

Theoretical framework and explanatory factors for child-to-parent violence. A scoping review

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Título: Fundamentos teóricos y factores explicativos de la violencia filio-parental. Un estudio de Alcance.

Resumen: La violencia filio-parental es un fenómeno de marcada prevalencia con consecuencias negativas a nivel individual, familiar y social. El objetivo de este estudio de alcance fue identificar los factores explicativos y la fundamentación teórica del fenómeno. Se revisaron estudios en inglés y español desde el año 2000, de las bases: Web of Science, Scopus, PsycINFO, ERIC y Dialnet Plus, identificando 57 estudios relevantes. Se encontraron como factores explicativos recurrentes: la monoparentalidad, la cohesión, el estrés y disciplina familiar, el historial de violencia, problemas escolares, trastornos clínicos y la relación con iguales violentos. Se destaca la concurrencia con la violencia escolar, entre hermanos y en las relaciones de noviazgo. Los fundamentos teóricos utilizados se pueden clasificar en psicológicos, comunicacionales, criminológicos, sociológicos y modelos integrativos más amplios (Ecosistémicos, Fenomenológicos y Constructivistas). La revisión realizada no arrojó datos sobre patrones de interacción, estrategias de afrontamiento y percepciones sociales alrededor de la VFP que puedan influir en las familias implicadas en estas situaciones.

Palabras clave: violencia filio-parental; modelos teóricos; factores explicativos; revisión de alcance.

Abstract: Child-to-parent violence is a phenomenon with a fairly high prevalence rate and negative consequences at an individual, family and social level. The aim of this scoping review was to identify the theoretical frameworks and explanatory factors for this phenomenon. The review comprised studies written in English and Spanish since the year 2000, from the following databases: Web of Science, Scopus, PsycINFO, ERIC and Dialnet Plus. A total of 57 relevant studies were identified. The recurrent explanatory factors were: single parenthood, cohesion, stress, family discipline, history of violence, problems at school, clinical disorders and violent peer relationships. The concurrence of school, sibling and dating violence was particularly noteworthy. The theoretical frameworks referred to can be grouped into psychological, communicational, criminological, sociological and broader integrative models (Ecosystemic, Phenomenological and Constructivist). No data was found on interaction patterns, coping strategies or social perceptions of CPV which may influence families immersed in these kinds of situations.

Keywords: child-to-parent violence; theoretical models; explanatory factors; scoping review.

Introduction

Research into child-to-parent violence (CPV) has increased since the year 2000, probably as the result of the exponential growth in prevalence rates (Calvete, Gámez-Guadix, & García-Salvador, 2015; Calvete et al., 2013; Castañeda, Garrido-Fernández, & Lanzarote, 2012; Del Moral Arroyo, Martínez Ferrer, Suárez Relinque, Ávila Guerrero, & Vera Jiménez, 2015; Eckstein, 2004; Ibabe, 2014, 2015; Izaguirre & Calvete, 2017; Kennedy, Edmonds, Dann, & Burnett, 2010; Miles & Condry, 2016; Morán Rodríguez, González-Álvarez, Gesteira, & García-Vera, 2012; Pagani et al., 2004), parents' increasing demands for help controlling their children (Strom, Warner, Tichavsky, & Zahn, 2014) and the emergence of widespread social rejection of any kind of intrafamily violence (Agustina & Romero, 2013).

The hardest challenge has been to establish a consensus regarding a comprehensive definition of what CPV actually is (Coogan, 2014; Morán Rodríguez et al., 2012). Indeed, some authors have suggested that the heterogeneity of the results may in fact be due to different definition and measurement criteria and/or different understandings of the problem that have guided the responses given by professionals, researchers and public policies (Coogan, 2011; Holt, 2016).

Recently, experts from the Spanish Society for the Study of Child-to-Parent Violence (SEVIFIP - *Sociedad Española para el Estudio de la Violencia Filio-Parental*) agreed on the following definition:

Repeated acts of physical, psychological (verbal or non-verbal) or economic violence by children against their parents or parental figures. The following behaviors are not considered child-to-parent violence: one-off acts of aggression, those perpetrated during a diminished state of awareness that are not repeated once said awareness is recovered (alcohol intoxication, withdrawal syndromes, delirium or hallucination), those caused by (transitory or permanent) psychological disorders (autism or severe mental disability) and parricide with no prior history of aggression (Pereira et al., 2017, p. 6).

Instrumental or reactive aims are also excluded, due to the difficulty of distinguishing them when they become a habitual characteristic of the interaction. Other authors, however, highlight the fact that one of the defining traits of CPV is a child's desire to gain control over their parents (Aroca-Montolío, Lorenzo-Moledo, & Miró-Pérez, 2014; Cottrell, 2003; Hong, Kral, Espelage, & Allen-Meares, 2012; Molla-Esparza & Aroca-Montolío, 2017; Paterson, Luntz, Perlesz, & Cotton, 2002; Tew & Nixon, 2010). This approach identifies parents and adolescents as victims and perpetrators, respectively.

