C. & S.V. Everett [9], F. Dolto [8], J. Biolley [2], B. Ionescu [12], R. Warshak [26]; *predispositions to personality disorders and emotional disorders*: Ş. Ionescu [13], I. & D. Marcelli [16], V. Olărescu & A. Veleanovici [21]; *parenting skills and the co-parenting relationship*: R. Friedberg & J. McClure [10], R. Barkley [1], G. Landreth [4], M.E. Brianda & I. Roskam & M. Mikolajczak [28].

**The methodology of scientific research** consists of: theoretical methods (analysis and synthesis of the literature; hypothetic-deductive method for interpreting and explaining research results); empirical methods (questionnaire, test, observation and control experiments, psychological interventions); mathematical and

statistical parametric methods - t-test for independent samples; Cohen's d indicator; Levene test and Hartley Fmax ratio; linear regression analysis; ANOVA test for repeated measures with mixed design.

**Scientific novelty and originality.** For the first time at the national level: an experimental comparative study was carried out, having as subjects - children aged 9-12 years who come from divorced families and resident parents on the one hand, and children and parents from organized families, on the other side; predispositions towards personality and emotional disorders were highlighted, as a consequence of the dynamics of parental divorce that 9-12-year-old children go through with their parents; parental skills and the co-parenting relationship of divorced parents were studied; the predispositions of personality disorders highlighted following the application of psychological tests as a consequence of the dynamics of divorce were identified, regarding the child's emotional stability, extraversion, conformity and inhibition, associated with dysfunctional behaviors and conduct; the emotional disorders resulting from the divorce were highlighted: anxiety, depression, stress symptoms, dysfunctional attachment; the parental skills of the resident parent were assessed and established regarding the knowledge of the characteristics of the child's development stage, the emotional support offered, crisis management and the disciplinary factor; the risk factors that belong to the parents and influence or determine the appearance of disorders in children were evaluated and ascertained; the perception of the co-parenting relationship of the resident parent with the non-resident parent was determined, a relationship that represents an important determining factor in the emergence of imbalance at the level of the child and the family; the predispositions of personality and emotional disorders of 9-12-year-old children, the level of parental skills and the co-parenting relationship of parents were remedied and improved, through the development and application of psychological intervention programs focused on the problems identified both in children as well as parents; psychological intervention programs for resident divorced parents and their children were validated.

**The results obtained that contribute to solving the important scientific problem are:** scientific systematization of data from field research; identifying the predispositions of personality disorders of 9-12-year-old children who are going through a divorce situation; highlighting the emotional disturbances of 9-12 year old children who are going through a divorce situation; evaluation and determination of risk factors that belong to parents and influence or cause the appearance of disorders in children aged 9-12 years; assessment and determination of the resident parent's parental competence; determining the resident parent's perception of the co-parenting relationship; remedying and improving the personality and emotional disorders of 9-12-year-old children, the parental skills and the co-parenting relationship of the parents, through the development and application of psychological intervention programs focused on the problems identified in both children and parents.

**Theoretical significance:** researching, evaluating and highlighting the peculiarities of personality and emotional disorders occurring in children (preadolescents - 9-12 years) in the context of the dynamics of parental separation; researching, evaluating and highlighting parental characteristics regarding child

management and relational dynamics with the other parent; to complete the theoretical bases of psychological science with the results obtained in the research regarding the knowledge on the specific disorders that can be caused in children exposed, directly or indirectly, to conflict situations between their divorced parents; to highlight the need to go through a psychological intervention program to reduce the problems highlighted, both in children aged 9-12 years and in parents.

**The application value** consists of: structuring the preadolescent assessment kit, useful in the complex assessment of preadolescents aged 9-12 years; the psychological intervention program developed, implemented and validated, which provides an intervention model to improve predispositions to personality and emotional disorders in preadolescents, improve parenting skills and co-parenting relationship of parents, which can be taken up by specialists in child and parent intervention; theoretical and practical research data can be a source of documentation for practitioners and parents; theoretical and practical findings and conclusions can be a good practice guide for practitioners.

**Main scientific results submitted for support:** The phenomenon of parental divorce involves the development of predispositions to personality and emotional disorders in children, poor parenting skills and poor co-parenting relationships in parents; The statistical data obtained following the assessment of the children and their resident parents, identifying the relationships between the predispositions of personality disorders and emotional disorders in children and the parenting skills and co-parenting relationship of the resident parents, require the development of a psychological intervention programme in order to improve the disorders identified in children and to improve the parenting skills and co-parenting relationship in their resident parents; The development of a psychological intervention programme and its implementation on both children and resident parents will improve the disorders identified in children and improve parenting skills and the co-parenting relationship in their resident parents.

**Implementation of scientific results.** The results are used in the psychological work of specialists in order to guide and improve the work of clinical psychologists, counsellors and psychotherapists, in the process of their continuous and complementary training.

**Approval of research results.** The research results were presented, discussed and approved during the meetings of the Doctoral School of Psychology of the "Ion Creanga" State Pedagogical University, in the materials published in specialized journals, at scientific conferences organized within the "Ion Creanga" State Pedagogical University and the University of Bucharest. Relevant details of the research were presented at the following conferences: The National Conference "Integrated Approach in Medical Psychology Research and Practice"; University of Medicine, Bucharest, 2019; the International Conference on Experiential Psychotherapy and Unifying Personal Development "Virtual Connections in Psychotherapy and Personal Development. Restructuring and self-transformation; University of Bucharest, 2020; Institute for the Study and Treatment of Trauma International Conference "Stress, Trauma and Human Relationships", Bucharest, 2021; National Conference on Experiential Psychotherapy and Unifying

Personal Development "Ways to be together in the process of change. Psychotherapy between reality and desire", Bucharest, 2021; "Ion Creanga" State Pedagogical University, Round Table "Socio-psychological aspects of children's security in family and residential environments", Chisinau, 2022; National Conference on Experiential Psychotherapy and Unifying Personal Development "Psychotherapy in the present: adaptation, change, regeneration", Bucharest, 2022; International Scientific Conference "Science and Education: New Approaches and Perspectives", Chişinău, Republic of Moldova, 2023; International Conference "Individual, family, society - contemporary challenges", Bucharest, 2023; Unifying Experiential Psychotherapy and Personal Development Conference "Here and now looking towards the future: therapeutic transitions, integration and development", Bucharest, 2023; International Scientific Conference "The Contemporary Issues of the Socio-Humanistic Sciences XIV-th Edition", Free International University of Moldova, 2023.

**Publications on the thesis topic:** 11 scientific papers, of which: 4 articles in international scientific editions, 1 article in scientific journals; 6 articles in conference proceedings and other scientific events.

**Volume and structure of the thesis.** The thesis includes annotations, list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography of 242 titles, 5 appendices, 137 pages of basic text, 18 figures and 32 tables.

**Keywords:** divorce, remediation of psycho-emotional disorders, emotional disorder, personality disorder, integrative psychological program, parenting skills, co-parenting relationship, parental conflict, family life, preadolescence, emerging personality pattern, amelioration of the disorder.

## **THESIS CONTENT**

The *Introduction* argues the topicality and importance of the research topic, the important scientific problem solved, the aim and objectives of the investigation, the scientific novelty and originality, the theoretical significance and applicative value of the work, the implementation of the results and the approval of the research results, the implementation and approval of the scientific results.

In *Chapter 1*, entitled „Theoretical-scientific interferences in the research of personality disorders and emotional disorders in relation to parenting skills and co-parenting”, a theoretical incursion is made from the point of view of the predispositions of personality disorders and emotional disorders of children with divorced parents, family dynamics and individual characteristics of divorced parents, being studied the literature in the field. The topic of the developing human personality has been the focus of several researchers: M. Zuckerman [35], J.H. Johnson [36], W. Lyddon [39], who have highlighted how psychological problems of a clinical nature are often rooted in early expressions of stable personality traits in formation, beyond the capture of isolated clinical symptoms, forming emergent personality patterns. The association between family stresses caused by transitions in parental separation and the effects of the child's adjustment to the changes of separation has been established in numerous studies showing predispositions to personality disorders and higher levels of emotional and behavioural problems, both externalising



(antisocial behaviour, non-compliance, aggression) and internalising (inhibited behaviour, withdrawal, anxiety, depression) in children and adolescents living in contentious homes or in divorced families compared to those in harmonious, non-divorced families [31].

D. Marcelli [16], J. Kossowsky [38], C. Kearney [37], D. Nutter [32] și B. Bernstein [36] have studied from the perspective of emotional disorders, the concepts of anxiety and depression in children neglected by their parents, who are more concerned with mutual confrontation, children from families with difficulties in emotional expression and communication or with an intense family environment of conflict. The risk of stress disorder in children who have been exposed to, or have themselves been involved in, a conflict situation between their parents in the context of divorce has been highlighted by K. Musick, A. Meier [42], G. Cucu-Ciuhan [29].

In the context of investigating the factors that determine children's emotional and behavioural dysfunction, parenting skills and co-parenting relationships are presented in the literature and research as key predictors. Many authors such as M. El-Sheikh [32], C. Everett [9], K. Musick [42], have highlighted that there are a multitude of psycho-emotional problems of the child, difficult or impossible to address from a psychological perspective, unless there is a restructuring of the parents' skills and competences or of the interparental relationship following divorce. Taxonomies of parenting skills have been developed [8, 16] and co-parenting relationship of parents [28, 32]. The analytical study of the literature led us to the free affirmation of the non-existence of complex research on personality and emotional disorders of preadolescents related to parenting skills and abilities and to the co-parenting relationship of divorcing parents; also, the analysis of the scientific literature proved the lack of research carried out from the perspective of remedying these disorders by developing parenting skills and abilities and by improving the co-parenting relationship of parents. Thus, there is a need for a complex and integrated psychological approach, an in-depth assessment of the psycho-behavioral reality, an exhaustive psycho-diagnosis of the pre-adolescent child and the parent in a divorce situation, through the implementation of psychological intervention programs that will facilitate both the psycho-emotional development of the pre-adolescent and the parenting skills of the parent, in order to achieve the expected therapeutic results.

*Chapter 2*, entitled „Assessment of Personality Disorders, Emotional Disorders and Parenting Characteristics” reveals the aim, objectives, hypotheses, methodology of the experimental research and the results of the ascertainment experiment. The sample consisted of a number of 228 children between the ages of 9 and 12 and 228 parents, defined as follows: 125 children, whose parents have divorced and 125 parents with whom the children live, called resident parents (DG); 103 children and 103 parents from organized (non-divorced) families (NG).

The ascertainment experiment *purpose*: to identify predispositions to personality and emotional disorders as a consequence of divorce dynamics in children aged 9-12 years and to assess and determine the level of parenting skills and co-parenting relationship of the resident parent.

*Goals:* Selection of children and parents for DG and NG; Identification of predispositions to personality disorders and emotional disorders in children; Identification of the level of parenting skills and co-parenting relationship in parents; Determination of the relationship between parenting skills and co-parenting relationship of parents and children's disorders; Processing and interpretation of the obtained results; Drawing scientific conclusions.

*Hypotheses of the research stage:* 1. We assume that, in children with divorced parents, we will identify predispositions to personality disorders and emotional disorders; 2. We assume that we will identify low parenting skills and conflictual co-parenting relationship in the child's resident parent; 3. We assume that, we will identify predispositions to personality disorders and emotional disorders in children with parents who have low parenting skills and conflictual co-parenting relationship.

