The relationship between parental stress and psychological adjustment of the children: the role of parental psychological flexibility as a mediator

Juan M. Flujas-Contreras [1,2], Álvaro Recio-Berlanga [3,4], Magdalena P Andrés [4], Mercedes Fernández-Torres [4], Pilar Sánchez-López [4] & Inmaculada Gómez [4,2]*

[1]University of Seville, Spain

[2] Health Research Center University of Almería, Spain

[3] Andalusian School of Public Health, Spain

[4] University of Almeria, Spain

** Correspondence to:* Professor Inmaculada Gómez Becerra

University of Almeria. Department of Psychology La Cañada de San Urbano s/n. Engineering School, 0.50. 04120. Almeria. Spain. Phone: +34 950214414 Email: igomez@ual.es

Preprint of the paper:

Flujas-Contreras, J. M., Recio-Berlanga, Á., Andrés, M. P., Fernández-Torres, M., Sánchez-López, P., & Gómez, I. (2023). The relationship between parental stress and psychological adjustment of the children: The role of parental psychological flexibility as a mediator. *Journal of Contextual Behavioral Science*, *29*, 202-208.

Abstract

There is growing interest in parental psychological flexibility, understood as parents' ability to enjoy an optimal relationship with their children by accepting their negative emotions and thoughts in the present moment, while remaining child-conscious, in value-based parenting. Parenting can sometimes be stressful, especially when faced with the varied and changing challenges of parenthood. Parental stress, in turn, has been related to high levels of psychological inflexibility. So, this study aimed to analyze the relationship of parental psychological flexibility with parental stress and its impact on children's psychological adjustment. The sample consisted of 909 families with children aged 3 to 18 years who answered the following questionnaires: The Parental Acceptance Questionnaire (6-PAQ), which measures psychological flexibility, the Parental Stress Scale (PSS), and the Strenght and Difficulties Questionnaire (SDQ), which studies the general psychological state of children and adolescents by screening for emotional and behavioral difficulties. These variables were analyzed by difference analysis according to the level of psychological flexibility, regression analysis, and mediation analysis. The group of parents who scored highest on psychological inflexibility scored high on parental stress and the child psychological adjustment scales, except for the prosocial behavior subscale. The results show that parental psychological inflexibility is related to higher levels of parental stress, and in turn, has an impact on greater psychological maladjustment in children. These relationships are analyzed from their clinical and educational implications as factors and objectives to be incorporated into family intervention.

Keywords: psychological parental flexibility, parenting stress, psychological adjustment in children

Introduction

Intervention in parenting aims to promote actions of parents in the interaction or management of their children's behavior, this aspect has been determined as a protective factor in the development and maintenance of problems and difficulties of their children (Gorostiaga, et al., 2019; Masud et al., 2019; Pinquart, et al., 2017). In turn, the actions taken by parents to manage their children's behavioral or emotional problems may be influenced by factors such as emotional regulation skills (Rutherford, et al., 2015), Sense of parental competence (Egberts et al.,2015), or personality (Oliver et al.,2009), among others. This makes it relevant to know what processes or skills are involved in parenting and how parental interventions can be facilitated. A better understanding of how parental characteristics can affect child development and parental stress is needed.

Parental stress and its impact on child's outcomes

Parenting can sometimes be stressful, especially in facing the various and changing challenges of breeding, such as educational demands or having to adapt to their children's developmental needs (Crnic & Low, 2002). Deater-Deckard (2004, p.6) defined parental stress as "a set of processes leading to aversive psychological and physiological reactions arising from attempts to adapt to the demands of parenting. This is often experienced as negative feelings and beliefs toward self and child".

Previous research has shown relationships between parental stress levels and psychological problems in children. This relationship has also been found with an increase in symptoms related to behavioral problems (Miranda et al., 2019), children's cognitive development, prosocial behavior (Ward & Lee, 2020), sleep problems (Martin et al., 2019), or child functioning (Rodriguez et al., 2019). On the other hand, bidirectional relationships have been found between parental stress level and family functioning (Zeng et al., 2020) and with mediating effects on mothers' depressive symptomatology (Fredriksen et al., 2019).

The specific personal and contextual characteristics of each family, the family climate, and the socioeconomic situation can influence parental stress differently (Hayes & Watson 2013). In this sense, parental stress is going to be influenced by parental demands (Oronoz et al., 2007), how the parents perceive their abilities and efficiency (Raikes & Thompson, 2005), family and parental particularities (Farmer & Lee, 2011), work overload (Östberg and Hagekill, 2000), parental beliefs (Stelter & Halberstadt, 2011), the social support provided by their environment (Drogomyretska et al.,2020), and their self-compassionate skills (Bohadana et al., 2019), among others.

Similarly, the coping strategies employed may report differential results concerning the level of parental stress. Thus, previous research has shown that avoidance-related or emotion-focused coping strategies report higher levels of parental stress (Cuzzocrea et al., 2015; Jarvis et al.,1991; López et al., 2008; Shea & Coyne, 2011). Given that there are personal and coping style characteristics that may influence or mitigate the level of parental stress, we wondered whether psychological flexibility may also be a mediating variable.

Psychological flexibility within parenting.

Psychological flexibility is defined as the ability to be consciously in contact with the present moment, completely and without judging or trying to change the thoughts and emotions that occur at that moment, and persistently keeping in mind personal values and goals (Hayes, et al., 2012). Kashdan and Rottenberg (2010) related psychological flexibility to a self-control variable, self-regulation, and emotion regulation. Psychological flexibility is also understood as a factor in overall well-being (Kuba et al., 2019), as a protective factor to help to struggle with psychological problems by accepting and promoting desirable behavior (Fledderus et al., 2010).

In the field of parenting, psychological flexibility is defined as the capacity of parents for enjoying a good relationship with their children is understood to lie in their acceptance of negative emotions and thoughts about them in the present moment while remaining aware of

their needs, and thereby applying optimum parenting based on values (Burke & Moore, 2015). Parents with less psychological flexibility had ineffective parenting practices, such as very severe discipline or inconsistent rules (Burke & Moore, 2015). Also, it has been related to anxiety (Emerson et al., 2019) and depression (Biglan et al., 2015) in both parents and children. Experiential avoidance, that is, the tendency to avoid, suppress, or modify uncomfortable experiences or private events (contrary to psychological flexibility), has been related to greater depressive symptomatology in parents, greater distress, and internalizing problems in children (Coyne & Thomson, 2011; Moyer & Sandoz, 2014; Williams et al., 2012). Similarly, Withinghamm et al. (2019) showed the importance of psychological flexibility as a mediator in parental intervention to improve parenting styles and parent-child interaction.

