

ARTICLE

REVIEW AND COMPARE ATTACHMENT AND PARENTING STYLES IN MOTHERS OF NORMAL AND BEHAVIORAL DISORDERS STUDENTS

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ABSTRACT

The aim of this study was to evaluate and compare the attachment and parenting styles in mothers of normal and behavioral disorders students. The research design was a descriptive with casual-comparative method. The research population included all fifth and sixth grade Male and female in primary school in Yazd in 2015 school years. The Sample was included 840 people, 350 student behavioral disorders and 490 normal students. Sample of normal school students was selected using a multistage random sampling method. Census method was used to select groups of students' behavioral disorders. Data collected from the Hazan and Shaver attachment styles questionnaire and Baumrind parenting styles questionnaires. The data were analyzed with Multivariate analysis of variance (MANOVA). The results of Multivariate analysis show that there are significant differences between attachment styles of behavioral disorders and normally parents. The results also showed that the authoritarian and authoritative parenting style was significant difference in behavioral disorders and normally. Families that has a strong emotional relationship with their children and apply proper operation, subsequent children are less prone to behavioral disorders.

INTRODUCTION

Behavioral disorders are a special form of aggressive behavior and it can be described as a status that the students reputedly and consequent exposure to the negative behavior of others [1]. These negative behaviors cure when there is no balance between the victim and aggressor. Consecutive behavioral disorders are defined as a recurrent behavior that is repeated, sometimes several times per month, or weekly.

According to the definition of behavioral disorders, the following items should be included:

- 1- The behavioral disorders that lead to injury, frightening and annoying the victim.
- 2- This behavioral disorder is not pre exited;
- 3- It occurs repeatedly
- 4- Commonly bullies in comparison with victims are more powerful. In other words behavioral disorders occur in an unequal situation in terms of power or social status.
- 5- It happens in a small social group that its members are familiar with each other. Behavioral disorders are clearly different from a battle between two persons that are equal to each other in terms of physical strength [2]. The behavioral disorders can be as a direct physical behavioral disorders, direct oral behavioral disorders and indirect behavioral disorders. Direct physical, behavioral disorders can be in the form of pushing, kicking, hitting or giving the objects of others by force. The direct oral, behavioral disorders contain the behaviors such as: calling with a bad name, threatening and mocking [3, 4, 5, 6, and 7].

The indirect behavioral disorders are considered as communication or psychological, behavioral disorders [8]. The different form of indirect behavioral disorders includes insulting, gossiping, excommunicating the others in terms of social and seeking dominance in friendly relationships [7, 8]. Behavioral disorders are a social serious prevalent problem especially in school age.

Due to media attention to the increased violence and behavioral disorders among children and adolescents in school, it has attracted the public attention in the current year to itself. Estimating the exact prevalence percent of behavioral disorders in schools is still difficult because of the diversity extension of this type of behavior [9]. The international research findings in all the countries show that 4 to 45 percent of children are victim or bully [10]. One out of ten students is bully [11].

One of the main preventive approaches focuses on identifying the hazardous factors in high risk populations. According to the family role and the effect of family as the first sociable institution, contains some risk factors related to the family, including lack or poor relation between children-parents, lack of suitable pattern among adults, rough family environment, behavioral disorders parenting method, Physical punishment upbringing, lack of parents support of children [12, 13].

As in this research there is no opportunity to take into consideration all predisposing factors, so, besides emphasizing on being this disorder behavior as a multifactor, this is analyzed from the aspect of attachment styles and parenting methods. It is obvious that study on growth and development of children without considering the attachment styles and parenting methods, it will be as an inadequate and incomplete matter.

KEY WORDS

Attachment, parenting, behavioral disorders, mothers, student.

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The relation between mother and child is the most important principle in growth of personality that is emphasized by most of psychologists such as: Froid, Celarin, Salivan and Balbii. Different theories of psychology science, different terms are used for describing the relation between parents-children such as: thematic relation, dependency and attachment. Bulbi (1980) states that the relation patterns between children and mother constitute an attachment style of a person that includes: the sustainable patterns of communication perceptions, emotions and behaviors [14].

