

Comparison of Behavioral Disorders and attachment Styles In divorced Children and normal Children

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Abstract

Objective: Childhood is one of the most important stages of life. Most behavioral disorders are caused by a lack of attention to a sensitive childhood period. This research was conducted to compare behavioral disorders and attachment styles in children of divorced and normal children in 2020.

Methods: The statistical population consisted of all children of divorce and normal children in Tabriz in 2020, which 60 individuals were selected by purposive non-random sampling. Data were analyzed using SPSS22 statistical software using multivariate analysis of variance.

Results: The results showed that the scores of children of divorce were significantly ($p < 0.001$) higher than the normal children in the components of hyperactivity, attention deficit disorder, coping disobedience disorder, generalized anxiety disorder, specific morbid fears, obsessive thoughts and actions, post-traumatic stress disorder, vocal and motor tics, depression, separation anxiety disorder, insecure attachment and

avoidant attachment. But the score of normal children was higher than the children of divorce in the component of secure attachment ($p < 0.001$).

Conclusion: According to the findings, divorce and separation have adverse effects on children. The trauma and psychological damage to these children is very severe.

Keywords: Behavioral Disorders, Attachment Styles, Divorce

Introduction

Divorce Parents is one of the major stressful events that children and adolescents face and has short-term and long-term economic, social, emotional and emotional effects on adults and children. Suffer damage (Fagan and Churchill, 2012; Lock Greenwood, 2014). Parental divorce creates a wide range of changes and reorganizations in the family that affect the child's adjustment over time. These changes include changes in residence, family relationships, and living standards that jeopardize not only the couple's compatibility but also the mental balance of the children and others around them, who are one of the main victims of the children's parents' decision (Jeremy, 2015). Changes in family structure are associated with stress for all family members. Changes in family structure often increase economic and social problems among family

members. Divorced children have more behavioral, emotional, and communication problems than normal children, as well as lower academic performance than children from normal families (Kelly & Amri, 2003). Changes in family structure are associated with stress for all family members. Changes in family structure often increase economic and social problems among family members. Divorced children have more behavioral, emotional, and communication problems than normal children, as well as lower academic performance than children from normal families (Kelly & Amri, 2003). Based on the experimental approach, the grouping of childhood psychological disorders is divided into two general categories: endogenous disorders 4 and exogenous disorders 5, each group in turn has different characteristics (Landers and Bellamy, 2017). These disorders include uncompromising patterns of behavior that are manifested in conflict with other individuals and the environment (Listog and Bradmi, 2005). Exogenous behaviors are directed at others, while endogenous behaviors include psychological or emotional conflicts such as depression and anxiety (Cybercantosis and Gasper 2016). Children with behavioral problems in communication and social functioning 7 face many problems, they are sometimes rejected and hated by their peers (Ross and Graziano, 2018). Children and young people who have behavioral problems cause problems for the community. 4 to 7% of clients who refer to psychological clinics have behavioral problems (Baezat and Izadfar, 2009). Many studies have shown that secure attachment to parents is negatively associated with exogenous behavioral problems such as theft, drug use and delinquency, aggressive behavior and high-risk behavior, as well as exogenous

behavioral problems such as anxiety and depressed mood (Tumbley, 2016). As a result, the quality of parental attachment may act as a protector against the development and growth of endogenous problems (Ducheson and Larus, 2007). Attachment theory has been introduced as one of the most influential theories of emotional-social development in modern psychology in recent years and is a motivating factor for a large part of research in the fields of transformational, clinical and social psychology (Fraley and Reisman, 2019). Attachment styles reflect the initial parent-child relationship that can continue into adulthood and explain many of the personality and interpersonal traits in individuals (Duinta and Maria, 2015). Balbi (1980) described the process of forming the infant's attachment to the mother and showed that the cornerstone of future development is that if a person experiences insecurity in childhood, characteristics such as distrust, vulnerability, sensitivity and communication problems Will be with him (Geo, 2018).