Psychological flexibility is the main topic of interest in Acceptance and Commitment Therapy (ACT; Hayes et al., 2012). In a triadic model of ACT, psychological flexibility is identified with three response styles. A style open to experience with acceptance and perspective on the events experienced (open). A response style focused on the present moment (aware). And a response style committed to value-directed actions (active) (Hayes et al., 2012). An open response style is defined as the willingness to be in complete and non-judgmental contact with one's own experiences (acceptance), while taking a flexible perspective on private events, i.e., without following thoughts literally (defusion). On the other hand, we refer to an aware response style when a person focuses on the present moment in a deliberate and non-evaluative manner (mindfulness), consciously observing their own private events and taking a perspective from the self (self as context). Finally, an active style is defined in terms of actions oriented to the construction of flexible repertoires (committed action) that are framed and motivated in a context of values (values) (Hayes et al.,2012). However, all these processes must be understood as interconnected from a functional analysis of behavior. A systematic review by Byrne et al. (2020) found that ACT was useful to parents of children with Autistic Spectrum Disorder (ASD) and other chronic medical or health conditions. Previous

studies show that ACT interventions in families with children with autism, post-traumatic stress disorder, or brain injury reduced experiential avoidance, parental stress, and disorder symptoms (Andrews et al., 2022; Brown et al., 2015; Polusny et al., 2011). In a review by Gur and Reich (2023) on the psychological flexibility in parents of children with disabilities they found that psychological flexibility is a relevant skill for both parent and child functioning.

In conclusion, psychological flexibility is a skill that has an important influence on parenting practices and children's development. Previous studies have described the relationship between psychological flexibility and parental stress, which are described below.

Parental stress and psychological flexibility.

Parental stress has been related to high psychological inflexibility levels. Parents who have low psychological flexibility usually evaluate the internal experiences of stress negatively, which leads them to practice avoidance, suppression, and control strategies (Burke & Moore, 2015; Fonseca et al., 2020). These avoidance strategies may seem effective in the short-term, however, in the long-term, they magnify negative internal experiences (Hayes et al., 2012), which can lead to increasing parental stress and applying maladaptive parenting practices (Sairanen et al., 2018).

Previous studies have shown that psychological flexibility functions as a resource for more adaptive parenting styles, thereby helping parents regulate and manage parental stress (Fonseca et al., 2020). In a study by Fonseca et al (2020), they found that parental psychological flexibility is a mediating factor for authoritarian parenting practices when the level of parental stress is high. In this sense, when parents must manage her child's behavior in stressful situations, they employ discomfort avoidance and situational control strategies that, without a sufficient level of acceptance and flexibility, may lead to maladaptive parenting practices.

On the other hand, a study by Lobato et al. (2020) showed that self as context, committed actions, and cognitive fusion are predictors of parental stress in parents with children with

intellectual disabilities. Likewise, as we have previously commented, regulation strategies based on avoidance of experiences have been associated with higher levels of parental stress.

The present study.

The objective of this study is to analyze the relationship of parental psychological flexibility with parental stress and its repercussion on the psychological adjustment of their children. From the above background, it seems that both parental stress and psychological flexibility have a direct relationship. Parental perceptions of stressful situations will have an impact on the development of problems in children and parenting practices. This study aims to assess to what extent psychological flexibility is a mediator between parental stress and adjustment and which variables will be relevant. The results will provide some idea of what key aspects may be of importance for interventions from a contextual-functional perspective. The initial hypothesis is that a direct relationship will be found between parental stress and children's problems and vice versa, consistent with previous studies. And that psychological flexibility will buffer the effects of parental stress and problems.

Method

Participants

The inclusion criteria were: (a) father, mother, or guardian; (b) have at least one child aged 1 to 18 years old, and (c) have no linguistic barriers to understanding the questionnaire. The exclusion criterion was that the children had a clinical diagnosis of a psychological and/or medical condition since this can be an additional parental stress factor. These inclusion and exclusion criteria were checked using the information reported by the parents in the sociodemographic data and questions regarding the level of Spanish comprehension at the beginning of the assessment. Self-selection sampling was used.

The final sample was made up of 902 families with parents aged 25 to 69 (M = 40.39; SD = 6.12). The majority were mothers (94.23%) with Spanish nationality (95.6%) and a

university or above secondary education (74.39%). The majority had a two-parent family structure (81.81%), and 53.65% had two children, 35.58% had one child, 10.64% of the families had three children or more children. Most of the parents work in the tertiary sector (services) (45.01%) and the education, health, or culture sector (37.47%). Of the total number of children in the sample (n = 1593), most 52.66% (n = 839) were boys and the remaining 47.33% (n = 754) were girls. The mean age of the children is between 4.72 and 9.34 years old (Table 1).

Table 1. Sample characteristics (N=902).

	M (SD) / n; %
Parents' age	40.39 (6.12)
Gender	
Feminine	850; 94.23%
Masculine	52; 5.76%
Family structure	
Biparental	738; 81.81%
Divorced	64; 7.09%
Single	48; 5.32%
Composite	29;3.21%
Other	23; 2.54%
Educational level	
Basic	48; 5.32%
Primary	179; 19.84%
Superior	671; 74.39%
No studies	4; 0.43%
Labor sector	
Unemployed	46; 5.1 %
Primary sector	10; 1.11 %
Secondary sector	13; 1.41 %
Tertiary sector	406; 45.01 %
?¿?	10; 1.11 %
Education, health, culture	338; 37.47 %
Housewife	54; 5.98 %
Number of children	
1 child	321; 35.58%
2 children	484; 53.65%
3 children or more	96; 10.64%
Sex (feminine) /age of children	
First child	445; 49.33% / 9.34 (5.38)
Second child	257; 44.23% / 7.02 (5.02)
Third child	47; 48.45 % / 6.51 (4.47)
Fourth child	3; 33.33% / 4.72 (2.86)

Instruments

The Spanish version of the Parental Acceptance Questionnaire (6-PAQ; Greene et al., 2015) by Flujas-Contreras et al. (2020), was used to measure the psychological flexibility of parents in raising their children. It is comprised of 16 items on a four-point Likert scale that measures three subscales corresponding to the response styles associated with psychological flexibility: open, aware, and active (e.g., "*If someone criticizes my parenting, I must be a bad parent*"; "*I feel like my mind is somewhere else when I play with my child*"; "*My actions as a parent are consistent with my values*") Higher scores are interpreted as greater psychological inflexibility. The Spanish version of the questionnaire has a Cronbach's alpha of .88 on the total scale and from .68 to .72 on the subscales (Flujas-Contreras et al.,2020).

The Spanish version of the Parental Stress Scale (PSS; Berry & Jones, 1995) by Oronoz et al. (2007) was used to evaluate parental stress. This scale is composed of 12 items on a five-point Likert-type scale which evaluate parental stress on two subscales: rewards from the child and stressful events (e.g., "*Taking care of my child sometimes takes more time and energy than I have*"; "*The biggest source of stress in my life is my child*"). A higher score means a higher level of stress. Internal consistency of the Spanish scale is a Cronbach's alpha of .77 for rewards from the child and .76 for stressful events (Oronoz et al., 2007).