*Experimental variables:* *For Hypothesis 1:* Independent variable: family type (divorced/not divorced); Dependent variables: personality patterns: Confident, Sociable, Conformist, Submissive, Inhibited, Insubordinate, Unstable; Emotional Stability, Extraversion, Imagination, Benevolence, Conscientiousness; emotional symptoms: Anxiety/Fear, Attention Deficit, Obsessive-Compulsive Tendencies, Conduct Problems, Disruptive Behaviours, Depressive Disposition, Distortion of Reality; ADHD, Oppositional Defiant Disorder, Conduct Disorder, Generalized Anxiety, Specific Phobia, Obsessive-Compulsive Disorder, Posttraumatic Stress Disorder, Tics, Schizophrenia, Depressive Disorders, Asperger's Disorder, Autistic Disorder, Social Phobia, Separation Anxiety, Enuresis, Encopresis; Adaptability, Reinforces of Parent, Demandingness, Mood, Acceptance. *For hypothesis 2:* Independent variable: family type (divorced/not divorced); Dependent variables: Competence, Isolation, Attachment, Health, Role restriction, Depression, Partner Relationship, Knowledge, Affective support and Stress management, Discipline, Time management, Crisis management. *For hypothesis 3:* Independent variable: each scale of the psychological tests and questionnaires administered to the parent, presented above; Dependent variables: each scale of the psychological tests and questionnaires administered to the child, presented above.

*Diagnostic tools used in the finding experiment:* Millon Pre-Adolescent Clinical Inventory - MPACI, Hierarchical Personality Inventory for Children - HiPIC, Child Symptom Assessment Questionnaire - CSI - 4, Parental Stress Index - Fourth Edition - PSI-4, Parental Competence Investigation Questionnaire - CCP.

***Results for the MPACI psychological test:***

*Purpose:* to identify the predispositions of personality and emotional disorders in children.

*Working hypothesis:* In children with divorced parents we will identify predispositions to personality disorders and emotional disorders.

Data analysis revealed statistically significant differences for children going through parental divorce, results explained by the experiences that the environment often given by tensions and conflicts, for them is often presented as uncaring and hostile, which led to hyper sensitive manifestations, limited ability to

experience pleasure, hostile, aggressive actions, limited coping resources, vulnerability to anxiety, depression and emotional tension.

Table 2.1. Differences between NCG and DCG preadolescents' scores on the MPACI test

MPACI		Mean		t-test	p	Effect size
		NCG	DCG			
	Confident	62.38	47.27	6,14	< .001	0,82
	Sociable	55.40	46.18	4,13	< .001	0,55
	Conformist	45.39	67.30	-9,92	< .001	-1,32
	Submissive	44,01	51,9	-3,52	< .001	-0,47
	Inhibited	35,17	54	-7,74	< .001	-1,03
	Insubordinate	24,19	50	-9,30	< .001	-1,24
	Unstable	27,02	52,96	-8,53	< .001	-1,14
	Anxiety/Fear	36,13	71,81	-22,20	< .001	-2,95
	Attention Deficit	32,87	44	-3,68	< .001	-0,49
	Obses-Comp Tendencies	31,76	45,1	-4,66	< .001	-0,62
	Conduct Problems	27,28	49,7	-9,13	< .001	-1,22
	Disruptive Behaviours	28,67	49,3	-8,03	< .001	-1,07
	Depressive Disposition	37,11	65,9	-14,25	< .001	-1,90
	Distortion of Reality	10,65	50,2	-12,44	< .001	-1,66

The independent samples t-test was applied to examine differences in the emergent personality traits displayed by children according to the type of family of origin, i.e. divorced or non-divorced. Thus, the results indicate that children from DCG reported lower scores than those from NCG for the Confident ( $t(226) = 6.14, p < .001, d = .82$ ) and Sociable ( $t(226) = 4.13, p < .001, d = .55$ ) personality patterns.

Also, children from families with divorced parents reported significantly higher scores compared to those from non-divorced families on the personality pattern Conformist ( $t(226) = -9.92, p < .001, d = -1.32$ ), Submissive ( $t(226) = -3.52, p < .001, d = -0.47$ ), Inhibited ( $t(226) = -7.74, p < .001, d = -1.03$ ), Insubordinate ( $t(226) = -9.30, p < .001, d = -1.24$ ), Unstable ( $t(226) = -8.53, p < .001, d = -1.14$ ). In terms of emotional symptoms, children from families with divorced parents reported significantly higher scores than those from non-divorced families on Anxiety ( $t(226) = -22.20, p < .001, d = -2.95$ ), Depressed mood ( $t(226) = -14.25, p < .001, d = -1.90$ ), Conduct problems ( $t(226) = -9.13, p < .001, d = -1.22$ ), Disruptive behaviors ( $t(226) = -8.03, p < .001, d = -1.07$ ), Attention deficit ( $t(226) = -3.68, p < .001, d = -0.49$ ), Obsessive compulsive tendencies ( $t(226) = -4.66, p < .001, d = -0.62$ ) and Distortion of reality ( $t(226) = -12.44, p < .001, d = -1.66$ ), as shown in Table 2.1. We conclude that in children with divorced parents we identified predispositions to personality disorders and emotional disorders, the statistical hypothesis is confirmed.

### ***Results for the HiPIC psychological test:***

*Purpose:* to identify the predispositions of personality and emotional disorders in children.

*Working hypothesis:* In children with divorced parents we will identify predispositions to personality disorders and emotional disorders.

Comparison of personality traits for HiPIC using the independent samples t-test revealed that: children from families with divorced parents had lower scores on the *Emotional Stability* scales ( $t(226) = 8.29, p < .001, d = 1.10$ ), *Extraversion* ( $t(226) = 5.06, p < .001, d = 0.67$ ), *Imagination* ( $t(226) = 5.01, p < .001, d = 0.67$ ),

*Benevolence* ( $t(226)= 2.02, p=.045, d=0.27$ ) and *Conscientiousness* ( $t(226)= 3.77, p < .001, d=0.50$ ), compared to children from non-divorced families.

Table 2.2. Differences between NCG and DCG preadolescents' scores on the HiPIC test

HiPIC		Mean		t-test	p	Effect size
		NCG	DCG			
	Emotion. Stability	4,64	2,9	8,29	< .001	1,10
	Extraversion	5,13	4,09	5,06	< .001	0,67
	Imagination	5,52	4,5	5,01	< .001	0,67
	Benevolence	5,02	4,52	2,02	0.045	0,27
	Conscientiousness	5	4,27	3,77	< .001	0,50

Statistical processing of the data confirms the statistical hypothesis launched by highlighting statistically significant differences in the HiPIC test scales.

**Results for the CSI4 psychological test:**

*Purpose:* to identify the predispositions of personality and emotional disorders in children.

*Working hypothesis:* In children with divorced parents we will identify predispositions to personality disorders and emotional disorders.

Finding the results presented in table 2.3 shows us the relevant means to this research of preadolescent emotionality for the CSI4 test:

Table. 2.3. Differences between NCG and DCG preadolescents' scores on the CSI4 test

CSI4		Mean		t- test	p	Effect size
		NCG	DCG			
	Generaliz.Anxiety	54,42	67,6	-11,10	< .001	-1,48
	Post Traum Stress	52,16	60	-7,67	< .001	-1,02
	Dystim Disord	51,89	69,4	-15,94	< .001	-2,12
	Separat.Anxiety	55,29	69	-12,59	< .001	-1,68

Differential results obtained on the Generalized Anxiety, Separation Anxiety, Dysthymic Disorder and Post-Traumatic Stress scales noted by children from families with divorced parents are noted, results that highlight the excessive and uncontrollable worry of children, which leads to a need for constant encouragement and support from parents. Worry, as a rule, is linked in these children to the possibility of unfortunate events that will separate them from their parent, a state that interferes with daily life, producing difficulties in concentration, symptoms of increased reactivity and arousal, sleep disturbance and agitation. Parents report „clinging” behavior’s in children when they experience or anticipate separation, often reporting that the child sleeps with the parent during the night.

In the context of the CSI4 test, we note from the statistical processing of the reported data the following results relevant to the present research: on the following scales, we observe that preadolescents from families with divorced parents scored significantly higher than preadolescents from non-divorced families on *Generalized Anxiety* ( $t(226)= -11. 10, p < .001, d = -1.48$ ), *Post-Traumatic Stress* ( $t(226)= -7.67, p < .001, d = -1.02$ ), *Dysthymic Disorder* ( $t(226)= -15.94, p < .001, d = -2.12$ ), *Separation Anxiety* ( $t(226)= -12.59, p < .001, d = -1.68$ ). We conclude that there are significant differences between children depending on the type of family they come from, at the level of emotional and behavioral disorders assessed by the

CSI4 test, thus confirming the hypothesis of the research phase.

**Results for the PSI4 psychological test - Child domain**

*Purpose:* to identify the predispositions of personality and emotional disorders in children.

*Working hypothesis:* In children with divorced parents we will identify predispositions to personality disorders and emotional disorders.

The independent samples t-test indicated that parents' reports of children from divorced families had significantly higher means for *Adaptability* ( $t(226) = -8.63, p < .001, d = -1.15$ ), and *Mood* ( $t(226) = -12.23, p < .001, d = -1.63$ ).

Table 2.4. Differences between NCG and DCG preadolescents' scores on the PSI4 test

PSI4		Mean		t-test	p	Effect size
		NCG	DCG			
	Distractib/ Hyper	53,99	49,56	3,19	0,002	0,42
	Adaptability	54,94	66,77	-8,63	< .001	-1,15
	Reinforces Parent	56,21	47,62	6,97	< .001	0,93
	Demandingness	50,36	43,07	7,05	< .001	0,94
	Mood	49,66	65,22	-12,23	< .001	-1,63
	Acceptability	45,83	37,50	10,86	< .001	1,44

Pre-adolescents going through a parental divorce have higher scores than those from non-divorced families, showing dysfunctional emotional functioning, unhappiness, depression, frequent crying and no signs of well-being; the scores shown are a consequence of lack of parental attachment, absence and even unavailability of the parent. In conclusion, the comparison of the results for emotional disorders and personality disorder predispositions of children, for the two groups under investigation, namely DCG and NCG, revealed statistically significant differences, confirming the statistical hypothesis.

In order to determine the level of Parenting Skills and the co-parenting relationship among resident parents and parents from non-divorced families, the data reported by them were processed and the statistical analyses for the CCP and PSI4 - Parent Domain test scales are presented in the following table:

Table 2.5. Comparison of parenting and co-parenting in PSI4 and CCP for DPG and NPG

Independent Samples T-Test

		Statistic	df	p		Effect Size
Competenta	Student's t	-4.80 <sup>a</sup>	226.00	<.001	Cohen's d	-0.64
Izolare	Student's t	6.85 <sup>a</sup>	226.00	<.001	Cohen's d	0.91
Atasament	Student's t	2.24 <sup>a</sup>	226.00	0.026	Cohen's d	0.30
Sanatate	Student's t	3.81 <sup>a</sup>	226.00	<.001	Cohen's d	0.51
RolParentalRestrictiv	Student's t	-3.63	226.00	<.001	Cohen's d	-0.48
Depresie	Student's t	-1.51 <sup>a</sup>	226.00	0.133	Cohen's d	-0.20
RelatiaCuPartenerul	Student's t	-21.62 <sup>a</sup>	226.00	<.001	Cohen's d	-2.88
Cunoastere	Student's t	10.94	226.00	<.001	Cohen's d	1.46
SuportAfectivManagStresului	Student's t	14.90 <sup>a</sup>	226.00	<.001	Cohen's d	1.98
Disciplinare	Student's t	10.72 <sup>a</sup>	226.00	<.001	Cohen's d	1.43
ManagTimpului	Student's t	10.42 <sup>a</sup>	226.00	<.001	Cohen's d	1.39
ManagCrizelor	Student's t	17.39 <sup>a</sup>	226.00	<.001	Cohen's d	2.31

**Results for the PSI4 psychological test - Parent domain**

*Purpose:* to identify the level of parenting skills and the coparenting relationship of parents.