As regards prevalence, longitudinal studies with community samples of adolescents and parents in the US and Canada report that physical CPV affects between 11% and 22% of the population, while psychological CPV affects between

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51% and 75% (Margolin & Baucom, 2014; Pagani, Larocque, Vitaro, & Tremblay, 2003; Pagani et al., 2009, 2004). In Spain, studies with similar designs establish prevalence rates at between 7.8% and 8.4% for physical CPV and between 91.2% and 95.8% for psychological CPV, as reported by adolescents; however, when informants were parents, these figures were between 8.3% and 13.8% for physical CPV and between 85% and 99.4% for psychological CPV (Calvete, Gámez-Guadix, et al., 2015; Calvete, Ibabe, Gámez-Guadix, & Bushman, 2015). Economic CPV is estimated at between 29.8% and 59% in terms of damage to property (Condry & Miles, 2014; Margolin & Baucom, 2014) and at 15.8% in terms of theft (Condry & Miles, 2014).

Nevertheless, these figures should be interpreted cautiously, due to the fact that many parents hide the true extent of the abuse they suffer due to fear, the stigma attached to being a victim or even a desire to maintain the myth of “family harmony” (Agnew & Huguley, 1989; Brule & Eckstein, 2016; Calvete, Gámez-Guadix, & Orue, 2014; Calvete, Orue, & Gámez-Guadix, 2012; Carrasco García, 2014; Claver Turiegano, 2017; Contreras & Cano, 2014b; Cottrell & Monk, 2004; Eckstein, 2004; Edenborough, Jackson, Mannix, & Wilkes, 2008; Ibabe & Jaureguizar, 2011; Kennedy et al., 2010; Kuay et al., 2016; Laurent & Derry, 1999; Murphy-Edwards & van Heugten, 2018; Pagani et al., 2003; Pérez & Pereira, 2006; Tew & Nixon, 2010; Walsh & Krienert, 2007; Wilcox, 2012; Williams, Tuffin, & Niland, 2017).

Indeed, although the 2017 Annual Report issued by the Spanish Public Prosecutor’s Office referenced the lowest number of cases this decade (the figure dropped from 4,898 cases in 2015 to 4,355 in 2016) (Fiscalía General del Estado, 2017, p. 593), it also pointed out that in that same year (2016), 9,496 cases were shelved and could not be pursued because the presumed perpetrators were under 14 years of age. Although the report failed to specify what percentage of these shelved cases corresponded to CPV, the data nevertheless suggest an increasing number of hidden cases.

The risk and protection factors identified were both varied and fairly non-specific (Hong et al., 2012; Kennair & Mellor, 2007; Morán Rodríguez et al., 2012), being linked to domestic violence (Holt, 2016; Miles & Condry, 2015, 2016; Wilcox, 2012) or social learning theory (Aroca-Montolío, Bellver Moreno, & Alba Robles, 2012), and although some theoretical hypotheses are confirmed by certain results, none are able to explain all the findings reported.

According to some recent reviews (Hong et al., 2012; Simmons, McEwan, Purcell, & Ogloff, 2018), the ecological theory may constitute an integrative framework. However, a systematic analysis is required in order to enable the phenomenon to be observed as a relational circuit, rather than as a set of individual actions.

The scoping review presented in this paper was carried out with the aim of shedding some light on the study of this phenomenon (Anderson, Allen, Peckham, & Goodwin, 2008), since the methodology used enables an exhaustive

map of the principal sources of information to be compiled and theoretical explanations and new avenues of research to be identified (Arksey & O’Malley, 2005; Joanna Briggs Institute, 2015; Levac, Colquhoun, & O’Brien, 2010). The aims were as follows: 1. To identify existing studies, analyzing them in accordance with design, sample characteristics and theoretical framework; 2. To describe the explanatory factors referenced; and 3. To identify future avenues of research.

Method

To carry out the scoping review, we followed the five stages described by Arksey and O’Malley (2005), the recommendations made by other authors in relation to this method (Daudt, Van Mossel, & Scott, 2013; Levac et al., 2010), and the Prisma criteria (Moher et al., 2015).

Inclusion and exclusion criteria

Empirical studies focusing on the general population, the clinical population and those who have reported/been accused of CPV within the judicial system were accepted for the review. All had been peer reviewed, had been published in either Spanish or English between 2000 and 2017 and included one of the following types of samples: (a) adolescents (10-19 years) of either sex who had perpetrated CPV; or (b) parents of either sex and any age who had been victims of CPV. Case studies, expert opinions and therapeutic experiences were excluded from the review. Since all the data were taken from published studies, no ethical approval was required.

Search strategies

The search was conducted between October 2017 and April 2018. To guarantee a good level of sensitivity, the descriptors (Figure 1) were established in accordance with the research aims. The following databases were consulted: Web of Science, Scopus, PsycINFO, ERIC and Dialnet Plus, and the Boolean operators “OR” and “NOT” helped restrict the parameters of the search.

Study selection

The studies returned by the search were screened first by the lead author, who read the abstracts and determined whether or not they complied with the inclusion and exclusion criteria. The Mendeley manager was used to enter the studies sequentially, save them and eliminate duplicates.

The eligibility of the studies that passed the first screening process was determined during a second phase, in which both authors read the entire texts. In the event of discrepancies regarding whether or not a particular paper should be included, an effort was made to reach a consensus.