In this regard, several studies have been conducted that can be referred to the research of Abbasi et al. (1398) which showed that behavioral problems in the subscales of conduct disorder, attention problems - immaturity, social aggression and anxiety - isolation in children of divorced families significantly Higher than the children of normal families. Moradi and Akhane (1398) in their research showed that there is a significant difference between the two groups of divorced children in psychological disorders such as anxiety, isolation, social problems, attention problems and thinking problems compared to normal children. The relationship between anger and emotional coordination in children of divorced

families showed that divorced families cause grief and poor attachment in children, and parents should meet the emotional needs of children to overcome the trauma of divorce more easily.

(Stobek, Christine; Holkheim & Ness, 2019) In a study examining balance, distance, life expectancy and child situations in divorced families with long conflicts, the results showed that long-term conflict has an adverse effect on family functioning. Esmailpour, Mir Afrooz and Zarei (2016) in their study entitled the relationship between attachment and the symptoms of children's confrontational disobedience disorder concluded that there is a relationship between the components of attachment problems and confrontational disobedience disorder. Ghadampour et al. (2015) in a study entitled Comparison of attachment to parents, knowledge 11 and sexual attitude 12 and attitude towards choosing a spouse in students of divorced and normal families and the results showed that between divorce and normal groups in terms of attachment to parents There is a significant difference between sexual attitudes and attitudes toward choosing a spouse, so that the degree of attachment to parents, sexual attitudes and attitudes toward choosing a spouse in students of normal families was higher than students in divorced families.

Sutton et al. (2015) in a study examined the relationship between types of child abuse and high-risk behaviors with attachment styles and emotion regulation. The results showed that there is a relationship between attachment styles and emotion regulation 13 with childhood abuse and high-risk behaviors.

Bromayo and Kerns (2010) in their research showed that children, especially gifted children who do not have the right attachment pattern, have behavioral

problems such as communication problems with peers, academic problems, inappropriate relationships with teachers, emotional-behavioral problems and behavior problems. Given the necessity of the issues and the existence of behavioral deficiencies in children of divorce, the present study seeks to answer the question of whether there is a difference between children of divorce and normal children in terms of behavioral disorders and attachment styles?

Method

The present study is a causal-comparative study. The aim of this study was to compare behavioral disorders and attachment styles in children of divorced children and normal children. In the present study, the statistical population of all children in Tabriz in 1399 whose parents were divorced. The sample of the present study was all 30 children of divorced children in Tabriz who were matched with 30 normal children. The non-random sampling method is targeted. Descriptive statistical methods such as mean and standard deviation were used to describe the data. Also, multivariate analysis of variance was used to analyze inferential statistics and SPSS software was used to analyze the data.

Tool

Pediatric Symptoms Questionnaire (CSI-4): The Pediatric Symptoms Questionnaire is one of the most common screening tools for the most common types of psychiatric disorders in children. This questionnaire has two lists of parents and teachers that have shown efficiency compared to other scales and methods and is a suitable alternative for an acceptable psychiatric interview that saves time as well as its diagnostic criteria based on diagnostic

guidelines and statistical criteria for disorders. Psychological expressions are very simple and understandable for parents and teachers.

The Child Pathology Questionnaire (CSI-4) includes a list of symptoms of 21 behavioral and emotional disorders. The initial version of the questionnaire was prepared by Sprafkin, Lani Unitat and Gado (1984). According to the classification of the third edition of the Diagnostic and Statistical Manual of Mental Disorders, the CSI-3-R version was created in 1987, until the version (CSI-4) was revised in 1994 with slight changes compared to the previous version (Tavakolizadeh, 1996).