*Working hypothesis:* In the child's resident parent we will identify a low level of parenting skills and conflictual co-parenting relationship.

From the parent's perspective, the data reported for the scales of the PSI4 - Parent Domain, recorded averages with slight differences in most of the scales, with the exception of the Partner Relationship scale, which shows a major gap in the results of divorced parents (M=72.31) compared to non-divorced parents (M=45.40), as shown in the following table:

Table. 2.6. Differences between NPG and DPG parents' PSI4 test results

PSI4		Mean		t-test	p	Effect size
		NPG	DPG			
	Competence	50,11	54,66	-4,80	< .001	-0,64
	Isolation	50,45	42,14	6,85	< .001	0,91
	Attachment	51,33	49,02	2,24	0.026	0,30
	Health	51,48	47,66	3,81	< .001	0,51
	Role restriction	49,63	53,65	-3,63	< .001	-0,48
	Depression	50,74	52,82	-1,51	0.133	-0,20
	Partner Relationship	45,40	72,31	-21,62	< .001	-2,88

Higher scores on these scales indicate divorced parents experience greater stress than non-divorced parents about managing their child's behavior and generally feel overwhelmed by feelings of criticism and tension from the other parent. The t-test for independent samples applied in the complex descriptive data analysis revealed statistical results indicating that divorced parents reported significantly higher scores on *Competence* ( $t(226) = -4.80, p < .001, d = -0.64$ ), *Role restriction* ( $t(226) = -3.63, p < .001, d = -0.48$ ), and *Partner Relationship* ( $t(226) = -21.62, p < .001, d = -2.88$ ) compared to non-divorced parents. Statistical results show lower parenting skills and a strained co-parenting relationship between parents, confirming the statistical hypothesis.

### ***Results for the CCP psychological test***

*Purpose:* to identify the level of parenting skills and the coparenting relationship of parents.

*Working hypothesis:* In the child's resident parent we will identify reduced parenting skills. Resident parents reported lower scores than parents from nonresident families.

Table 2.7 shows the differences in the means reported for the two groups of research subjects, DPG and NPG, for parenting skills assessed by the CCP test:

Table 2.7. Differences between NPG and DPG parents' CCP test results

CCP		Mean		t-test	p	Effect size
		NPG	DPG			
	Knowledge	60,09	50,10	10,94	< .001	1,46
	Affect sup/Stress Man.	66,85	52,25	14,90	< .001	1,98
	Discipline	73,38	60,76	10,72	< .001	1,43
	Time Manag.	60,56	49,66	10,42	< .001	1,39
	Crisis Manag.	61,62	46,79	17,93	< .001	2,31

We explain the descriptive data by the fact that parents' perceptions of their personal abilities to adequately manage the reward and punishment regime, to determine the quality and quantity of time spent with their child, to know and explain their child's reactions, are lower in the group of divorced parents.

In the context of the separation situation, involvement in the divorce generates restructuring and readjustment to the new situation in the parents, which may reduce the parents' ability to be available to understand their children's needs and formulate appropriate responses to them.

Thus, statistical processing using the t-test for independent samples shows a lower level of parenting skills, with a focus on: the factor Affective Support/Stress Management ( $t(226) = 14.90, p < .001, d = 1.98$ ), the factor Crisis Management ( $t(226) = 17.39, p < .001, d = 2.31$ ), Knowledge ( $t(226) = 10.94, p < .001, d = 1.46$ ), Discipline ( $t(226) = 10.72, p < .001, d = 1.43$ ), and Time Management ( $t(226) = 10.42, p < .001, d = 1.39$ ).

We conclude that we identify statistically significant differences in the characteristics of the divorced parent compared to those of the non-divorced parent with respect to parenting skills, confirming the hypothesis of the research stage for parents.

**Study of the relationship between research variables.**

*Working hypothesis:* In children with parents who have low parenting skills and conflictual co-parenting relationship we will identify predispositions to personality disorders and emotional disorders.

To examine the predictive role of parenting skills on children's emerging personality traits, linear regression analysis was used. We highlight in Table 2.8 the parental predictors that influence the child's personality patterns and form the following correlations: between the Relationship with Partner, Knowledge, Discipline scales and the Confident, Sociable, Conformist, Inhibited, Insubordinate, Unstable scales for the MPACI test; between the Relationship with Partner, Competence, Health scales and the Emotional Stability scale for the HiPIC test.

Table 2.8. Prediction results for personality patterns

Parental abilities		Confident ( $R^2 = .21$ $p < .001$ )	Sociable ( $R^2 = .09$ $p = .028$ )	Conformist ( $R^2 = .10$ $p = .024$ )	Inhibited ( $R^2 = .28$ $p < .001$ )	Insubordin ( $R^2 = .34$ $p < .001$ )	Unstable ( $R^2 = .28$ $p < .001$ )	Emot. stability ( $R^2 = .30$ $p < .001$ )
Partner Relationship	$\beta$	-0.40	-0.25	0.47	0.42	0.48	0.57	-0.04
	p	.002	.040	<.001	<.001	<.001	<.001	<.001
Knowledge	$\beta$				-0.46			
	p				.028			
Discipline	$\beta$					-0.34		
	p					.034		
Competence	$\beta$							0.04
	p							.010
Health	$\beta$							0.05
	p							.004

Also, in the case of the child's emotional symptoms, parental predictors forming the following correlations were identified by linear regression analysis: Between the Partner Relationship, Time Management, Knowledge, Affective Support, Crisis Management, Health, Discipline scales and the Anxiety, Depressive Disposition, Conduct Problems, Disruptive Behavior, Distortion of reality scales for the MPACI test; between the Relationship with Partner, Discipline, Crisis Management, Depression,

Cognition scales and the Generalized Anxiety, Separation Anxiety, Dysthymic Disorder, Post-Traumatic Stress scales for the CSI4; between the Relationship with Partner, Depression, Crisis Management scales and the Affective State, Adjustment, Acceptance scales for the PSI4. We set out and summarize the statistical details in:

Table 2.9. Prediction results for emotional disorders

Parental abilities		Anx $R^2=.66$ $p<.001$	Depr d $R^2=.50$ $p<.001$	<i>C.pb</i> $R^2=.17$ $p<.001$	Disr.bh $R^2=.29$ $p<.001$	Distors Real $R^2=.50$ $p<.001$	T.o-c $R^2=.17$ $p<.001$	G.Anx $R^2=.33$ $p<.001$	S. Anx $R^2=.38$ $p<.001$	Dist.d $R^2=.51$ $p<.001$	PTSD $R^2=.21$ $p<.001$	Mood $R^2=.60$ $p<.001$	Adap $R^2=.39$ $p<.001$	Acce $R^2=.39$ $p<.001$
Part Rel	$\beta$	0.67	0.60	0.60	0.39	1.08	0.30	0.67	0.27	0.32	0.18	0.55	0.32	
	p	<.001	<.001	<.001	.003	<.001	.046	<.001	<.001	<.001	.002	<.001	<.001	
Know.	$\beta$	0.33				-0.57				0.23	0.19			
	p	.027				.029				.022	.042			
Dis.	$\beta$				-0.39			-0.15		-0.17				
	p				.009			.041		.014				
Af sup.	$\beta$	-0.26	-0.29											
	p	.036	.042											
Time man.	$\beta$	0.29			0.37									
	p	.022			.047									
Cris man	$\beta$	-0.80							-0.37	-0.29				0.21
	p	<.001							<.001	.005				.028
Health	$\beta$				-0.47									
	p				.014									
Dep.	$\beta$									-0.26			0.19	0.23
	p									<.001			.026	<.001

It can be seen from the data presented that the regression analysis established: the predictor role of parenting skills on personality disorder predispositions in preadolescents with divorced parents; the predictor role of parenting skills on emotional disorders in preadolescents with divorced parents; statistically significant correlations between predictor variables (parenting skills) and criterion variables (predispositions to personality and emotional disorders in preadolescents) of intensity: Weak to medium ( $R^2=0-10$ ) for Sociable, Submissive (MPACI), Benevolence (HiPIC); medium ( $R^2=10-25$ ) for Confident (MPACI), Extraversion, Imaginative, Conscientious (HiPIC), Post-traumatic Stress (CSI4); high ( $R^2\geq 25$ ) for Conformist, Inhibited, Insubordinate, Unstable, Anxiety, Depressive Disposition, Conduct Problems, Disruptive Behaviours, Distortion of Reality (MPACI), Emotional Stability (HiPIC), Generalized and Separation Anxiety, Dysthymic Disorder.

### ***Conclusions to Chapter 2***

The comparative ascertainment study was carried out on a sample of children and their parents. One group of children lived with one of the parents because the family was divorced, another group of children lived with the parents in the organized family. The experimental approach started from the assumption that children from divorced families will have emotional disturbances and predispositions towards personality disorders, and the resident parent will prove reduced parental skills and a conflictual co-parenting relationship, thus catalyzing the child's problems. A set of psychological tests was administered to identify emerging patterns of personality disorders and emotional disturbances in children, and the level of parenting competence and parenting relationships in resident parents.



1. The confirmatory experimental research through evaluation methods and statistical calculation, revealed the existence of the quantitative and qualitative difference between pre-adolescents from divorced families and pre-adolescents from non-divorced families, from the perspective of the predispositions of personality disorders and the investigated emotional disorders.

2. Statistically significant differences were revealed at the level of personality patterns through the MPACI test. Thus, it is found that preadolescents from divorced families experience a strong internal conflict, conduct problems and disruptive behaviors, have hypersensitive states, a limited ability to experience pleasure, manifest hostile, aggressive actions, have limited coping resources, are distrustful, unsociable, inhibited. The same test identifies emotional symptoms, such as anxiety or vulnerability to anxiety, depressed mood, emotional tension, instability. They frequently present emotions of fear, sadness, discouragement and loneliness, states that persist for a longer period of time and affect the child's daily life.

3. Through the lens of the HiPIC test, parents outlined their own child's personality. The abilities of children whose parents are divorced to deal with anxious and stressful situations are lower, they tend to be dependent, insecure and nervous. Resident parents' responses to the Emotional Stability, Extraversion, Imagination and Conscientiousness scales outlined low results.

4. Regarding the level of emotional and behavioral disorders in the CSI4 questionnaire, children from families with divorced parents obtained significantly higher scores on the scales of generalized anxiety, specific phobia, compulsions, post-traumatic stress, dysthymic disorder and separation anxiety. It presents mood states of sadness and irritability, low self-esteem, loss of interest and pleasure in some activities, eating and sleeping problems, fatigue and difficulty concentrating.