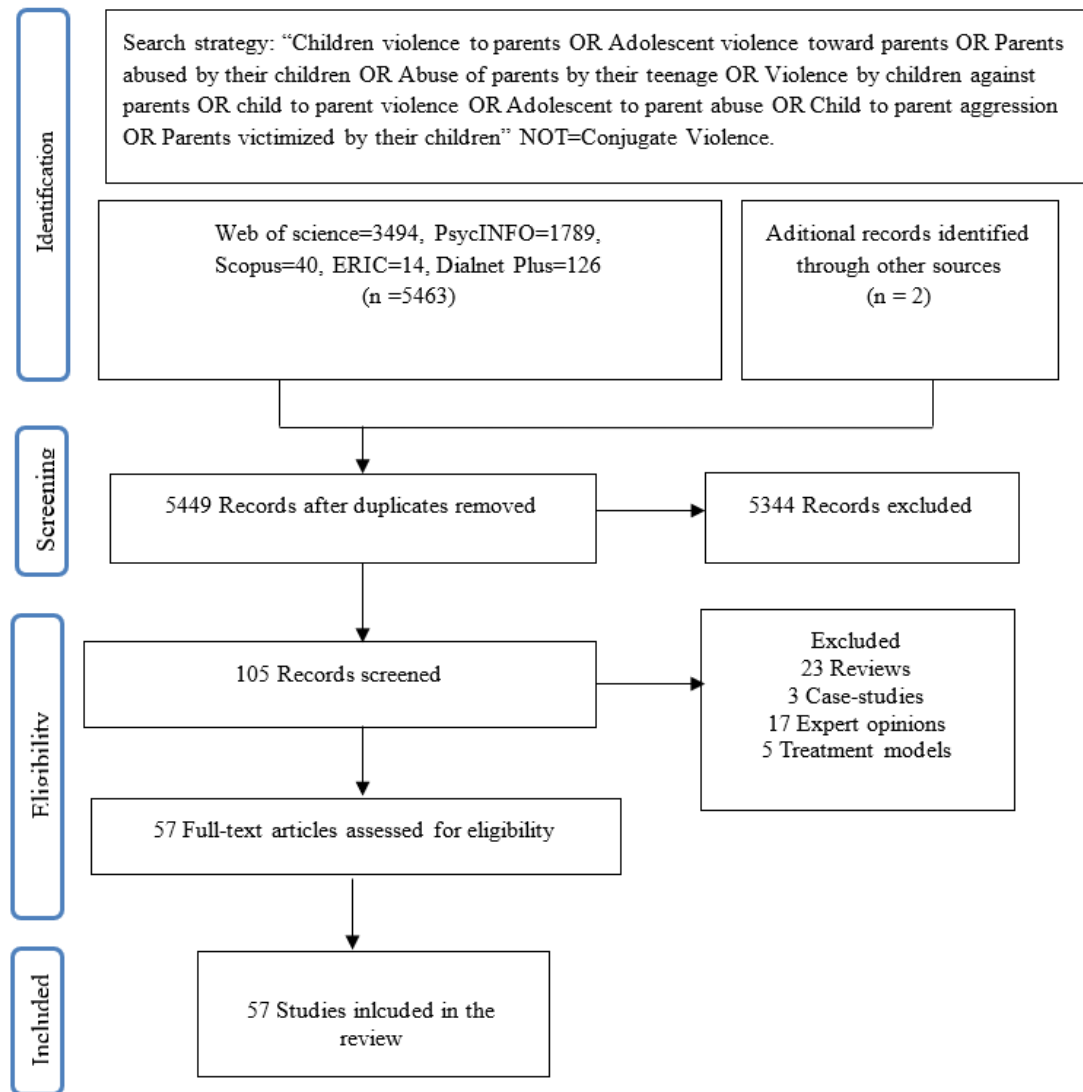


Figure 1. Strategy search and selection study.

Assessing the risk of bias

To minimize the risk of bias (Manterola & Otzen, 2015), all the studies included in the review were checked to determine whether or not they complied with the following set of minimum requirements: they used appropriate sampling methods; they complied with the established inclusion and exclusion criteria; they used clear operational definitions of CPV; they used qualitative data gathering instruments and/or techniques; they used quantitative or qualitative result analysis methods; and the level of missing data was not high enough to affect the results.

Data gathering process

To extract the data, a form was developed containing the following areas: sociodemographic information (age, marital

status, socioeconomic status, education, country, prevalence, type of CPV), methodological information (sample, aim, data analysis) and theoretical and explanatory data (individual and family factors). These variables were chosen on the basis of an initial trial analysis which revealed that not only did they enable the extraction of information that was relevant to the study aims, they could also be applied to all the studies included in the review, even those with different designs (Levac et al., 2010).

Analysis of the results

Separate analyses were carried out of the study characteristics (design, sample, origin, type of CPV), theoretical frameworks and explanatory factors. The Nested Ecological Theory was used to classify the explanatory factors of CPV. This theory establishes the microsystem, exosystem and ma-

crosystem levels, as well as the ontogenetic level, which is continually influenced by the other three (Cottrell & Monk, 2004).

Results

Distribution of the publications in accordance with design

Following the classification system proposed by Ato, López and Benavente (2013), the designs used in the 57 pa-

pers included in the review were analyzed in accordance with their manipulation strategy. All the studies had quasi-experimental designs, with 48 being cross-sectional in nature and 9 being longitudinal (Table 1). Thus, overall, most of the papers reviewed presented cross-sectional quasi-experimental studies, the majority of which were conducted in Spain ($n=27$). The few longitudinal quasi-experimental studies identified were carried out in Spain, ($n=5$), Canada ($n=3$) and the US ($n=1$).