The latest edition of the Pediatric Symptoms Questionnaire (CSI-4), like previous versions, has two lists of parents and teachers. Reliability and validity of the Pediatric Symptoms Questionnaire in a study (Grace and Carson, 1991; quoted by Tavakolizadeh, 1375) on CSI-3-R form, its sensitivity for attention deficit / hyperactivity disorder was 0.77 (Gado) And Sproffkin, 1994; quoted by Tavakolizadeh, 1375). The sensitivity of this questionnaire in the teacher list was 0.58 and its specificity was 0.83.

In other studies, the reliability coefficient of retesting this questionnaire for parent and teacher lists was 0.90 and 0.93, respectively (Neshatdoost, 1997). In the research (Kalantari, 1997) the reliability of this questionnaire was calculated 0.91 for the list of teachers and 0.85 for the list of parents using the halving method. In examining the psychometric properties of the questionnaire, Mohammad Esmaeil and Alipour (2002) examined the validity and reliability of the test and obtained the internal correlation of the scales through Cronbach's alpha. Attention Deficit Hyperactivity Disorder (0.76), Hyperactivity Disorder / Combined

Attention Deficit Disorder (0.81), Disobedience (0.67), Behavioral Disorder (0.71), Autism Disorder (0.61), Asperger's Disorder (0.64) was estimated and content-dependent, criterion-dependent validity and discriminant validity (normal and clinical group) were examined and the results indicate the validity and validity of the instrument.

Regarding the formal validity of this questionnaire, it should be noted that its expressions have been prepared based on the DSM-IV criteria, which have been validated by experts from the American Psychiatric Association.

Scoring of this questionnaire is done in two ways: 1- Screening cut score method 2- Signal intensity scoring method In screening method, scoring method is obtained by adding the number of phrases that answered with occasional and most of the time options. In case of answering the expressions with options sometimes and most of the time a score is given. For example, the cut-off line score for diagnosing Attention Deficit / Hyperactivity Disorder is often 6. That is, answer 6 to 9 phrases with the option sometimes or more often. The cut-off line score for diagnosing Attention Deficit / Hyperactivity Disorder is often inactive-impulsive 6. That is, answer 6 to 10 phrases with the option sometimes or more often. In the symbol intensity scoring method, the options never, rarely, sometimes and most of the time are scored with the codes 0, 1, 2, 3, respectively, which is obtained from the sum of the scores of the phrases, the symbol intensity score is obtained.

Kollins and Reed Adult Attachment Scale (RAAS):

This scale includes self-assessment of relationship building skills and self-

description of how attachment relationships are formed close to attachment drawings and consists of 18 items that are measured by marking on a 5-point Likert scale completely opposite to strongly agree.

This questionnaire has three subscales:

1- Close subscale: Measures the level of comfort in relation to intimacy and emotional closeness.

2- Dependency Scale (Depend): Measures the level of trust in others, in other words, this subscale refers to the extent to which one feels one can rely on others in need and that others are available to him or her.

3- Anxiety subscale: Measures the fear of having a relationship and the degree of anxiety and fear of being rejected (quoted by Pakdaman, 2006). Kollins and Reed prepared their questionnaire based on the descriptions in the Pazan and Shiver Adult Attachment Questionnaire about the three main attachment styles. Six terms are assigned to each of the subscales. Phrase closeness subscale: 1-8-9-10-14-17, Phrase dependency subscale: 3-4-7-15-16-18, Phrases anxiety subscale: 2-5-6-11-12. In the expressions: 2-3-4-9-10-16-17-18, scoring is done in reverse. To get the scores for each subscale, we add the scores of the related phrases together and divide them into 6 numbers.

Based on the results, the subjects are placed in one of the three groups with secure attachment style, anxiety and avoidance. Anxiety subscale (A) corresponds to

anxiety / ambivalent attachment, proximity subscale (C) corresponds to secure attachment, and dependence (D) can be equated with almost the opposite of avoidant attachment (Finney and Noler, 1996).

Collins and Reed (1990) reported Cronbach's alpha of the Proximity Scale (C) 0.69, the Dependency Scale (D) 0.75, and Anxiety Scale (A) 0.72. They showed that the subscales of closeness, dependence, and anxiety remained stable for two months or even eight months.