5. Preadolescents from divorced families had higher scores than those from non-divorced families, presenting a dysfunctional affective functioning, states of unhappiness and depression, highlighted by the results on the Mood, Acceptability, Reinforces of Parent and Adaptability scales of the PSI4 test. The unbalanced emotional state is usually associated with dysfunctional behaviors of the child, reflected in the ability to adapt, with symptoms regarding the child's inability to make the transition from one task to another without emotional distress.

6. Following the comparison of parenting skills according to family type for the PSI4 test, results were obtained indicating that parents from divorced families reported higher scores in terms of Competence, Restrictive Parental Role and Partner Relationship, which explains the stress felt and the difficulty of the parent in the context of separation. In managing the child's behavior, parents report feeling overwhelmed by criticism and tension from the other parent. The lack of active emotional support of the other parent in the management of the child, the negative relationship between the two parents, the lack of mutual support in the care of the child, the symptoms of the dysfunctional relationship with the other parent who is not available and manifests tensions and conflicts at the level of the parental relationship explain the statistically significant difference for the coparenting relationship.

7. Regarding the parenting skills of the CCP questionnaire, lower scores were reported among divorced parents compared to parents from non-divorced families, which indicates insufficient skills of the parent to use effective methods of prevention and coping family stress, skills highlighted by the scales: Affective support/Stress management. Through the answers and scores obtained on the Crisis Management, Knowledge, Discipline and Time Management scales, one can see the perception of the personal ability to adequately manage the reward and punishment regime, to determine the quality and quantity of time spent with one's own child, to know and to explain his reactions to the child, to understand his needs and to formulate appropriate answers to them. These skills, likewise, are more reduced in the context of the divorce situation.

8. The analysis of the predictor role of parental skills on emerging personality traits and on children's emotionality, allowed the highlighting of the effect it manifests to a greater or lesser extent, in the dimensions of the child in question (in the personality patterns: Conformist, Inhibited, Unstable and in emotionality: Anxiety, Depressed mood, Dysthymic disorder, Post-traumatic stress, Generalized anxiety, Conduct problems), the dysfunctional co-parenting relationship, reflected in the Partner Relationship scale of the PSI4 test. Parenting skills also explain the results recorded on the Mood, Acceptability and Adaptability scales, which demonstrates the consistent impact of stress felt in the coparenting relationship on the child's emotional health.

9. It also stands out as parenting skills, which explain the prediction of scores reported in children, and the following parental dimensions more frequently found in the prediction analysis: Affective support, Knowledge, Crisis and time management. So, effective methods of preventing and coping with family stress and stressful situations to provide emotional support to help the child manage his negative emotions, to know and explain his child's reactions, to understand his needs and to formulate appropriate responses to them, requires improvements to ensure the psycho-emotional development of the child.

In **Chapter 3**, entitled „*Improvement of predispositions to personality disorders and emotional disorders of children with divorced parents*”, the general characteristics of the formative experiment are highlighted, being presented the objectives and principles of the development of the psychological intervention program, the psychotherapeutic techniques, procedures and methods, the stages of the individual, group and family formative program for children and their resident parents. On the basis of the principles guiding psychological intervention, the conditions necessary for the proper conduct of the formative experiment are presented, in terms of the therapeutic relationship, the qualities of the psychologist and the therapeutic framework. This chapter also describes the structure of the intervention program, which includes individual, group and family psychological intervention aimed at improving the problems identified in children and parents. The logistics of developing and implementing the psychological intervention program for children and parents were based on a number of principles. The elaboration of the psychological program was based on the study of the literature of Romanian and foreign authors: I. Mitrofan

[17], V. Olărescu [18, 19], V. Olărescu & A. Veleanovici [21], G. Cucu – Ciuhan [29], M. Vîrlan [25], V. Gonța [11], L. Mîță [40], G. Marc [15], K. Treisman [24], R. Friedberg & J. McClure [10], G. Landreth [14], M.E. Brianda & I. Roskam & M. Mikolajczak [28].

*The purpose* of the formative experiment is the development, implementation and validation of a psychological intervention program aimed at improving pre-adolescent personality and emotional predispositions and improving/educating parental skills and co-parenting of parents. The child psychological intervention program is primarily aimed at controlling the child's risk behaviors, reducing distress, emotional control, increasing self-esteem, processing emotions and cognitions associated with the event of parental separation, improving relationship skills and attachment, The parent psychological intervention focuses on developing parenting skills in relation to the child and improving co-parenting in the resident parent's relational approach to the other parent. Following the implementation of the formative program, the effectiveness of the implemented psychological intervention is analyzed by comparing the results of the children and parents in the CG with those of the children and parents in the EG who received the intervention, highlighting the significant results obtained, which support the effectiveness of the program.

*Hypothesis:* if we develop and implement a psychological intervention program, structured on strategies to ameliorate personality disorders and emotional disorders of children with divorced parents and to improve/educate the level of parenting skills and co-parenting relationship of resident parents, we will achieve a profound and comprehensive impact by remedying children's disorders, parenting skills and co-parenting relationship of parents.

*Experimental variables:* independent variable: psychological intervention program (intervention); dependent variables: for the MPACI test: personality patterns: Confident, Sociable, Conformist, Submissive, Inhibited, Insubordinate, Unstable; current clinical signs: Anxiety/Fear, Attention deficit, Obsessive-compulsive tendencies, Conduct problems, Disruptive behaviors, Depressive disposition, Distortion of reality; for the HiPIC test: Emotional Stability, Extraversion, Imagination, Benevolence, Conscientiousness; for the CSI4 test: ADHD inattentive type, ADHD hyperactive-impulsive type, ADHD combined type, Oppositional Defiant Disorder, Conduct Disorder, Generalized Anxiety, Specific Phobia, Obsessive-Compulsive Disorder, Posttraumatic Stress, Tics, Schizophrenia, Depressive Disorders, Asperger's Disorder, Autistic Disorder, Social Phobia, Separation Anxiety, Enuresis, Encopresis; for the PSI4 test: child domain: Distractibility/Hyperactivity, Adaptability, Reinforces parent, Demands, Mood, Acceptance; parent domain: Competence, Isolation, Attachment, Health, Restrictive parenting, Depression, Partner Relationship; for the CCP questionnaire: Knowledge, Affective support and Stress management, Discipline, Time management, Crisis management.

*The formative experiment* ran from January to June 2022. Two groups of preadolescents and parents from the category of children with disorders - the experimental group (ECG) and the control group (CCG),

each of 30 children and 30 parents, were formed. The homogeneity of the groups was confirmed by Levene's statistical test and the Hartley Fmax ratio. The psychological program was carried out weekly as follows: children: 12 individual sessions of 40/45 min; 6 group sessions of 80/90 min. The group activity took place in subgroups of 10 children each; parents: 8 individual sessions of 45/50 min; parent-child: 8 sessions of 50/60 min.

After completion of the psychological intervention, *the control experiment* followed the *Goal*: To verify and establish the impact of the psychological intervention program on children with predispositions to personality disorders and emotional disorders and their resident parents from the perspective of parenting skills and co-parenting relationship, *by reapplying* the psychological instruments used in the ascertainment phase, namely: Millon Pre-Adolescent Clinical Inventory - MPACI, Hierarchical Personality Inventory for Children - HiPIC, Child Symptom Assessment Questionnaire - CSI - 4, Parental Stress Index - Fourth Edition - PSI-4, Parental Competence Investigation Questionnaire - CCP.

Parametric statistical methods were used to statistically process the data in order to compare the groups, as follows: *the homogeneity of the groups* was confirmed by the Levene statistical test and the Hartley Fmax ratio. For the test/retest and retest verification we resorted to the ANOVA test for repeated measures with mixed design was used to analyze the role of the therapeutic intervention on the children's emotional and personality development; the analysis of the normality condition was tested by means of skewness and kurtosis distribution shape indicators;

**Results for MPACI**

*Working hypothesis*: there will be statistically significant differences between ECG and CCG preadolescents' scores on personality disorder and emotional disturbance predispositions as a result of the psychological intervention program.

We see in table 3.1. statistically significant differences between ECG and CCG, *test/retest* on MPACI scales, which reflects the positive impact of the conducted psychological sessions.

Table 3.1. Test/retest results, ECG and CCG, Mean and ANOVA test, MPACI

MPACI	Scale	ECG				CCG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Confident	42,74	53.74	-6	< .001	62.37	58.48	1.89	0,243	29.23	< .001
	Sociable	39,35	52.94	-5.72	< .001	56.56	54.44	0.79	0,858	19.32	< .001
	Conformist	64,71	53.82	5.89	< .001	63.33	63.70	-0.19	0,998	16.43	< .001
	Submissive	57,44	50.62	3.41	0.006	52.56	55.30	-1.22	0,615	10.14	< .001
	Inhibited	66,74	48,59	7.85	< .001	46,26	56,85	-4,08	< .001	68,36	< .001
	Insubordinate	58,94	53.21	2.74	0.040	48,37	52.22	-1.64	0,365	9.27	0,003
	Unstable	76,50	45,47	13,33	< .001	47.11	55,44	-3,19	0,012	126,48	< .001

These data lead to the conclusion that the psychological intervention was able to improve the child's energy level, ensure a higher self-image, feel safer, more self-satisfied and more independent. The confidence they feel helps them to have positive social relationships and the hope that things will turn out well in the future; to develop strong skills for relating to others, to use these skills as a coping mechanism in managing difficult situations in the family and outside it; have succeeded in reducing their fear of being

hurt or that their actions will be disapproved and rejected by an important adult in their life; they became more effective in coping and less vulnerable to decompensation if faced with environmental stresses.

The statistical processing of the ECG and CCG results at the *retest* phase are presented in table 3.2:

Table 3.2. Retest results, ECG and CCG, Mean and ANOVA test, MPACI

MPACI	Scale	Mean		t ANOVA	p
		ECG	CCG		
	Confident	53,74	58,48	1.40	0.505
Sociable	52,94	54,44	0.53	0.952	
Conformist	53,82	63,70	3.22	0.011	
Submissive	50,62	55,30	1.36	0.529	
Inhibited	48,59	56,85	3,43	0,006	
Insubordinate	53,21	52,22	-0.22	0.996	
Unstable	45,47	55,44	3.10	0,015	

The application of the ANOVA test at the retest stage revealed statistically significant differences between ECG (M=53.82) and CCG (M=63.70) on the *Conformist* scale ( $t(59) = 3.22, p = .011$ ), this being the scale reported with a frequency greater as the main emergent pattern of personality. Also, significant statistical differences were also reported on the scales: *Inhibited* ECG (M=48.59) and CCG (M=56.85) with ( $t(59) = 3.43, p = .006$ ), and *Unstable* ECG (M=45.47) and CCG (M=55.44) with ( $t(59) = 3.10, p = .015$ ), non-significant statistical differences were reported for the other scales.

Thus, the need to include preadolescents in the psychological program is confirmed but, considering the statistical significance of the results, we support the fact that a longer duration psychological intervention is needed on preadolescents, the hypothesis of the research stage being partially confirmed.

