Does the Way Parents Fight Matter? Parents' Conflict Resolution Styles and Children's Internalizing and Externalizing Problems

DOES THE WAY PARENTS FIGHT MATTER?

PARENTS' CONFLICT RESOLUTION STYLES AND CHILDREN'S

INTERNALIZING AND EXTERNALIZING PROBLEMS

A Thesis Presented
By
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ABSTRACT

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MAY 2018

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Although the negative associations between marital conflict and children's adjustment are well documented, less is known about how marital conflict styles (e.g., engagement, withdrawal, problem solving and compliance) are related to children's developmental outcomes. The present study seeks to determine what types of parents' conflict styles, during the child's first year of life, are related to children's behavioral outcomes in the first grade. Analyses examine the hypothesis that more conflictual conflict resolution styles of parents during a child's infancy will predict poorer child outcomes over time. In addition, given the growing literature documenting the first year of life as a particularly sensitive period in children's development, the proposed study will explore the effect of parents' conflict resolution styles in the child's first year of life on child outcomes at age six, controlling for concurrent levels of conflict. Lastly this study will explore the interaction of parents' conflict resolution style in predicting children's outcomes. Conflict resolution style and children outcomes were examined in a sample of 153 working-class, first-time parents and their children. Participants were recruited through prenatal classes at hospitals and birth clinics, as well as through Women, Infants, and Children (WIC) offices in Western Massachusetts.

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CHAPTER 1

INTRODUCTION

Decades of research indicate that interparental conflict has been linked to a wide variety of difficulties for children and adolescents, including externalizing behaviors, internalizing problems, social maladjustment, and deficits in cognitive competency (e.g., Brock & Kochanska, 2016; Cui, Conger, & Lorenz, 2005; Cummings & Davies, 1994; Davies et al., 2012; Gottman & Notarius, 2000; Hosokawa & Katsura, 2017; McCoy, Cummings, & Davies, 2009). More recently, the focus in the field has turned to explaining the mechanisms of these associations; that is, how and under what conditions does interparental conflict affect children's behavior and well-being. By identifying the processes and conditions linking parental conflict and child outcomes, we can better identify areas of support and intervention for parents and children.

Much of the research on interparental conflict has focused on both the frequency and/or intensity of interparental conflict; less research has addressed how parents' conflict resolution styles, such as attacking, withdrawing or compromising, affects children. Although some studies have identified associations between parental conflict resolution styles and children's internalizing and externalizing problems (e.g., Cummings, Goeke-Morey, & Papp, 2003, 2004; Katz & Gottman, 1993; Katz & Woodin, 2002; Sturge-Apple, Davies, & Cummings, 2006; Underwood, Beron, Gentsch, Galperin, & Risser, 2008), these studies have predominantly limited their definition to broad categories of constructive or destructive conflict styles. The problem with these broad definitions is that they combine many different conflict resolution tactics such as active listening and empathy (constructive) or verbal aggression and withdrawal (destructive).

These distinct conflict resolution tactics, however, may be associated with different child outcomes. Thus, as McCoy, Cummings, & Davies (2009) propose, studies should focus on distinguishing between more specific types of conflict, such as attacking, withdrawal or problem solving, and their developmental implications for children's social adjustment. A more nuanced understanding of how parents' different conflict strategies, beyond constructive and destructive styles, affect children will provide valuable information about effective intervention approaches.

Additionally, many studies on interparental conflict and child maladjustment have lacked a focus on how the age of exposure to conflict and the chronicity of exposure may affect children differently at different ages (Cummings, Davies, & Campbell, 2000; Davies & Sturge-Apple, 2007; Davies, Sturge-Apple, Cicchetti, & Cummings, 2007; Marvin & Britner, 2008). Recent research on the importance of the first year of life as a sensitive period in development suggests that interparental conflict across the first year of parenthood may play a unique role in shaping later child development (Belsky & Rovine, 1990; Cox & Paley, 2003; Doss, Rhoades, Stanley, & Markman, 2009), due in part to the plasticity of the infant brain (Gunnar & Quevedo, 2007; Shonkoff, Boyce, McEwen, 2009). Infants are particularly sensitive to stress; and there is growing evidence, from both animal and human studies, that elevated levels of stress can disrupt brain development (Barouki, Gluckman, Grandjean, Hanson, & Heindel, 2012; Entringer, Buss, & Wadhwa, 2010). Exposure to intense and frequent parental conflict is likely to create a stressful environment, especially when conflict resolution styles are confrontational and negative, which in turn is likely to negatively affect infant development. Thus, much can be learned by examining the effects of interparental

conflict and its resolution, during the first year of a child's life, as it affects later child outcomes.

Furthermore, research on interparental conflict has predominantly focused on the experiences of white, middle class families (Cui, Conger, & Lorenz, 2005; Davies & Sturge-Apple, 2007; Davies, Sturge-Apple, Cicchetti, & Cummings, 2007). Research indicates that interparental conflict during the first year of parenthood is heightened for lower-income families where parents are under financial strain and often must return to paid employment very soon after birth. These families are also more likely to face stress from inflexible work schedules, short parental leaves and poor job conditions (Campbell-Clark, 2000; Perry-Jenkins, 2005). These added levels of stress predict heightened levels of interparental conflict (Perry-Jenkins, Goldberg, Pierce, & Sayer, 2007), a risk factor for children's development. The present study aims to examine how parental conflict and conflict styles in the first year of parenthood predict children's socio-emotional outcomes six-years later among an understudied population of low-income, dual-earner families.

In the following literature review, I will first discuss research linking interparental conflict to children's developmental outcomes. Second, the relationship between interparental conflict and parents' conflict resolution styles as they relate to children's development will be examined, with attention to children's internalizing and externalizing behavior problems. Lastly, I will discuss the contextual factors unique to working-class families that may influence the relations between economic stress, marital quality and children's outcomes.

1.1 Interparental Conflict and Child Development

Exposure to parents' conflict is one of the most robust predictors of poor social

and emotional outcomes in children (Davies and Cummings 1994; Emery, 1982; O'Leary and Vidair 2005; Rhoades, 2008; Wang and Crane 2001). Despite parents' efforts to protect their children from their arguments, most children are still exposed to interparental conflict. Although, exposure to mild conflict may help a child to develop effective strategies for coping with conflict, such as cooperation and positive social functioning (Goodman, Barfoot, Frye, Belli, 1999; Grych & Fincham, 1990; McCoy et al., 2009); poorly managed interparental conflict places children at risk for emotional and behavioral problems (Sturge-Apple, Davies, & Cummings, 2006; Kitzmann 2000). Research has shown that children from high-conflict families have more adjustment problems as compared to children from low-conflict homes (Booth & Amato, 2001; Harold, Shelton, Goeke-Morey, & Cummings, 2004).

Beyond adjustment problems, research has found negative associations between interparental conflict and children's adaptive behavioral, physiological, social and academic outcomes (Cummings & Davies, 1994, 2002; Katz & Gottman, 1993; Zimet & Jacob, 2001; Grych, Raynor, & Fosco, 2004; Cui, Conger, & Lorenz, 2005; Gottman & Notarius 2000). In particular, studies have linked exposure to high levels of interparental conflict to negative changes in children's physiological response systems including, increased heart rate, skin conductance, and cortisol reactivity and regulation (Troxel & Matthews, 2004). Furthermore, interparental conflict has been linked to children's difficulties with sibling and peer relationships (Du Rocher Schudlich, Shamir, & Cummings 2004; Stocker & Youngblade, 1999). Some of the most consistent findings, however, point to the negative effects of exposure to interparental conflict on children's internalizing and externalizing problems (Tavassolie, Dudding, Madigan, Thorvardarson,

& Winsler, 2016; Grych, Fincham, Jouriles, & McDonald, 2000; Davies & Cummings, 1998; Schoppe, Mangelsdorf, & Frosch, 2001).

Although past research has consistently linked interparental conflict to child maladjustment (Cui, Conger, & Lorenz, 2005; Gottman & Notarius, 2000; Cummings & Davies, 1994; Harold & Conger, 1997), the majority of research in this area is based on cross-sectional research designs. Thus, it is as likely that child behavior problems predict greater interparental conflict as it is that interparental conflict predicts poorer child outcomes. Longitudinal research, although still not causal, provides some insight into the potential relationships between early interparental conflict and later child development. For example, research has demonstrated that changes in marital problems over time are linked to changes in adolescent development. Cui, Conger and Lorenz (2005) conducted a study looking at the long-term effects of interparental conflict on 12-14 year old children. Using growth curve analyses, findings revealed that increases in marital problems, over a 5–year period, were associated with increases in adolescent difficulties, such as the development of anxiety, depression, substance use, and delinquency. Extending this line of research, Kouros, Cummings, and Davies (2010) explored similar issues in younger children, aged 6-9 years old. They showed that trajectories of interparental conflict and child externalizing problems are related in early childhood, such that as interparental conflict increases so to do children's problem behaviors. These longitudinal findings highlight the significance of early childhood experiential histories with interparental conflict in predicting children's later functioning.

