

# The Influence of Parent–Child Triangulation on Adolescent Psychological Resilience

<sup>1</sup>Minhui Zhang, Guifang Fu<sup>2\*</sup>

<sup>1</sup>, Foshan Lingnan Art Experimental Middle School, Foshan, China

<sup>2</sup>, Department of Applied Psychology, School of Public Administration, Guangdong University of Foreign Studies, Canton, China

<sup>2\*</sup> **Corresponding Author: Guifang Fu,**

Department of Applied Psychology, Guangdong University of Foreign Studies, Guangzhou, 510006, China

**Abstract:** Psychological resilience is the theoretical construction of mental health protection, promotion and recovery, responsible for maintaining and stabilizing mental health. The different types of parent-child triangulation formed by "father-child-mother" are the direct factors affecting the psychological resilience of adolescents. Among them, the scapegoating and cross-generational coalition in the parent-child triangle have a negative impact on the psychological resilience of teenagers, and the parentification has a positive impact in the Chinese cultural background.

**keyword:** mental health; parent-child triangulation; psychological resilience; adolescent

The mental health work of children and adolescents is an important public health issue concerning the future of the country and the nation. In recent years, practitioners in the field of education and researchers majoring in psychology and pedagogy have increasingly realized that the level of psychological resilience is the key personal factor affecting the mental health and crisis events of children and adolescents. Many empirical studies have found that trait resilience is significantly associated with mental health, specifically, when individuals have higher levels of trait resilience, they tend to have higher life satisfaction, positive emotions, and less depression, anxiety, etc (Hu et al., 2015). Moreover, the protective factors of psychological resilience can moderate the effects of tonic stimulation, contribute to mental health and prevent the development of psychopathology (Hjemdal et al., 2011).

As shown in the development of the resilience model, resilience consists of multiple systems, including personal characteristics, family support, supporters or institutions outside the family (Atwool, 2006; Luthar et al., 2000b). However, in view of the family support factors that affect psychological resilience, researchers mostly start from the perspective of family binary relationship, and less consider the role of ternary relationship :

parent-child triangle relationship, especially the role of different dimensions of parent-child triangle relationship. According to the "system theory of family", couples in conflict are likely to pull third party children into their unstable binary relationship, in order to avoid the escalation of conflict through ternary relationship(Gao Wen, et al., 2019), Due to the enhancement of reasoning ability, critical thinking and decision-making ability, teenagers objectively have the conditions to get involved in parental conflict(Khaleque et al., 2015). Therefore, the influence of parent-child triangle relationship on adolescent psychological resilience has practical significance and important value. It should be noted that in the cross-cultural context, the influence of different dimensions of the paternity triangle on the ternary relationship may differ, with different effects on psychological resilience.

In conclusion, this paper discusses the effects of different dimensions of parent-child triangle (scapegoating, cross-generational coalition and parentification) on adolescent resilience, so as to provide useful suggestions for the improvement of adolescent resilience and the promotion of mental health.

### **I. Psychological elasticity**

The study of psychological resilience originated in the 1970s(Horn et al., 2016; Horn & Feder, 2018). Among them, the study of children with schizophrenia plays a crucial role in making resilience a major theoretical and research topic. And the Werners study of Hawaiian children further expands the research context of psychological resilience(Luthar et al., 2000 b), Such as abuse, community violence, and chronic diseases(Harvey & Delfabbro, 2004; Horn et al., 2016). Early studies have mainly focused on the personal qualities of resilient children, such as autonomy or high self-esteem. With the development of research in this field, researchers increasingly realize that psychological resilience may be related to individual external factors(Luthar et al., 2000 b). At present, the research of psychological resilience mainly focuses on three aspects, one is the research of psychological resilience in genetics and biology, the second is the focus of the work from identifying the key factors related to psychological resilience to understanding its potential operation mechanism, and the third is the intervention research of psychological resilience.

#### **1.1 Meaning of psychological resilience**

Psychological resilience is also known as psychological toughness, stress resilience, resilience, pressure bomb(Xue Bing, et al., 2021). It is a complex structure with different definitions for different individuals, families, organizational, social and cultural backgrounds(Southwick et al., 2014). At present, the definition of psychological resilience is mainly divided into three perspectives: characteristics, results, and process. From a trait perspective, psychological resilience is an individual trait that helps individuals cope with adversity and achieve good adjustment and development. From an outcome perspective, resilience is a positive outcome in function or behavior after an individual experience adversity. From the perspective of process, psychological resilience is a functional process in which individuals adjust in an adaptive way to successfully respond to challenges and changes(Hu et al., 2015; Liu et al., 2020). In order to make the concept of psychological resilience widely applied in the fields of research, policy, and practice, some researchers define it as the process of effective coordination, adaptation, management of stress or trauma from the perspective of multiple disciplines(Windle, 2011). Although the definition of resilience varies, researchers generally believe that the

concept implies three key components: (1) exposure to significant adversity or risk; (2) having assets or resources to offset the effects of adversity; and (3) positive adaptation or avoidance of negative outcomes (Harvey & Delfabbro, 2004; Luthar et al., 2000 b; Windle, 2011).