The attachment theory focuses on cognitive schemata. These schemata have an effect on the organizing the personal relation to the others and also his perceptions of surrounding world [15]. These schemata evolve during the lifetime. The schemata form in childhood according to experiences that baby has from first care and in childhood and adolescence become completed [16]. Following the assumptions of Bulbi, Enzorth et al. (1987) to determine the child's attachment style, an experimental visual situation entitled unfamiliar situation was planned; according that, the child experiences three stressful components:

1-unfamiliar environment 2- interacting with an unfamiliar person; 3- short term separation from parents or any protector. Accordingly, three styles of safe attachment, avoidance attachment style and anxious - ambivalent attachment style have defined [14].

The safe attachment style is defined as being comfortable at the time being close to the others and being sure from the others' reactions. The avoidance style implies to have been unsafe in interaction with the others and tends to be separate from the others. Anxious-ambivalent style is defined as being not safe against the others reactions and having high enthusiasm to sincerity. The researchers believe that constituted attachment in childhood, continues in the next life stages and effects on the person's lifestyle [16]. Most of these researches have conducted according to the elements of parenting defined by Baumrind (1967) [17]. As it was mentioned, Baumrind has presented three methods of behavioral disorders, forcefulness and easygoing parenting by considering parental control.

The obtained results of conduct researches on these three methods have shown that these methods may increase the negative or positive consequences in children [17]. The behavioral disorder parenting is specified with strong inhibitor, high level of seriousness, unstable and strict discipline and relatively low levels of emotional sincerity. Forcefulness parenting is specified by the combination of a high emotional support inhibitor, appropriate levels of independence and mutual interaction between children and parent (Diaz, 2005). The easygoing method that has attracted less researches to itself in comparison with two other methods, is determined with the shortage of parents inhibition, accordingly parent exercising power on the children behavior fails; and willingness to accede to the child's wishes [17].

The relationship between attachments styles and parenting methods with the child's behavior problems has been shown in the researches. Kamijani and Maher, (2007), by their study entitled "the comparison of parents, parenting methods of adolescents with disorder behaviors, with the ordinary adolescence" show that the method of behavioral disorders, parenting with parents of adolescents with disorder behavior is used more than the parents of normal adolescents [18]. Baezzat, et al. (2009), in their study examined the attachments methods of students with disorder behavioral and normal behavioral [19].

The obtained results show that the normal students have secure attachment style; and the students with disorder behavioral have ambivalent insecure attachment style. Sadeghkhni, et al. (2012), conducted a study entitled "comparison of mothers parenting methods of the son students aged 7 to 9 in primary school with stubborn and disobedience disorder and ordinary son students" The findings of study showed that the mothers of children with stubborn and disobedience disorder in comparison with mothers of normal children, use more the behavioral disorders and easygoing parenting method; and less use the forcefulness parenting method [20].

Smart (2001) according to the obtained results of a study found that how the interaction of parent- child mainly can be used as a predictor for children's behavior problems. The interactions that usually are along with mutual hostility, pessimism, over control and violence have intervened in most of childhood pathologies [21]. Allen, et al. (2002), by reviewing the attachment style as a social skills predicator and criminal behaviors in adolescents found that safe attachment style increases social skills in adolescence, while the style of insecure attachment is as a predictor of criminality in this period [22].

Jenifer and Peterson, (2006), by reviewing the type of family and its relation to criminality found that the best predictor of adolescent criminal had been the quality of their relation with their parent. It means, this bad relation is the cause of their criminality [23]. Since children spend much time with their mother and conversely fathers less time are near their children. And there was not any research that directly reviews and compares the attachment styles and parenting methods in bully and normal students.

The purpose of present study is reviewing and comparing the attachment styles and parenting methods of bully and normal students' mothers. Conducting a study in this regard, to clarify the attachment styles and parenting methods of bully and normal students' mothers for obtaining the practical strategies seems necessary. For this purpose some hypothesizes were proposed as follows:

1- There is a significant relationship between attachment styles of behavioral disorders and normal students' mothers in fifth and sixth grade in primary school.

2- A significant relation has been seen between parenting methods of the behavioral disorders and normal students' mothers in fifth and sixth grade in primary school.

MATERIALS AND METHODS

The research project is descriptive; and in terms of data collecting method is considered among scientific-comparative researches. The target population includes all mothers of girls and boys students in fifth and sixth grade in primary schools of Esfahan city in the 2015 academic year. The case study of the present study was 840 persons includes 350 persons of behavioral disorders' mother and 490 people of normal students. The case studies of normal students' mothers were selected by using the method of multi-stage random sampling. To select the behavioral disorders' mother, the census method was used. The behavioral disorders of fifth and sixth grade of 32 primary schools were selected for this purpose; and were examined in the form of sociometry in a way that is explained in tools chapter.