While longitudinal studies have linked interparental conflict to child maladjustment, few studies have focused on how infants' exposure to interparental

conflict might impact later development (Cummings, Davies, & Campbell, 2000; Davies & Sturge-Apple, 2007; Davies, Sturge-Apple, Cicchetti, & Cummings, 2007; Marvin & Britner, 2008). Assessing couples' conflict during infancy is important not only because research indicates that interparental conflict increases across the transition to parenthood (Belsky & Rovine, 1990; Cox & Paley, 2003; Doss, Rhoades, Stanley, & Markman, 2009), but because of the plasticity of the developing infant brain suggests this is a particularly sensitive period of developmental growth (Gunnar & Quevedo, 2007; Shonkoff, Boyce, McEwen, 2009). Specifically, exposure to stressful experiences in the first year of life has been shown to alter the size and neuronal architecture of the amygdala, hippocampus, and prefrontal cortex as well as lead to functional differences in learning, memory, and aspects of executive functioning (National Scientific Council on the Developing Child, 2005/2014). Interparental conflict may be one critical source of stress during this sensitive period in child development.

1.2 Conflict Resolution Style

Beyond focusing simply on the frequency or intensity of interparental conflict, research has shifted to understanding how parents fight, specifically, looking at the ways that parents resolve disagreements. As noted earlier, couples' conflict resolution styles are typically defined as constructive or destructive (Cummings & Davies, 2002; Goeke-Morey, Cummings, Harold, & Shelton, 2003; McCoy et al., 2009). Constructive conflict resolution styles include behaviors aimed at a positive and productive resolution of the conflict (e.g., problem solving, support, respect, active listening, and affection; Cummings & Davies, 2002; Cummings, Goeke-Morey, Papp, & Dukewich, 2002; McCoy et al., 2009). In contrast, destructive conflict resolution styles include negative

behaviors such as criticism, stonewalling, violence, threat, personal insult, verbal and nonverbal hostility, marital withdrawal, defensiveness and physical aggression (Cummings & Davies, 2002; Goeke-Morey et al., 2003).

Studies have shown that children respond differently to their parents' destructive and constructive conflict resolution styles. Destructive conflict resolution styles disrupt children's sense of emotional well-being resulting in more anger, worry, and sadness (Cummings et al., 2003; Davies & Cummings, 1994; McCoy et al., 2009). A number of researchers suggest that destructive conflict resolution styles may put children at risk for developing adjustment problems (i.e., internalizing and externalizing disorders) due, in part, to their lack of coping skills or their learned use of maladaptive skills (i.e., aggressive behavior) to cope with conflict (Buehler, Lange, & Franck, 2007; Cummings et al., 2004; Grych & Fincham, 1993). For example, in a study of 51 children between the ages of 4 and 11, Cummings, Goeke-Morey, Papp, and Dukewich, (2002) found that parents reported more negative child emotions (e.g., elevated worry, anxiety, sadness, anger) and less regulatory behavior (e.g., interrupting, avoiding, taking sides) when destructive tactics and negative emotionality were used in everyday conflicts in the home.

Conversely, children's exposure to constructive conflict can ameliorate the effects of interparental conflict (Cummings & Davies, 2002). Research has found that parents' displays of validation and affection to one another during conflicts elicited positive emotional responses from children such as happiness, safety, and security (Cummings, Goeke-Morey, and Papp, 2004). The use of constructive tactics has been associated with a lower probability of children developing aggressive tendencies or adjustment problems (Cummings et al., 2004). Additionally, parents use of constructive conflict resolution

tactics are positively associated with children's sense of competency (Goeke-Morey et al., 2003) and their development of coping, problem solving, and conflict resolution skills (Grych & Fincham, 1990; McCoy et al., 2009).

Beyond the broad categorization of conflict as either destructive or constructive, research points to the utility of identifying different subtypes of interparental conflict. Du Rocher Schudlich and Cummings (2003; 2007) teased apart depressive marital conflict, or withdrawal, from destructive conflict resolution (e.g., yelling, aggression), as unique conflict resolution styles that had implications for children's development. Depressive marital conflict, or withdrawal conflict resolution, is defined as avoidance, emotional distress, or withdrawal from conflict (Du Rocher Schudlich & Cummings, 2003). In a study of 267 children between the ages of 8 and 16, Du Rocher Schudlich and Cummings (2003; 2007) found that constructive, destructive, and withdrawal conflict resolution styles were all directly related to children's internalizing problems. More importantly, they found that when controlling for destructive conflict resolution style, withdrawal conflict resolution styles mediated the relationship between parental depression and children's emotional security and internalizing behaviors (Du Rocher Schudlich & Cummings, 2003; 2007). Thus, Du Rocher Schudlich and Cummings (2003; 2007) established depressive conflict resolution style as a unique conflict resolution style that was related to children's emotional security and internalizing behaviors, above and beyond destructive conflict resolution styles. Likewise, Sturge-Apple, Davies, and Cummings (2006), in a 3-year longitudinal study of 210 families and their 6-year-old children, found that exposure to greater parental withdrawal during interparental conflict predicted increases in children's internalizing and externalizing symptoms.

McCoy, Cummings, & Davies (2009) suggest, however, that more work is needed to understand how unique styles of interparental conflict predict unique child outcomes. Kurdek (1994) proposed four subtypes of couple conflict resolution styles (CRS): (1) positive problem solving, (2) negative engagement, (3) withdrawal, and (4) compliance. *Positive problem solving,* similar to constructive conflict resolution styles, is defined as focusing on the problem at hand to come to a mutual conflict resolution. *Negative engagement,* similar to destructive conflict resolution styles, refers to exploding and getting out of control in the conflict. *Withdrawal* is reaching a limit, shutting down, and refusing to talk any further. *Compliance* is giving in with little attempt to present one's own side of the issue (Kurdek 1994). While these specific conflict resolution styles have not been examined in relation to child outcomes, Kurdek's research has demonstrated unique links between the style of conflict partners use when fighting and their relationship satisfaction and risk for relationship dissolution (Kurdek, 1994). Kurdek (1994) found that parents who frequently used positive problem solving CRS, and infrequently used conflict engagement and withdrawal CRSs, reported high relationship satisfaction. Similarly, parents infrequent use of positive problem solving CRS and frequent use of conflict engagement CRS predicted relationship dissolution. However, Kurdek (1994) found compliance CRS was unrelated to relationship satisfaction and dissolution. The current study will extend Kurdek's work and link these specific conflict resolution strategies to child outcomes.

1.3 Interaction of Parents' Conflict Resolution Styles

Of course, parental conflict is inherently dyadic and much can be learned by looking beyond parents' individual conflict resolution styles, to the ways in which

parents' conflict resolution styles interact to affect children. One particularly harmful type of dyadic interparental conflict is referred to as the "demand-withdraw" pattern (Fincham & Beach, 1999; Gottman & Krokoff, 1989; Katz & Gottman, 1993; Katz & Woodin, 2002). This type of interaction is characterized by one spouse, usually the wife, focused on discussing the issue, often resorting to pressure, demands, hostility and criticism, and the other spouse, typically the husband, trying to avoid or withdraw from the discussion. In a longitudinal study, Katz and Gottman (1993) found, through observational assessments of marital interaction, that the demand-withdraw conflict resolution style, assessed when children were 5 years old, predicted higher teachers' ratings of internalizing when the children were 8 years old.

Similarly, in a cross-sectional, observational study of 126 families with children 4-5 years old, Katz and Woodin (2002) reported that children exhibited significantly higher levels of psychological problems when at least one parent engaged in withdrawal and one parent engaged in hostility during interparental conflicts than when both parents exhibited only hostile or withdrawal behaviors during conflicts. Specifically, parental withdrawal combined with parental hostility predicted the most negative outcomes, including child externalizing problems, negative affect and noncompliance with peers, even when controlling for hostility or increases in negative behaviors during conflicts.

Another negative dyadic type of interparental conflict has been labeled the "mutually hostile" pattern (Katz & Gottman, 1993). This type of interaction is categorized by both partners being contemptuous and belligerent with one another. More specifically, partners lack respect for one another, often using sarcasm, mockery, and character assassinations to put one another down, or to provoke or inflame the conflict. In

this conflict resolution interaction, both partners are engaging in negative communication styles, also commonly referred to as destructive conflict resolution styles. Katz and Gottman (1993) found this pattern of interaction predicted externalizing behavior patterns when children were 8 years old.

Another common dyadic style of interparental conflict is when both parents engage constructively in conflict. This type of interaction is categorized by both parents handling their differences openly and cooperatively, incorporating high levels of positive affect and voicing respect for each other's opinions (Holman & Jarvis, 2003; Katz & Woodin, 2002). This has also been referred to as the "validating couple" (Holman & Jarvis, 2003) or the "positive engagement pattern" (Katz & Woodin, 2002). Katz and Woodin (2002) found this pattern of interaction predicted less internalizing and externalizing behavior in children compared to parents that engaged in the demand withdraw pattern, or the mutually hostile pattern.

In sum, only a handful of studies have explored the dyadic nature of conflict resolution style and its relation to child development. While these studies have been able to relate different patterns of conflict resolution styles to child outcomes, their definitions of parental conflict patterns were inconsistent. For example, Katz and Gottman (1993) report that the demand-withdraw conflict pattern, which is defined as mothers demanding and fathers withdrawn, was actually comprised of mothers high in demands and fathers high in withdrawal *and* anger (or hostility). As a result, it is hard to determine whether or not results are consistent with the demand-withdraw pattern as fathers exhibit multiple conflict resolution styles. Furthermore, results or findings are limited based on sample characteristics. For example, while Katz and Woodin (2002) looked at patterns of

parents' conflict resolution style, findings were based on a sample of children high in conduct problems. This may have magnified the relationship between patterns of parents' conflict resolution style and children's externalizing problems. Thus, as McCoy, Cummings, & Davies (2009) indicate, additional work is needed to understand how dyadic conflict resolution styles impact children.