It is worth noting that in recent years, more and more researchers have begun to use qualified terms in the study of psychological resilience, such as academic resilience, emotional resilience, cognitive resilience, and behavioral resilience. This is because researchers have not yet found a universal rule related to psychological resilience, believing that its determinants may vary depending on the environment and specific challenges (Southwick et al., 2014; Windle, 2011). That is to say, there is a certain consistency in psychological resilience in similar areas, but not in different areas. Relevant studies suggest that among adolescents who have experienced significant adversity, those who clearly show successful adaptation often struggle with hidden psychological difficulties, such as depression and post-traumatic stress disorder (Luthar et al., 2000 b).

Different researchers hold different views about the dimensions of psychological resilience. From the trait definition, After Yu (2007) and analysis of subjects from multiple social strata in mainland China, Psychological resilience is divided into three dimensions: tenacity, self-improvement and optimism; From the outcome definition, Wagnild (1993) For the psychological status of widowed elderly women, It puts forward five dimensions of persistence, self-confidence, meaningful life experience, sense of ease and calmness; Starting from the process definition, Hu Yueqin (2008) and others studied Chinese adolescents, Proposed the five dimensions of psychological resilience, They are target focus, emotional control, positive cognition, family support, and interpersonal assistance (Liu Furong, et al., 2015).

### ***1.2. Function of psychological resilience***

Psychological resilience, although associated with individual exposure to risk, focuses on strength rather than deficit and maximizes the potential and well-being of at-risk individuals rather than the presence of serious mental illness (Fergus & Zimmerman, 2005; Luthar et al., 2000 a). Indeed, a large number of studies have linked resilience to positive health outcomes, involving biological functions such as cellular resilience in various biophysical markers; social coping skills such as various coping strategies, and supportive socio-ecological environments such as gaining support outside the family (Liu et al., 2020). In addition, it have found that resilience can have an impact on individuals mental health through three mechanisms: recovery, protection, and promotion.

### ***1.3 Biological basis of psychological resilience***

Research on the genetics and biology of psychological resilience has developed rapidly in recent years. Numerous studies have begun to gradually define the genetic, epigenetic, neural, and environmental bases of resilience, and show that resilience is mediated by adaptive changes, including environmental factors, neural circuits, numerous neurotransmitters, and molecular pathways. For example, for example, FKBP 5 is a chaperone protein that participates in regulating stress-related psychological processes by modulating the sensitivity of glucocorticoid receptors to circulating cortisol (Horn et al., 2016). Epigenetically related, DNA methylation and histone modifications can alter gene expression to prepare individuals for environmental

challenges in the future(Hornor, 2017). In neurobiology, the HPA axis and the locus coeruleus-norepinephrine system are key components of the stress response system, which enable organisms to respond and adapt in the face of stress(Horn & Feder, 2018); The hippocampus is an important brain area, and oxytocin may enhance resilience by acting on the hippocampus(Xue Bing, et al., 2021). It can be seen that genetics is the main factor affecting psychological resilience. By studying the biological basis of psychological resilience, we can better understand the complex mechanism of individual differences and environmental factors affecting psychological resilience, so as to provide effective intervention strategies for improving psychological resilience.

#### ***1.4 Measurement of psychological resilience***

Psychological resilience is mostly measured by using mental scales, The most commonly used scale is the Conner-Davidson Resilience Scale (CD-RISC), Resilience Scale (RS), the Resilience Scale for Adults (RSA), Resilience Scale for Chinese Adolescents (RSCA) . Among them, CD-RISC was compiled by Conner et al. in 2003, with a Cronbach's alpha coefficient of 0.89 and a test-retest reliability of 0.87; RS-25 was compiled by Wagnild in 1993, with a Cronbach's alpha coefficient of 0.90; RSA was compiled by Friberg et al. in 2003 and revised in 2005, with Cronbach's alpha coefficients ranging from 0.67 to 0.90(Liu Furong, et al., 2015).

In addition to the scale, some researchers began to use psychological and physiological measures to assess individual resilience in the laboratory environment. Specifically, measuring a subjects physiological baseline levels before exposure to a stressor serves as a comparison baseline to clearly identify the relationship between a specific stressor and evoked responses. This process provides a clear illustration of the stressors, outcomes and temporal relationships between them, pointing out the nature of resilience and its processes(Seery & Quinton, 2016). In the experiment, stressors included simple stimuli (e. g. pain), complex information (e. g. aversive tasks, movies or text), and assessment tools included blood pressure, heart rate, respiration, electroskin, stress hormones, immune function, gene methylation, etc(Davydov et al., 2010; Southwick et al., 2014; Cui Lixia et al., 2012; Zhang Jiajia et al., 2011).