Due to the fact that Cronbach's alpha values were reported equal to or greater than 0.80 in all cases, the degree of reliability obtained is high (Pakdaman, 2006). In Iran, the level of reliability was tested using a test-retest method as a correlation between two performances on a sample of 100 subjects. The results of two administrations of this questionnaire with a time interval of one month from each other showed that the difference between the two implementations of scales A, B, C was not significant and this test is reliable at the level of 0.95 (Pakdaman, 2006). Pakdaman (2006) examined the construct validity of this questionnaire.

Structural validity was measured using divergent validity at levels C and A, A and D. The results showed that the correlation coefficient between subscales A and C, A and D at the significance level of 0.0001 were -0.331 and -0.336, respectively, and the correlation coefficient between the subscales D and C at the significance level was 0.024 to the value of 0.246.

Results

Table 1. Descriptive statistics of the components of behavioral disorders and attachment style in divorced and normal children

| Standard | deviation | component | GROUP |
|--------------|----------------|--------------------------|-------------------|
| ۱/۱۹ ۱/۲۰ | ۱۸/۵۳ ۱۲/۷۰ | ADHD | Divorce normal |
| ۱/۴۰ ۱/۴۴ | ۱۷/۹۶ ۱۱/۸۳ | Attention Deficit | normal Divorce |
| ۱/۲۴ ۱/۶۰ | ۳۳/۴۰ ۲۲/۱۰ | odd | normal Divorce |
| ۱/۲۵ ۱/۳۵ | ۷/۲۳ ۳/۴۰ | Generalized Anxiety | normal Divorce |
| ۰/۶۶ ۰/۶۹ | ۵/۲۰ ۲/۷۳ | phobi | normal Divorce |
| ۰/۶۹ ۰/۸۵ | ۵/۰۰ ۲/۷۶ | ocd | Divorce normal |
| ۰/۷۳ ۰/۸۱ | ۴/۹۳ ۲/۶۰ | PTSD | normal Divorce |
| ۰/۸۹ ۰/۹۲ | ۱۶/۱۳ ۱۲/۸۰ | Tick Toure | normal Divorce |
| ۰/۴۹ ۰/۴۷ | ۴/۶۳ ۱۲/۸۰ | Depression | normal Divorce |
| ۰/۵۰ ۱/۰۶ | ۸/۴۶ ۴/۳۳ | separation anxiety | normal Divorce |
| ۰/۳۷ ۰/۴۰ | ۲/۸۳ ۱/۲۰ | Disorder of excretion | normal Divorce |
| ۰/۷۳ ۰/۷۷ | ۴/۸۶ ۷/۸۶ | Secure attachment | normal Divorce |
| ۰/۵۶ ۰/۷۷ | ۸/۴۰ ۳/۳۶ | Insecure attachment | normal Divorce |
| ۰/۶۲ ۰/۹۶ | ۸/۲۳ ۴/۲۰ | Avoidance attachment | normal Divorce |

The contents of Table 1 show that the mean and standard deviation of hyperactivity in children of divorced children are 18.53 and 1.19, respectively, and in normal children are 12.70 and 1.20, respectively. Mean and standard deviation of attention deficit in children of divorced children were 17.96 and 1.40, respectively, in normal children were 11.83 and 1.44, respectively, mean and standard deviation of generalized anxiety in children of divorced children were 7.23 and 25.2, respectively. In normal children, 3.40 and 1.35, respectively, the mean and standard deviation of morbid fear in children of divorced children are 5.20 and 0.66, respectively. In normal children 2.73 and 0.69, mean and standard deviation of obsessive thoughts and actions in divorced children 5.00 and 0.69, respectively, in normal children 2.76 and 0.85, respectively, mean and standard deviation of stress disorder After the accident in children of divorced children 4.93 and 0.73, respectively, in normal children 2.60 and 0.81, respectively, and the standard deviation of vocal and motor tics in children of divorced children were