1.4 Ecological and Life Course Perspectives

The present study is guided by both ecological and life course perspectives. The ecological model, developed by Bronfenbrenner (1977), recognizes that individual developmental outcomes are determined by the characteristics of the child in interaction with their environment. Given that the literature has established the first year of life as a particularly sensitive period for child development (Gunnar & Quevedo, 2007; Shonkoff, Boyce, McEwen, 2009; National Scientific Council on the Developing Child, 2005/2014), ecological systems theory would indicate that the social environment surrounding the infant during this period is especially influential for children's development. According to an ecological perspective, changes or conflict in any one layer of the system, ranging from the cultural context to workplaces, neighborhoods and down to the immediate family context, ripple down to shape child development (Bronfenbrenner, 1977). The focus on low-income, dual-earner couples in the current study highlights one specific context that can shape a child's developmental outcomes. As noted earlier, the majority of research on interparental conflict and child development has focused on middle-class families (Cui, Conger, & Lorenz, 2005; Davies & Sturge-Apple, 2007; Davies, Sturge-Apple, Cicchetti, & Cummings, 2007). Given the added stress working-class families face due to economic and work demands, and a lack of

resources to address these stressors, interparental conflict is likely to be heightened (Perry-Jenkins, 2005) and hold negative implications for early child development.

A life course perspective (Elder, 1998) emphasizes the importance of timing and life transitions as critical to shaping developmental outcomes. Studies have shown that interparental conflict increases during the transition to parenthood (Belsky & Rovine, 1990; Cox & Paley, 2003; Doss, Rhoades, Stanley, & Markman, 2009), at a time when significant developmental milestones are occurring for infants. In the proposed study it is hypothesized that, regardless of whether or not an infant is directly involved in the conflict, levels of conflict and conflict strategies will not only affect infant development but also predict later child outcomes.

1.5 Current Study

Although the negative association between interparental conflict and children's adjustment is well documented, less is known about how interparental conflict styles (e.g., withdrawal, attack, problem solving, or compliance) predict children's socio-emotional outcomes, especially exposure to conflict that occurs early in life. The current study examines this question in an understudied population of low-income parents experiencing the transition to parenthood. In addition, given the growing literature documenting the first year of life as a particularly sensitive period in children's development (Gunnar & Quevedo, 2007; Shonkoff, Boyce, McEwen, 2009), the proposed study will examine the effect of parents' conflict resolution style during the first year of life on later child development. Specifically, direct relationships between mothers' and fathers' interparental conflict styles, during the first year of the child's life, and children's externalizing and internalizing problems at age 6 will be examined,

controlling for children's exposure to levels of conflict. Four different conflict resolution styles will be examined, (a) negative engagement, (b) withdrawal, (c) compliance, and (d) problem solving. This study will examine how three different destructive conflict styles (engagement, withdrawal, and compliance) and one constructive conflict resolution style (problem solving), used during the first year of parenthood, predict children's externalizing and internalizing outcomes in the first grade. In all analyses, child gender will be tested as a moderator of these processes. Past research is inconclusive regarding the role of parent or child gender as it shapes the relationship between marital conflict and child outcomes so these analyses will be seen as exploratory.

Research Question 1: How do different types of conflict resolution styles (CRS), used by parents in the first year of parenthood, relate to children's internalizing and externalizing problems in the first grade?

Hypothesis 1: It is hypothesized that parents' use of different conflict resolution styles across the transition to parenthood will be associated with different child outcomes at age six. Specifically:

a. Negative engagement conflict styles (e.g., yelling, attacking) will be associated with more negative outcomes (internalizing and externalizing problems) in children at age 6 (Cummings et al., 2002; 2004). However, based on the definition of negative engagement as a more physical confrontation, we expect there to be a stronger relationship between parents' conflict engagement and children's externalizing problems compared to children's internalizing problems.

b. Withdrawal conflict resolution styles will be associated with more internalizing and externalizing behavior problems in children at age 6 (Du Rocher Schudlich & Cummings, 2007; Sturge-Apple, Davies, and Cummings, 2006). Given that withdrawal conflict resolution is conceptualized as a display of depressive conflict tactics (avoidance, withdrawn, emotionally distressed), we expect the relationship to be stronger between parents' conflict withdrawal and children's internalizing problems compared to children's externalizing problems.
c. Problem-solving conflict resolution style will be associated with fewer behavior problems (internalizing and externalizing) in children at age 6 (Cummings et al., 2004).
d. Although not previously evaluated, it is hypothesized that more compliant conflict resolution styles will be associated with more behavior problems in general (internalizing and externalizing) in children at age 6.

Research Question 2: Are conflict resolution styles related to children's outcomes at age 6, above and beyond levels of conflict?

Hypothesis 2: It is hypothesized that parents' use of different conflict resolution styles across the transition to parenthood will be associated with different child outcomes at age six, above and beyond both early and concurrent levels (at age 6) of interparental conflict.

The third research question addresses the inherently dyadic nature of couple conflict. It is important to think about the ways in which parents' conflict styles interact in both positive and negative ways. The present study will examine three different dyadic

patterns of parental conflict resolution style: mutual positive engagement style, mutual hostile engagement style, and demand-withdraw style as they relate to child outcomes.

Research Question 3: How do different dyadic patterns of conflict resolution style relate to children's internalizing and externalizing problem?

Hypothesis 3: It is hypothesized that different dyadic patterns of conflict resolution styles across the transition to parenthood will be associated with different child outcomes at age six. Specifically:

a. A mutual positive engagement style is when both the mother and father use constructive strategies to resolve the conflict. It is hypothesized that when both parents utilize a positive engagement style in the first year of life, children will have fewer internalizing and externalizing problems at age 6 (Cummings et al., 2004; Katz & Woodin, 2002).
b. A mutual hostile interaction style is when both parents address conflict by yelling and launching personal attacks. It is hypothesized that couples who have mutually hostile styles of conflict resolution will have children with more externalizing problems at age 6 than couples that utilize more problem-solving tactics (Katz & Gottman, 1993; Katz &Woodin, 2002).
c. Lastly, the demand-withdraw pattern, characterized by one spouse pushing to discuss the issue, often resorting to pressure, demands and criticism, and the other spouse, trying to avoid or withdraw from the discussion (Katz & Woodin, 2002; Fincham & Beach, 1999; Gottman & Krokoff, 1989), will predict more negative child outcomes. It is hypothesized that parental demand-withdraw will be associated with more internalizing and

externalizing problems in children at age 6 as compared to other interactive styles (Katz & Woodin, 2002).

Research Question 4: Are patterns of dyadic conflict resolution styles related to children's outcomes at age 6, above and beyond levels of conflict?

Hypothesis 4: It is hypothesized that different patterns conflict resolution styles across the transition to parenthood will be associated with different child outcomes at age six, above and beyond levels of interparental conflict.

CHAPTER 2

METHOD

2.1 Participants

Participants are part of a larger longitudinal project examining the transition to parenthood among 153 dual-earner, working-class, heterosexual couples (Perry-Jenkins, Smith, Goldberg, & Logan, 2011). Participants were recruited at prenatal education classes in western New England hospitals. Criteria for eligibility included the following: (a) both members of the couple were employed full time (35+ hours per week) prior to the baby's birth, (b) both members of the couple planned to return to full-time work within 6 months of the baby's birth, (c) both members of the couple were "working class" (defined by an educational level no higher than an associate's degree and working in a unskilled or semiskilled job), (d) both members of the couple were expecting their first child, and (e) the couple was either married or cohabiting (for at least 1 year) at the time of recruitment. Data from local hospitals and clinics indicated that 75–85% of first-time parents attended prenatal classes. Of the 15–25% of parents not attending classes, close to 80% were single mothers and did not fit inclusion criteria. Thus, we had access to a fairly representative sample of first-time, working-class new parents.

Men's average age at the time of their partner's pregnancy was 28.9 years (*SD* = 5.02). Women's average age was 27.0 (*SD* = 4.80). Median salaries were $27,000 and $22,000 for men and women, respectively, and the median family income was $46,000. Mothers' weekly work hours ranged from 17 to 60, with a mean of 40.8 hours (*SD* = 6.59). Fathers' weekly work hours ranged from 12 to 70, with a mean of 47.4 hours per week (*SD* = 8.26). One hundred (65.4%) couples indicated they planned their

pregnancies, and the remaining couples (34.6%) indicated their pregnancy was unplanned. All babies were full term and healthy at birth. At the time of recruitment, almost 80% of the couples (n = 119) were married, and the remaining 34 couples were cohabiting. By the end of the first year, however, 84% of the families were married (n=128), 14% were cohabitating (n=22) and 2% were divorced or separated (n=3). By year 6, 78% of the families were still married (n=119), while 8% of the families cohabitated (n=12), and 14% were divorced or separated (n=22). Given that we were interested in how the first year of marital conflict was related to children's outcomes at age 6, we controlled for family structure at year 1. The 3 couples who had separated over the course of the first year were excluded from the analyses because exposure to conflict would clearly be different than in intact households. Due to missing data and the excluded families, the final sample was 110 couples - 13 cohabiting and 97 married at the end of year 1.

There was a range in educational attainment levels. The majority of the sample (50.3% of women and 52.3% of men) had some type of additional schooling or vocational training after high school (e.g., cosmetology school, refrigeration mechanic training). The remaining sample held an associate's degree (27.5% of women and 15% of men) or a high school diploma or GED (19% of women and 31.4% of men). No parents held a college degree.

In terms of racial and ethnic diversity the majority of participants were White (94.8% of women, 90.2% of men). In total 145 women identified as white, 2 as Latina, 2 as African American, and 4 as other. For men, 138 men identified as white, 6 as Latino, 2 as African American, 1 as Asian, 4 as Multiracial and 2 as other.