The Spanish version of the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) by Rodríguez-Hernández et al (2014) was used to evaluate the general psychological state of children and adolescents. It is a screening instrument for emotional and behavioral problems and a dimensional measure of mental health (e.g., "*Restless, overactive, cannot stay still for long*"; "*Thinks things out before acting*"; "*Many fears, easily scared*"). It is comprised of 25 items rated on a three-point Likert scale and has five scales: emotional symptoms, conduct problems, hyperactivity, peer relationship problems, and prosocial behavior. The version applied in this study is filled out by parents. The Spanish-validated version of the questionnaire has an internal consistency of .58 to .80 (Español-Martín et al., 2021). A cutoff point was set at

the 80th percentile for the subclinical range and at the 90th for the clinical range, except for the prosocial conduct scale where they were set at the 10th and 20th percentiles respectively (Español-Martín et al., 2021).

Procedure

The present study employed a non-probability self-selection type of sampling (convenience sample), i.e., volunteers who agreed to participate in the online survey were accepted. The survey was disseminated on social networks (profiling for the target population), through dissemination in associations, professionals, and educational centers. The survey was conducted using the Lime-Survey platform. Before starting the online survey, participants consented to participate in the study. The information sheet indicated the general objectives of the study. All data were collected anonymously, so there was no follow-up of participants who dropped out of the survey. The study was approved by the **** Bioethics Committee.

Statistical Analysis

The statistical analysis was performed using JASP 0.17 for Mac OS. Outliers with a deviation score above 3 were eliminated from the analysis. Assumptions were checked for each statistical analysis. First, a descriptive analysis was made of all the variables. Then the sample was divided into two groups, high and low psychological inflexibility, according to a cutoff point of 29.14 in the total 6-PAQ score. This kind of analysis has been applied in previous studies to explore differences in variables (parental stress and children's adjustment in the present study) according to the level of psychological flexibility (Fonseca et al., 2020; Lobato et al., 2022). When this division had been made, a descriptive analysis (mean and standard deviation) was made of all the variables in each group, and the Student's *t* for independent samples was calculated to compare the mean scores for the variables evaluated. The effect size was measured using Cohen's *d* (1988). To explore how psychological inflexibility explains the variance in the other variables, a stepwise linear regression analysis was calculated with

parental stress and psychological adjustment of the children as the dependent variables and parental psychological inflexibility as the independent variable. Finally, a mediation analysis was performed to examine the direct relationships between parental stress and the psychological adjustment of their children (and vice versa), entering parental psychological inflexibility as the mediator. The total effect represents the sum of the direct and indirect effects. Bootstrap procedures were used to test the significance of indirect effects, estimating 95% bias-corrected confidence intervals (95% CI). A maximum likelihood estimator was used.

Results

Preliminary analysis

Table 2 shows the mean scores and standard deviations of the variables in the total sample. It also shows the differences in mean scores and the effect size by parental psychological inflexibility level. Significant differences were found in parental stress on all the scales, specifically, on the total parental stress scale (t=13.34; p<.001), stressors (t=10.6; p<.001), and rewards (t=11.79; p<.001). The effect size was large for the total scale score and moderate for the subscales, with higher scores in parental stress for the group with greater psychological inflexibility.

Children's psychological adjustment showed significant differences in SDQ total score (t=8.45; p<.001), emotional symptoms (t=3.97; p<.001), behavior problems (t=9.74; p<.001), hyperactivity symptoms (t=6.01; p<.001), peer relationship problems (t=4.04; p<.001) and prosocial behavior (t=4.28; p<.001). Higher scores were found in children's adjustment for the group with greater psychological inflexibility. The effect size was small for all the variables except behavior problems, which had a moderate effect.

Table 2. Descriptives and differences between groups by level of parental psychological inflexibility

	Total sample (N=902)		**Low PI. (n= 495)**		**High PI. (n=407)**				
	M	**SD**	***M***	***SD***	***M***	***SD***	***t***	***p***	***d***
6-PAQ	28.98	5.62	24.82	3.14	34.06	3.63			
Open	9.68	2.55	8.00	1.31	11.72	2.18			
Aware	10.5	2.4	9.13	1.77	12.16	1.98			
Active	8.81	2.12	7.68	1.82	10.17	1.60			
PSS	25.91	7.78	23.04	6.9	29.4	7.36	13.34	<.001	0.89
Stressors	18.78	6.49	16.82	6.17	21.17	6.17	10.6	<.001	0.71
Rewards	7.13	2.73	6.22	2.03	8.23	3.06	11.79	<.001	0.79
SDQ	12.95	5.31	11.64	4.99	14.53	5.24	8.45	<.001	0.56
Emotion Symptoms	3.68	1.81	3.47	1.72	3.94	1.87	3.96	<.001	0.26
Behavior problems	2.37	1.61	1.93	1.47	2.92	1.59	9.74	<.001	0.65
Hyperactivity	5.20	2.5	4.76	2.52	5.74	2.37	6.01	<.001	0.4
Peer problems	1.68	1.61	1.48	1.51	1.92	1.71	4.04	<.001	0.27
Prosocial	6.16	1.66	6.37	1.62	5.90	1.67	4.28	<.001	0.29

Note: PI: psychological inflexibility; 6-PAQ: Parental Acceptance Questionnaire; PSS; Parental Stress Scale; SDQ: Strengths and Difficulties Questionnaire.

Linear regression analysis

In the first analysis in which the PSS score as the dependent variable, the score on the open (β=.860; t=7.262; p<.001), aware (β=.927; t=7.745; p<.001) and active (β=.288; t=2.581; p<.01) response style explained 55.1% of the variance (Adj. R^2=.301) with a high level of significance ($F_{(3)}$ =130.268; p<.001). In the linear regression analysis that included the SDQ was included as the dependent variable, a statistically significant regression model was found ($F_{(2)}$ = 76.669; p<0.001) that included two factors, one the open response style (β=.592; t= 6.96; p<.001) and the aware (β=.284; t=3.148; p=.002), explaining 38.2% of the variance (Adj. R^2 = .144).

Mediation analysis

Parental psychological flexibility as the mediator in their children's psychological adjustment

A mediation analysis was done to explore the direct and indirect relationships between parental stress and their children's psychological adjustment, in which parental psychological flexibility was a mediator. As shown in Figure 1, high levels of parental stress were directly

associated with higher parental psychological inflexibility. High levels of parental psychological inflexibility were also directly associated with more children's problems. The effect of parental stress on their children's psychological adjustment was found both directly and indirectly, mediated by parental psychological flexibility. Specifically, significant indirect effects were found with parental psychological inflexibility as a mediator between parental stress and their children's psychological adjustment (b=.060; p<.0001; 95% CI = .032/.089). The confidence intervals of the direct and indirect effects did not include zero. Higher parental stress was associated with stronger parental psychological inflexibility, which is associated with more children's psychological adjustment problems.