#### ***1.5 Factors of psychological resilience***

The determinants of psychological resilience include genetic, biological, psychological, family, community, social, etc., which may interact when individuals are exposed to specific environmental hazards(Davydov et al., 2010). At present, the researchers mainly divide them into two levels and three factors. The two levels refer to the assets and resources owned by the individual, respectively. Assets are positive factors existing within the individual, such as ability, self-efficacy, and coping skills; Resources are positive factors outside the individual, such as parental support, which place psychological resilience in a more ecological context and emphasize the impact of social environment on individual health and development(Fergus & Zimmerman, 2005). The two levels can be further divided into three factors, namely, personal characteristics, such as temperament, self-esteem, self-efficacy, etc. In the study of age and gender differences, the results are still different(Xin Yong, et al., 2019); Family support, such as family cohesion, parental support; supporters or institutions outside the family, such as peer friendship, school atmosphere, social capital, political system, economic factors(Atwool, 2006; Windle, 2011). Due to the advancement of cross-cultural research, Ungar (2003) listed culture as the

fourth factor (Atwool, 2006). It is important to note that although there are many factors affecting psychological elasticity, but the formation of effective psychological elasticity requires individuals to establish a balance between adversity and prosperity, in other words, avoid all stressors and excessive exposure to stressors cannot form elasticity, only exposed in controllable, non-traumatic stress, can enhance elasticity, achieve stress inoculation (Davydov et al., 2010; Horn & Feder, 2018; Seery & Quinton, 2016).

From relevant empirical research, self-concept in cognition (Cai Dan et al., 2018), self-esteem (Chai Xiaoyun et al., 2018), theory of mind (Zeng Tiande et al., 2019), hope, self-efficacy (Gillespie et al., 2007), rumination (Zhang Dan et al., 2021), positive emotions in emotions (Fredrickson et al., 2003; Horn & Feder, 2018), and coping in willpower (Gillespie et al., 2007) can predict an individual's psychological resilience as personal assets. As self-differentiation has become a research topic in psychology, researchers have found a positive relationship between self-differentiation and resilience, which may be because individuals with high self-differentiation tend to have good emotional control, problem-solving skills, and higher life satisfaction (Yanyan Wang, 2014). In individual resources, positive social relationships are able to promote resilience (Horn & Feder, 2018; Hornor, 2017), Social support from the family and other members is a major influencing factor in the development of individual psychological resilience (Xin Yong, et al., 2019). Studies found that attachment quality in the family system (Atwool, 2006; Wang Jiangyang, et al., 2020), Parent-child relationship, parenting style (Dong and Mei et al., 2020), parent-child triangle relationship (An Qin, Man Xiaochen, 2018) and family resilience (Liu Huijun, Bu Tong, 2020), home environment (Bradley et al., 2013), Family function (Wang Qiuying, et al., 2020). All of these factors play an important role in the development of individual psychological resilience. However, outside of the family, positive relationships with peers are an important indicator to predict individual resilience (Horn & Feder, 2018).

### ***1.6 Intervention study of psychological resilience***

The comprehensive meta-analysis of Jenny et al. (2020) found that there is still a lack of "consensus framework" for psychological resilience intervention, and its effect is affected by the age, gender, risk exposure, intervention duration and intervention method (Liu et al., 2020). Studies of the mechanisms underlying the action of protective factors is considered necessary to provide appropriate preventive intervention strategies for individuals in adversity (Luthar et al., 2000 b), Therefore, current intervention strategies regardless target adolescents, special occupational groups or PTSD population (Horn & Feder, 2018), Or from the macro and micro perspective (Hornor, 2017), All revolve around three factors affecting resilience (personal characteristics, family support, supporters or institutions outside the family). However, as neurobiology evolves, new pharmacological treatments are also beginning to play a role in the personal characteristics of psychological resilience (Horn et al., 2016). During the intervention, personal characteristic factors were mainly improved by focusing on mindfulness, positive cognitive reevaluation, emotional regulation, meaning creation, life goals, and obtaining social support. Targeted family support, focusing on improving parenting skills and attachment models, strengthening family ties, and improving caregivers responsiveness. In a school-based intervention, enhance support in the natural social network and centered on 5C (competence, confidence, connection,

personality, care)(Horn & Feder, 2018); More macroscopically speaking, start from the social and economic policy level(Hornor, 2017). However, meta-analysis of resilience interventions found the best effect on action (i. e., functional or performance-related activity outcomes) and little effect on biophysics (e. g., heart rate, blood pressure, cortisol)(Liu et al., 2020).