2.2 Procedure

Data were collected at five time points across the first year of pregnancy, from the third trimester to one-year postpartum and a sixth time point when the child was in the first grade: 1) third trimester of pregnancy, 2) after the baby's birth, but before the mother had returned to work, 3) one month after mothers returned to work fulltime, 4) when infants were six months old, 5) when children were one year old, and 6) when the children were six-seven years old. Parents were interviewed separately in their homes by the principal investigator and a team of trained graduate research assistants. Teachers filled out data on children's behaviors in the first grade. Participants received a total of $150 for their participation in interviews 1 to 5. Additionally, for completing the phase 6 interview, when the child was in the first grade participants received up to $230.

2.3 Measures

2.3.1 Conflict Resolution Styles

Conflict resolution styles were measured using Kurdek's Conflict Resolution Style Inventory (CRSI; Kurdek 1994). Mothers and fathers were asked to rate the extent to which they use these four different conflict resolution styles when they fight or disagree with their spouse. The four conflict resolution styles are positive problem solving, conflict engagement, compliance, and withdrawal. Spouses indicated how frequently (1 = never, 5 = always) they used each of the four styles to manage arguments and disagreements with their spouse. There are four items per subscale. Subscales were calculated by averaging scores across the 4 items. Sample items include questions such as "I negotiate and compromise" (positive problem solving), "I launch personal attacks" (conflict engagement), "I tune the other person out" (withdrawal), and "I do not defend

my position" (compliance). Conflict resolution styles were assessed at five time points: time 1, time 3, time 4, time 5, and time 6. Average scores of conflict resolution styles during the first year of life were created by taking the mean of each conflict style assessed four times over the first year; separate scores were created for mothers and fathers. Cronbach's α on each subscale ranged from .63 to .84 across times and partners. Kurdek's (1994) work on the scale development of the CRSI shows that the CRSI was internally consistent and stable over a one year. Additionally, the CRSI showed good face validity, evidence for construct validity, and evidence for concurrent and predictive criterion-related validity. Also, moderate correlations (from -.20 to .42) were found between conflict resolution styles and dissimilar constructs, like marital satisfaction and dissolution (Kurdek, 1994).

2.3.2 Child Behavior

Teacher ratings of child behavior were used as the independent variable in this study. The Behavior Assessment System for Children-Teacher Rating Scale (BASC-TRS) was used to assess behavioral and emotional problems of the children at age 6 (time 6). Children's internalizing problems, externalizing problems, adaptive skills, and behavior symptoms were measured using the Behavior Assessment System for Children – Teacher Report Scale (BASC-TRS; Reynolds & Kamphaus, 1992). The BASC-TRS is a 131-item comprehensive rating scale that assesses a broad range of psychopathology in children age 2 ½ years and older. Teachers were asked to rate, on a 4-point scale (never, sometimes, often, almost always), the degree to which each item described the child. For the purpose of this study the externalizing and internalizing scales were used. The externalizing composite includes subscales that measure aggression, hyperactivity, and

conduct problems. The internalizing composite includes subscales that measure depression, anxiety, and somatization. The BASC-TRS demonstrates good reliability and validity with school-age children, with Cronbach's alphas ranging from .89 to .97 for girls and .90 to .96 for boys (Reynolds & Kamphaus, 1992). T scores (based on general, not gender-specific, norms) for the externalizing (37 items) and internalizing (26 items) composites were used. The range of T scores for externalizing scores was 40 to 69 and internalizing scores was 39 to 81.

2.3.3 Relationship Conflict

Relationship conflict was assessed using the Relationship Questionnaire (Braiker & Kelley, 1979), which contains 4 subscales: love (10 items), conflict (5 items), ambivalence (5 items), and maintenance (5 items). For the purposes of this study we will focus on the conflict subscale. The conflict subscale assesses how often partners argue and/or have negative interactions. Using a 9-point scale ranging from 1 (not at all/never) to 9 (very much/very often), parents reported on conflict using a 5-item subscale. Conflict subscale was calculated by averaging scores across the 5 items. Sample items include "How often do you and your partner argue with each other?" and "How often do you feel angry or resentful of your partner?" Cronbach's α on this subscale ranged from .53 to .80 across times and partners. Psychometric properties of the Relationship Questionnaire have been tested elsewhere (Belsky, Lang, & Rovine, 1985) and been shown to be consistent. Relationship conflict was measured at each of the six time points. For the purposes of this study relationship conflict was averaged across the first year to obtain a cumulative measure of conflict over the first year (Time 1 to Time 5); separate scores were created for mothers and fathers. An average family conflict score for the first year

was created by adding mothers' and fathers' average year 1 scores. Additionally, time 6 conflict, was used to control for concurrent levels of conflict. Given that conflict resolution only occurs in the presence of conflict, analyses address whether, above and beyond levels of conflict, conflict resolution styles predict child outcomes.

2.3.4 Control Variables

Family Structure. Family structure, married versus cohabiting, is controlled for in all analyses. Structure has been related to differences in children's developmental outcomes. Specifically, research has shown that children born to married parents tend to achieve better cognitive and social outcomes, on average, than children born into other family structures, including cohabiting parents (Crawford, Goodman, & Greaves, 2013). Family structure was controlled for (0 = cohabitating, 1 = married)

Child Gender. Previous research on gender and interparental conflict has been inconsistent. Some results indicate that boys are more vulnerable to interparental conflict (consistent with the 'male vulnerability model'; Kerig, 1996); others suggest that girls are more vulnerable to interparental conflict (Cummings and Davies, 1994; Baviskar, 2011); and still others find that boys and girls are equally vulnerable, but react in different ways (the 'differential reactivity model') (Davies and Lindsay 2001). Others report no gender differences (Buehler, Anthony, Krishnakumar, & Stone, 1997). We will control for child gender to explore whether children respond differently to different types of conflict resolution styles. Exploratory analysis will look at interactions between conflict resolution styles and child gender to test gender differences. Gender was measured as a dichotomous variable (0 for male and 1 for female).

2.4. Data Analysis Plan

A series of hierarchical linear regressions were conducted to assess the strength of the relationship between parents' conflict resolution style and children's outcomes at age 6. Control variables (child gender and family structure) were entered in step one, followed by main effects of mothers' conflict resolution style and fathers' conflict resolution style in step 2. Step 3 tested the moderating effect of child gender on mothers' and fathers' conflict resolution style. This model was run for each child outcome (internalizing and externalizing behaviors) and each conflict resolution style (engagement, withdrawal, compliance, problem solving) for a total of 8 models. Follow-up analyses controlled for the level of interparental conflict in step 1 to assess the strength of the relationship between parents' conflict resolution and children's outcomes, above and beyond conflict level. Separate analysis were run to test the effect of concurrent conflict (year 6) and early conflict (year 1)

Additionally, multiple hierarchical linear regressions were conducted to test the interaction of parents' conflict resolution style. For this model, step 1 included the controls of child gender and family structure. Step 2 added the main effects of mothers' and fathers' conflict resolution style. Step 3 included the interactions of mothers' and fathers' conflict resolution styles. Step 4 tested the moderating effect of child gender on both mothers' and fathers' conflict resolution styles. Step 5 tested a three-way interaction: Mothers' conflict resolution style, fathers' conflict resolution style, and child gender. This model was run for each child outcome (internalizing and externalizing behaviors) and 4 dyadic conflict resolution style patterns (mother engagement X father engagement, mother engagement X father withdrawal, mother withdrawal X father

engagement, and mother problem solving X father problem solving) for a total of 8 models. Follow up analyses controlled for the effect of conflict level in step 1 to assess the strength of the relationship between dyadic patterns of parents' conflict resolution style and children's outcomes above and beyond conflict level. Separate analyses were run to test the effect of concurrent conflict (year 6) and early conflict (year 1).

CHAPTER 3

RESULTS

3.1 Descriptive Statistics

The means and standard deviations for the main study variables are presented in Table 1. On a 9-point Likert scale, mothers reported a mean year 1 conflict level of 3.87 while fathers reported a mean conflict level of 3.33. Similarly, at year 6, mothers reported a mean conflict level of 4.27 while fathers reported a mean of 3.84. T-tests revealed that mothers' ratings of conflict were significantly higher than fathers' at both time points (year 1: $t = 5.36$, $df = 109$, $p < .001$; year 6: $t = 2.99$, $df = 91$, $p = .004$). Similarly, on average, mothers reported significantly higher use of engagement conflict resolution styles compared to fathers ($t = 3.40$, $df = 109$, $p = .001$). In all other cases, however, t-tests revealed that mothers and fathers did not differ significantly in their use of compliance ($t = 0.90$, $df = 109$, $p = .37$), withdrawal ($t = 0.40$, $df = 109$, $p = .69$), or problem solving ($t = -1.32$, $df = 109$, $p = .19$) conflict resolution styles.

As shown in Table 2, correlations between conflict, conflict resolution styles and child outcome variables were in the expected directions. On average, conflict variables were weakly correlated with conflict resolution style variables, however there were a few cases where correlations were stronger. Specifically, correlations showed that average year 1 conflict level was moderately related to average year 6 conflict level ($r = .51$, $p < .001$), indicating moderate stability in reports of conflict. Additionally, average family conflict level at year 1 was moderately related to mothers' and fathers' conflict engagement (mother engagement: $r = .54$, $p < .001$; father engagement: $r = .50$, $p < .001$). Furthermore, as shown in Table 3, year 1 conflict resolution styles was consistently

correlated with the same measures of year 6 conflict resolution styles; correlations ranged from .46 to .69, indicating that reports of conflict resolution style are relatively stable.