Parental psychological flexibility as a mediator in parental stress

A mediation analysis of children's psychological adjustment and parental stress with parental psychological flexibility as a mediator showed a direct relationship between children's psychological adjustment problems and parental psychological flexibility and between parental psychological inflexibility and parental stress (Figure 2). That is, a high score on children's psychological adjustment problems is directly related to greater psychological inflexibility, and this in turn is related to a higher level of parental stress. Indirect effects were found with parental psychological inflexibility as a mediator between children's psychological adjustment and parental stress (b=.23; p<.0001; 95% CI = .18/.89). All the direct and indirect relationships were significant with a confidence level that did not include zero.

Figure 1. Relationships between parenting stress and children's psychological adjustment: The mediating role of psychological flexibility.

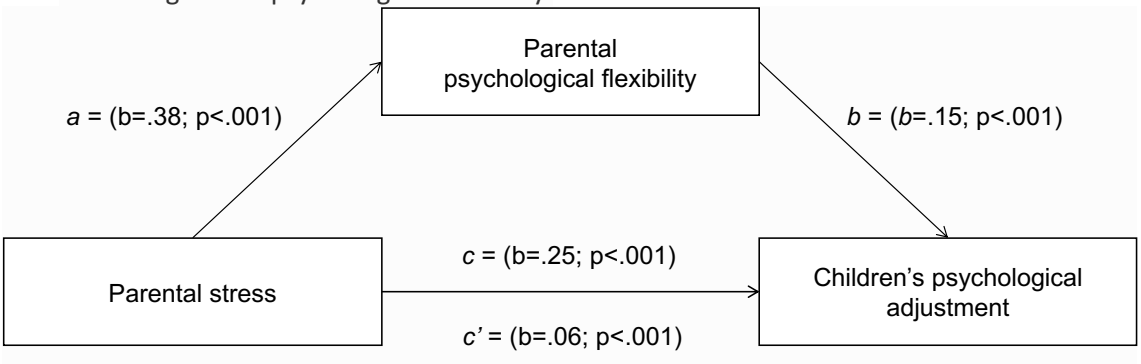
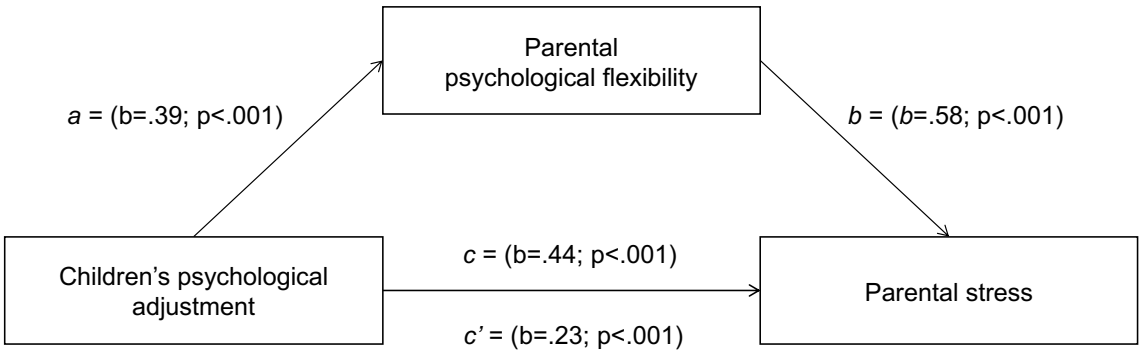


Figure 2. Relationships between children's psychological adjustment and parenting stress and: The mediating role of psychological flexibility.



Discussion

This study aims to describe and analyze the relationships between parental psychological flexibility, parental stress, and the psychological adjustment of their children. Overall, the results suggest that high levels of psychological inflexibility were related to higher parental stress and children's psychological maladjustment. Similarly, parental psychological flexibility may explain part of the variance in parental stress and children's psychological adjustment. In addition, the mediation analysis of parental psychological flexibility with psychological adjustment and parental stress reveals direct and indirect effects. Below, we discuss the relationships with parental psychological inflexibility found, first concerning parental stress and then later, children's psychological adjustment.

Results suggest that high levels of parental psychological inflexibility were significantly associated with higher parental stress (both in the stressor and reward dimensions). These differences were found with a moderate-to-large effect size. This relationship was found in other studies where the parents with more psychological inflexibility reported higher levels of parental stress, which was related to maladaptive parenting styles (Fonseca, et al., 2020; Lobato et al., 2022). Parents may engage in maladaptive practices when they attempt to control children's expectations, behaviors and needs without being aware of their own emotions or those of their children (Crnic, et al., 2005). When parents have difficulties

accepting their private events, they often employ experiential avoidance strategies (related to parental psychological inflexibility) rather than parenting strategies based on their values (Burke & Moore, 2015). A study by Fonseca, et al. (2020) showed that parental psychological flexibility can vary according to parental stress, such that the higher parental stress is, the harder it is to be psychologically flexible in parenting. In addition, variables such as self as context, committed actions, and defusion explain to a large extent the level of parental stress and general health (Lobato et al., 2022). Thus, parental psychological flexibility appears to help to accept emotions and thoughts without judging and carry out actions focused on parental values. On the contrary, high psychological inflexibility in parents may favor higher parental stress which, at the same time, promotes psychological processes in parents such as non-acceptance of their children and the expectations they have of them. These results can be especially relevant when the reward dimension of parental stress is high, which indicates that the parents are not perceiving as a reinforcing event but as a "burden" with certain aversive functions that may alter value-directed actions.

The results of the regression analysis indicate that an open, aware, and active parental response style predicts lower parental stress. These variables seem to explain 56% of the variance in parental stress, mainly acceptance and defusion (an open response style). That is, psychological flexibility seems to be a predictor of low parental stress, mainly, parents may report lower parental stress when they have an open willingness to experience and take perspective on their private events, i.e., without getting caught up in their thoughts and feelings (rumination). However, it can be also influenced by aspects such as not being in touch with the present moment or not acting according to personal values. So, the results suggest that enhancing strategies based on acceptance will have an impact on reducing parental stress. In line with previous research, this is transferred to practicing positive parenting styles, and consciously responding to their children’s needs (Burke & Moore, 2015). Parental

psychological flexibility can help parents to face stressful situations better, resulting in lower parental stress levels (Coyne et al., 2021).