## **II. Parent-child triangulation**

The concept of parent-child triangulation was first proposed by Bowen, a famous American psychotherapy expert, in 1966. It is one of the conceptual cornerstones of systemic therapy, and represents the fundamental change from linear thinking to systematic thinking, that is, not individual or binary relationship, but ternary relationship is the basic construction of family life(Dallos et al., 2016). Bowen (1988) also believes that the minimum relationship unit of emotional stability is a triangle composed of three individuals. That is, when stress increases, a third person is involved to reduce the anxiety generated in the two-person system. Therefore, some triangle relationships in family interactions are normal, even healthy, because the participation of a third party can support a couple to overcome deadlock and cope with stress, allowing the family unit to achieve a stable emotional balance. However, when this triangle persists, it prevents open and effective interactions between the three parties(Pedro et al., 2015; Peleg, 2014; Ross et al., 2016).

### **2.1 Meaning and type of parent-child triangulation**

Some researchers define the parent-child triangulation as the construction of a family system where parents introduce their children due to marital conflicts to resolve the stress, anxiety or tension between couples(Buehler et al., 2009). Chinese scholar Wang Meiping et al. define the parent-child triangle as the three-person relationship of "father-child-mother" formed when parents conflict and children are actively or passively involved to reduce or transfer anxiety and tension(Wang Meiping, Wang Zhaona, 2015).

With the deepening of the research, the researchers further refined the parent-child triangulation into three types: scapegoating, cross-generational coalition and parentification(Wang Meiping, Wang Zhaona, 2014). Some researchers believe that the three types of parent-child triangulation are related to the development stage of the individual. When individuals are in the young childhood stage, For the conflict between the parents, They will respond in ways such as crying, restlessness, or vomiting, And shifting parents attention from their strained relationship to their problems, Yet this in turn strengthens problematic behavior in children, Develop it into a "scapegoating"; With the development of language abilities, Individuals have enough emotional and verbal capacity, So more likely to be drawn by one of the parents to fight against the other, Thus forming a "cross-generational coalition"; In the face of the "reckless" behavior of one of the parents seeking emotion and stimulation, More mature individuals begin to become caregivers of the other parents, Help them cope with stress in life and relationships with their spouses, Then form the "parentification" parent-child triangulation(Smalley et al., 2017). In general, the scapegoating means the parents uniting to care for or discipline their children; the cross-generational coalition means that one parent and the child uniting against the other; and the parentification means that the child places their emotional needs secondary to providing emotional support and comfort to the parents(Wang Meiping, Wang Zhaona, 2015).

## **2.2 The influence of the parent-child triangle relationship**

In the context of western research, scapegoating, cross-generational coalition and parentification are usually regarded as negative parent-child triangulation. Studies have shown that adolescents in the parent-child triangulation are at greater risk of internalizing and externalizing problems (Franck & Buehler, 2007). Internalizing problems include attachment anxiety (Dallos et al., 2016; Ross et al., 2016), Social withdrawal, depression, and anxiety (Pedro et al., 2015; Willis et al., 2021), Low self-efficacy, low self-differentiation (Peleg, 2014; Peleg & Idan-Biton, 2020), Low happiness (Buehler & Welsh, 2009), Low self-esteem (Fosco et al., 2016), Borderline personality disorder (Vanwoerden et al., 2017). The externalizing problems include parent-child conflict and substance use (Willis et al., 2021), apositia (Smalley et al., 2017), Poor peer relationships (Buehler et al., 2009), Poor academic performance (Dallos et al., 2016) and Negative coping style (Deng Linyuan, et al., 2017).

In the cultural background of Chinese culture, scholars studies have found that the role of parent-child triangulation is actually different, which mainly refers to the cross-cultural differences in the influence of parenting on the development of teenagers. For example, research have found that parentification can improve Chinese teenagers self-esteem, develop their adaptability and coping ability, promote them to have better interpersonal relationships and reduce their psychological and behavioral problems (Deng Linyuan, et al., 2017). This suggests to us that paternity may be a positive parent-child triangulation in China.

### **III. The influence of the parent-child triangulation on the psychological resilience**

According to the Brownfen Brenner ecosystem theory, the family is an important direct environment affecting the psychological function of the individual, and the effectiveness of its development and the possibility of results depend on the support or destructive effect of the third party on the binary parent-child model in the environment (Bronfenbrenner, 1979).

At present, there are few studies on the parent-child triangulation and psychological elasticity, only an Qin (2018) and other scholars have studied it, and the results show that the parent-child triangulation is negatively related to the psychological elasticity of middle school students, that is, the higher the parent-child triangulation of middle school students, the lower the level of psychological elasticity (An Qin, Man Xiaochen, 2018). However, when examining the effect of parent-child triangulation on psychological resilience, the study only took the former as a whole and did not consider the role of scapegoating, cross-generational coalition and parentification, respectively. It is worth noting that cross-cultural studies have found that the role of different dimensions of the parent-child triangulation is not completely consistent. A study of Chinese teenagers found that scapegoating and cross-generational coalition may reflect the destructive influence of parent-child triangulation, and parentification may reflect the mutual effect of parent-child triangulation, that is, scapegoating and cross-generational coalition can directly negatively predict the psychological elasticity of teenagers; parentification can directly predict the psychological elasticity of teenagers.