To implement the project after doing sociometry and analyzing its obtained results, the selected students in sociometry, responded to the questionnaire of relationship with homogeneous (a part of that measures the behavioral disorders rate of children). Then, 200 children based on analysis of the obtained results of sociometry and also the obtained scores of relation with homogeneous questionnaire were considered as a bully student.

For collecting data, the questionnaires of Hazan and Shaver attachment styles and the method of Baumrind parenting were at the disposal of bully and normal students' mother. For collecting data, the following tools were used:

1- Sociometry: in reviewing the sociometry it has asked from children to evaluate their homogeneous based on the understanding from them. Sociometry in general was conducted on the present children with a group. Researches in general ask the children to report their peer's social position. In review of sociometry it was asked from children of one class to introduce some of their classmates that like them as well as some classmate that don't like them; or classify their peers according to their cooperation rate [24]. In the present study it was asked for participants to confidentially, write the name of their bully classmates on the available papers. Finally, by summarizing the students' responses, the students that were introduced as a bully person by a greater number of their peers were considered as a bully.

2- Parenting Relationship Questionnaire [25]: it has regulated for reviewing the relationship between primary school students. This self-report tool has 20 types that are scored from 1 to 5 in Linkret scale. The alpha coefficient of the Persian version of this scale for the three subscales of: behavioral disorders, victim and socially acceptable behavior is reported 0.73%, 0.70% and 0.53% respectively [26].

3- Attachment styles questionnaire of Hazan and Shiver: this questionnaire includes 15 questions that 5 articles of this questionnaire relate to safe attachment style, 5 articles are about avoidant attachment style and 5 articles are regarding anxious attachment style / ambivalent. The questions are scored by using 5 degrees scale of Linkret, never (score: zero), randomly (score: one), sometimes (score: two), most of the times (score: three) and almost always (score: four). Hazen and Shaver, (1987) [27], obtained total retesting reliability of this questionnaire 0.81 and reliability with Cronbach alpha was 0.87 as well.

Colitz and Rid, also obtained validity by using the Cronbakh alpha method 0.79. According to the obtained results of a study conducted by Hadinejad, (2008), [28] on the students in grade high school, questionnaire reliability coefficient is reported more than 0.83. Pakdaman, (2004), [29] reported the validity of this test for safe style, avoidance and anxious/ambivalent 0.37%, 0.53% and 0.73% respectively; and the amount of Cronbach alpha was reported 0.79.

3- Baumrind parenting questionnaire: this questionnaire according to the Baumrind theory and by himself in 1972 was regulated and contain 30 questions that evaluate 3 methods of parenting; 10 questions evaluate behavioral disorders method, 10 questions forcefulness and 10 questions easygoing as well. The questions by using the 5 sores scales of Linkret, quite disagree (score: zero), disagree (score: one), almost disagree (score: 2), agree (score: three) and completely agree (score: four) are scored. This questionnaire in several studies is reviewed and its validity and reliability is reported in a desirable level.

Boon, (2007), [30] reported the reliability coefficient of this questionnaire by using retesting method between mothers group for behavioral disorders method 0.86, forcefulness 0.88 and easygoing 0.81. In Iran Esfandiari, (1995), [31] by surveying from 10 expert psychologist and psychiatrist reported validity of the content of the questionnaire at a high level and its reliability by using retesting method after one week, for behavioral disorders method 0.77, forcefulness method 0.73 and easygoing method 0.76.

Studied data in SPSS 20 software and using multivariable analysis of variance statistical method was analyzed.

Ethical Considerations

- 1-About objectives, method and how doing research, the required explanation was given to the case study group and they were satisfied.
- 2-To respect the privacy of persons, it was refrained to mention their name in questionnaire and reports.
- 3- The participants could exclude in any phase of the study if they wish.

RESULTS

In [Table 1]- frequency distribution, average and standard deviation of bully and normal students' mother attachment styles.

Table 1: Frequency distribution, average and standard deviation of bully and normal students' mother attachment styles

Variable	Group	Frequency	Average	Standard deviation
Safe attachment style	Bully	192	18.08	4.59
	Normal	200	20.85	3.43
Acvoidnace attachment style	Bully	192	19.59	3.28
	Normal	200	17.48	2.55
Anxious-ambivalent attachment style	Bully	196	21.45	6.20
	Normal	200	18.69	5.22

[Table 1] shows that the average scores of behavioral disorders' mother anxious-ambivalent and avoidance attachment style is higher than normal students' mothers; and in return, the average scores of safe attachment styles of normal students' mothers are higher than the average scores of behavioral disorders' mothers.