Furthermore, the mediation analysis indicates that parental psychological inflexibility is a mediator between parental stress and the psychological adjustment of their children. This result suggests the importance of psychological flexibility in family intervention. We can assume from the regression and mediation analyses, that parental stress will have a direct relationship with both problems with children and psychological inflexibility. Acceptance is a strategy of emotional regulation that helps parents to manage with their children's problems and their relationship with them. Specifically, acceptance will allow deciding whether parents behave according to their thoughts and feelings ("following what I think") or according to their values and those of their children. As the results show, there can be differences in parenting rewards concerning the psychological flexibility level. In this sense, it is relevant to consider how parenting can be an unrewarding event that conflicts with personal values. Likewise, awareness in the present moment allows parents to be sensitive to the contingencies operating in the situation to manage their children.

Also, a significant relationship was found between children's psychological adjustment and parental psychological inflexibility. Those parents with greater psychological inflexibility scored higher on their children's emotional symptoms, behavior problems, hyperactivity, peer relationship problems, and prosocial behavior. Nevertheless, these differences have a small effect size. These results are in line with previous research showing that parents who try to avoid emotions or act contrary to their values (e.g., aggressively) report greater general problems, conduct problems, hyperactivity, and prosocial behavior problems in their children (Andres-Romero et al., 2021). Previous studies have found relationships between psychological inflexibility and children's internalizing and externalizing problems (Costa et al., 2006). The results of the regression analysis showed that an open and aware response style may explain 39% of the variance in the psychological adjustment of their children. The mediation analysis

suggests that parental psychological inflexibility has a significant indirect relationship between psychological adjustment and parental stress. Furthermore, this relationship can also occur directly, that is, parental psychological inflexibility and psychological adjustment problems of children are directly related to higher parental stress. Thus, parental stress and psychological flexibility affect the quality of parent-child interaction (Fernández-Rodríguez, et al., 2015). According to Mash and Johnston (1990), parents' stress negatively affects parent-child interaction and their children's psychological adjustment. Studies have also shown the importance of mindfulness in interactions between parents and children and the repercussions that this can have on developing their children's emotion regulation (Moreira & Canavarro, 2020; Shorer, et al., 2021). Fonseca et al. (2020) mentioned the influence that psychological flexibility could have on stress and parenting styles. On the other, the parent's perception of their children's problems is mediated by acceptance and mindfulness.

These results indicate that the absence of an open and aware parenting style may encourage parents to perceive problems more focused on the children than on family relationships or dynamics. Parents believe that it is something intrinsic to their children or under the responsibility of others, minimizing the protagonist role of parent-child interaction in the genesis or maintenance of psychological maladjustments in their children. This lack of acceptance may favor the overestimation of the perception of psychological disorders in their children. In this sense, the processes related to psychological flexibility mentioned above are likely to be of relevance to family interventions aimed at addressing parental stress. Therefore, it may be important to design and study the efficacy of psychological interventions focused on promoting higher levels of parental psychological flexibility, promoting acceptance of private events in parenthood without judging them, and the commitment to strategies based on parental values (Burke y Moore, 2015). Moreover, it must be considered that parental stress can lead to parenting that negatively affects their children (Williams et al., 2009).

The results of this study have some limitations. First, the children's psychological adjustment scores were reported by the parents, so it refers to the parent's perception of their children's problems and not a clinical score or diagnosis. The evaluation was made with a self-report, and the information reported by the families could be biased. The application of the questionnaires was online, not considering variables, such as the surroundings in which the questionnaires were filled in. The sociodemographic characteristics of the sample were mainly mothers with a university education and in two-parent families, which limits the generalization of the results. Future research could use other sampling methods to achieve a more representative sample. Even though the variables analyzed considered the children's psychological adjustment, this study excluded the clinical population, which could report differential results. The cross-sectional design of the study did not allow us to conclude causal relationships, which future studies could address with repeated measures.

As a future research perspective, these results can be taken into consideration for psychological interventions for parents with ACT. The results can help in the dismantling or recommendations to be considered for parenting interventions, especially those aimed at addressing parental stress. Likewise, it would be interesting to verify the differences in the studied variables in clinical samples.

In conclusion, psychological flexibility seems to be a skill that influences parental stress and parental perception of children's psychological adjustment. On the one hand, parents with higher psychological inflexibility report high stress and a higher perception of problems in their children. Parental stress can be explained by a lack of acceptance, awareness, and value-driven actions. Regarding the psychological adjustment of children, acceptance and awareness seem to explain part of the variance. In this sense, when a parent is in a stressful situation, it is possible that they have difficulties in accepting the private events and experiences that they have at that moment. As well the parent may find it difficult to take perspective about what they are thinking, and they may find a conflict with respect to their personal values. Mindful

involvement in the present moment allows parents to be in touch with the direct contingencies of the problem with their children without getting caught up in the private events that may arise from parenting. These are two-way relationships, which reinforces the importance of parental psychological flexibility in parent intervention. Strategies directed at acceptance, mindfulness, and values may have a close relationship with parental stress and the underlying psychological processes.

Data sharing statement: Data is available upon request.

Conflict of Interest: All authors declare that they have no conflicts of interest.

Ethical declaration: Ethical committee of Council of Andalusia approved the study. Informed consent was obtained from participants. All procedures were in accordance with the ethical standards of the institutional and national research committee and with the 1964 Helsinki declaration and its later amendments or comparable ethical standards.

Funding: This work is supported by the Spanish Ministry of Science and Innovation (Project reference/AEI/10.13039/501100011033) awarded to I.G.

Acknowledges. JMFC acknowledges funding from Juan de la Cierva program (Spain) under Contract No. FJC2021-047648-I

References

Abidin, R. R. (1995). *Parenting Stress Index (PSI) manual*. Psychological Assessment Resources.

Algarvio, S., Leal, I., & Maroco, J. (2018). Parental stress scale: validation study with a Portuguese population of parents of children from 3 to 10 years old. *Journal of Child Health Care*, *22*(4), 563-576. https://doi.org/10.1177/1367493518764337

Andrés-Romero, M. P., Flujas-Contreras, J. M., Fernández-Torres, M., Gómez-Becerra, I., & Sánchez-López, P. (2021). Analysis of psychosocial adjustment in the family during

confinement: Problems and habits of children and youth and parental stress and resilience. *Frontiers in psychology*, *12*. doi: 10.3389/fpsyg.2021.647645

Andrews, M. L., Garcia, Y. A., Catagnus, R. M., & Gould, E. R. (2021). Effects of acceptance and commitment training plus behavior parent training on parental implementation of autism treatment. *The Psychological Record*, 1-17. Doi: 10.1007/s40732-021-00496-5

Ayala Nunes, L., Lemos, I., & Nunes, C. (2014). Parenting stress predictors in mothers of families at psychosocial risk. *Universitas Psychologica*, *13*(2), 529-539. doi: 10.11144/Javeriana.UPSY13-2.pepm

Baker, B. L., McIntyre, L. L., Blacher, J., Crnic, K., Edelbrock, C., & Low, C. (2003). Pre-school children with and without developmental delay: behaviour problems and parenting stress over time. *Journal of intellectual disability research*, *47*(4-5), 217-230. https://doi.org/10.1046/j.1365-2788.2003.00484.x