In terms of child outcomes on the BASC, externalizing behavior scores ranged from 40 to 69 with an average of 46.72 (7.07). Internalizing behavior scores ranged from 39 to 81 with an average of 48.96 (9.06). One-way Anovas revealed that on average boys reported significantly higher levels of externalizing problems (boys = 52.13; girls = 46.65; F (1, 108) = 12.62, p = .001), but virtually the same rates of internalizing problems compared to girls (boys = 47.29; girls = 47.16; F (1, 110) = 0.04, p = .847). A score of 60 to 69 is considered At-Risk for a condition on the BASC, while a score of 70 or above is considered clinically significant; or indicative a meeting the classification for the condition. In the present sample, out of 111 reports, only 8% or 9 children were considered to be at risk for externalizing problems. No children met the clinical cut off for externalizing problems. For internalizing behaviors, out of 113 reports, only 9% or 10 children were considered to be at risk for internalizing behaviors. Four children (4%) were at or above the clinical cut off for internalizing behaviors. Reports of children's behavior problems were skewed (Externalizing: 1.23; Internalizing: 1.28) with the majority of the sample falling around 47 and 49 for externalizing and internalizing behaviors respectively. Due to missing data, the final sample used in analysis was 113 children (66 girls and 47 boys).

3.2 Research Question 1: Family Conflict Resolution Style

The first set of analyses examined mothers' and fathers' conflict resolutions styles across the first year of parenthood as predictors of children's internalizing and externalizing problems in the first grade, controlling for child gender and family

structure. Tables 4-7 present the results. Results indicated partial support for the hypotheses that parents' conflict resolution styles in the first year of their child's life would significantly predict child outcomes at age 6. As shown in Table 4, and as hypothesized, a 1-unit increase in fathers use of negative engagement was associated with a 3.65-unit increase in children's internalizing problems at age 6, controlling for mother engagement, child gender, and family structure (B = 3.65, SE = 1.47, p = .015); fathers' engagement, however, was unrelated to externalizing behaviors. Mothers' negative engagement was unrelated to children's internalizing or externalizing behaviors. No interactions emerged between parents' engagement conflict resolution styles and child gender.

Table 5 results revealed a significant gender by compliance interaction for mothers indicating that greater maternal compliance predicted greater internalizing behaviors for girls than boys (B = -6.23, SE = 2.83, p = .030; See Figure 1). Mothers' compliance was unrelated to externalizing behaviors. Additionally, fathers' compliance was unrelated to children's internalizing or externalizing behaviors.

Turning to results of parental problem solving strategies, fathers' problem solving predicted fewer externalizing problems for children at age 6 at the level of a trend (B = -2.33, SE = 1.20, p = .054; See Table 6). No results emerged for mothers' problem solving; and no gender by problem solving interactions emerged for either parent.

Finally, in terms of the use of withdrawal strategies during conflict, results emerged for fathers. Specifically, there was a trend level effect indicating that, controlling for child gender, family structure, and mothers' withdrawal, more father withdrawal predicted more internalizing problems for children at age 6 at the level of a

trend (B = 2.13, SE = 1.23, p = .086; See Table 7). Interactional analyses revealed, however, that this relationship was conditional on child gender. As shown in Figure 2, greater father withdrawal predicted more internalizing behaviors for girls than boys (B = -4.73, SE = 2.60, p = .071) at the level of a trend. Mothers' withdrawal was unrelated to children's internalizing or externalizing behaviors.

Turning to research question #2, the next set of analyses examined the effects of conflict resolution style on children's outcomes controlling for level of conflict across the first year to determine if above and beyond levels of conflict, conflict style predicts child outcomes. (See Tables 8-11). From here on, average conflict levels (e.g., mean of mothers' and fathers reports of conflict) across the first year will be referred to as early conflict. Results indicated partial support for the hypotheses that the conflict resolution styles parents utilized in the first year of their child's life would be significantly related to children's outcomes at age 6 above and beyond early conflict.

Results for fathers' negative engagement held up, but only at the level of a trend. Specifically, controlling for child gender, family structure, early conflict and mothers' conflict engagement, a 1-unit increase in fathers use of conflict engagement was associated with a 3.06-unit increase in children's internalizing problems at age 6 (B = 3.06, SE = 1.64, p = .065; Table 8). When controlling for early conflict, a new finding emerged for mothers, again at the level of a trend, indicating an interaction between child gender and mother engagement predicting children's internalizing problems. Specifically, higher mother engagement was associated with more internalizing problems for girls compared to boys (B = -4.94 SE = 2.89, p = .090; See Table 8; Figure 3). Fathers' and

mothers' conflict engagement was unrelated to children's externalizing problems controlling for early conflict.

Replicating the main effect reported earlier, a gender by mothers' compliance interaction emerged when controlling for early conflict. On average, a 1-unit increase in mothers' compliance was associated with a 6.86 unit decrease in the gender gap such that higher mother compliance was associated with more internalizing problems in girls compared to boys (B = -6.86 SE = 2.79, p = .016; See Table 9 and Figure 1); mothers' compliance was unrelated to children's externalizing problems. Controlling for early conflict, fathers' compliance was unrelated to children's internalizing or externalizing behaviors.

Controlling for early conflict, results for father problem solving were consistent with previous results. Fathers' greater problem solving predicted significantly lower levels of children's externalizing problems at age 6 (B = -2.77, SE = 1.27, p = .031; See Table 10). No results emerged for mothers' problem solving and no gender by problem solving interactions emerged for either parent.

Additionally, consistent with previous findings, results indicated that there was a trend level interaction effect such that controlling for early conflict and mother withdrawal, a 1-unit increase in fathers' withdrawal during conflicts was associated with a 4.75 unit decrease in the gender gap for children's internalizing problems. Specifically, higher father withdrawal was associated with more internalizing problems for girls compared to boys (B = -4.75, SE = 2.57, p = .067; See Table 11).

As a second part of research question #2, the next set analyses were replicated but this time controlling for conflict level when children are 6 years old (See Tables 12-15).

This was viewed as a more stringent test since children's current exposure to conflict at age 6 was being controlled for to examine unique effects of early conflict styles. From here on, conflict level when children are 6 years old will be referred to as *concurrent conflict*. Overall, above and beyond concurrent conflict, results held up. Controlling for concurrent conflict, similar results were found for fathers' negative engagement, problem solving, and withdrawal and mothers' compliance.

Similar to previous findings, results indicated that fathers' negative engagement was significantly related to children's internalizing problems controlling for concurrent conflict. On average, a 1-unit increase in fathers use of conflict engagement resolution style was associated with a 3.55-unit increase in children's internalizing problems at age 6 (B = 3.55, SE = 1.53, p = .023; Table 12). Mothers' negative engagement was unrelated to children's internalizing or externalizing behaviors. Additionally, no interactions emerged between parents' engagement conflict resolution styles and child gender.

As shown in Table 13, and as hypothesized, results indicated that child gender significantly moderated the relationship between mothers' compliance and children's internalizing problems. On average, a 1-unit increase in mothers' compliance was associated with a 7.05 unit decrease in the gender gap such that higher mother compliance was associated with more internalizing problems in girls compared to boys (B = -7.05 SE = 2.88, p = .016). The nature of this relationship was the same as shown in Figure 1. Mothers' compliance was not significantly related to children's externalizing problems. Furthermore, no results emerged for fathers' compliance or interactions of father compliance by gender.

Results for fathers' problem solving were not consistent with previous findings. As shown in table 14, controlling for concurrent conflict, fathers' problem solving was not significantly related to children's externalizing or internalizing problems. Additionally, a new result emerged indicating that there was a trend level interaction such that a 1-unit increase in mothers' problem solving was associated with a 5.62 unit decrease in the gender gap for children's externalizing problems at age 6. Lower mother problem solving was associated with more externalizing problems for boys compared to girls (B = -5.62 SE = 3.1125 p = .087; figure 4). Mothers' problem solving was not significantly related to children's internalizing problems.

Lastly, results for fathers' withdrawal held up. Controlling for concurrent conflict and mothers' withdrawal, higher father withdrawal was associated with more internalizing problems for girls compared to boys (B = -5.39, SE = 2.68, p = .047; See Table 15). Father withdrawal was unrelated to children's externalizing problems. Additionally, no results emerged for mother withdrawal or the interaction of mother withdraw by gender.

3.3 Research Question 2: Dyadic Family Patterns of CRS

Turning to question 3, which addressed the dyadic nature of conflict resolution styles, the interaction of mothers' and fathers' conflict resolutions styles across the first year of parenthood were examined as predictors of children's internalizing and externalizing problems in the first grade, controlling for child gender and family structure. The 4 dyadic patterns examined were based on past research and included: 1) mutual positive engagement, 2) mutual hostile interaction and two demand-withdraw patterns - 3) demanding fathers-withdrawing mothers and 4) demanding mothers-

withdrawing fathers. Tables 16-19 present the results. Results did not support the hypotheses that dyadic patterns of conflict resolution style were significantly related to children's outcomes at age 6. Dyadic patterns of conflict engagement, problem solving and demand-withdraw were not significantly related to children's internalizing and externalizing problems controlling for family structure and child gender. Furthermore, dyadic patterns of parents' conflict resolution styles were not moderated by child gender.