Table 1. Characteristics of the studies and their theoretical framework.

Authors (year)	Design	Sample	Provenance/ Country	Type of CPV	Theoretical Framework
Agnew & Huguley, 1989	QC	N= 1395	Community United States	Physical (injury minor and severe)	Social control, Parental stress, Differential as- sociation
Boxer et al., 2009	QC	N=232 adoles- cents and parents	Clinical United States	Physical	Social learning, Coercive cycles, Family stress, Development of disruptive behaviors
Brule & Eckstein, 2016	QC	N=20 parents	Clinical United States		Stigma management Communication model
Calvete et al., 2012	QL	N= 1072	Community Spain	Physical/verbal	Power relations, Proactive and reactive aggression
Calvete et al., 2013	QC	N= 2719	Community Spain	Physical/ psychological (minor and severe)	Proactive and reactive aggression
Calvete, Orue, Bertino, et al., 2014	QC	N=11 parents /5 adolescents	Clinical Spain		Social learning, Power relations, Parenting style, Media influence
Calvete, Gámez-Guadix, et al., 2014	QC	N= 1698	Community Spain	Physical/ psychological (severe)	Power relations and Parenting style
Calvete, Orue, & Sampedro, 2014	QC	N=1427	Community Spain	Physical/verbal	Social learning, Cognitive schemata, Attach- ment theory, Group socialization theory, Pa- renting style
Calvete, Orue, Gámez- Guadix, et al., 2015	QC	N=15 adoles- cents/ 17 parents	Judicial Spain		Social learning, Cognitive schemata, Paren- ting style
Calvete, Orue, & Gámez- Guadix, 2015	QL	N = 981	Community Spain	Physical/ psychological	Problematic behavior theory
Calvete, Ibabe, et al., 2015	QL	N=591 adoles- cents/parents	Community Spain	Physical/ psychological	Theory of cognitive schemata, Exposure to violence, Affection and communication, Pa- renting style
Calvete, Gámez-Guadix, et al., 2015	QL	N=1272 and 421 parents	Community Spain	Physical/ psychological	Processing of social information, Theory of cognitive schemata, Proactive and reactive aggression
Calvete & Orue, 2016	QC	N=1274	Community Spain	Physical/ psychological (minor and severe)	Social learning, Parenting style, Affection and communication, Reactive, proactive and af- fective aggression
Calvete et al., 2017	QC	N=880 adoles- cents and parents	Community Spain	Physical/ psychological (severe)	Informed violence
Castañeda et al., 2012	QC	N= 28 (14 CPV)	Judicial Spain		Ecological theory, Social learning, Peer in- fluence, Parenting style
Condry & Miles, 2014	QC	N= 1892	Judicial United Kingdom	Threat/ injury/ dama- ge to home/theft	Gender-based violence
Contreras & Cano, 2014b	QC	N=90 (30 CPV)	Judicial Spain		Parenting style, Power relations
Contreras & Cano, 2014a	QC	N=654 (48CPV)	Judicial Spain		Social learning, Power relations, Coercive cy- cles, Parenting style
Contreras & Cano, 2016a	QC	N=90 (30 CPV)	Judicial Spain		Social learning, Family stress, Processing of social information
Contreras & Cano, 2016b	QC	N=60 (30 CPV)	Judicial Spain		Social competence model
Contreras & Cano, 2017	QC	N=90 (30 CPV)	Judicial Spain		Attachment, Processing of social information
Cottrell & Monk, 2004	QC	N= 52 parents, 44 adolescents	Clinical Canada		Nested ecological theory
Del Moral Arroyo et al., 2015	QC	N=42 parents	Clinical-Judicial Spain		Implicit theory