16.13 and 0.89, respectively , In normal children, 92.47 and 12.80, respectively, and the mean and standard deviation of depression in children of divorced children, 4.63 and 0.49, respectively, in normal children, 2.66 and 0.47, respectively, the mean and standard deviation of separation anxiety disorder in children Children of divorce 8.46 and 0.50, respectively, in normal children 4.33 and 1.06, respectively, the mean and standard deviation of defecation disorders in children of divorced children 2.83 and 0.37, respectively, and in normal children 20, respectively. 1.1 and 0.40, also the mean and standard deviation of secure attachment in children of divorced children were 4.86 and 0.73, respectively, in normal children were 7.86 and 0.77, respectively, the mean and standard deviation of insecure attachment in children of divorced children were 8.40 and 0.56, respectively, in normal children 3.36 and 0.77, respectively, as well as the mean and standard deviation of avoidant attachment in children of divorced children 8.23 and 0.62, respectively, in normal children 4.20 and 0.96, respectively.

Table 2. Mbox test for the default homogeneity matrix of covariance

| P | F | Df2 | Df1 | Mbox | Variable |
|-------|------|------------|-----|--------|----------|
| 0.058 | 1.26 | 1048.0/192 | 105 | 178.53 | |

The contents of Table 2 show that the Mbox statistic is equal to (178.53) and the value of the F statistic is equal to (1.26). Significance level is equal to 0.038 and is

greater than 0.05. Therefore, the assumption of homogeneity of variance-covariance matrix is observe

Table 3. Bartlett sphericity test

| P | Df | | Variable |
|-------|-----|---------|----------|
| 0.000 | 104 | 30.3/36 | |

Bartlett sphericity test was used to check the default of homogeneity between dependent variables, the results of Table 3 show that these variables are homogeneous;

Because Bartlett index ($\chi = 303.36$) is calculated and is statistically significant at the level of $p < 0.05$.

Table 4. Leven test for homogeneity of variance of error

| P | df2 | df1 | Coefficient F | Variable |
|--------|-----|-----|---------------|---------------------|
| ./۸۹۹ | ۵۸ | ۱ | ./۰.۱۶ | ADHD |
| ./۹۱۱ | ۵۸ | ۱ | ./۰.۱۲ | Attention Deficit |
| ./۳۷۹ | ۵۸ | ۱ | ./۷۸۵ | odd |
| ./۸۱۱ | ۵۸ | ۱ | ./۵۸ | GAD |
| ./۵۷۶ | ۵۸ | ۱ | ./۳۱۷ | Phobi |
| ./۱.۹ | ۵۸ | ۱ | ۲/۶۴۶ | ocd |
| ./۲۴۶ | ۵۸ | ۱ | ۱/۳۷۶ | ptsd |
| ./۰.۰۱ | ۵۸ | ۱ | ./۰.۰۱ | Tice tore |
| ./۵۹۸ | ۵۸ | ۱ | ./۲۸۲ | depression |
| ./۰.۰۱ | ۵۸ | ۱ | ۱۴/۷۹۳ | sepration anxiety |
| ./۵۱۳ | ۵۸ | ۱ | ./۴۳۳ | disorder excretion |
| ./۷۵۶ | ۵۸ | ۱ | ./۰.۹۸ | Secure attachment |
| ./۰.۱۱ | ۵۸ | ۱ | ۶/۸۸۲ | Insecure attachment |

Leven test was used to test the same assumption of error variance; The contents of Table 4 show that the variance of error is homogeneous in the study groups, because the observed F related to this test is not

statistically significant in the studied variables at the level of $p < 0.05$; Therefore, the assumption of homogeneity of variance of error is also realized.