#### **3.1 Effect of scapegoating on adolescent resilience**

When teenagers become scapegoating, they will generate a large number of negative emotional reactions

related to themselves (Buehler&Welsh, 2009), which can lead to a decrease in self-esteem (Song Shanshan, 2019) and self-efficacy (Peleg&Idan Biton, 2020), resulting in a "debt" of individual psychological assets. At the same time, the scapegoating often encounters the double destruction of the mother-son relationship and the father-son relationship (Gao Wen, et al., 2019). This means that there is also a huge gap in resilient individual resources, namely support, understanding and care from parents. In the absence of both assets and resources, the resilience of the scapegoating is naturally suppressed. That is to say, scapegoating teenagers may see themselves as the initiator of their parents marital conflicts, or reduce self-esteem, which will become the negative asset affecting the individual psychological resilience of parents. In addition, scapegoating often means the deterioration of the relationship with the parents, and the collapse of this important social support will cause the negative resources affecting the individual psychological resilience.

### **3.2 Impact of cross-generational coalition on adolescent resilience**

Parental conflict is a prerequisite for the cross-generational coalition. Therefore, when teenagers are involved in the cross-generational coalition, they have first suffered many uneasiness and helplessness caused by the conflict between family members (Wang Qiuying, et al., 2020). And the alliance with the parents, and they have to face the loyalty split with the parents, which will not only make the individual experience anxiety, depression, withdrawal and other psychological distress (Buehler & Welsh, 2009), can also induce decreased parenting sensitivity or parenting style or negative parenting style (Gao Wen, et al., 2019). It can be said that negative emotional response and negative parent-child relationship with one parent represent individual negative assets and resources, which are important reasons to inhibit the development of psychological resilience of cross-generational alliances. In other words, teenagers in cross-generational coalition, the alliance with parents means the "negative" of the other parents, which will not only lead to loyalty split, but also lead to the division of their own identity, because he can not with the other parents in physiological or social identity, and the parents "solidarity", will make it into sad, or angry negative emotions, which will cause damage to the individual psychological resilient assets; in addition, with parents means to abandon good parent-child relationship with the other parents, which will also cause the reduction of individual psychological flexibility resources.

### **3.3 The effect of parentification on adolescent resilience**

Previous studies believe that the advantages and disadvantages of the parent-child triangulation mainly depend on whether the three-way relationship really solves the problem of both husband and wife (Pedro et al., 2015), Whether it hinders the open and effective interaction between the three parties (Peleg, 2014). In western countries, parentification means the reversal of the role between parents and children, and children neglect or suppress their emotions and needs, and instead assume the responsibility and role of taking care of family or life that should be assumed by the parents. In China, parentification is a positive "attitude" that children are willing to take responsibility for their families. It not only has no negative impact, but also brings positive effects because it is consistent with the cultural value orientation (Zhao Yunlong, Gao Zuhui, 2016), Such as an improved self-esteem (Song Shan Shan, 2019). Therefore, in the cultural context of Western individualism,



parentification may mean the loss of autonomy and personality, and thus have a negative impact on psychological resilience. In China, relatives can help parents overcome deadlock and cope with stress (Pedro et al., 2015). And conflict resolution, this process will not only improve the individuals internal assets such as existence, but also improve the external resources such as individual security because the family achieves a stable emotional balance again.

#### IV. Summary

The physical, psychological, cognitive and social environment of adolescents are undergoing rapid and drastic changes, which leads to more complex stressors and gradually increased stressful experience. However, because teenagers are inexperienced in dealing with stress, they can often cause depression, self-injury, suicide, and mental health problems such as smoking and Internet addiction. Therefore, a better understanding of the influencing factors of psychological resilience has a positive guiding significance for adolescent psychological resilience training and the promotion of mental health development. Existing research suggests us that when children inevitably feel parents marriage conflict, should calmly active communication between parents, quickly and efficiently negotiate the compromise strategy to solve the problem, set an example for children actively solve interpersonal conflicts, rather than pull children into the "team" or as a punching bag, to avoid solve the problem of their own relationship. In addition, in eastern countries such as China, parents can properly cultivate their childrens sense of family responsibility, and work together with them to face and solve some problems or difficulties that can improve their self-efficacy and strengthen their positive coping style.