Authors (year)	Design	Sample	Provenance/ Country	Type of CPV	Theoretical Framework
Eckstein, 2004	QC	N=20 parents	Clinical-Judicial United States	Verbal/physical/ emo- tional	Violent communicational interaction
Edenborough et al., 2008	QC	N=185 mothers	Community Aus- tralia		Gender-based violence
Holt, 2011	QC	N= 33 parents	Community Uni- ted Kingdom	Verbal/physical/ pro- perty/economic	Constructivist theory
Ibabe, 2007	QC	N=103 (35 CPV)	Judicial Spain		Nested ecological theory
Ibabe & Jaureguizar, 2010	QC	N=103 (35 CPV)	Judicial Spain	Physical/ psychological	Social learning, Gender-based violence, So- cial development model
Ibabe & Jaureguizar, 2011	QC	N=485	Community Spain	Physical/emotional/ psychological	Social learning, Gender-based violence
Ibabe et al., 2013a	QC	N= 687	Community Spain	Physical/ psychological	Social development model, Social control, Coercive cycles
Ibabe et al., 2013b	QC	N=485	Community Spain	Physical /emotional/ psychological	Social learning, Coercive cycles, Systemic theory
Ibabe, 2014	QC	N=485	Community Spain	Physical /emotional/ psychological/ economic	Ecological theory, Social learning, Coercive cycles, Social development model
Ibabe et al., 2014	QC	N=231 (59 CPV)	Judicial Spain	Physical/emotional/ psychological econo- mic	Internalizing and externalizing behaviors
Ibabe, 2015	QC	N=585	Community Spain	Physical (minor and se- vere) /psychological	Family social climate, Parental discipline
Ibabe, 2016	QC	N=584	Community Spain		Family cohesion, Parental discipline
Ibabe & Bentler, 2016	QC	N=585	Community Spain	Physical (minor and se- vere) / psychological	Social learning, Family stress, Family discipli- ne
Izaguirre & Calvete, 2017	QL	N=845	Community Spain	Physical/ psychological (minor and severe)	Social learning, Emotion regulation
Jaureguizar & Ibabe, 2012	QC	N=687	Community Spain	Physical/ psychological	Prosocial behavior
Jaureguizar et al., 2013	QC	N=687	Community Spain	Physical/ psychological	Social learning Prosocial behavior, Gender- based violence
Kennedy et al., 2010	QC	N=223 (100 CPV)	Judicial United States		Family social climate, Exposure to violence
Kuay et al., 2016	QC	N=120	Clinical-Judicial United Kingdom	Verbal assault/ physical/use of guns	Disruptive behavior, Index of multiple depri- vation
Laurent & Derry, 1999	QC	N=22	Clinical France	Physical/ psychological Property/	Not reported
Lozano Martínez et al., 2013	QC	N=255	Community Spain	verbal/ physical/ eco- nomic	Not reported
Margolin & Baucom, 2014	QL	N=93 adoles- cents/ parents	Community Uni- ted States	Verbal/physical/ Pro- perty damage	Social learning
Miles & Condry, 2015	QC	N=100 cases N=117 adoles- cents/ Parents	Judicial United Kingdom	Threat/injury (minor, moderate, severe)/economic	Domestic violence
Miles & Condry, 2016	QC	N=100	Judicial United Kingdom	Assault (minor, severe)/use of guns/ injury	Domestic violence
Murphy-Edwards & van Heugten, 2018	QC	N=14 parents	Community New Zealand	Property	Nested ecological theory
Nowakowski-Sims & Rowe, 2017	QC	N=80	Judicial United States	Physical	Childhood adversity theory, Attachment, Be- trayal trauma theory
Pagani et al., 2003	QL	N=778 adoles- cents/mothers	Community Ca- nada	Verbal/ physical	Parental stress
Pagani et al., 2004	QL	N=1175 adolescents/ mothers	Community Ca- nada	Verbal/physical	Social learning, Coercive cycles, Develop- ment of disruptive behaviors

Authors (year)	Design	Sample	Provenance/ Country	Type of CPV	Theoretical Framework
Pagani et al., 2009	QL	N=774 adolescents/mothers	Community Canada	Verbal/physical	Development of disruptive behaviors, Coercive cycles
Routt & Anderson, 2011	QC	N=1339 cases N=238 adolescents/parents	Judicial United States	Physical / psychological	Power relations, Social isolation, Instrumental and reactive aggression, Family stress, Exposure to violence, Belief system
Selwyn & Meakings, 2016	QC	N=90 adoptive parents	Community United Kingdom	Physical / psychological/ property	Family stress, Attachment, Adaptive violence syndrome, Mentalization, Power relations, Social learning,
Strom et al., 2014	QC	N=54,197 adolescent parent/ caregiver	Judicial United States	Assault (minor, severe)/injury/ intimidation	Social control, Gender theory
Tew & Nixon, 2010	QC	N=84 families	Clinical United Kingdom	Verbal/ physical/ emotional/ property/ economic	Power relations
Walsh & Krienert, 2007	QC	N= 17957	Judicial United States	Assault (minor, severe)/ Intimidation/ use of guns	Not reported
Williams et al., 2017	QC	N=8 (6 mothers 2 grandmothers)	Clinical New Zealand		Interpretive phenomenological model

Note: QC= Quasi-experimental Cross-sectional Study; QL= Quasi-experimental Longitudinal Study.

Distribution of publications in accordance with sample characteristics, year, origin and type of CPV

Of the publications analyzed, 7 focused on the clinical population, 17 on those involved in cases brought to the attention of the judicial system, 29 on the general population and 4 on a combined clinical and judicial context.

The most representative in terms of sample size were 2 studies carried out in the US which included over 10,000 criminal cases (Strom et al., 2014; Walsh & Krienert, 2007) and 8 community-based studies covering over 1,000 cases (Agnew & Huguley, 1989; Calvete, Gámez-Guadix, et al., 2015, 2014; Calvete et al., 2013, 2012; Calvete & Orue, 2016; Calvete, Orue, & Sampredo, 2014; Pagani et al., 2004).

It is interesting to note that 26.3% of the studies ($n = 15$) gathered and analyzed information from both adolescents and parents; four studies identified abuse towards siblings (Brule & Eckstein, 2016; Castañeda et al., 2012; Laurent & Derry, 1999; Routt & Anderson, 2011) and only one was carried out with adoptive families (Selwyn & Meakings, 2016).

Also, 63% of the studies were carried out between 2013 and 2017 and 56% were carried out in Spain, 18% in the US, 12% in the UK and 7% in Canada. No studies conducted in Latin America were found.