Berry, J. 0., & Jones, WH (1995). The parental stress scale: Initial psychometric evidence. *Journal of Social and Personal Relationships, 12* (3), 463-472. https://doi.org/10.1177/0265407595123009

Biglan, A., Gau, J. M., Jones, L. B., Hinds, E., Rusby, J. C., Cody, C., & Sprague, J. (2015). The role of experiential avoidance in the relationship between family conflict and depression among early adolescents. *Journal of Contextual Behavioral Science, 4* (1), 30-36. https://doi.org/10.1016/j.jcbs.2014.12.001

Bodden, D. H., & Matthijssen, D. (2021). A Pilot Study Examining the Effect of Acceptance and Commitment Therapy as Parent Counseling. *Journal of Child and Family Studies, 30* (4), 978-988. https://doi.org/10.1007/s10826-021-01926-2

Bohadana, G., Morrissey, S., & Paynter, J. (2019). Self-compassion: A novel predictor of stress and quality of life in parents of children with autism spectrum disorder. *Journal of autism and developmental disorders*, *49*, 4039-4052. doi: 10.1007/s10803-019-04121-x.

Bond, F. W., Hayes, S. C., Baer, R. A., Carpenter, K. M., Guenole, N., Orcutt, H. K., ... & Zettle, R. D. (2011). Preliminary psychometric properties of the Acceptance and Action Questionnaire–II: A revised measure of psychological inflexibility and experiential avoidance. *Behavior therapy, 42* (4), 676-688. https://doi.org/10.1016/j.beth.2011.03.007

Brown, F. L., Whittingham, K., & Sofronoff, K. (2015). Parental experiential avoidance as a potential mechanism of change in a parenting intervention for parents of children with pediatric acquired brain injury. *Journal of Pediatric Psychology*, *40*(4), 464-474. DOI: 10.1093/jpepsy/jsu109

Burke, K., & Moore, S. (2015). Development of the parental psychological flexibility questionnaire. *Child Psychiatry & Human Development, 46* (4), 548-557. https://doi.org/10.1007/s10578-014-0495-x

Chaudry, A., and Wimer, C. (2016). Poverty is not just an indicator: the relationship between income, poverty, and child well-being. *Acad. Pediatr*. 16, S23–S29. doi: 10.1016/j.acap.2015.12.010

Cohen, J. (1988). *Statistical power analysis for the behavioral sciences*. Lawrence Erlbaum Associates.

Costa, N. M., Weems, C. F., Pellerin, K., & Dalton, R. (2006). Parenting stress and childhood psychopathology: An examination of specificity to internalizing and externalizing symptoms. *Journal of Psychopathology and Behavioral Assessment*, *28*(2), 113-122. doi: 10.1007/s10862-0

Coyne, L. W., & Thompson, A. D. (2011). Maternal depression, locus of control, and emotion regulatory strategy as predictors of preschoolers' internalizing problems. *Journal of Child and Family Studies*, *20*, 873-883. DOI: 10.1007/s10826-011-9455-2

Coyne, L. W., & Wilson, K. G. (2004). The role of cognitive fusion in impaired parenting: an RFT analysis. *International Journal of Psychology and Psychological Therapy, 4* (3), 469-486. Retrieved from: https://www.ijpsy.com/volumen4/num3/95.html

Coyne, L. W., Gould, E. R., Grimaldi, M., Wilson, K. G., Baffuto, G., & Biglan, A. (2021). First things first: Parent psychological flexibility and self-compassion during COVID-19. *Behavior analysis in practice*, *14*(4), 1092-1098. https://doi.org/10.1007/s40617-020-00435-w.

Coyne, L. W., Low, C. M., Miller, A. L., Seifer, R., & Dickstein, S. (2007). Mothers' empathic understanding of their toddlers: Associations with maternal depression and sensitivity. *Journal of Child and Family Studies, 16* (4), 483-497. https://doi.org/10.1007/s10826-006-9099-9

Coyne, L., & Murrell, A. (2009). *The joy of parenting: An acceptance and commitment therapy guide to effective parenting in the early years*. New Harbinger Publications.

Crnic, K. A., Gaze, C., & Hoffman, C. (2005). Cumulative parenting stress across the preschool period: Relations to maternal parenting and child behaviour at age 5. *Infant and Child Development: An International Journal of Research and Practice*, *14*(2), 117-132. https://doi.org/10.1002/icd.384.

Crnic, K., & Low, C. (2002). Everyday stresses and parenting. *M. Bornstein (Ed.), Handbook of parenting: Practical issues in parenting.* Lawrence Erlbaum Associates*,* 243–267.

Cuzzocrea, F., Murdaca, A. M., Costa, S., Filippello, P., & Larcan, R. (2016). Parental stress, coping strategies and social support in families of children with a disability. *Child Care in Practice*, *22*(1), 3-19. DOI: 10.1080/13575279.2015.1064357

Deater-Deckard, K. (2004). *Parenting Stress*. New Haven, CT: Yale University Press.

Deater-Deckard, K. (2005). Parenting stress and children's development: Introduction to the Special Issue. *Infant and Child Development*, 14, 111–115. https://doi.org/10.1002/icd.383.

Drogomyretska, K., Fox, R., & Colbert, D. (2020). Brief report: stress and perceived social support in parents of children with ASD. *Journal of Autism and Developmental Disorders*, *50*, 4176-4182. https://doi.org/10.1007/s10803-020-04455-x

Egberts, M. R., Prinzie, P., Deković, M., de Haan, A. D., & van den Akker, A. L. (2015). The prospective relationship between child personality and perceived parenting: Mediation by parental sense of competence. *Personality and Individual Differences*, *77*, 193-198. https://doi.org/10.1016/j.paid.2014.12.046

Emerson, L. M., Ogielda, C., & Rowse, G. (2019). The role of experiential avoidance and parental control in the association between parent and child anxiety. *Frontiers in psychology*, 10, 262. https://doi.org/10.3389/fpsyg.2019.00262

Español-Martín, G., Pagerols, M., Prat, R., Rivas, C., Sixto, L., Valero, S., ... & Bosch, R. (2021). Strengths and difficulties questionnaire: psychometric properties and normative data for Spanish 5-to 17-year-olds. *Assessment*, 28(5), 1445-1458. https://doi.org/10.1177/1073191120918929

Farmer, A. Y., & Lee, S. K. (2011). The effects of parenting stress, perceived mastery, and maternal depression on parent–child interaction. *Journal of Social Service Research*, *37*(5), 516-525. doi: 10.1080/01488376.2011.607367.