#### References

- [1] An Qin, Man Xiaochen. (2018). The role of psychological elasticity and parent-child triangle relationship and self-differentiation among middle school students. *Secondary School Hygiene*, 39 (10), 14861488. <https://doi.org/10.16835/j.cnki.1000-9817.2018.10.013>
- [2] Atwool, N. (2006). Attachment and resilience: Implications for children in care. *Child Care in Practice*, 12(4), 315–330. <https://doi.org/10.1080/13575270600863226>
- [3] Bradley, B., Davis, T. A., Wingo, A. P., Mercer, K. B., & Ressler, K. J. (2013). Family environment and adult resilience: Contributions of positive parenting and the oxytocin receptor gene. *European Journal of Psychotraumatology*, 4(SUPPL.), 1–10. <https://doi.org/10.3402/ejpt.v4i0.21659>
- [4] Bronfenbrenner, U. (1979). Contexts of child rearing: Problems and prospects. *American Psychologist*, 34(10), 844–850. <https://doi.org/10.1037/0003-066X.34.10.844>
- [5] Buehler, C., Franck, K. L., & Cook, E. C. (2009). Adolescents' triangulation in marital conflict and peer relations. *Journal of Research on Adolescence*, 19(4), 669–689. <https://doi.org/10.1111/j.1532-7795.2009.00616.x>
- [6] Buehler, C., & Welsh, D. P. (2009). A Process Model of Adolescents' Triangulation Into Parents' Marital Conflict: The Role of Emotional Reactivity. *Journal of Family Psychology*, 23(2), 167–180. <https://doi.org/10.1037/a0014976>
- [7] Chai Xiaoyun, Guo Haiying, Lin Danhua, Liu Ying, Su Shuang. (2018). Effect of emotion regulation

- strategies on subjective well-being in migrant children: a sequential mediation of self-esteem and resilience. *Psychological science*, 41 (1), 7176. <https://doi.org/10.16719/j.cnki.1671-6981.20180111>
- [8] CAI Dan, Wang Fengjuan, Zhao Jialin. (2018). Adolescent resilience and self-concept: a cross-lag analysis of one-year tracking. *Psychological science*, 41 (4), 856861. <https://doi.org/10.16719/j.cnki.1671-6981.20180414>
- [9] Cui Lixia, Yin Le, Lei Li. (2012). The relationship between resilience and stress adaptation: an experimental study of the mediating effects of positive emotions. *Psychological development and education*. <https://doi.org/10.16187/j.cnki.issn1001-4918.2012.03.013>
- [10] Dallos, R., Lakus, K., Cahart, M. S., & McKenzie, R. (2016). Becoming invisible: The effect of triangulation on children's well-being. *Clinical Child Psychology and Psychiatry*, 21(3), 461–476. <https://doi.org/10.1177/1359104515615640>
- [11] Davydov, D. M., Stewart, R., Ritchie, K., & Chaudieu, I. (2010). Resilience and mental health. *Clinical Psychology Review*, 30(5), 479–495. <https://doi.org/10.1016/j.cpr.2010.03.003>
- [12] Deng Linyuan, Xu Rui, Fang Xiaoyi. (2017). The relationship between parental conflict, parent-child triangle, and adolescent coping styles. *Journal of Beijing Normal University (Social Science Edition)*, 8391. <http://marefateadyan.nashriyat.ir/node/150>
- [13] Dong Hemei, Zhou Chen, Hou Yanan, Zhao Lei, Wei Shuhua. (2020). The relationship between peer aggression and aggression in left-behind junior high school students: chain multiple mediation model. *Psychological Development and Education*, 36 (5), 615623. <https://doi.org/10.16187/j.cnki.issn1001-4918.2020.05.13>
- [14] Fergus, S., & Zimmerman, M. A. (2005). Adolescent resilience: A framework for understanding healthy development in the face of risk. *Annual Review of Public Health*, 26, 399–419. <https://doi.org/10.1146/annurev.publhealth.26.021304.144357>
- [15] Fosco, G. M., Xia, M., Lynn, M. G., & Grych, J. H. (2016). Triangulation and Parent–Adolescent Relationships: Implications for Adolescent Dating Competence and Abuse. *Journal of Research on Adolescence*, 26(3), 524–537. <https://doi.org/10.1111/jora.12210>
- [16] Fredrickson, B. L., Tugade, M. M., Waugh, C. E., & Larkin, G. R. (2003). What Good Are Positive Emotions in Crises? A Prospective Study of Resilience and Emotions Following the Terrorist attacks on the United States on September 11th, 2001. *Journal of Personality and Social Psychology*, 84(2), 365–376. <https://doi.org/10.1037/0022-3514.84.2.365>
- [17] Franck, K. L., & Buehler, C. (2007). A Family Process Model of Marital Hostility, Parental Depressive Affect, and Early Adolescent Problem Behavior: The Roles of Triangulation and Parental Warmth. *Journal of Family Psychology*, 21(4), 614–625. <https://doi.org/10.1037/0893-3200.21.4.614>
- [18] Gao Wen, Wang Yuhong, Fang Zhen, Liu Mingyan. (2019). The role of parent-child triangle and psychological resilience between parental conflict and adolescent problem behavior: a moderated mediation model. *Psychological Development and Education*, 35 (6), 729739. <https://doi.org/10.16187/j.cnki.issn1001-4918.2019.06.013>