With regard to the emotional disorders assessed by the MPACI test, in the test/retest context, for preadolescents from ECG and CCG, we present the reported results:

Table 3.3. Test/retest results, ECG and CCG, Mean and ANOVA test, MPACI

MPACI	ECG				CCG				F	p
	M1	M2	t	p	M1	M2	t	p		
	Anxiety/Fear	76,03	57,47	10,22	< .001	70,04	70,22	-0,09	1,000	47.18
Attent.Deficit	51,74	43,94	4,95	< .001	45,19	46,11	-0,52	0,953	13.60	< .001
Obs-Comp Tend	60,29	48,12	7,30	< .001	45,93	47,70	-0,95	0,778	30.96	< .001
Conduct Probl	58,38	49,03	4,61	< .001	43,56	48,78	-2,29	0,111	22.81	< .001
Disrupt Behav	62,06	48,29	6,26	< .001	41,52	48,85	-2,97	0,022	40,77	< .001
Depress Mood	76,79	52,91	11,81	< .001	59,33	62,37	-1,34	0,543	78.42	< .001
Dist of Reality	70,97	36,56	10,75	< .001	45,48	51,30	-1,62	0,376	69,87	< .001

Therefore, the test/retest results reported statistically significant scores for the ECG, which values the intervention, the need and the weight of the specialized intervention. Preadolescents have learned to behave appropriately, to control their emotions, they have reduced their obsessive compulsive tendencies and the distortion of perceived reality.

Regarding the analysis of statistical data at the *retest* stage between ECG and CCG we observe in table 3.4, strong statistically significant differences ( $p < .001$ ), on the *Anxiety/Fear* scale ( $t(59) = 4.72, p < .001$ ).

Statistically significant differences were reported for the *Depressed Mood* ( $t(59) = 3.30, p = 0.009$ ) and *Reality Distortion* ( $t(59) = 2.94, p = 0.024$ ) scales, but not strong. The other evaluated scales represented

by *Attention Deficit, Obsessive-Compulsive Tendencies, Conduct Problems, Disruptive Behaviors* registered non-essential differences.

Table 3.4. Retest results, ECG and CCG, Mean and ANOVA test, MPACI

MPACI	Scale	Mean		t ANOVA	p
		ECG	CCG		
	Anxiety/Fear	57,47	70,22	4.72	< .001
	Attent.Deficit	43,94	46,11	0.42	0.975
	Obs-Comp Tend	48,12	47,70	-0.08	1.00
	Conduct Probl	49,03	48,78	-0.06	1.00
	Disrupt Behav	48,29	48,85	0.16	0.999
	Depress Mood	52,91	62,37	3,30	0,009
	Dist of Reality	36,56	51,30	2,94	0,024

So, although by going through the intervention program at the ECG, consistently decreased values were recorded for children's emotional disorders, and at the CCG even an increase in the reported data was observed, the need for long-term psychological intervention on the problems of preadolescents is concluded, the damage being consistent.

The results show that the need to find ways to allow children to overcome adverse situations and to exist in a safe and effective environment for self-development was recognized and managed in the psychological intervention that also considered reducing the impact of tensions in the case of families with a high degree of conflict manifested over a long period of time, which, against the background of the child's vulnerability, determined the appearance of disorders in preadolescents. This leads us to conclude that the improvement of parental skills and the co-parenting relationship that we present in the thesis contributed to the improvement of the child's emotional disorders and to his more balanced mental development.

### **Results for HiPIC**

*Working hypothesis:* there will be statistically significant differences between ECG and CCG preadolescents' scores on personality disorder and emotional disturbance predispositions following the psychological intervention program.

The test/retest results for the ECG showed higher scores at the level of *Emotional Stability* ( $t(59) = -9.68, p < .001$ ), *Extraversion* ( $t(59) = -8.75, p < .001$ ), *Conscientiousness* ( $t(59) = -8.68, p < .001$ ) and *Benevolence* ( $t(59) = -4.03, p < .001$ ), while, in the case of CCG participants, no significant difference was registered, according to the details presented in table 3.5:

Table 3.5. Test/retest results, ECG and CCG, Mean and ANOVA test, HiPIC

HiPIC		ECG				CCG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Emotion.Stability	2,35	4,44	-9,68	< .001	3,41	3,33	0,46	0,968	45,98	< .001
	Extraversion	3,56	5,53	-8,75	< .001	4,56	4,44	0,44	0,106	37,86	< .001
	Conscientiousn.	3,91	5,35	-8,68	< .001	4,22	4,26	-0,20	0,997	31,63	< .001
	Imagination	3,79	4,24	-2,81	0,033	5,07	5,04	0,21	0,997	3,14	.892
	Benevolence	4,15	4,88	-4,03	< .001	4,70	4,37	1,63	0,370	15,22	< .001

The values are explained by the fact that the skills of children whose parents are going through a divorce, to deal with anxious and stressful situations, after completing the intervention program, were

improved. This finding is interpreted as progress and amelioration in terms of personality disorders, under the influence of the psychological sessions carried out in the children of the experimental group.

During the *retest* stage, statistically significant differences were revealed between ECG and CCG for the scales: *Emotional Stability*  $t(59) = -3.38$ ,  $p = 0.007$ , *Extraversion*  $t(59) = -2.99$ ,  $p = 0.021$  and *Conscientiousness*  $t(59) = -3.18$ ,  $p = 0.012$ , the other scales not registering essential differences, as observed in the table:

Table 3.6. Retest results, ECG and CCG, Mean and ANOVA test, HiPIC

HiPIC	Scale	Mean		t ANOVA	p
		ECG	CCG		
	Emotion.Stability	4,44	3,33	-3,38	0,007
	Extraversion	5,53	4,44	-2,99	0,021
	Conscientiousn.	5,35	4.26	-3,18	0,012
	Imagination	4.24	5.04	2,27	0,118
	Benevolence	4.88	4.37	-1,23	0,610

The results partially confirm the working hypothesis regarding the preadolescent personality issue and the need to go through an adapted psychological intervention program.

### **Results for CS14**

*Working hypothesis:* there will be statistically significant differences between ECG and CCG preadolescents' scores on personality disorder predispositions and emotional disturbance as a result of the psychological intervention program.

At the *test/retest* stage, scores were lower on the ECG at the scale level: *Generalized Anxiety* ( $t(59) = 11.11$ ,  $p < .001$ ), *Separation Anxiety* ( $t(59) = 12.05$ ,  $p < .001$ ), *Post-traumatic stress* ( $t(59) = 9.31$ ,  $p < .001$ ), *Dysthymic disorder* ( $t(59) = 10.01$ ,  $p < .001$ ), compared to the data reported at CCG that do not register significant differences between test and retest (according to table 3.7).

Table 3.7. Test/retest results, ECG and CCG, Mean and ANOVA test, CS14

CS14	Scale	ECG				CCG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Generaliz. anx	67,94	50,35	11,11	< .001	66,26	69,48	-1,81	0,277	76.46	< .001
	PTSD	60,44	47,06	9,31	< .001	59,04	63,30	-2,64	0,050	66.63	< .001
	Dysthim disorder	66,65	50,00	10,01	< .001	70,96	72,30	-0,71	0,891	51.78	< .001
	Separation anx	68,06	49,59	12,05	< .001	68,78	70,81	-1,18	0,639	79.19	< .001

Thus, under the influence of the psychological program, the subjects in the ECG recorded a better ability to process the potentially traumatic events they had experienced, to understand and process the emotions that cause them significant distress, and the symptoms of reactivity and arousal were reduced by the psychological sessions focused on processing parental separation. The children showed a reduced level of chronic distress, which had a diminished impact on their emotional instability and lability. In dealing with family conflicts, the child has adopted defense mechanisms and has managed more adequately the painful situations he or she goes through.

Regarding the analysis of the statistical data at the retest stage, we observe in table 3.8, statistically significant differences ( $p < .001$ ) on all four scales relevant for evaluation:

Table 3.8. Retest results, ECG and CCG, Mean and ANOVA test, CSI4

CSI4	Scale	Mean		t ANOVA	p
		ECG	CCG		
	Anxiet. generaliz	50,35	69,48	8.58	< .001
	Stres post traum.	47,06	63,30	7.08	< .001
	Tulb. distimică	50,00	72,30	9.05	< .001
	Anxiet. separare	49,59	70,81	8.93	< .001

We can say that there are statistically significant differences for preadolescents depending on the participation in the psychological intervention program, in the level of emotional and behavioral disorders assessed by the CSI4 test, thus, confirming the hypothesis of the research stage.

### Results for PSI4 - Child domain

*Working hypothesis:* there will be statistically significant differences between ECG and CCG preadolescents' scores on personality disorder predispositions and emotional disturbance as a result of the psychological intervention program.

The statistical results reported by the parent regarding the child's characteristics, at the *test/retest* stage, table 3.9, indicate statistically significant scores that highlight a decrease in the level of *Adaptability* ( $t(59) = 10.04$ ,  $p < .001$ ), *Mood* ( $t(59) = 9.55$ ,  $p < .001$ ), *Reinforces parent* ( $t(59) = 4.51$ ,  $p < .001$ ) and *Acceptability* ( $t(59) = 3.04$ ,  $p = 0.018$ ), for ECG while, in the case of CCG participants no improvement was observed. Thus, through the psychological intervention, an increase was achieved in the child's ability to make the transition from one task to another without emotional distress, to display flexible and acceptable behaviors, highlighting a considerable improvement in the affective functioning of the preadolescent, his emotional manifestations that refers to states of unhappiness or depression were reported by the parent as substantially improved.

Table 3.9. Test/retest results, ECG and CCG, Mean and ANOVA test, PSI4

PSI4		ECG				CCG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Adaptability	69,06	54,56	10,04	< .001	64,15	69,44	-3,27	0.10	83.20	< .001
	Reinf.Parent	47,97	42,59	4,51	< .001	46,70	51,85	-3,85	0.002	34.51	< .001
	Mood	70,68	56,06	9,55	< .001	63,48	68,15	-2,72	0.042	70.22	< .001
	Acceptability	38,18	34,91	3,04	0,018	36,93	44,78	-6,51	< .001	47,72	< .001

The comparison of the child's symptoms from the PSI4 test, at the retest, for ECG and CCG, revealed strong statistically significant data ( $p < .001$ ) regarding the improvement of the child's characteristics and the stress recorded for the *Adaptability* scales ( $t(59) = 6.60$ ,  $p < .001$ ), *Reinforces parent* ( $t(59) = 4.32$ ,  $p < .001$ ), *Mood* ( $t(59) = 5.37$ ,  $p < .001$ ) and *Acceptability* ( $t(59) = 5.74$ ,  $p < .001$ ), with the data presented in the following table:

Table 3.10. Retest results, ECG and CCG, Mean and ANOVA test, PSI4

PSI4	Scale	Mean		t ANOVA	p
		ECG	CCG		
	Adaptability	54,56	69,44	6.60	< .001
	Reinforces Parent	42,59	51,85	4.32	< .001
	Mood	56,06	68,15	5.37	< .001
	Acceptability	34,91	44,78	5,74	< .001



Thus, we can conclude that the analysis of the child's symptoms from the PSI4 test, for ECG and CCG, revealed statistically significant differences, confirming the hypothesis.

**Results for PSI4 - Parent domain**

*Working hypothesis:* there will be statistically significant differences between the outcomes of resident parents of EPG children and parents in the CPG in terms of parenting skills and co-parenting relationship as a result of the psychological intervention program.