The next set of analyses examined patterns of mothers' and fathers' conflict resolutions styles across the first year of parenthood as predictors of children's internalizing and externalizing problems in the first grade, controlling for early conflict level (See Tables 20-23). Again, results did not support hypotheses. Controlling for early conflict dyadic patterns of conflict resolution style were not related to children's internalizing or externalizing problems at age 6. Additionally, no results emerged for interactions of dyadic patterns of conflict resolution style and child gender.

Lastly analyses examined dyadic patterns of mothers' and fathers' conflict resolutions styles across the first year of parenthood as predictors of children's internalizing and externalizing problems in the first grade, controlling for concurrent conflict (See Tables 24-27). Partial support for hypotheses emerged. Specifically, results indicated that there was a trend level effect where the dyadic pattern of father demand-mother withdraw interacted with child gender to predict children's externalizing problems at age 6 (B = -6.16 SE = 3.44 p = .076). Figure 5 shows that on average, boys were experiencing more externalizing problems compared to girls. However, when mothers were high on withdrawal and fathers were low on engagement, boys had more externalizing problems than when fathers were high on engagement. Conversely, when

mothers were low on withdrawal and fathers were high on engagement, boys had more externalizing problems (See Table 27, Figure 5). No results emerged for interactions of dyadic patterns of conflict engagement and problem solving with child gender.

Because previous analysis showed that mothers' compliance conflict resolution style was related to children's outcomes, exploratory analysis modified the dyadic pattern of Demand-withdraw to be demand-comply in which fathers are demanding or engaging in conflict and mothers are complying. Results are shown in Tables 28-30. Results indicated that there is a trend level effect where the dyadic pattern of demanding father-complying mother predicted children's externalizing problems (B = -2.99 SE = 1.61 p = .065; Table 28, Figure 6). When fathers are higher on conflict engagement, children have more externalizing problems when mothers are low on conflict compliance compared to when mothers are more compliant. Results held up controlling for early conflict and concurrent conflict. No results emerged for interactions of demanding father-complying mother with child gender.

CHAPTER 4

DISCUSSION

The current study examined the extent to which parents' early conflict resolution styles were related to children's externalizing and internalizing problems at age 6. In our analysis, in a number of cases both mothers' and fathers' early conflict resolution styles predicted children's internalizing problems. Specifically, results indicated that even in their first year of life, children are being uniquely influenced by parents' conflict resolution strategies, above and beyond how much conflict is actually occurring. It doesn't just matter how much parents are fighting, but also how parents are fighting. Parents individual conflict resolution strategies had different implications for children's development.

It was hypothesized that parents' conflict resolution styles would be associated with both children's internalizing and externalizing problems, however, by and large, results were only supported for children's internalizing problems. This is an intriguing finding, since children's internalizing problems were reported by teachers who are typically thought to underreport children's difficulties (Hinshaw, Han, Erhardt, & Huber, 1992). One potential explanation for this finding is that this was a nonclinical sample. The lack of results for children's externalizing problems may be due to the fact that no child met the clinical cut off for externalizing problems. Alternatively, early conflict style may not be a strong predictor of children's externalizing problems. Past research has found that while children's internalizing problems were strongly predicted by family violence during infancy, children's externalizing problems at age 5 were better predicted by child's externalizing problems at age 2 and by their mother's mental health problems

before pregnancy (Mantymaa, Puura, Luoma, Latva, Salmelin & Tamminen 2001).

4.1 Direct Effects of Parents' CRS on Children's Problems

Partially consistent with our hypothesis, higher fathers' conflict engagement predicted more internalizing problems in children. Results were consistent controlling for early and concurrent conflict levels. This suggests that above and beyond conflict levels, for boys and girls, exposure to father's hostile and angry behavior early in life may disrupt or negatively impact children's development. This is consistent with extant research that has linked interparental conflict, specifically destructive conflict resolution styles to negative child outcomes (Cummings et al., 2002; 2004).

Additionally, results found that when fathers used more constructive problem solving techniques children had fewer externalizing problems, however, this result disappeared when controlling for concurrent levels of conflict. In contrast, at age 6 results indicated that controlling for how much parents were fighting, mothers' who used fewer problem solving were more likely to have sons exhibiting more externalizing problems. Past research has found that over time and increased exposure to conflict boys tend to lose hope in parents' ability to resolve conflict (Goeke-Morey, Papp, & Cummings, 2013). Thus, in this case mothers' lower usage of problem solving tactics may negatively impact boys' mental health and reflect their loss of hope in their parents' ability to amicably resolving problems.

4.2 Moderating Role of Child Gender

Despite inconsistent past research, results from the present study point to gender moderating the effects of interparental on children's outcomes. Specifically, results revealed that at higher levels of mother compliance, daughters had more internalizing

problems than sons. When fathers exhibited more withdrawal strategies, daughters also had more internalizing symptoms than sons. These findings are consistent with previous research that suggest that girls are more vulnerable to interparental conflict (Cummings and Davies, 1994; Baviskar, 2011). These findings, in particular, suggest that girls may be more vulnerable to the subtleties of interparental conflict. Both compliance and withdrawal conflict strategies are characterized by subtle actions and remarks during conflict, like stonewalling or just saying okay. It may be that these more passive approaches to resolving conflict also negatively impact parents' mental health or parenting strategies that, in turn, directly impact children. Further research is needed to examine these potential processes.

4.3 Dyadic Conflict Resolution Patterns

We found weak evidence for the hypothesis that dyadic patterns of parents' conflict resolution styles were related to children's internalizing and externalizing problems. Despite previous research that has shown that parents' use of positive conflict resolution strategizes was related to better children outcomes (Cummings et al., 2004; Katz & Woodin, 2002), this hypothesis was unsupported. The lack of support for this hypothesis may suggest that having two parents that are problem solving may not provide any additive effect to having just one parent problem solving. Having at least one parent actively problem solving may be sufficient to act as a protective factor for children against negative health outcomes associated with interparental conflict. Alternatively, given that past research would hypothesize that mutual positive conflict engagement would be associated with a reduction in children's' internalizing and externalizing problem, the fact that we had a nonclinical sample with few children endorsing high

levels of internalizing problems, we may have lacked the variability in our sample to detect differences between families with children that have clinically significant or impairing levels of internalizing problems vs families with children that endorsed minor internalizing symptoms. Additionally, given past research linking positive conflict resolution strategies to children's positive social functioning (Grych & Fincham, 1990), mutual positive engagement may just be a predictor of children's positive outcomes opposed to a reduction in negative outcomes. Future studies should explore whether or not dyadic patterns of mutual problem solving are related to children's social skills.

Results also did not support the hypothesis that early patterns of parents' mutually hostile conflict resolution would be predictive of children with more externalizing problems at age 6 (Katz & Gottman, 1993; Katz &Woodin, 2002). It may be that parents that exhibited early mutually hostile conflict resolution patterns were more likely to divorce by year 6. In this case, divorce may act as a protective factor, insulating them from the negative effects of mutually hostile conflict interactions (Heinicke, Guthrie, & Ruth, 1997). Looking at our own data, One-way anovas indicated that there was only a trend level difference in fathers' use of conflict engagement where divorced fathers reported higher levels of conflict engagement during year 1 compared to married and cohabitating fathers (F (2, 108) = 2.68, p = .073)

Results for the demand-withdraw pattern were partially supported, but not in the pattern past research would support. Dyads where mothers were more demanding and fathers withdrew, the more typical pattern, was unrelated to child outcomes. This is inconsistent with past research that has primarily theorized the demand-withdraw conflict pattern in this manner (Katz & Woodin, 2002; Fincham & Beach, 1999; Gottman &

Krokoff, 1989). However, results found that father demanding-mother withdrawing was related to children's externalizing problems controlling for concurrent conflict. One reason why this dyadic pattern may have flipped with fathers engaging rather than withdrawing is because the transition to parenthood is a time when mother hold some power as the gate keepers to fathers accessing their children (Gaunt, 2008; Allen & Hawkins, 1999), if fathers want to be involved in their child's life they must engage with mothers rather than withdraw.

The transition to parenthood may also be a time when mothers are more motivated to keep fathers engaged in the relationship. Mothers may want to keep fathers involved in their child's life and or may want fathers to support them in caring for their child. Research has shown that when fathers are happy or satisfied in their relationship they are more likely to be involved with their children (Belsky, Rovine, & Fish, 1989; Blair, Wenk, & Hardesty, 1994; King, 2003; NICHD Early Child Care Research Network, 2000). Thus, if mothers are more motivated to keep fathers in the relationships, mothers may be more compliant in conflict situations. Results indicated that the father engagement-mother compliance pattern was also related to children's externalizing problems. This result held up controlling for both early and concurrent levels of conflict. Results indicated that at high levels of father engagement, less mother compliance is associated with more externalizing problems in children. When fathers are engaging in conflict and mothers are not complying conflict this would be similar to both parents negatively engaging in the conflict, or patterns of mutual hostile conflict resolution. Thus, despite not finding support for a mutual hostile engagement, this finding indirectly lends support for this theory. These results further highlight the importance of studying family

dyads. If our analysis had stopped at studying mothers' and fathers' conflict resolution styles individually we would have concluded that father engagement and mother compliance were related to children's internalizing problems. However, conflict is complex and requires the participation of two parties. When looking at the overall picture of family conflict, how mothers and fathers are interacting in conflict situations, results instead indicated that the dyadic pattern of demanding father-complying mother was predictive of children's externalizing problems. This shift from parents' individual conflict styles predicting internalizing problems to dyadic conflict patterns predicting externalizing problems may help explain the inconsistency in past research studying the relationship between parental conflict and differences in children's outcomes by gender. However, given that there is limited research on dyadic patterns of parents' conflict resolution styles and children's outcomes, especially dyadic patterns of father engagement-mother compliance, more research will need to be done. But these preliminary results point to the importance of understanding parents combined impact on children's development.