issn1001-4918.2019.06.10

- [19] Gillespie, B. M., Chaboyer, W., Wallis, M., & Grimbeek, P. (2007). Resilience in the operating room: Developing and testing of a resilience model. *Journal of Advanced Nursing*, 59(4), 427–438. <https://doi.org/10.1111/j.1365-2648.2007.04340.x>
- [20] Harvey, J., & Delfabbro, P. H. (2004). Psychological resilience in disadvantaged youth: A critical overview. *Australian Psychologist*, 39(1), 3–13. <https://doi.org/10.1080/00050060410001660281>
- [21] Hjerdal, O., Vogel, P. A., Solem, S., Hagen, K., & Stiles, T. C. (2011). The relationship between resilience and levels of anxiety, depression, and obsessive-compulsive symptoms in adolescents. *Clinical Psychology and Psychotherapy*, 18(4), 314–321. <https://doi.org/10.1002/cpp.719>
- [22] Horn, S. R., Charney, D. S., & Feder, A. (2016). Understanding resilience: New approaches for preventing and treating PTSD. *Experimental Neurology*, 284, 119–132. <https://doi.org/10.1016/j.expneurol.2016.07.002>
- [23] Horn, S. R., & Feder, A. (2018). Understanding Resilience and Preventing and Treating PTSD. *Harvard Review of Psychiatry*, 26(3), 158–174. <https://doi.org/10.1097/HRP.0000000000000194>
- [24] Hornor, G. (2017). Resilience. *Journal of Pediatric Health Care*, 31(3), 384–390. <https://doi.org/10.1016/j.pedhc.2016.09.005>
- [25] Hu, T., Zhang, D., & Wang, J. (2015). A meta-analysis of the trait resilience and mental health. *Personality and Individual Differences*, 76, 18–27. <https://doi.org/10.1016/j.paid.2014.11.039>
- [26] Khaleque, A., Kamal, M., & Anjuman, U. (2015). Cognitive and Contextual Factors Mediating the Relation Between Interparental Conflict and Adolescents' Psychological Maladjustment. *Journal of Child and Family Studies*. <https://doi.org/10.1007/s10826-015-0247-y>
- [27] Liu, J. J. W., Ein, N., Gervasio, J., Battaion, M., Reed, M., & Vickers, K. (2020). Comprehensive meta-analysis of resilience interventions. *Clinical Psychology Review*, 82(August), 101919. <https://doi.org/10.1016/j.cpr.2020.101919>
- [28] Liu Furong, Li Xiaojin, Li Wenji. (2015). Research progress of psychological resilience assessment tools. *Nursing research*, 29,32113213. <https://doi.org/10.3969/j.issn.1009-6493.2015.26.003>
- [29] Liu Huijun, Bu Tong. (2020). Effects of family resilience on depression: a partial mediation of individual psychological resilience. *Psychological and Behavioral Research*, 18 (1), 7277.
- [30] Luthar, S. S., Cicchetti, D., & Becker, B. (2000a). Research on resilience: Response to commentaries. *Child Development*, 71(3), 573–575. <https://doi.org/10.1111/1467-8624.00168>
- [31] Luthar, S. S., Cicchetti, D., & Becker, B. (2000b). The construct of resilience: A critical evaluation and guidelines for future work. *Child Development*, 71(3), 543–562. <https://doi.org/10.1111/1467-8624.00164>
- [32] Pedro, M. F., Ribeiro, T., & Shelton, K. H. (2015). Romantic Attachment and Family Functioning: The Mediating Role of Marital Satisfaction. *Journal of Child and Family Studies*, 24(11), 3482–3495. <https://doi.org/10.1007/s10826-015-0150-6>
- [33] Peleg, O., & Idan-Biton, M. (2020). Self-efficacy: familial and cultural perspectives. *British Journal of*