The test/retest statistical analysis recorded statistically significant scores reported by EPG resident parents, at the scale level: *Competence* ( $t(59) = 6.33, p < .001$ ), *Isolation* ( $t(59) = 3.57, p=0.004$ ), *Depression* ( $t(59) = 6.74, p < .001$ ) and *Partner relationship* ( $t(59) = 11.69, p < .001$ ). For the parents of the CPG, there were highlights of the felt stress, the values registering significant increases, as can be seen in the following table:

Table 3.11. Test/retest results, EPG and CPG, Mean and ANOVA test, PSI4

PSI4	Scale	EPG				CPG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Competence	53,88	46,38	6,33	< .001	58,33	62,89	-3,43	0,006	45,84	< .001
	Isolation	43,59	38,82	3,57	0,004	41,33	47,63	-4,20	< .001	30,36	< .001
	Depression	55,24	48,74	6,74	< .001	53,15	57,84	-3,59	0,004	51,38	< .001
	Partn Relationnship	77,15	60,85	11,69	< .001	70,93	72,11	-0,76	0,873	69,57	< .001

Regarding the retest data analysis between EPG and CPG, strong statistically significant differences were revealed for the scales *Competence* ( $t(59) = 9.51, p < .001$ ) and *Partner relationship* ( $t(59) = 4.92, p < .001$ ), while the *Isolation* ( $t(59) = 3.81, p=0.002$ ) and *Depression* scales ( $t(59) = 3.25, p=0.010$ ) improved, but without strong significance, according to the table:

Table 3.12. Retest results, EPG and CPG, Mean and ANOVA test, PSI4

PSI4	Scale	Mean		t ANOVA	p
		EPG	CPG		
	Competence	46,38	62,89	9,51	< .001
	Isolation	38,82	47,63	3,81	0,002
	Depression	48,74	57,84	3,25	0,010
	Partn Relationnship	60,85	72,11	4.92	< .001

Considering the fact that the basic objective of the intervention was centered on the improvement of parental skills and the co-parenting relationship, a relationship that determined, as a predictor, the appearance of numerous disorders of the child, the results obtained by significantly decreasing the scores reported by the resident parent, concludes the consistent effect of psychological sessions on the improvement of the personality and emotional problems of the preadolescent going through a divorce situation of his parents.

Focusing on a wide range of areas regarding improving communication and assertiveness, informing and empowering the parent about the coparenting relationship, identifying parental roles and boundaries, and being aware of the short-term and long-term consequences of conflictual coparenting, led to a reduction in the stress felt by to the resident parent and avoiding reactivity in relation to the non-resident parent, confirming the statistical hypothesis launched.

## Results for CCP

*Working hypothesis:* there will be statistically significant differences between the outcomes of resident parents of EPG children and parents in the CPG in terms of parenting skills as a result of the psychological intervention program.

Through the CCP test, on the parental skills scales, high scores were obtained in the EPG, at the *test/retest* stage, at the scale level: *Knowledge* ( $t(59) = -8.15, p < .001$ ), *Emotional support and stress management* ( $t(59) = -6.49, p < .001$ ), *Crisis management* ( $t(59) = -8.82, p < .001$ ) and *Time Management* ( $t(59) = -5.04, p < .001$ ); for CPG participants no significant differences were recorded. We present the details of the statistical processing for the parent characteristics obtained in the CCP test reporting in Table 3.13 to provide accurate support for the claims.

Table 3.13. Test/retest results, EPG and CPG, Mean and ANOVA test, CCP

CCP	Scale	EPG				CPG				F	p
		M1	M2	t	p	M1	M2	t	p		
	Knowledge	48,88	56,76	-8,15	< .001	51,93	53,15	-1,13	0,675	20.97	< .001
	Em Sup/SMan	50,88	58,68	-6,49	< .001	54,96	53,22	1,29	0,572	27.89	< .001
	Cris Man	46,94	54,94	-8,82	< .001	47,15	48,59	-1,42	.492	23.14	< .001
	Time Man	50,38	56,32	-5,04	< .001	48,00	50,30	-1,74	.315	4.23	< .001

For the *retest* data analysis between EPG and CPG, strong statistically significant differences were revealed for the scales *Crisis Management* ( $t(59) = -4.89, p < .001$ ) and *Time Management* ( $t(59) = -5.08, p < .001$ ), while in the *Emotional support/stress management* ( $t(59) = -3.28, p=0.009$ ) and *Knowledge* scales ( $t(59) = -2.67, p=0.047$ ), there were less significant improvements, as follows:

Table 3.14. Retest results, EPG and CPG, Mean and ANOVA test, CCP

CCP	Scale	Mean		t ANOVA	p
		EPG	CPG		
	Knowledge	56,76	53,15	-2.67	0.047
	Emot Sup/StressManag	58,68	53,22	-3.28	0.009
	Crisis Manag	54,94	48,59	-4.89	< .001
	Time Manag	56,32	50,30	-5.08	< .001

In the context of the therapeutic program, the parents were aware of the creation of relational contexts that contribute to the emotional ventilation of the child, to the involvement in activities that support the child's social insertion, that lead to the stimulation of his critical and creative thinking and to his harmonious development from a physical and psychological point of view.

This finding leads us to appreciate the consistent involvement of parents in the therapeutic intervention with regard to the emotional support of children, the awareness and availability that the resident parent, as a significant person of the child, shows in the difficult situations that the pre-adolescent goes through.

The validation and acquisition of skills in the intervention led the parent to acquire perseverance in solving personal and family problems. We conclude that the characteristics of the resident parents in the experimental group also show statistically significant improved results after completing the psychological intervention program with regard to parenting skills and co-parenting relationship, confirming the hypothesis of the research phase.

### *Conclusions to Chapter 3.*

1. During the formative stage, a psychological intervention program was developed for preadolescent children from divorced families with predispositions to personality and emotional disorders and their resident parents with parental incompetence and co-parenting difficulties. Two homogeneous groups were constituted, the experimental group and the control group. In the experimental groups, the complex psychological intervention program structured on individual psychological intervention sessions for both the child and the parent was implemented and validated; group psychological intervention of children; family intervention (in dyad), involving the child and the parent with whom he lives.

2. In the MPACI test, the retest scores, higher in the children in the experimental group, outline the improvement of predispositions to personality disorders, in the sense that, for example, the Confident and Sociable patterns have developed and consolidated, and other patterns - Conformist, Submissive, Inhibited, Insubordinate and Unstable, decreased in intensity, which highlights the significant impact of the intervention program that influenced the improvement of children's personality characteristics as a result of their participation in therapy.

3. And for the dimensions of personality such as Emotional Stability, Extraversion), and Conscientiousness, and for the dimensions regarding emotional disorders regarding Anxiety and Depressive Mood, on scales associated with somatic and behavioral symptoms (Conduct Problems and Disruptive Behaviors), improved scores were reported, confirming improvement in the child's emotional disturbances and by implication the child's overall mental health.

4. Significant progress was recorded, by the children in the experimental group, with regard to Generalized Anxiety, Separation Anxiety, Post Traumatic Stress and Dysthymic Disorder, characteristics defined in the CSI4 test, so that their condition became more balanced, children learning ways of coping appropriately; a better ability to process potentially traumatic events that they have experienced, to understand and process emotions that produce emotional dysfunctions.

5. From the perspective of evaluating the effects of the training program on parental dimensions, a reduction in the stress felt by the resident parent (Competence and Partner relationship scales) was found. Considering the fact that the basic objective of the intervention was centered on the improvement of the coparenting relationship expressed through this scale, a relationship that determined, as a predictor, the appearance of numerous disorders of the child, the results obtained by the significant decrease in the scores reported by the parent resident, concludes the consistent effect of psychological sessions.

6. Regarding the other parenting skills, significant improvements were recorded in the level of parenting skills (scales: Affective Support/Stress and Crisis Management, Knowledge and Time Management), in the sense that the parent achieved more adequate management regarding to the time spent with one's own child, knowing and understanding the child's reactions and needs in order to formulate appropriate responses to them.

7. The restructuring produced both at the level of the child's personality and emotional traits, as well as in the dynamics of the co-parenting relationship, reflects the effectiveness of the confluence of psychological and psychotherapeutic strategies used by both the child and the parent, leading to a complex impact on mental development of preadolescents who come from families with divorced parents, which confirms the validity of the program, but also the initial hypothesis about the need to implement the intervention.

## **GENERAL CONCLUSIONS AND RECOMMENDATIONS**

The important theoretical and applied scientific experiences of the research are stipulated in the following general conclusions:

1. The issue of divorce in families with children, from the perspective of how the parents manage the separation, can cause disruptions that affect the functionality and psycho-emotional development of the child, with effects that can accompany the child throughout his life, through the appearance psychological disorders, which require a systemic, multidimensional approach, both in assessment and intervention.

2. The personality related to age-specific changes in children's mental functioning, including the ways of organizing subjective experience, relating to others, facing difficulties and adapting to the external environment, lacks stability and flexibility; consequently, the child's participation and exposure to adverse life events such as parental divorce increases the risk of developing personality disorders and the appearance of antisocial, avoidant, borderline, dependent, passive-aggressive symptoms during the child's early development.

3. The clinical implications and effects of the parents' divorce are also highlighted in the child's emotional system, through the manifestation of anxiety disorders, mood disorders, stress disorders, frequently associated with his somatic, dissociative and adaptation symptoms, having as an etiological factor the attitudes of parents who present difficulties in managing the separation situation.

4. Certain statistical relationships were established between the variables of the ascertainment research in the sense of the statistically significant differences highlighted between the variables that represent predispositions to personality disorders (emotional stability, extraversion, inhibition, submission, insubordination, sociability, conformity) and emotional disorders (anxiety, depression, dysthymia, stress, dissociation, adaptation), in children from divorced families and the variables represented by these disorders in children from intact families. Also, significant statistical differences were highlighted at the level of parental skills (knowledge, emotional support, stress management, crisis management, co-parenting relationship) in divorced parents compared to non-divorced parents.

5. Determining the predictive role of parental skills on the emergence of predispositions to personality disorders and emotional disorders in children is an imperative for specialists, in order to establish an intervention program both at the level of the child and at the level of the parents. The specialized literature and the current research substantiated the indissoluble link between the role of exercising a cooperative co-

parenting relationship and the balanced functioning of preadolescents, in terms of the fact that the relationship between the two parents cannot be separated from the mental health of the child.

6. Determining the interdependence between children's disorders and parenting skills can have major long-term consequences if prompt intervention is not taken to ameliorate the disorders and improve parenting skills. As a result, a psychological intervention program was developed and implemented, based on principles, objectives and psychological strategies oriented towards the child and the parent, the main goal being the improvement of predispositions to personality and emotional disorders in the child, the development of the level of parental skills and the improvement the co-parenting relationship of the resident parent. The meetings were held individually, in groups and in dyads in accordance with the highlighted issue and the individual needs of those involved.

7. Verification of the effectiveness of psychological intervention, denotes remediation of predispositions to personality disorders (emotional stability, extraversion, inhibition, submission, insubordination, sociability, conformity) and improvements in emotional disorders (anxiety, depression, dysthymia, stress, dissociation, adaptation), at Children. the experimental group. With regard to parents, post-hoc data analyzes indicated improvements in parental skills (knowledge, emotional support, stress management, crisis management, co-parenting relationship), the dynamics determining the impact of the psychological intervention in the development and functioning of the child and the family system.