4.4 Limitations and Strengths

It is important to note the strengths and weaknesses of the current study. First, not all mothers and fathers completed the phase 6 (year 6) data collection. Therefore, our sample size and statistical power were limited.

Second, this study does not address the possibility that the impact of parents' conflict resolution style may depend on the relationship satisfaction. All families go through times when they do not get along. Thus, in the context of a loving supportive relationship, perhaps conflict and negative interactions have less of an impact on child

outcomes. Future research should explore the role of love and marital satisfaction in understanding the relationship between parents' conflict resolution styles and children's development.

Finally, although the present study included different informants, mothers, fathers and teachers, mothers and fathers' reports of their conflict resolution style was self-report. While inclusion of both parents' reports is a significant strength of the current investigation, it is important to acknowledge the limitations of this approach. For example, as is the case for many studies that rely on self-report data, the present study may not accurately capture parents' true usage of each conflict resolution style. Parents may be biased in their self-reports, wanting to put their best foot forward. Alternatively, parents may lack insight into what conflict resolution strategies they are using. Future research should in addition to collecting parents self-report also have parents report on their partners' conflict resolution strategies to capture a more accurate account of what conflict looks like in each family.

The current study has three key strengths. First, much previous research examining linkages between parents' conflict strategies and children's outcomes relies on cross-sectional designs (Gottman & Notarius, 2000; Cummings & Davies, 1994; Harold & Conger, 1997). Our longitudinal design provides a more methodically rigorous test of the pathways connecting parents; conflict strategies to children's development. Secondly the inclusion of both mothers' and fathers' reports is also a strength. Previous research on conflict and children's development often excludes fathers perceptions. However, given that conflict is a dyadic process it is important to understand how both parents are affecting children. Our findings indicate that mothers and fathers each had unique effects

on children's development. Finally, the focus on early conflict resolution styles, above and beyond conflict level, is an important component of this study. The majority of studies that examine conflict and children's development focus on children's experiences when they are 6 or older. However, work by Shonkoff and colleagues (2009) points to the importance of understanding children's family experiences over their first year of life; a time in which their brain is still developing and children may be particularly vulnerable to their environments. Our results indicate that conflict resolution strategies across that first year of life have a unique effect on children's emotional outcomes when they are 6 years old, above and beyond both early conflict levels and concurrent conflict levels. How parents' fight matters over children's first year of life matter for children's development.

4.5 Conclusions and Implications

This study establishes support for the hypothesis that infants are attuned to parental conflict. Parents' usage of different conflict resolution styles, engagement, compliance, problem solving, and withdrawal, differentially impact their children's internalizing and externalizing problems. Furthermore, these findings suggest that while girls maybe more sensitive to the nuances of parents' individual conflict resolution strategies, boys may actually be more vulnerable to dyadic patterns of conflict. Taken together, our results indicate that although mothers and fathers' conflict resolution strategies vary, parents' usage of different strategies have effects that extend beyond children's current wellbeing and impact their development up to 6 years later. Early prenatal interventions designed to help reduce parents' individual usage of destructive conflict resolution styles as well as parents' negative dyadic patterns of conflict

resolution may be crucial in supporting optimal parenting practices and child outcomes in these families.

Table 1. *Conflict Resolution Style (CRS) Descriptives*

	N	Mean	Std. Deviation	Minimum	Maximum	Skewness
Mother Conflict (Year 1)	110	3.87	1.01	1.36	6.56	.302
Father Conflict (Year 1)	110	3.33	1.01	1.24	5.88	.298
Avg Family Conflict (Year 1)	110	3.60	0.95	1.78	6.00	.198
Mother Conflict (Year 6)	92	4.27	1.43	1.20	8.60	.342
Father Conflict (Year 6)	92	3.84	1.34	1.40	7.20	.212
Avg Family Conflict (Year 6)	110	4.00	1.14	1.20	6.80	.230
Mother Problem Solve	110	3.56	0.44	2.13	4.92	-.189
Father Problem Solve	110	3.64	0.55	2.25	4.75	-.110
Mother Engagement	110	2.26	0.62	1.13	4.06	.744
Father Engagement	110	2.01	0.61	1.00	4.44	.709
Mother Compliance	110	2.00	0.67	1.06	3.94	.469
Father Compliance	110	2.08	0.56	1.00	3.94	.681
Mother Withdrawal	110	2.28	0.67	1.00	4.56	.855
Father Withdrawal	110	2.24	0.76	1.00	4.63	.586

Note: Variables are an average measure of each CRS across a child's first year of life unless specified.

Table 2. *Intercorrelations*

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. Mother Conflict (year 1)															
2. Father Conflict (year 1)	.47**														
3. Family Conflict (year 1)	.86**	.86**													
4. Mother Conflict (year 6)	.45**	.45**	.53**												
5. Father Conflict (year 6)	.17	.51**	.38**	.49**											
6. Family Conflict (year 6)	.35**	.52**	.51**	.89**	.86**										
7. Mother Problem Solve	-.19*	-.36**	-.32**	-.25*	-.20^{+}	-.22*									
8. Father Problem Solve	-.43**	-.24*	-.41**	-.25*	-.05	-.21*	.12								
9. Mother Engagement	.55**	.35**	.54**	.44**	.14	.34**	-.064	-.48**							
10. Father Engagement	.26**	.60**	.50**	.25*	.29**	.25*	-.49**	-.10	.23*						
11. Mother Compliance	.03	.26**	.17^{+}	.079	.172	.120	-.47**	.05	-.01	.22*					
12. Father Compliance	.15	.20*	.21*	.03	.09	.09	.05	-.36**	.03	.09	-.11				
13. Mother Withdrawal	.21*	.38**	.35**	.21*	.25*	.18+	-.55**	.05	.18^{+}	.54**	.45**	.02			
14. Father Withdrawal	.24*	.23*	.29**	-.05	.04	-.01	.03	-.33**	.31**	.21*	.04	.40**	-.07		
15. Externalizing Problems	-.04	.07	.02	.09	.15	.12	-.16^{+}	-.04	.00	.07	.094	-.01	.08	-.04	
16. Internalizing problems	.14	.29**	.25**	.16	.24*	.22*	-.08	-.09	.17+	.25**	-.01	.14	.13	-.01	.25**

Note: Variables are an average measure of each CRS across a child's first year of life unless specified. + $p < .10$, *$p < .05$, ** $p < .001$

Table 3. *Intercorrelations Between Early Conflict and Concurrent Conflict*

	Concurrent Conflict (year 6)										
Early Conflict (year 1)	1	2	3	4	5	6	7	8	9	10	11
1. Family Conflict	.39**	.42**	.32**	-.27**	-.27**	.46**	.39**	.14	.04	.03	.15
2. Mother Conflict	.28**	.38**	.13	-.22*	-.21*	.40**	.26**	.17^{+}	-.02	.01	.08
3. Father Conflict	.40**	.33**	.45**	-.25**	-.25*	.38**	.45**	.06	.07	.05	.21*
4. Mother Problem Solve	-.19*	-.21*	-.06	.46**	.22*	-.33**	-.23*	-.24*	.03	-.12	-.10
5. Father Problem Solve	-.23*	-.26**	-.19^{+}	.18^{+}	.69**	-.14	-.32**	.07	-.31**	.03	-.44**
6. Mother Engagement	.27**	.36**	.13	-.29**	-.21*	.68**	.23*	-.05	.04	-.01	.13
7. Father Engagement	.28**	.26**	.33**	-.18^{+}	-.38**	.40**	.67**	-.06	.03	.03	.49**
8. Mother Compliance	.08	.03	.08	-.30**	.05	.14	.04	.66**	-.11	.27**	.09
9. Father Compliance	.12	.07	.20*	-.14	-.24*	.15	.20*	-.07	.59**	.01	.15
10. Mother Withdrawal	-.07	-.09	.01	-.18^{+}	.04	.22*	.10	.17^{+}	-.08	.52**	-.26**
11. Father Withdrawal	.20*	.21*	.28**	-.14	-.40**	.27**	.37**	.05	.14	-.05	.59**

Note: Variables are an average measure of each CRS across a child's first year of life unless specified. + $p < .10$, *$p < .05$, ** $p < .001$