As regards the type of CPV analyzed, 30% reported data on physical and psychological abuse, 19% on physical and verbal abuse, 9% on threats and injuries, 7% on physical, emotional and psychological abuse and 5% on physical abuse alone. Few authors analyzed economic abuse (Condry & Miles, 2014; Holt, 2011; Ibabe, 2014; Ibabe, Arnos, & Elgorriaga, 2014; Lozano Martínez, Estévez, & Carballo Crespo, 2013; Margolin & Baucom, 2014; Miles & Condry, 2015; Tew & Nixon, 2010), property damage (Condry & Miles, 2014; Holt, 2011; Laurent & Derry, 1999; Margolin & Baucom, 2014; Murphy-Edwards & van Heugten, 2018;

Selwyn & Meakings, 2016; Tew & Nixon, 2010) and the use of weapons (Kuay et al., 2016; Miles & Condry, 2016; Walsh & Krienert, 2007). Finally, 28% ($n = 16$) of the papers failed to specify the type of CPV studied.

Theoretical framework

The majority of the studies explained CPV in terms of psychological theories:

- Cognitive-behavioral: Social Learning, Coercive Cycles, Social Information Processing, Cognitive Schemata, Prosocial Behavior, Implicit Theory, Development of Disruptive Behaviors, Adaptation to Violence Syndrome;
- Psychodynamic: Attachment Theory, Childhood Adversity Theory, Betrayal Trauma Theory, Mentalization Theory; and
- Psychosocial: Group Socialization Theory; Power Relations Theory; Social Competence Model.

Theories from other fields were also referenced, including: Communications (Stigma Management Communications model); Criminology (Social Control, Differential Association, Social Development Model); Sociology (Gender Violence, Domestic Violence) and broader integrative models such as Phenomenological and Constructivist Ecosystems Theory.

Some authors proposed specific constructs such as: internalizing and externalizing problems (Ibabe et al., 2014), parental stress (Pagani et al., 2003), communication (Eckstein, 2004), family climate (Ibabe, 2015; Kennedy et al., 2010), parental discipline (Ibabe, 2015, 2016) and exposure to violence (Kennedy et al., 2010).

Explanatory factors

Table 2 presents a summary of the explanatory factors identified, structured into ecological levels in accordance with Cottrell and Monk's theory (2004). In the macrosystem,

the factors found were: work-life balance difficulties, particularly among single parent families, justification of and belief in the low level of punishment for violence and the influence of the media and stereotypes.

Table 2. Explanatory Factors of CPV.

Macrosystemic	
Unrelated socioeconomic status	(Agnew & Huguley, 1989; Boxer et al., 2009; Calvete, Orue, & Sampedro, 2014; Contreras & Cano, 2014b; Ibabe, 2007; Ibabe & Jaureguizar, 2010)
Associated with medium or low socioeconomic status	(Contreras & Cano, 2014a; Cottrell & Monk, 2004)
Financial problems	(Miles & Condry, 2015)
Higher level of parental education as a risk factor	(Pagani et al., 2009)
Justification and belief of likely low-level sanction of violence	(Agnew & Huguley, 1989; Calvete, Ibabe, et al., 2015; Calvete, Orue, Bertino, et al., 2014; Castañeda et al., 2012; Routt & Anderson, 2011)
Less exposure to community violence	(Contreras & Cano, 2016a)
Family-work life balance	(Ibabe, 2007)
Influence of stereotypes	(Cottrell & Monk, 2004)
Partial media influences	(Calvete, Orue, Bertino, et al., 2014; Ibabe, 2007)
Exosystemic	
Indirect violence	(Boxer et al., 2009; Calvete, Gámez-Guadix, et al., 2014; Calvete, Ibabe, et al., 2015; Calvete, Orue, Bertino, et al., 2014; Calvete, Orue, & Sampedro, 2014; Contreras & Cano, 2014a; Cottrell & Monk, 2004; Ibabe, 2007, 2014, 2015; Ibabe & Jaureguizar, 2010, 2011; Ibabe et al., 2013b; Izaguirre & Calvete, 2017; Kennedy et al., 2010; Margolin & Baucom, 2014; Miles & Condry, 2015; Routt & Anderson, 2011; Williams et al., 2017)
Hostile Perception	(Contreras & Cano, 2016a)
Family history of violence	(Miles & Condry, 2015; Tew & Nixon, 2010)
No relationship with perceived social support	(Agnew & Huguley, 1989; Calvete, Orue, & Sampedro, 2014)
Isolation and related social maladjustment	(Cottrell & Monk, 2004; Ibabe, 2014)
Violent peers	(Agnew & Huguley, 1989; Calvete, Orue, Bertino, et al., 2014; Calvete, Orue, & Sampedro, 2014; Castañeda et al., 2012; Cottrell & Monk, 2004; Del Moral Arroyo et al., 2015; Kennedy et al., 2010)
Impulsive conflict resolution style	(Calvete, Orue, & Sampedro, 2014)
School adaptation and learning problems	(Castañeda et al., 2012; Cottrell & Monk, 2004; Del Moral Arroyo et al., 2015; Ibabe, 2007, 2014; Ibabe et al., 2014; Ibabe & Jaureguizar, 2010; Kennedy et al., 2010; Laurent & Derry, 1999; Miles & Condry, 2015; Routt & Anderson, 2011)
Associated school bullying	(Calvete, Orue, Gámez-Guadix, et al., 2015)
Effect of school failure through family cohesion	(Ibabe, 2016)
Associated with teacher abuse	(Ibabe et al., 2013a; Jaureguizar & Ibabe, 2012)
Associated with dating violence	(Izaguirre & Calvete, 2017)
Positive classroom environment as a protective factor	(Ibabe et al., 2013a)
Microsystemic	
Direct violence	(Boxer et al., 2009; Calvete, Gámez-Guadix, et al., 2014; Calvete, Ibabe, et al., 2015; Calvete, Orue, Bertino, et al., 2014; Contreras & Cano, 2014a, 2016a; Cottrell & Monk, 2004; Ibabe, 2007, 2014; Ibabe & Jaureguizar, 2011, 2010; Ibabe et al., 2013b; Izaguirre & Calvete, 2017; Kennedy et al., 2010; Margolin & Baucom, 2014; Miles & Condry, 2015; Pagani et al., 2009, 2004; Routt & Anderson, 2011)
Prevalence of adverse experiences	(Nowakowski-Sims & Rowe, 2017; Selwyn & Meakings, 2016)
Bidirectionality and direct violence	(Ibabe, 2014, 2015; Ibabe & Bentler, 2016; Ibabe & Jaureguizar, 2011)
Low family cohesion and affection, problematic communication	(Agnew & Huguley, 1989; Calvete, Gámez-Guadix, et al., 2014; Calvete, Ibabe, et al., 2015; Calvete, Orue, Bertino, et al., 2014; Contreras & Cano, 2014b; Del Moral Arroyo et al., 2015; Ibabe, 2007, 2016; Lozano Martínez et al., 2013; Nowakowski-Sims & Rowe, 2017; Pagani et al., 2009)