### **Recommendations for implementation**

1. The theoretical and empirical information contained in this paper can be included in methodological guides and good practice guidelines for practitioners in the field, or can be used in further or specialist training courses for psychologists.

2. Psychological methods and techniques can be used by specialists in the field of psychology, in individual offices and psychological assessment centres, as well as in child protection authorities, in the case of assessment and intervention on the child with divorced parents or in other identified problems, by adapting them to the individual needs and particularities of the child and parents.

3. The methodology used can also be applied in the framework of the psychological expertise carried out in the legal context of divorce, regarding the establishment of the minor's residence with the resident parent and the dimensioning of the non-resident parent's personal relationship programme.

4. The psychological intervention program can be implemented and strengthened by specialist psychologists in order to improve children's disorders that destabilise their functionality in other age groups, with appropriate adaptation of the methodology applied.

5. It is recommended to use theoretical and practical information to organize and carry out psycho-education and information programmes for parents in order to raise awareness of the impact and consequences of divorce on children, to prevent or mitigate the effects of separation.

### **Suggestions for future research**

Based on the experimental results, further research can be organised *to investigate*:

1. Predispositions to personality and emotional disorders for other age groups, e.g. early childhood or adolescents.
2. Consequences of parental divorce highlighting the impact and gender-specific characteristics of children.
3. Disorders evidenced in children involving both parents, resident and non-resident parent.
4. The impact of parental divorce on long-term child development through longitudinal research.
5. Researching disorders on subjects who are not beneficiaries in institutions.

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## LIST OF SCIENTIFIC PAPERS ON THE THEME OF THE THESIS

### Articles in international scientific editions:

1. **DICU, A.** Effects of parenting skills development on emotional and personality difficulties of children with divorced parents. În: *Journal of Experiential Psychotherapy*, vol. 26, nr. 2 (100), București, România, 2023, p. 12-25. ISSN: 1453-634X, eISSN: 2359-7607

2. **DICU A.** The family environment of children with divorced parents and their emotional disturbances In: *Anthropological Researches and Studies*, vol. 14/2024, p.438-451. ISSN: 2360-3445; ISSN-L: 2360-3445

3. OLĂRESCU, V., **DICU, A.** Causes and consequences of parents in the child's personality În: *Revista Journal of Innovation in Psychology, Education and Didactics*. vol. 28, nr.1, 2024. Bacău, România. p.7-16. ISSN 2247-4579 E-ISSN 2392-712

4. OLĂRESCU, V., **DICU, A.** Particularități ale tulburărilor de personalitate la preadolescenții care provin din familiile divorțate [Personality disorder features in preadolescents from divorced families]. In: *Journal of Psychology*, vol. 70, nr. 1, p. 5-16, București, România, 2024. ISSN: 0034-8759, eISSN: 2344-4665

### Articles in scientific journals:

4. OLĂRESCU, V., **DICU, A.** Opțiunea părinților divorțați asupra funcționării specifice a personalității propriului copil [The option of divorced parents on the specific functioning of their own child`personality]. In: *Univers Pedagogic*, nr. 1(81), p. 96-103, 2024. ISSN 1811- 5470

### Articles in conference proceedings and other scientific events:

1. **DICU A.** Experiența coparentalității în spațiul disociat al copilului cu părinții despărțiți. In: *Materialele Conferinței științifice "Conexiuni virtuale în psihoterapie și dezvoltare personală. Restructurare și autotransformare"*, 10-12 decembrie 2020, București, România, vol. X, p. 53-54, 2020. ISSN 2886 – 3737

2. **DICU A.** Tehnici expresiv-creative în programul de intervenție psihologică la copiii cu părinții divorțați. In: *Materialele conferinței științifice "Căi de a fi împreună în procesul schimbării. Psihoterapia între realitate și dorință"*, 9-11 decembrie 2022, București, România, vol. XI, p. 45-46, 2022. ISSN 2286 – 3737

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4. **DICU, A.** Efectele dezvoltării abilităților parentale asupra dificultăților emoționale și de personalitate ale copiilor cu părinții divorțați. In: *Materialele conferinței științifice „Aici și acum privind spre viitor: tranziții terapeutice, integrare și dezvoltare"*, 8-10 decembrie 2023, București, România, vol. XIII, p. 53-54, ISSN 2286 – 3737

5. OLĂRESCU, V., **DICU, A.** The co-parenting experience in the dissociated space of children with separated parents. In: *Materialele Conferinței Științifice Internaționale "Science and education: new approaches and perspectives"*, Ion Creangă State Pedagogical University of Chișinău, Republic of Moldova, 24-25 martie, 2023. vol.1, p. 195-201, ISBN 978-9975-46-774-2.

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## ADNOTARE

**Dicu Adriana. Intervenția psihologică asupra copiilor cu părinții divorțați.**

**Teză de doctor în Psihologie. Chișinău 2024.**

**Structura tezei:** Teza este constituită din: adnotări, lista abrevierilor, introducere, trei capitole, concluzii generale și recomandări, bibliografie din 242 titluri, 5 anexe, 137 pagini de text de bază, 18 figuri și 32 tabele. Rezultatele obținute sunt prezentate în 11 lucrări științifice.

**Cuvinte-cheie:** divorț, tulburări de personalitate, tulburări emoționale, preadolescenți, competențe parentale, coparentalitate, conflict parental, program de intervenție psihologică, ameliorarea tulburării.

**Domeniu de studiu:** Psihologia familiei

**Scopul cercetării:** Identificarea predispozițiilor tulburărilor de personalitate și emoționale la copiii de 9-12 ani ai căror părinți au divorțat, estimarea competențelor parentale și a relației de coparentalitate pentru părinții divorțați ai copiilor, pentru facilitarea structurării intervenției psihologice orientate/centrate pe ameliorarea predispozițiilor tulburărilor de personalitate și emoționale identificate la copii și educarea/creșterea competențelor parentale și a relației de coparentalitate la părinți.

**Obiectivele cercetării:** sunt stabilite în vederea studierii și analizei literaturii de specialitate privind domeniul studiat, elaborării și realizării proiectului de cercetare prin aplicarea unor metode și tehnici de investigare care să releve consecințele divorțului și a dinamicii parentale deficitare post-divorț asupra dezvoltării emoționale și a personalității copilului, astfel: identificarea predispozițiilor tulburărilor de personalitate și a celor emoționale ca și consecință a dinamicii divorțului la copiii cu vârste cuprinse între 9 și 12ani (preadolescenți); evaluarea și stabilirea/constatarea competențelor parentale ale părintelui rezident; structurarea și implementarea unor programe de intervenție psihologică având ca obiectiv ameliorarea tulburărilor identificate la preadolescenți și îmbunătățirea competențelor parentale și a relației de coparentalitate din perspectiva părintelui rezident; valorificarea eficienței programelor de intervenție psihologică aplicate copiilor de 9-12ani și părinților; emiterea de recomandări pentru intervenția psihologică asupra copiilor și asupra părinților acestora, în contextul traversării situației de divorț.

**Rezultatele obținute care contribuie la soluționarea problemei științifice importante** constau în: *sistematizarea* științifică a datelor din cercetările de domeniu; *identificarea* predispozițiilor la tulburările de personalitate ale copiilor de 9-12 ani, care traversează o situație de divorț; *evidențierea* tulburărilor emoționale ale copiilor de 9-12 ani, care traversează o situație de divorț; *evaluarea și constatarea* factorilor de risc care aparțin părinților și influențează sau determină apariția tulburărilor la copii de 9-12 ani; *evaluarea și stabilirea* competențelor parentale ale părintelui rezident; *determinarea* percepției asupra relației de coparentalitate a părintelui rezident; *remediarea și ameliorarea* tulburărilor de personalitate și a celor emoționale ale copiilor de 9-12 ani, a competențelor parentale și a relației de coparentalitate ale părinților, prin *elaborarea și aplicarea* unor programe de intervenție psihologică orientate asupra problematicilor identificate atât la copii cât și la părinți.

**Noutatea și originalitatea științifică.** Pentru prima dată la nivel național s-a realizat: s-a realizat un studiu comparativ experimental, având ca și subiecți – copii de 9-12 ani care provin din familii divorțate și părinții rezidenți pe de o parte și copiii și părinții din familii organizate, pe de altă parte; s-a realizat studiul experimental cu privire la evidențierea predispozițiilor tulburărilor de personalitate și a celor emoționale, ca și consecință a dinamicii divorțului parental pe care copiii de 9-12 ani îl traversează alături de părinții lor; s-au studiat experimental competențele parentale și relația de coparentalitate la părinții în divorț; s-au identificat tulburările de personalitate evidențiate în urma aplicării testelor psihologice ca și consecință a dinamicii divorțului, cu privire la stabilitatea emoțională, extraversia, conformismul și inhibarea copilului asociate cu comportamentele și conduita disfuncționale; s-au evidențiat tulburările emoționale consecință a divorțului: anxietate, depresie, simptome de stres, atașament disfuncțional; s-au evaluat și stabilit competențele parentale ale părintelui rezident în privința cunoașterii caracteristicilor etapei de dezvoltare a copilului, a suportului afectiv oferit, a managementului crizelor și a factorului de disciplinare; s-au evaluat și constatat factorii de risc care aparțin părinților și influențează sau determină apariția tulburărilor la copii; s-a determinat percepția asupra relației de coparentalitate a părintelui rezident manifestată cu părintele nerezident, relație care reprezintă un important factor determinant al apariției dezechilibrului la nivelul copilului și al familiei; s-au remediat și ameliorat predispozițiile tulburărilor de personalitate și a celor emoționale ale copiilor de 9-12 ani, a nivelului competențelor parentale și a relației de coparentalitate ale părinților, prin elaborarea și aplicarea unor programe de intervenție psihologică orientate asupra problematicilor identificate atât la copii cât și la părinți; s-au validat programele de intervenție psihologică pentru părinți divorțați rezidenți și pentru copii lor.

**Semnificația teoretică** a lucrării constă în: cercetarea, evaluarea și evidențierea particularităților tulburărilor de personalitate și a celor emoționale apărute la copiii (preadolescenți - 9-12 ani) aflați în contextul dinamicii separării părinților; cercetarea, evaluarea și evidențierea caracteristicilor parentale cu privire la managementul copilului și a dinamicii relaționale cu celălalt părinte; completarea bazelor teoretice ale științei psihologice cu rezultatele obținute în cadrul cercetării în privința cunoștințelor referitoare la specificul tulburărilor care pot fi determinate la copiii expuși, în mod direct sau indirect, unor situații conflictuale dintre părinții lor divorțați; evidențierea necesității parcurgerii unui program de intervenție psihologică pentru diminuarea problematicilor evidențiate, atât la copii de 9-12 ani, cât și la părinți.

**Valoarea aplicativă a lucrării constă în** programul de intervenție psihologică elaborat, implementat și validat, care oferă un model alternativ de intervenție pentru ameliorarea tulburărilor de personalitate și a celor emoționale la preadolescenți, îmbunătățirea competențelor parentale și a relației de coparentalitate ale părinților; programul poate fi utilizat de către practicienii din domeniul psihologiei; datele teoretice și practice ale cercetării pot constitui surse de documentare pentru specialiști, dar și pentru părinți; setul de metode de evaluare selectate servesc la identificarea tulburărilor de personalitate și a celor emoționale ale preadolescenților, la evaluarea competențelor parentale și a relației de coparentalitate ale părinților.