Fernández-Rodríguez, L., Rodríguez-Sarmiento, A., & Armada-Gordo, E. (2015). ¿Cómo se enfrentan los padres al estrés que se genera ante la discapacidad de un hijo? *Rev. Estudios Investig. Psicol. Educ.* 05, 019–023. doi: 10.17979/reipe.2015.0.05.146

Fledderus, M., Bohlmeijer, E. T., Smit, F., & Westerhof, G. J. (2010). Mental health promotion as a new goal in public mental health care: A randomized controlled trial of an intervention enhancing psychological flexibility. *American journal of public health*, 100(12), 2372-2372. https://doi.org/10.2105/AJPH.2010.196196

Flujas-Contreras, J. M., García-Palacios, A., & Gómez, I. (2020). Spanish validation of the parental acceptance questionnaire (6-PAQ). *International Journal of Clinical and Health Psychology*, 20(2), 163-172. https://doi.org/10.1016/j.ijchp.2020.03.002

Fonseca, A., Moreira, H., & Canavarro, M. C. (2020). Uncovering the links between parenting stress and parenting styles: The role of psychological flexibility within parenting and global psychological flexibility. *Journal of contextual behavioral science*, 18, 59-67 https://doi.org/10.1016/j.jcbs.2020.08.004

Fredriksen, E., von Soest, T., Smith, L., & Moe, V. (2019). Parenting stress plays a mediating role in the prediction of early child development from both parents' perinatal depressive symptoms. *Journal of abnormal child psychology*, *47*, 149-164. DOI: 10.1007/s10802-018-0428-4

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: a research note. *Journal of Child Psychology and Psychiatry*, 38, 581-586. https://doi.org/10.1111/j.1469-7610.1997.tb01545.x

Gorostiaga, A., Aliri, J., Balluerka, N., & Lameirinhas, J. (2019). Parenting styles and internalizing symptoms in adolescence: a systematic literature review. *International journal of environmental research and public health*, *16*(17), 3192. DOI: 10.3390/ijerph16173192

Greene, R. L., Field, C. E., Fargo, J. D., & Twohig, M. P. (2015). Development and validation of the parental acceptance questionnaire (6-PAQ). *Journal of Contextual Behavioral Science*, 4(3), 170-175 https://doi.org/10.1016/j.jcbs.2015.05.003

Gregg, J. A., Callaghan, G. M., Hayes, S. C., & Glenn-Lawson, J. L. (2007). Improving diabetes self-management through acceptance, mindfulness, and values: a randomized controlled trial. *Journal of consulting and clinical psychology*, 75(2), 336. https://doi.org/10.1037/0022-006X.75.2.336

Gur, A., & Reich, A. (2023). Psychological flexibility of parents of children with disabilities: A systematic literature review. *Research in Developmental Disabilities*, *136*, 104490. DOI: 10.1016/j.ridd.2023.104490

Harding, L., Murray, K., Shakespeare-Finch, J., & Frey, R. (2018). High stress experienced in the foster and kin carer role: Understanding the complexities of the carer and child in context. *Children and Youth Services Review*, 95, 316–326. https://doi.org/10.1016/j.childyouth.2018.11.004

Harding, L., Murray, K., Shakespeare-Finch, J., & Frey, R. (2020). Understanding the parental stress scale with a foster carer cohort. *Family Relations*, *69*(4), 865-879. https://doi.org/10.1111/fare.12483

Hayes, S. A., & Watson, S. L. (2013). The impact of parenting stress: A meta-analysis of studies comparing the experience of parenting stress in parents of children with and without autism spectrum disorder. *Journal of autism and developmental disorders*, *43*(3), 629-642. doi: 10.1007/s10803-012-1604-y

Hayes, S. C., Levin, M. E., Plumb-Vilardaga, J., Villatte, J. L., & Pistorello, J. (2013). Acceptance and commitment therapy and contextual behavioral science: Examining the progress of a distinctive model of behavioral and cognitive therapy. *Behavior therapy*, 44(2), 180-198. https://doi.org/10.1016/j.beth.2009.08.002

Hayes, S. C., Strosahl, K. D., & Wilson, K. G. (2012). Acceptance and commitment therapy: The process and practice of mindful change. *Guilford press*.

Hayes, S., Luoma, J., Bond, F., Masuda, A., & Lillis, J. (2006). Behaviour research and therapy. *Behaviour Research and Therapy*, 44, 1-25. https://doi.org/10.1016/j.brat.2005.06.006

Jarvis, P. A., & Creasey, G. L. (1991). Parental stress, coping, and attachment in families with an 18-month-old infant. *Infant behavior and development*, *14*(4), 383-395. https://doi.org/10.1016/0163-6383(91)90029-R

Kashdan, T. B., & Rottenberg, J. (2010). Psychological flexibility as a fundamental aspect of health. *Clinical psychology review*, 30(7), 865-878. https://doi.org/10.1016/j.cpr.2010.03.001

Kuba, K., Weißflog, G., Götze, H., García-Torres, F., Mehnert, A., & Esser, P. (2019). The relationship between acceptance, fatigue, and subjective cognitive impairment in hematologic cancer survivors. *International Journal of Clinical and Health Psychology*, 19(2), 97-106. https://doi.org/10.1016/j.ijchp.2018.12.001

Lobato, D., Montesinos, F., & Flujas-Contreras, J. M. (2022). Psychological Flexibility Is Associated with Parental Stress in Relatives of People with Intellectual Disabilities. *International Journal of Environmental Research and Public Health*, *19*(10), 6118. DOI: 10.3390/ijerph19106118

Lopez, V., Clifford, T., Minnes, P., & Ouellette-Kuntz, H. (2008). Parental stress and coping in families of children with and without developmental delays. *Journal on Developmental Disabilities*, *14*(2), 99. Retrieved from: https://psycnet.apa.org/record/2008-17719-013

Louie, A., Cromer, L., & Berry, J. (2017). Assessing parenting stress: Review of the use and interpretation of the Parental Stress Scale. *The Family Journal*, 25, 359–367. https://doi.org/10.1177/1066480717731347

Lundgren, T., Dahl, J., & Hayes, S. C. (2008). Evaluation of mediators of change in the treatment of epilepsy with acceptance and commitment therapy. *Journal of behavioral medicine*, 31(3), 225-235. https://doi.org/10.1007/s10865-008-9151-x

Luoma, J., Drake, C. E., Kohlenberg, B. S., & Hayes, S. C. (2011). Substance abuse and psychological flexibility: The development of a new measure. *Addiction Research & Theory*, 19(1), 3-13. https://doi.org/10.3109/16066359.2010.524956

MacKenzie, M. B., & Kocovski, N. L. (2010). Self-reported acceptance of social anxiety symptoms: Development and validation of the Social Anxiety—Acceptance and Action

Questionnaire. *International Journal of Behavioral Consultation and Therapy*, 6(3), 214. https://doi.org/10.1037/h0100909