Permissive/indulgent parental style, negligent, difficulty setting boundaries, contradiction between parents	(Calvete, Orue, Bertino, et al., 2014; Calvete, Gámez-Guadix, et al., 2014; Calvete, Ibabe, et al., 2015; Calvete, Orue, & Sampedro, 2014; Castañeda et al., 2012; Contreras & Cano, 2014b, 2014a; Cottrell & Monk, 2004; Eckstein, 2004; Ibabe, 2007; Ibabe et al., 2013b; Laurent & Derry, 1999)
Absent positive model	(Del Moral Arroyo et al., 2015; Williams et al., 2017)
Relational overprotection and fusional dynamics	(Laurent & Derry, 1999)
Non-associated inductive discipline strategies	(Ibabe, 2015)
Mores prosocial behavior, less CPV	(Ibabe & Bentler, 2016; Jaureguizar & Ibabe, 2012; Jaureguizar et al., 2013)
Positive family environment as a protective factor	(Ibabe et al., 2013a; Pagani et al., 2003)
Divorce as a risk factor	(Pagani et al., 2003)
Parents' mental problems and drug use contribute to CPV	(Cottrell & Monk, 2004; Laurent & Derry, 1999; Pagani et al., 2009)
Associated with the Grandiosity Scheme	(Calvete, Ibabe, et al., 2015; Calvete, Orue, & Sampedro, 2014)
Ontogenetic	
Increased CPV in children's chronic physical aggression	(Pagani et al., 2003, 2009, 2004; Routt & Anderson, 2011; Selwyn & Meakings, 2016)
History of arrests in judicial samples	(Ibabe & Jaureguizar, 2010; Kennedy et al., 2010; Miles & Condry, 2016; Routt & Anderson, 2011)
Sudden appearance at onset of puberty	(Selwyn & Meakings, 2016)
Clinical diagnosis: adjustment disorder, ADHD, mood disorder and anxiety; disruptive behavior disorder	(Boxer et al., 2009; Contreras & Cano, 2017; Cottrell & Monk, 2004; Ibabe, 2007; Ibabe et al., 2014; Ibabe & Jaureguizar, 2010; Kuay et al., 2016; Laurent & Derry, 1999; Miles & Condry, 2015; Routt & Anderson, 2011)
Associated depressive symptoms	(Calvete et al., 2012; Calvete, Orue, & Sampedro, 2014; Ibabe, 2014; Ibabe et al., 2014; Lozano Martínez et al., 2013; Nowakowski-Sims & Rowe, 2017)
Rebellion, oppositionism, self-destructive/risk behaviors	(Boxer et al., 2009; Calvete, Orue, Bertino, et al., 2014; Castañeda et al., 2012)
Impulsivity/low frustration tolerance	(Calvete, Orue, Bertino, et al., 2014; Castañeda et al., 2012; Contreras & Cano, 2017; Ibabe, 2007)
Emotion regulation and attitudes that tolerate aggression without significant association	(Margolin & Baucom, 2014)
Less autonomy	(Ibabe, 2007; Ibabe & Jaureguizar, 2010)
Low self-esteem - negative self-concept	(Ibabe, 2007, 2014; Ibabe & Jaureguizar, 2011; Ibabe et al., 2013b; Lozano Martínez et al., 2013)
Less social sensitivity and non-conformity with the norm	(Contreras & Cano, 2016b, 2017; Cottrell & Monk, 2004; Ibabe & Jaureguizar, 2010; Ibabe et al., 2013b; Laurent & Derry, 1999; Lozano Martínez et al., 2013)
Greater aggressive tendency, hedonism, power and control than non-infringing adolescents	(Contreras & Cano, 2016b; Ibabe et al., 2014)
Associated alcohol and drug use	(Calvete, Orue, Bertino, et al., 2014; Calvete et al., 2012; Calvete, Orue, & Sampedro, 2014; Castañeda et al., 2012; Contreras & Cano, 2017; Cottrell & Monk, 2004; Del Moral Arroyo et al., 2015; Ibabe, 2007, 2014; Ibabe et al., 2014, 2013b; Ibabe & Jaureguizar, 2011, 2010; Kennedy et al., 2010; Lozano Martínez et al., 2013; Miles & Condry, 2015; Nowakowski-Sims & Rowe, 2017; Pagani et al., 2009, 2004; Routt & Anderson, 2011; Walsh & Krienert, 2007)
Drug abuse is not a differential characteristic in comparison with other juvenile offenders	(Contreras & Cano, 2014a)

The factors identified in the exosystem were: violent intergenerational transfer, violent peer relationships, problems at school, concurrence of other forms of violence, impulsive conflict resolution style and poor social adaptation. A positive atmosphere in class was identified as a protective factor at this level.