Table 5. Results of the multivariate covariance effect tangle table

| P | F | value | title of exam |
|--------|---------|--------|--------------------------|
| ./۰.۰۰ | ۱۸۱/۹.۰ | ./۹۸۳ | Pilay effect |
| ./۰.۰۰ | ۱۸۱/۹.۰ | ./۰.۱۷ | Wilks Lambda |
| ./۰.۰۰ | ۱۸۱/۹.۰ | ۵۶/۵ | Hoteling effect |
| ./۰.۰۰ | ۱۸۱/۹.۰ | ۵۶/۵ | The largest root of zinc |

The results of the four tests in Table 5 indicate that there is a significant difference between the groups (divorced children and normal children) in the research variables

($p < 0.0001$). To find this difference, multivariate analysis of variance was used. The results are shown in Table 6.

Table 6. Results of multivariate analysis of variance with the aim of determining the difference between behavioral disorders and attachment style in children of divorced and normal children

| P | F | mean | df | Total squares | dependent variable |
|---------|---------|---------|---------|---------------------|----------------------|
| ۳۵۳/۴۱ | ۵۱۰/۴۱ | ۱ | ۵۱۰/۴۱ | ADHD | ./۰.۰۱ |
| ۲۷۹/۴۰ | ۵۶۴/۲۶ | ۱ | ۵۶۴/۲۶ | Attention Deficit | ./۰.۰۱ |
| ۹۶۲/۵۲ | ۱۹۱۵/۳۵ | ۱ | ۱۹۱۵/۳۵ | odd | ./۰.۰۱ |
| ۱۲۹/۷۰ | ۲۲۰/۴۱ | ۱ | ۲۲۰/۴۱ | GAD | ./۰.۰۱ |
| ۱۹۸/۵۰ | ۹۱/۲۶ | ۱ | ۹۱/۲۶ | phobi | ./۰.۰۱ |
| ۱۲۶/۶۹ | ۷۴/۸۱ | ۱ | ۷۴/۸۱ | ocd | ./۰.۰۱ |
| ۱۳۵/۰۷ | ۸۱/۶۶ | ۱ | ۸۱/۶۶ | ptsd | ./۰.۰۱ |
| ۲۰۰/۲۷ | ۱۶۶/۶۶ | ۱ | ۱۶۶/۶۶ | Tice tore | ./۰.۰۱ |
| ۲۶۴/۸۱ | ۸۵/۰.۱ | ۱ | ۸۵/۰.۱ | depression | ./۰.۰۱ |
| ۳۷۰/۳۵ | ۲۵۶/۲۶ | ۱ | ۲۵۶/۲۶ | sepration anxiety | ./۰.۰۱ |
| ۲۵۸/۸۴ | ۴۰/۰.۱ | ۱ | ۴۰/۰.۱ | disorder excretion | ./۰.۰۱ |
| ۲۳۷/۷۵ | ۱۳۵/۰.۰ | ۱ | ۱۳۵/۰.۰ | Secure attachment | ./۰.۰۱ |
| ۶۴۵/۱.۰ | ۳۸۰/۰.۱ | ۱ | ۳۸۰/۰.۱ | Insecure attachment | ./۰.۰۱ |
| /۰.۰۱ | ۳۷۰/۸۲ | ۲۴۴/۰.۱ | ۱ | ۲۴۴/۰.۱ | Avoidance attachment |

According to the results of the above table, there is a significant difference between the two groups (divorced and normal children) in all variables. In the components of hyperactivity, attention deficit disorder, coping disobedience disorder, generalized anxiety disorder, specific morbid fears, obsessive thoughts and actions, post-traumatic stress disorder, vocal and motor

tics, depression, separation anxiety disorder, repulsive disorders, unattached attachment Safe and avoidant attachment The score of divorced children was significantly ($p < 0.001$) higher than that of normal children; However, in the component of secure attachment, the score of normal children is higher than that of

divorced children ($p < 0.001$) and this difference is statistically significant.