In [Table 2] the frequency deviation, average and standard deviation of bully and normal students' mother parenting styles are estimated.

Table 2: The frequency deviation, average and standard deviation of bully and normal students' mother parenting styles

Variable	Group	Frequency	Average	Standard deviation
Behavioral disorders	Bully	192	25.36	6.59
	Normal	200	18.06	3.87
Forcefulness	Bully	192	16.03	4.01
	Normal	200	21.11	2.12
Easygoing	Bully	196	22.49	5.43
	Normal	200	19.98	4.11

[Table 2 shows that the average scores of forcefulness and easygoing students' mothers parenting styles is higher than normal students' mother and conversely, the average scores of forcefulness parenting style of students' mother is higher than average scores of normal students' mothers.

[Table 3]: The results of multivariable variance analysis of attachment styles scores and normal and behavioral disorders' mother parenting methods scores are shown.

Table 3: The multivariable variance analysis of attachment styles scores and normal and behavioral disorders' mother parenting methods scores

Name of test	Amount	df	Freedom degree error	F	Significant level
Pillai's trace	0.487	3	56	6.43	0.001
Wilks Lambda	0.565	3	56	6.43	0.001
Hotelling's Trace	0.784	3	56	6.43	0.001
Roy's Largest Root	0.784	3	56	6.43	0.001

As it is observed in [Table 3], the amount of F is multivariable id equal to 6.43 in level ($P < 0.001$) is significant statistically. The obtain results of multivariable variance analysis show that there is a significant relation between bully and normal students' mothers attachment styles. To find out this difference the multivariable analysis of variance was used that the obtained results is shown in [Table 4].

Table 4: unavailable variance analysis on attachment styles and parenting methods of bully and normal students' mothers

Variable	SS	df	MS	F	dig	R ²	Test ability
Safe attachment	62.711	1	62.711	4.011	0.050	0.44	1
Avoidance attachment	175.451	1	175.451	19.352	0.001	0.33	0.8
Ambivalent-anxious attachment	140.937	1	140.937	5.687	0.005	0.28	0.9
Behavioral disorders parenting	276.501	1	276.501	6.814	0.001	0.23	1
Forcefulness parenting	520.493	1	520.493	6.117	0.001	0.19	0.8
Easygoing parenting	12.373	1	12.373	0.313	0.652	0.20	0.8

As it is shown in [Table 4], there is a significant difference between attachment styles and forcefulness and behavioral disorders parenting methods of bully and normal students' mothers. According to the results, behavioral disorders' mothers more than normal students' mothers have unsafe attachment styles (avoidance and anxious- ambivalent). And also behavioral disorders, parenting method in behavioral disorders' mothers is used more than normal children's mothers ($P < 0.001$). Forcefulness parenting method in behavioral disorders' mothers is used less than normal children's mothers ($P < 0.001$). There is no any significant difference between normal and behavioral disorders' mothers in easygoing parenting method ($P < 0.005$).

DISCUSSION AND CONCLUSION

The purpose of this study is reviewing and comparing the attachments styles and parenting methods of normal and behavioral disorders' mothers.

With a glance to the average and standard deviation of scores in variable styles attachment and parenting methods of mothers, a relatively clear imagination can be gotten from the status of bully and normal students.

One of present study hypothesizes indicates that there is a significant difference between the bully and normal students' mothers attachment styles in fifth and sixth grade; and this hypothesis was confirmed. The results show that normal students' mothers more than behavioral disorders' mother use safe attachment style.

It can be said that people with secure attachment from their childhood under sincere and constructive relationship with their parent learn how to show the excitements in a social acceptable form, and react to the emotions expressed by the others. The forceful parent with a high degree of expectation and accountability help to safe attachment formation in their children; and the children increase in them a positive functional model related to themselves and others. According to this base, they believe that are lovely and others also are accountable and receptive. Such attachment with mental health and other social merit indexes has positively relating. Sincere and kind parent, are supported and involve themselves in the children's work, and increase safe attachment in their children. Accordingly, children find a positive attitude to themselves. Such cognitive schema protects them from dangerous treatments and bring them mental health and competency. Also, the results show that behavioral disorders' mothers more than normal students' mothers have insecure attachment styles (avoidant and anxious-ambivalent).