The factors identified in the microsystem were: direct violence, low levels of family cohesion, difficult communications and a lack of appropriate disciplinary styles. Clinical

symptoms and drug abuse among parents further complicated the situation. Prosocial behaviors and a positive family environment were identified as protective factors at this level.

At the ontogenetic level, the studies highlighted history of childhood aggression, clinical symptoms, low levels of social sensitivity and emotion regulation and drug and alcohol abuse.

Discussion

The review aimed to identify the explanatory factors and theoretical frameworks of CPV, as well as future research areas. The results reveal that this is not a new phenomenon (Ibabe, 2007; Simmons et al., 2018), but rather one that has only recently become more visible, why is probably why the majority of studies had cross-sectional quasi-experimental designs. Consequently, there is a need for longitudinal data and experimental studies (Calvete, Orue, Gámez-Guadix, et al., 2015; Calvete et al., 2017; Ibabe & Jaureguizar, 2011; Simmons et al., 2018).

Most of the samples were drawn from the community, despite the fact that there is an urgent need for studies focusing on the clinical population and those who have reported/been accused of CPV within the judicial system (Moulds et al., 2018; Moulds, Day, Mildred, Miller, & Casey, 2016), particularly since a higher rate of physical CPV has been found among these populations (Ibabe & Jaureguizar, 2010; Kennedy et al., 2010; Kuay et al., 2016; Simmons et al., 2018). The lack of studies carried out with specific samples of non-conventional families, such as adoptive families (Selwyn & Meakings, 2016), is also striking.

In relation to sample characteristics, very few studies used both adolescents and parents as informants, even though having two sources of information decreases bias in the prevalence data reported (Calvete et al., 2017; Pagani et al., 2009, 2004).

As for types of CPV, more data is required on the prevalence of property damage and economic abuse (Murphy-Edwards & van Heugten, 2018), and violence towards siblings (Kuay et al., 2016).

The most commonly considered theories were cognitive-behavioral, psychodynamic and psychosocial ones, as well as specific explanatory constructs. The advantage offered by the ecological model for analyzing variables with multiple influence levels (Hong et al., 2012; Simmons et al., 2018) was clear, as was the usefulness of the systemic model and constructivist theory for studying the dynamics that may contribute to the emergence or maintenance of this problem (Coogan, 2014; Pereira & Bertino, 2009). In many cases, the construction of the meaning of the violent act influenced parents' decision regarding whether to seek help, the impact it had on them and their recovery (Murphy-Edwards & van Heugten, 2018).

Of the various different factors linked to CPV, family dynamics and individual factors seem to have a particularly strong influence and should be taken into account during prevention efforts (González-Álvarez, Morán Rodríguez, &

García-Vera, 2011; Pérez & Pereira, 2006). During therapeutic work, special emphasis should be placed on exploring adverse events (Nowakowski-Sims & Rowe, 2017), direct and indirect violence (Calvete, Gámez-Guadix, et al., 2014) and mental health problems among both adolescents and parents (Cottrell & Monk, 2004; Laurent & Derry, 1999), since these have been identified as high risk factors.

CPV often occurs simultaneously with teacher abuse (Ibabe, Jaureguizar, & Bentler, 2013a; Jaureguizar & Ibabe, 2012), dating violence (Izaguirre & Calvete, 2017), school bullying (Calvete, Orue, Gámez-Guadix, et al., 2015) or sibling abuse (Castañeda et al., 2012; Holt, 2011; Kuay et al., 2016; Laurent & Derry, 1999; Routt & Anderson, 2011; Selwyn & Meakings, 2016); which demonstrates the need to implement prevention strategies in different fields, particularly in light of the fact that positive relationships at school (Ibabe et al., 2013a) and adherence to prosocial behaviors (Ibabe & Bentler, 2016; Jaureguizar & Ibabe, 2012; Jaureguizar, Ibabe, & Straus, 2013) have been found to be protective factors.

In sum, the review carried out enabled an exhaustive identification of existing studies, providing a useful summary which nevertheless has some limitations. The first of these is that, by selecting empirical evidence published only in English or Spanish, information contained in studies written in other languages was overlooked. Another limitation is that, due to the heterogeneity of the eligible studies, it was necessary to identify different sources of variability and divide them into subgroups for analysis.

Conclusions

The convergence of risk factors at the macrosystem, exosystem, microsystem and ontogenetic levels contributes to the development of CPV. Future research may wish to explore the narrative construction of CPV by the media and professionals in more depth, and to identify how this process influences families. Furthermore, no cross-cultural analysis has yet been carried out of this phenomenon.

It is important to explore whether parents who are victims of CPV have a history of violence themselves, and other potential areas of interest include the functioning of the family system and coping strategies for aggression.

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