Martin, C. A., Papadopoulos, N., Chellew, T., Rinehart, N. J., & Sciberras, E. (2019). Associations between parenting stress, parent mental health and child sleep problems for children with ADHD and ASD: Systematic review. *Research in developmental disabilities*, *93*, 103463. DOI: 10.1016/j.ridd.2019.103463

Mash, E. J., & Johnston, C. (1990). Determinants of parenting stress: Illustrations from families of hyperactive children and families of physically abused children. *Journal of clinical child psychology*, *19*(4), 313-328. https://doi.org/10.1207/s15374424jccp1904_3

Masud, H., Ahmad, M. S., Cho, K. W., & Fakhr, Z. (2019). Parenting styles and aggression among young adolescents: a systematic review of literature. *Community mental health journal*, *55*, 1015-1030. DOI: 10.1007/s10597-019-00400-0

McCracken, L. M., Vowles, K. E., & Eccleston, C. (2004). Acceptance of chronic pain: component analysis and a revised assessment method. *Pain*, 107(1-2), 159-166. https://doi.org/10.1016/j.pain.2003.10.012

Miranda, A., Mira, A., Berenguer, C., Rosello, B., & Baixauli, I. (2019). Parenting stress in mothers of children with autism without intellectual disability. Mediation of behavioral problems and coping strategies. *Frontiers in psychology*, *10*, 464. DOI: 10.3389/fpsyg.2019.00464

Moreira, H., & Cristina Canavarro, M. (2020). Mindful parenting is associated with adolescents' difficulties in emotion regulation through adolescents' psychological inflexibility and self-compassion. *Journal of youth and adolescence*, *49*(1), 192-211. DOI: 10.1007/s10964-019-01133-9

Moyer, D. N., & Sandoz, E. K. (2015). The role of psychological flexibility in the relationship between parent and adolescent distress. *Journal of Child and Family Studies*, *24*, 1406-1418. DOI 10.1007/s10826-014-9947-y

Oliver, P. H., Guerin, D. W., & Coffman, J. K. (2009). Big five parental personality traits, parenting behaviors, and adolescent behavior problems: A mediation model. *Personality and Individual Differences*, *47*(6), 631-636. https://doi.org/10.1016/j.paid.2009.05.026

Oronoz Artola, B., Alonso Arbiol, I., & Balluerka Lasa, M. N. (2007). A Spanish adaptation of the parental stress scale. *Psicothema*. 19, 687-692.

Östberg, M., & Hagekull, B. (2000). A structural modeling approach to the understanding of parenting stress. *Journal of clinical child psychology*, *29*(4), 615-625.

Pinquart, M. (2017). Associations of parenting dimensions and styles with externalizing problems of children and adolescents: An updated meta-analysis. *Developmental psychology*, *53*(5), 873. DOI: 10.1037/dev0000295

Polusny, M. A., Ries, B. J., Meis, L. A., DeGarmo, D., McCormick-Deaton, C. M., Thuras, P., & Erbes, C. R. (2011). Effects of parents' experiential avoidance and PTSD on adolescent disaster-related posttraumatic stress symptomatology. *Journal of Family Psychology*, *25*(2), 220. DOI: 10.1037/a0022945

Raikes, H. A., and Thompson, R. A. (2005). Efficacy and social support as predictors of parenting stress among families in poverty. *Infant Ment. Health J.* 26, 177–190. doi: 10.1002/imhj.20044

Williams, L.R., Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S., ... & Fox, N. A. (2009). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of abnormal child psychology*, *37*(8), 1063-1075. https://doi.org/10.1007/s10802-009-9331-3

Rodriguez, G., Hartley, S. L., & Bolt, D. (2019). Transactional relations between parenting stress and child autism symptoms and behavior problems. *Journal of autism and developmental disorders*, *49*, 1887-1898. DOI: 10.1007/s10803-018-3845-x

Rutherford, H. J., Wallace, N. S., Laurent, H. K., & Mayes, L. C. (2015). Emotion regulation in parenthood. *Developmental Review*, *36*, 1-14. https://doi.org/10.1016/j.dr.2014.12.008

Sairanen, E., Lappalainen, P., & Hiltunen, A. (2018). Psychological inflexibility explains distress in parents whose children have chronic conditions. *PLoS One*, 13(7), e0201155. https://doi.org/10.1371/journal.pone.0201155

Shawyer, F., Ratcliff, K., Mackinnon, A., Farhall, J., Hayes, S. C., & Copolov, D. (2007). The voices acceptance and action scale (VAAS): *Pilot data. Journal of clinical psychology*, 63(6), 593-606. https://doi.org/10.1002/jclp.20366

Shea, S. E., & Coyne, L. W. (2011). Maternal dysphoric mood, stress, and parenting practices in mothers of Head Start preschoolers: The role of experiential avoidance. *Child & Family Behavior Therapy*, *33*(3), 231-247. https://doi.org/10.1080/07317107.2011.596004

Shorer, M., Swissa, O., Levavi, P., & Swissa, A. (2021). Parental playfulness and children's emotional regulation: the mediating role of parents' emotional regulation and the parent–child relationship. *Early Child Development and Care*, *191*(2), 210-220.

Stelter, R. L., Halberstadt, A. G. (2011) The interplay between parental beliefs about children's emotions and parental stress impacts children's attachment security. Infant and Child Development, 20 (3), 272-287. https://doi.org/10.1080/03004430.2019.1612385

Ward, K. P., & Lee, S. J. (2020). Mothers' and fathers' parenting stress, responsiveness, and child wellbeing among low-income families. *Children and Youth Services Review*, *116*, 105218. https://doi.org/10.1016/j.childyouth.2020.105218

Whittingham, K., & Coyne, L. (2019). *Acceptance and commitment therapy: the clinician's guide for supporting parents.* Academic Press.

Whittingham, K., Sanders, M. R., McKinlay, L., & Boyd, R. N. (2019). Parenting intervention combined with acceptance and commitment therapy: Processes of change. *Journal of Child and Family Studies*, *28*, 1673-1680. https://doi.org/10.1007/s10826-019-01386-9

Williams, K. E., Ciarrochi, J., & Heaven, P. C. (2012). Inflexible parents, inflexible kids: A 6-year longitudinal study of parenting style and the development of psychological flexibility in

adolescents. *Journal of youth and adolescence*, 41(8), 1053-1066. https://doi.org/10.1007/s10964-012-9744-0

Williams, K. E., Ciarrochi, J., & Heaven, P. C. (2012). Inflexible parents, inflexible kids: A 6-year longitudinal study of parenting style and the development of psychological flexibility in adolescents. *Journal of youth and adolescence*, *41*, 1053-1066. DOI 10.1007/s10964-012-9744-0

Zeng, S., Hu, X., Zhao, H., & Stone-MacDonald, A. K. (2020). Examining the relationships of parental stress, family support and family quality of life: A structural equation modeling approach. *Research in developmental disabilities*, *96*, 103523. https://doi.org/10.1016/j.ridd.2019.103523