As it has been mentioned in the history of the study, no any scientific research has found in this field, but Allen et al. (2002), [22] Jenifer and Pattereson, (2006), [23] and Baezzat, et al. (2009). [19] Prove a positive and strong relationship of mother's attachment styles with decrease of problems and behavioral disorders and criminality in children and adolescents.

It can be said that avoidance and ambivalent-anxious attachment style has relation with behavioral disorder behavior, so that this attachment style is as predictive of powerfulness for a behavioral disorder, criminality and antisocial character. The parent that increases the unsafe attachment in their children, as a result the children find a negative attitude to themselves, such cognitive schema not only predispose them for risky behavior but also weaken social competence and self-esteem in them. According to the obtained results of study, it can be said that the attachment styles difference is due to different interactions of parent and others especially mothers.

Yagon, (2003), through a study showed that the persons that in childhood had an unsafe attachment to their parent, show bad behavior with their friends. According to the researcher's belief, parents have overlooked these children and have showed inappropriate responses to their child's behaviors. Overall, it can be said that protection, quality and how the interaction is between family persons, determine the type

of attachment in child, adolescent and adult. So the families that have a powerful emotional relationship with their children and apply an appropriate procedure subsequently create safe attachment in the children; and less expose to the behavioral disorders. As parent sensitivity and accountability to the child's needs and wishes influences on the creation of safe attachment style [32].

Another finding of this study is as a confirmation of this hypothesis that there is a significant difference between the mother's parenting methods of bully and normal students in fifth and sixth grade in primary school. According to the obtained results, the behavioral disorders, parenting method is more applied by behavioral disorders' mothers than normal students' mothers. The forcefulness parenting method is less used by behavioral disorders' mothers than normal students' mother; and also there is no any significant difference between parenting easygoing method of mothers of bully and normal students. There is no any reported scientific study in this regard; but conducted studies by Smart (Kamijani and Maher, (2007), [18] and Sadeghkhi, et al. (2012), [20] have proved the positive and powerful relation between parenting methods of parent for decreasing problems and behavioral disorders and criminal.

To explain how this relation is formed, it can be said that the children who are educated according to the behavioral disorders pattern, usually suffer from types of neuron-psychiatric and behavioral disorders. According to this pattern parent due to make errors punish the child; but never explain about the cause of punishment. Usually there is no any logical relation between the type of punishment and child wrong behavior. Unlike mothers, fathers spend less time beside their children; and since the child makes any mistake, with an unnecessary violent attack to child characteristic, and this is along with feeling guilty.

Continues blames causes that a poor imagination forms in the child's mind from themselves that gradually decrease their self-confidence, make their behavior worse; as a result, they think that what their parent imagine about them, is a fact. All these conditions are sufficient to make teenager tend to do the types of unbridled behaviors such as behavioral disorders. Vindictive punishment, continuous blame and creating felling guilty causes the child believes he is bad enough that deserves disrespect and disregard. In most of antisocial behaviors, running away from home, using drugs, theft, constituting stray and criminal groups and other antisocial behavior, the effects of this educational model can be seen. The methods that parents apply to their children's education have an essential role in providing mental health of their children. By a sound relationship, it is possible to recognize the children's need and make attempts to meet them. As it was mentioned, each of these methods has some effects on a child's behavior that in this regard the destructive and negative effects of the behavioral disorders method are more than the others. Sometimes parent in their children's education makes some mistakes that compensation them is impossible. Most of parent suspects that by using force and violence, threatening and creating an atmosphere of fear and not paying attention to children's mental- psycho needs can educate obedient, healthy and submissive children. On the other hand, there are parents that suppose the best method for a child's education is being relaxed, neglecting and being indifferent; that in fact both of them have gone wrong. Despite doing necessary control, there are some limitations in the present study that are as follows:

- 1- This study was limited to the view of students in the field of bully group. It is obvious that comment of parent and teachers in this regard can be as a complementary of the students' view
- 2- Because of doing studies on the student in fifth and sixth grade of primary school, we should be cautious in generalizing the results to the other grades
- 3- This study has done in a city and province, so generalize the results to other cities and provinces should be done with caution.

According to the obtained results of this study, it is suggested that parents be informed about educational pattern and their effects on the children, by holding educational workshop.

CONFLICT OF INTEREST

There is no any form of conflict of interest

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