- Guidance and Counselling, 48(5), 709–723. <https://doi.org/10.1080/03069885.2018.1551517>
- [34] Peleg, O. (2014). The relationships between stressful life events during childhood and differentiation of self and intergenerational triangulation in adulthood. *International Journal of Psychology*, 49(6), 462–470. <https://doi.org/10.1002/ijop.12054>
- [35] Ross, A. S., Hinshaw, A. B., & Murdock, N. L. (2016). Integrating the Relational Matrix: Attachment Style, Differentiation of Self, Triangulation, and Experiential Avoidance. *Contemporary Family Therapy*, 38(4), 400–411. <https://doi.org/10.1007/s10591-016-9395-5>
- [36] Smalley, V., Dallos, R., & McKenzie, R. (2017). Young Women’s Experience of Anorexia, Family Dynamics and Triangulation. *Contemporary Family Therapy*, 39(1), 31–42. <https://doi.org/10.1007/s10591-016-9398-2>
- [37] Seery, M. D., & Quinton, W. J. (2016). Understanding Resilience: From Negative Life Events to Everyday Stressors. In *Advances in Experimental Social Psychology* (1st ed., Vol. 54). Elsevier Inc. <https://doi.org/10.1016/bs.aesp.2016.02.002>
- [38] Song Shanshan. (2019). Study on the relationship between parent-child triangle, self-esteem and self-differentiation among high school students. Harbin Normal University.
- [39] Southwick, S. M., Bonanno, G. A., Masten, A. S., Panter-Brick, C., & Yehuda, R. (2014). Resilience definitions, theory, and challenges: Interdisciplinary perspectives. *European Journal of Psychotraumatology*, 5(February). <https://doi.org/10.3402/ejpt.v5.25338>
- [40] Vanwoerden, S., Kalpakci, A., & Sharp, C. (2017). The relations between inadequate parent-child boundaries and borderline personality disorder in adolescence. *Psychiatry Research*, 257, 462–471. <https://doi.org/10.1016/j.psychres.2017.08.015>
- [41] Wang Jiangyang, Li Danyan, Nie Jiaxin. (2020). Relationship between attachment and mental health in orphan junior high school students: a parallel mediating role of self-stigma and psychological resilience. *Psychological Development and Education*, 36 (2), 2,28,239. <https://doi.org/10.16,187>
- [42] Wang Meiping, Wang Zhao Na. (2014). The characteristics of parent-child triangle relationship among middle school students and its relationship with social adaptation. *Special education in China*.
- [43] Wang Meiping, Wang Zhao Na. (2015). Gender differences in the parent-child triangle relationship. *Psychological Science*, 38 (3), 630635. <https://doi.org/10.16719/j.cnki.1671-6981.2015.03.020>
- [44] Wang Qiuying, Huang Qiaomin, Liu Xiaofeng, Chi Xinli. (2020). Effect of family functioning on externalizing problem behavior in early adolescence: mediating effects of psychological resilience and moderating effects of gender. *Psychological and Behavioral Research*, 18 (5), 659665.
- [45] Wang Yanyan, An Qin, Fang Qing. (2014). The relationship between family function, psychological resilience and self-differentiation of college students. *Psychological and behavioral studies*, 12 (3), 362,365.
- [46] Willis, K., Miller, R. B., Yorgason, J., & Dyer, J. (2021). Was Bowen Correct? The Relationship Between Differentiation and Triangulation. *Contemporary Family Therapy*, 43(1). <https://doi.org/10.1007/s10591-020-09557-3>

- [47] Windle, G. (2011). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology*, 21(2), 152–169. <https://doi.org/10.1017/S0959259810000420>
- [48] Xin Yong, Bai Ke, Chen Xiping, Zhu Dianqing, Liu Chuanjun. (2019). The effect of social support on adolescent post-traumatic growth, the mediating role of psychological resilience. *Psychological and behavioral research*, 17 (6), 817823.
- [49] Xue Bing, Wang Xuejiao, Ma Ning, Gao Jun. (2021). Oxytocin regulates psychological resilience: based on the mechanism of action on the hippocampus. *Advances in Psychological Science*, 29 (2), 311322. <https://doi.org/10.3724/SP.J.1042.2021.00311>
- [50] Zhang Dan, Hu Xueqing, Liu Qinxue. (2021). Stress and sleep quality in college students: a chain mediation of rumination and psychological resilience. *Psychological science*, 44 (1), 9096. <https://doi.org/10.16719/j.cnki.1671-6981.20210113>
- [51] Zhang Jiajia, Peng Li, Li Min. (2011). Characteristics of freshman autonomic nerve responses at different levels of psychological resilience in a military academy. *Journal of the Third Military Medical University*, 33 (21), 22682270. <https://doi.org/10.16016/j.1000-5404.2011.21.005>
- [52] Zhao Yunlong, Gaozu Hui. (2016). Discussion on the action mechanism of the affinity experience and the affinity experience. *Journal of Dali University*, 1 (7), 7176. <https://doi.org/10.3969 / j. issn. 2096-2266.2016.07.013>, Vol. 1
- [53] Zeng Tiande, Li Jie, Chen Shunsen. (2019). The influence mechanism of psychological theory on the psychosocial ability of urban migrant children: double intermediary effect. *Psychological and Behavioral Studies*, 17 (6), 846853.