**Implementarea rezultatelor științifice.** Rezultatele sunt utilizate în demersul psihologic al specialiștilor în vederea orientării și îmbunătățirii activității psihologilor clinicieni, a consilierilor și a psihoterapeuților, în procesul de formare continuă și complementară a acestora.

## ANNOTATION

**Dicu Adriana. Psychological intervention on children with divorced parents. PhD thesis in Psychology. Chisinau 2024.**

**Thesis structure:** The thesis consists of: annotations, list of abbreviations, introduction, three chapters, general conclusions and recommendations, bibliography of 242 titles, 5 appendices, 137 pages of basic text, 18 figures and 32 tables. The results are presented in 11 scientific papers.

**Keywords:** divorce, personality disorders, emotional disorders, preadolescents, parenting skills, co-parenting, parental conflict, psychological intervention program, amelioration of the disorder.

**Field of study:** Family psychology

**Research aim:** To identify predispositions to personality and emotional disorders in 9-12 year old children whose parents are divorced, to estimate parenting skills and co-parenting relationship for the divorced parents of the children, in order to facilitate the structuring of psychological intervention oriented/focused on improving predispositions to personality and emotional disorders identified in children and educating/increasing parenting skills and co-parenting relationship in parents.

**Research objectives:** are established in order to study and analyze the literature on the field of study, to develop and carry out the research project by applying research methods and techniques to detect the consequences of divorce and poor post-divorce parenting dynamics on the child's emotional and personality development, such as: identification of predispositions to personality and emotional disorders as a consequence of divorce dynamics in children aged between 9 and 12 years (pre-adolescents); evaluation and establishment / assessment of parenting skills of the resident parent; structuring and implementing psychological intervention programs aimed at improving disorders identified in preadolescents and improving parenting skills and the co-parenting relationship from the perspective of the resident parent; capitalizing on the effectiveness of psychological intervention programs applied to 9-12 year old children and parents; issuing recommendations for psychological intervention on children and their parents in the context of going through divorce.

**The results obtained that contribute to solving the important scientific problem are:** scientific *systematization* of data from field research; *identifying* the predispositions of personality disorders of 9-12-year-old children who are going through a divorce situation; *highlighting* the emotional disturbances of 9-12 year old children who are going through a divorce situation; *evaluation and determination* of risk factors that belong to parents and influence or cause the appearance of disorders in children aged 9-12 years; *assessment and determination* of the resident parent's parental competence; *determining* the resident parent's perception of the co-parenting relationship; *remedying and improving* the personality and emotional disorders of 9-12-year-old children, the parental skills and the co-parenting relationship of the parents, through the *development and application* of psychological intervention programs *focused* on the problems identified in both children and parents.

**Scientific novelty and originality.** For the first time at the national level: an experimental comparative study was carried out, having as subjects - children aged 9-12 years who come from divorced families and resident parents on the one hand, and children and parents from organized families, on the other side; predispositions towards personality and emotional disorders were highlighted, as a consequence of the dynamics of parental divorce that 9-12-year-old children go through; parental skills and the co-parenting relationship of divorced parents were studied; the predispositions of personality disorders highlighted following the application of psychological tests as a consequence of the dynamics of divorce were identified, regarding the child's emotional stability, extraversion, conformity and inhibition, associated with dysfunctional behaviors and conduct; the emotional disorders resulting from the divorce were highlighted: anxiety, depression, stress symptoms, dysfunctional attachment; the parental skills of the resident parent were assessed regarding the knowledge of the characteristics of the child's development stage, the emotional support offered, crisis management and the disciplinary factor; the risk factors that belong to the parents and influence the appearance of disorders in children were evaluated; the perception of the co-parenting relationship of the resident parent with the non-resident parent was determined, a relationship that represents an important determining factor in the emergence of imbalance at the level of the child; the predispositions of personality and emotional disorders of 9-12-year-old children, the level of parental skills and the co-parenting relationship of parents were remedied and improved, through the development and application of psychological intervention programs focused on the problems identified both in children as well as parents; psychological intervention programs for resident divorced parents and their children were validated.

**The theoretical significance of the paper is:** researching, evaluating and highlighting the peculiarities of personality and emotional disorders occurring in children (preadolescents - 9-12 years) in the context of the dynamics of parental separation; researching, evaluating and highlighting parental characteristics regarding child management and relational dynamics with the other parent; to complete the theoretical bases of psychological science with the results obtained in the research regarding the knowledge on the specific disorders that can be caused in children exposed, directly or indirectly, to conflict situations between their divorced parents; to highlight the need to go through a psychological intervention program to reduce the problems highlighted, both in children aged 9-12 years and in parents.

**The applied value of the paper** lies in the developed, implemented and validated psychological intervention program, which provides an alternative intervention model for the improvement of personality and emotional disorders in preadolescents, improving parenting skills and co-parenting relationship of parents; the program can be used by psychology practitioners; the theoretical and practical research data can be a source of documentation for professionals and parents; the selected set of assessment methods can be used to identify personality and emotional disorders in preadolescents, to assess parenting skills and co-parenting relationship of parents.

**Implementation of scientific results.** The results are used in the psychological work of specialists in order to guide and improve the work of clinical psychologists, counsellors and psychotherapists, in the process of their continuous and complementary training.

## АННОТАЦИЯ

Дику Адриана. Психологическая интервенция для детей с разведенными родителями. Докторская диссертация по психологии. Кишинев 2024

**Структура диссертации:** Диссертация состоит из: аннотации, списка сокращений, введения, трех глав, общих выводов и рекомендаций, библиографического списка из 242 наименований, 5 приложений, 137 страницы основного текста, 18 рисунков и 32 таблицы. Результаты работы представлены в 11 научных статьях.

**Ключевые слова:** развод, личностные расстройства, эмоциональные расстройства, подростки, родительские навыки, совместное воспитание, родительский конфликт, программа психологического вмешательства, минимизация расстройства.

**Область исследования:** семейная психология

**Цель исследования:** выявить предрасположенность к личностным и эмоциональным нарушениям у детей 9-12 лет, чьи родители находятся в разводе, оценить родительские навыки и отношения с родителями у разведенных родителей детей, чтобы облегчить построение психологического вмешательства, ориентированного/направленного на улучшение предрасположенности к личностным и эмоциональным нарушениям, выявленной у детей, и обучение/повышение родительских навыков и отношений с родителями.

**Задачи исследования:** поставлены с целью изучения и анализа литературы по теме исследования, разработки и реализации исследовательского проекта с применением методов и методик исследования, раскрывающих последствия развода и плохой динамики послеразводного воспитания на эмоциональное развитие и личность ребенка, таких как: выявление предрасположенности к личностным и эмоциональным нарушениям как следствие динамики развода у детей в возрасте от 9 до 12 лет (подростков); оценка и определение родительских навыков родителя-резидента; структурирование и реализация программ психологического вмешательства, направленных на коррекцию нарушений, выявленных у детей младшего подросткового возраста, и улучшение родительских навыков и детско-родительских отношений с точки зрения родителя-резидента; использование эффективности программ психологического вмешательства для детей 9-12 лет и родителей; выдача рекомендаций по психологическому вмешательству в детей и их родителей в контексте переживания развода.

**Полученные результаты, способствующие решению важной научной проблемы,** заключаются в научной систематизации данных исследований в данной области; выявлении предрасположенности к личностным расстройствам у детей 9-12 лет, переживающих ситуацию развода; выделении эмоциональных нарушений у детей 9-12 лет, переживающих ситуацию развода; оценке и выявлении факторов риска, принадлежащих родителям и влияющих или определяющих возникновения расстройств у детей 9-12 лет; оценка и определение родительских навыков родителей-резидентов; определение восприятия родителями-резидентами детско-родительских отношений; медиация и улучшение личностных и эмоциональных нарушений детей 9-12 лет, родительских навыков и детско-родительских отношений родителей с помощью программ психологического вмешательства, направленных на решение проблем, выявленных как у детей, так и у родителей.

**Научная новизна и оригинальность.** Впервые на национальном уровне проведено экспериментальное сравнительное исследование, в котором в качестве испытуемых выступили дети 9-12 лет, происходящие из разведенных семей и проживающих в них родителей, с одной стороны, и дети и родители из организованных семей, с другой стороны; выделены предрасположенности к личностным и эмоциональным расстройствам, как следствие динамики развода родителей, который переживают дети 9-12 лет со своими родителями; изучались родительские навыки и со-родительские отношения разведенных родителей; идентифицированы предрасположенности к расстройствам личности, выявленные в результате применения психологических тестов как следствие динамики развода, в отношении эмоциональной устойчивости, экстраверсии, конформности и заторможенности ребенка, связанных с дисфункциональным поведением; выделены эмоциональные расстройства, возникающие в результате развода: тревожность, депрессия, симптомы стресса, дисфункциональная привязанность; были оценены и установлены родительские навыки постоянного родителя с точки зрения знания особенностей стадии развития ребенка, предлагаемой эмоциональной поддержки, кризисного управления и дисциплинарного фактора; оценены и установлены факторы риска, принадлежащие родителям и влияющие или определяющие появление нарушений у детей; определено восприятие со-родительских отношений родителя-резидента с родителем-нерезидентом, отношении, которые представляют собой важный определяющий фактор возникновения дисбаланса на уровне ребенка и семьи; предрасположенность к личностным и эмоциональным расстройствам детей 9-12 лет, уровень родительских навыков и родительских отношений родителей были исправлены и улучшены путем разработки и применения программ психологического вмешательства, ориентированных на проблемы выявленные у детей, а также у родителей; были утверждены программы психологического вмешательства для разведенных родителей и их детей.

**Теоретическая значимость** работы заключается в: исследовании, оценке и выделении особенностей личностных и эмоциональных нарушений, возникающих у детей - 9-12 лет в контексте динамики родительского развода; исследовании, оценке и выделении родительских характеристик, касающихся управления ребенком и динамики отношений с другим родителем; в дополнении теоретических основ психологической науки результатами, полученными в ходе исследования, относительно знаний о специфических расстройствах, которые могут быть вызваны у детей, прямо или косвенно подверженных конфликтным ситуациям между разведенными родителями; подчеркнуть необходимость прохождения программы психологического вмешательства для уменьшения выделенных проблем, как у детей в возрасте 9-12 лет, так и у родителей.

**Прикладная ценность** работы заключается в разработанной, внедренной и валидизированной программе психологического вмешательства, которая представляет собой альтернативную интервенционную модель для улучшения личностных и эмоциональных нарушений у подростков, совершенствования родительских навыков и детско-родительских отношений родителей; программа может быть использована практикующими психологами; теоретические и практические данные исследования могут стать источником документации для специалистов и родителей; подобранный набор оценочных методик может быть использован для выявления личностных и эмоциональных нарушений у подростков, оценки родительских навыков и детско-родительских отношений родителей.

**Внедрение научных результатов.** Результаты используются в психологической работе специалистов с целью направления и совершенствования работы клинических психологов, консультантов и психотерапевтов, в процессе их непрерывного и дополнительного обучения.

**DICU ADRIANA**

**PSYCHOLOGICAL INTERVENTION FOR CHILDREN WITH DIVORCED PARENTS**

**Abstract of PhD thesis in psychology**

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