Discussion

The results of the present study showed that behavioral disorders in children of divorced children are more than normal children and this result is consistent with the findings of Abbasi et al. (1398), Moradi and Akhane (1398), John Stoke et al. (2019) and Mutatiano (2015). . Explaining the results of the present study, it can be said that the more families are involved, the higher the likelihood of instability. Most of this anger is directed at the absent parent and those around them that affect the separation and the custodial parent. Anger is a strong emotion in a person and occurs when a person feels that the fulfillment of his needs, desires and goals has been encountered by a person or persons (Reese, 2009); Researchers also believe that adolescents who become disturbed and upset as a result of traumatic events such as divorce experience a sense of anger and loss (Oaklander, 2018; Walkers, 2012). Children experience a kind of fear and apprehension after the divorce and after the events that took place during and after the separation process (Skunfelder, 2011; Zeinst Meister, 1997). Trust in parents, intimate people, depends to a large extent on the primary relationship, especially the parent-child relationship (King, 2002). Divorce is one of the most important and malignant harms and problems of families in industrialized or transitional societies, such as Iran.

The relationship between divorce and psychological harm to children and adolescents cannot be ignored, but it must be acknowledged that divorce and separation have adverse effects on children. Examination of children whose parents have been separated shows that the

psychological damage inflicted on these children and adolescents is very severe (Shokrbeigi, 2006).

Also, the results of the present study showed that insecure and avoidant attachment is higher in divorced children, but secure attachment is higher in normal children, which is in line with the findings of the study of Ismailpour et al. (2015) and Bromayo and Cranes (2010) are consistent. Explaining the results of the present study, it can be said that divorce or unwillingness is a phenomenon that is increasing day by day and more and more children are deprived of the blessings of warm and stable families, so families as the core system of society, is no longer necessary. They do not have the capacity to transmit the values that shape society. Unfortunately, all strategies and recommendations to reduce or mitigate the negative effects of parental separation on children return to the home and parents, while the family structure as a result of divorce loses its effectiveness and adequacy as the main focus to support and help children grow. Children of divorced children experience more internalizing and externalizing behaviors than children of normal families due to the experience of constant conflict and differences, and because of this, they do not have the general flexibility to determine the optimal way to deal with stress. They use avoidance in their relationships. Attachment theory describes individual differences in children and adults. Attachment means creating deep emotional bonds with certain people throughout life in such a way that interacting with them causes feelings of joy and happiness and also causes relaxation in times of stress (Dadashzadeh et al., 2018). Attachment theory is a phenomenon that has been widely studied and examines the links between infants and their caregivers.

Researchers have extensively investigated these links and research has shown that insecure attachment styles can lead to anxiety disorders throughout life. While a secure attachment style can help people regulate anxiety and other negative emotions (Julian, 2020). It can also be said that divorce reduces a child's confidence in who the attachment figures are and where they are, as well as their perception of acceptance in terms of attachment figures, accessibility, responsiveness and sensitivity of attachment figures, and affect the child's secure attachment. When the family disrupts its functioning and vital part after divorce, the responsibility of the school as the only structure and center of support for children in the developmental period occupies an important place, because the level of injuries caused by divorce for children and on a larger scale. Community, assistance and cooperation of family and educational organs are avoidable. What should be stated as a general conclusion of this research is that awareness and support for the divorced child should be taken, such as providing counseling such as providing various parenting counseling, various support workshops, such as basic life skills, etc. for divorced parents. Extracurricular programs and counseling, social skills training, and the provision of recreational and leisure programs for those children, as well as parenting laws for divorced parents, should allow for more parental visits and support for both parents. Provide the child. One of the limitations of the research was that the research sample was specific to children of divorced and normal children in Tabriz, so that the results should be generalized to other communities with caution. Is also one of the main limitations of this research. Also in this research, non-random sampling method was used, which has its own limitations. It is suggested that

researchers achieve more generalizable results by randomly selecting the sample, and also in subsequent research to use several other test methods simultaneously (such as clinical interview, practical test) and use different populations and ages to complete the information.

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