Brief Resilience Scale in front children's Behavior Problems (BRS-BP)

María Cantero-García*, and Jesús Alonso-Tapia

Departamento de Psicología Biológica y de la Salud. Facultad de Psicología. Universidad Autónoma de Madrid (Spain).

Título: Escala Breve de Resiliencia frente a los Problemas de Comportamiento de los hijos (EBR-PC).

Resumen. Escala Breve de Resiliencia frente a los Problemas de Comportamiento de los hijos (EBR-PC).

Dado que la resiliencia puede variar dependiendo del tipo de adversidad con la que las personas se enfrentan, parece adecuado desarrollar una escala específica para personas que se enfrentan a los problemas de comportamiento de sus hijos. Con este fin se ha desarrollado una nueva escala semejante a la *Brief Resilience Scale* (Smith et al. 2008), pero contextualizada respecto a los problemas de comportamiento de los hijos (BRS-PC). En este estudio participaron 615 padres y madres. Se realizó un análisis factorial confirmatorio y otro de validación cruzada para estudiar la validez estructural, se analizó la fiabilidad y se realizó un análisis de correlaciones para estudiar la validez convergente. Los resultados indicaron que la BRS-PC posee una adecuada validez estructural, la fiabilidad de sus puntuaciones fue buena y mostraron unas alta correlaciones con la BRS original, siendo evidencia de validez convergente. La BRS-PC ha mostrado ser una herramienta fiable y válida para evaluar la resiliencia de los padres ante los problemas de comportamiento de los hijos.

Palabras clave: evaluación de la resiliencia, estrategias de afrontamiento, estrés, problemas de comportamiento.

Abstract: Given the fact that resilience varies depending on the kind of adversity people face, it is crucial to develop a specific scale for parents dealing with their children's behavioral problems. Therefore, we developed a new scale similar to the Brief Resilience Scale (Smith et al., 2008) focused on children's behavioral problems (BRS-PC). 615 parents took part in our study. We studied the structural validity of the scale through a confirmatory factorial analysis and a cross-validation analysis. We analyzed the scale reliability and we performed a correlation analysis to study its convergent validity. We provide evidence that the BRS-PC structural validity was adequate, its scores reliability was good and we confirmed its convergent validity through its high correlations with the original BRS. The BRS-PC is a reliable and valid tool useful for assessing the resilience of parents with regards to their children's behavioral problems.

Keywords: Resilience measure assessment, coping strategies, behavioral problems.

Introduction

Behavioral problems (aggressiveness, rebellion, social and emotional problems, disobedience) in childhood, preadolescence and adolescence are a main concern for families (Montiel-Nava, Montiel-Barbero & Peña, 2005; Robles & Romero Triñanes, 2011) to the extent that, according to an epidemiological study conducted with a sample of 1,220 parents, 59.6% believed that their children have such behavioral problems and 52% believed they needed psychological help to solve the indicated problems (Cantero-García & Alonso-Tapia, 2017). The way in which parents face such problems affects not only children's behavior, but also parents' psychological well-being (Luengo, 2014; Pérez, Menéndez & Hidalgo, 2014). The management of these behavioral problems can sometimes become a stressful life situation, an adverse situation, so that families can sometimes demand help to deal with this type of situations. These situations can come from sudden events or major crises that the family is going through, but also from more normative and expected situations, such as the vital transition that represents the arrival of children in preadolescence and adolescence. (Rodríguez, Martín & Rodrigo, 2015).

Faced with these situations, the most normal thing is that levels of resilience, as well as parents' emotional well-being are affected. The origin of the concept of resilience goes

back to investigations such as Rutter (1987), in which he argues that in the face of a difficult situation it is important to reduce the perception of threat as this can lead to a maladaptive coping. In addition, this author emphasizes that it is important to make sense of experiences and therefore neutralize those that are negative. However, improving the environment or eliminating adversities does not necessarily make people more resilient since the mere elimination of stressful situations does not help them to deal with them properly. In spite of the numerous investigations that have been carried out on the topic during the last decades, it continues existing problems of conceptualization and methodological problems in relation to this term (e.g., Luthar, Cicchetti & Becker, 2000). This has resulted on a proliferation of definitions (Windle, 2011). Among them we highlight the definition of Luthar (2006), the author who considers that resilience is positive adaptation or recovery from adverse situations or experiences, and this implies the two elements: 1) significant threat and 2) positive adaptation. Other authors consider that the resilience is the stable balance in the behavior before a traumatic event without affecting the performance and the daily life (Skinner & Zimmer-Gembeck, 2007). More recently, Windle (2011) defines resilience as the process of negotiation, management and adaptation to significant sources of stress or trauma, a process in which the individuals' resources, their lives and their environment facilitate this ability to adapt and recover from adversity. In addition, this author points out that resilience is not a static feature, but on the contrary, resilience is a dynamic process that varies throughout the life cycle, depending on the areas and situations. In the same line, Alonso-Tapia, Nieto and Ruiz (2013)

---

* Correspondence address [Dirección para correspondencia]:
María Cantero-García. Facultad de psicología. Universidad Autónoma de Madrid. C/ Iván Pavlov 6. Aula pdif. Campus Cantonlanco. 28049, Madrid (Spain). E-mail: maria.cantero@uam.es