Table 4. *Hierarchical Linear Regression Analysis for Engagement CRS Predicting Child Outcomes (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.98 (2.72)	-0.07	-1.00 (2.67)	-0.04	-1.12 (2.67)	-0.04	-3.64 (1.98)$^{+}$	-0.17	-3.55 (2.01)$^{+}$	-0.16	-3.64 (2.03)$^{+}$	-0.17
Child Gender	-0.34 (1.78)	-0.02	-0.33 (1.73)	-0.02	0.25 (3.04)	0.01	4.98 (1.31)**	0.35	5.04 (1.32)**	0.35	3.20 (2.32)	0.22
Mengagement			0.97 (1.43)	0.07	3.22 (2.05)	0.22			-0.61 (1.09)	-0.05	-1.04 (1.55)	-0.09
Fengagement			3.65 (1.47)*	0.24	3.56 (1.80)$^{+}$	0.24			0.76 (1.11)	0.07	0.12 (1.37)	0.01
Mengagement xGender					-4.46 (2.86)	-0.21					0.97 (2.18)	0.06
Fengagement xGender					-0.82 (3.17)	-0.05					2.32 (2.40)	0.17
R^2	.006		.075		.100		.138		.143		.155	
ΔR^2			(.070)		(.025)				(.005)		(.012)	
F for change in R^2			(3.956)*		(1.411)				(0.319)		(0.691)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 5. *Hierarchical Linear Regression Analysis for Compliance CRS Predicting Child Outcomes (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.98 (2.72)	-0.07	-2.09 (2.73)	-0.07	-1.75 (2.70)	-0.06	-3.64 (1.98)$^{+}$	-0.17	-3.81 (1.99)$^{+}$	-0.18	-3.78 (2.03)$^{+}$	-0.17
Child Gender	-0.34 (1.78)	-0.02	-0.12 (1.79)	-0.01	-0.65 (1.77)	-0.04	4.98 (1.31)**	0.35	5.01 (1.32)**	0.35	4.97 (1.34)**	0.35
Mcompy			1.72 (1.33)	0.13	3.58 (1.56)*	0.26			0.29 (0.97)	0.03	0.44 (1.17)	0.04
Fcompy			-0.03 (1.59)	0.00	1.22 (2.09)	0.08			1.43 (1.18)	0.11	1.51 (1.57)	0.12
Mcomply xGender					-6.23 (2.83)*	-0.26					-0.52 (2.14)	-0.03
Fcomply xGender					-3.22 (3.16)	-0.13					-0.24 (2.42)	-0.01
R^2	.006		.021		.071		.138		.150		.151	
ΔR^2			(.016)		(.049)				(.012)		(.001)	
F for change in R^2			(0.848)		(2.725)$^{+}$				(0.755)		(0.032)	

Note: Mcomply = Mothers' average use of compliance as a conflict resolution strategy across a child's first year of life, Fcomply = Fathers' use of compliance as a conflict resolution strategy across a child's first year of life, xGender = interaction with child gender, $+ p < .10$, $*p < .05$, $** p < .001$

Table 6. *Hierarchical Linear Regression Analysis for Problem Solve CRS Predicting Child Outcomes (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.98 (2.72)	-0.07	-2.24 (2.75)	-0.08	-2.89 (2.87)	-0.10	-3.64 (1.98)$^{+}$	-0.17	-3.71 (1.98)$^{+}$	-0.17	-2.76 (2.04)	-0.13
Child Gender	-0.34 (1.78)	-0.02	-0.29 (1.78)	-0.02	-0.36 (1.79)	-0.02	4.98 (1.31)**	0.35	5.09 (1.30)**	0.35	5.20 (1.29)**	0.36
Mprob			-1.50 (2.03)	-0.07	-2.81 (2.80)	-0.14			-0.42 (1.46)	-0.03	1.63 (1.99)	0.10
Fprob			-1.61 (1.66)	-0.10	-2.69 (2.13)	-0.16			-2.33 (1.20)$^{+}$	-0.18	-1.04 (1.52)	-0.08
Mprob xGender					2.41 (4.23)	0.08					-3.95 (3.02)	-0.17
Fprob xGender					2.52 (3.46)	0.09					-2.93 (2.47)	-0.14
R^2	.006		.022		.031		.138		.171		.200	
ΔR^2			(.016)		(.009)				(.033)		(.029)	
F for change in R^2			(0.858)		(0.503)				(2.044)		(1.831)	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 7. *Hierarchical Linear Regression Analysis for Withdrawal CRS Predicting Child Outcomes (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.98 (2.72)	-0.07	-1.63 (2.72)	-0.06	-1.04 (2.73)	-0.04	-3.64 (1.98)$^{+}$	-0.17	-3.44 (1.99)$^{+}$	-0.16	-3.49 (2.02)$^{+}$	-0.16
Child Gender	-0.34 (1.78)	-0.02	-0.01 (1.80)	0.00	-0.64 (1.83)	-0.04	4.98 (1.31)**	0.05	5.19 (1.34)**	0.36	5.25 (1.38)**	0.36
Mwithd			-0.18 (1.34)	-0.01	-0.06 (1.72)	0.00			-0.02 (0.99)	0.00	-0.67 (1.28)	-0.06
Fwithd			2.13 (1.23)$^{+}$	0.17	3.76 (1.52)*	0.30			1.16 (0.90)	0.12	1.43 (1.13)	0.15
Mwithd xGender					-1.04 (2.77)	-0.05					1.56 (2.07)	0.09
Fwithd xGender					-4.73 (2.60)$^{+}$	-0.23					-0.55 (1.94)	-0.03
R^2	.074		.184		.253		.138		.152		.158	
ΔR^2			(.028)		(.030)				(.014)		(.006)	
F for change in R^2			(1.538)		(1.670)				(0.832)		(0.362)	

Note: Mwithd = Mothers' average use of withdrawal as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, xGender = interaction with child gender, + $p <$ .10, *$p < .05$, ** $p < .001$

Table 8. *Hierarchical Linear Regression Analysis for Engagement CRS Predicting Child Outcomes Controlling for Early Conflict (N = 109)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.83 (2.72)	-0.03	-0.68 (2.71)	-0.02	-0.69 (2.70)	-0.03	-3.68 (2.03)*	-0.17	-3.61 (2.05)*	-0.17	-3.74 (2.06)*	-0.17
Child Gender	-0.33 (1.74)	-0.02	-0.30 (1.73)	-0.02	0.32 (3.04)	0.02	4.98 (1.32)**	0.35	5.02 (1.33)**	0.35	3.18 (2.33)	0.22
Conflict	2.20 (0.99)*	0.22	1.03 (1.28)	0.10	1.41 (1.29)	0.14	-0.07 (0.76)	-0.01	-0.20 (1.00)	-0.02	-0.31 (1.02)	-0.04
Mengagement			0.35 (1.63)	0.02	2.62 (2.12)	0.18			-0.49 (1.24)	-0.04	-0.91 (1.62)	-0.08
Fengagement			3.06 (1.64)$^{+}$	0.20	2.74 (1.95)	0.18			0.87 (1.25)	0.08	0.30 (1.49)	0.03
Mengagement xGender					-4.94 (2.89)$^{+}$	-0.24					1.07 (2.22)	0.06
Fengagement xGender					-0.87 (3.16)	-0.05					2.33 (2.41)	0.17
R^2	.050		.081		.110		.138		.144		.156	
ΔR^2			(.031)		(.029)				(.006)		(.012)	
F for change in R^2			(1.762)		(1.680)				(0.331)		(0.714)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, xGender = interaction with child gender, $+ p < .10$, $*p < .05$, $** p < .001$

Table 9. *Hierarchical Linear Regression Analysis for Compliance CRS Predicting Child Outcomes Controlling for Early Conflict (N = 109)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.83 (2.72)	-0.03	-0.83 (2.76)	-0.03	-0.50 (2.71)	-0.02	-3.68 (2.03)*	-0.17	-4.01 (2.06)$^{+}$	-0.18	-3.97 (2.08)	-0.18
Child Gender	-0.33 (1.74)	-0.02	-0.20 (1.76)	-0.01	-0.74 (1.74)	-0.04	4.98 (1.32)**	0.35	5.01 (1.32)**	0.35	4.97 (1.34)**	0.35
Conflict	2.20 (0.99)*	0.22	2.15 (1.05)*	0.21	2.34 (1.05)*	0.23	-0.07 (0.76)	-0.01	-0.33 (0.80)	-0.04	-0.35 (0.83)	-0.04
Mcompy			1.06 (1.34)	0.08	3.08 (1.55)$^{+}$	0.23			0.38 (1.00)	0.04	0.51 (1.19)	0.05
Fcompy			-0.86 (1.61)	-0.05	0.25 (2.16)	-0.02			1.55 (1.21)	0.12	1.73 (1.66)	0.14
Mcompy xGender					-6.86 (2.79)*	-0.28					-0.44 (2.16)	-0.02
Fcompy xGender					-2.00 (3.15)	-0.08					-0.47 (2.49)	-0.02
R^2	.050		.059		.113		.138		.152		.152	
ΔR^2			(.010)		(.054)				(.014)		(.001)	
F for change in R^2			(0.528)		(3.105)*				(0.833)		(0.035)	

Note: Mcompy = Mothers' average use of compliance as a conflict resolution strategy across a child's first year of life, Fcomply = Fathers' use of compliance as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 10. *Hierarchical Linear Regression Analysis for Problem Solve CRS Predicting Child Outcomes Controlling for Early Conflict (N = 109)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*β(SE)*	*β*
Family Structure	-0.83 (2.72)	-0.03	-0.86 (2.83)	-0.03	-1.60 (2.91)	-0.06	-3.68 (2.03)*	-0.17	-4.32 (2.06)*	-0.20	-3.37 (2.10)	-0.15
Child Gender	-0.33 (1.74)	0.02	-0.30 (1.76)	-0.02	-0.39 (1.77)	-0.02	4.98 (1.32)**	0.35	5.08 (1.30)**	0.35	5.19 (1.29)**	0.36
Conflict	2.20 (0.99)*	0.22	2.10 (1.17)$^{+}$	0.21	2.36 (1.25)$^{+}$	0.23	-0.07 (0.76)	-0.01	-0.93 (0.87)	-0.11	-1.09 (0.93)	-0.13
Mprob			0.11 (2.19)	0.01	-1.94 (2.81)	-0.09			-1.11 (1.60)	-0.07	1.22 (2.02)	0.08
Fprob			-0.56 (1.74)	-0.03	-0.95 (2.30)	-0.06			-2.77 (1.27)*	-0.21	-1.85 (1.66)	-0.14
Mprob xGender					4.75 (4.36)	0.16					-4.98 (3.13)	-0.21
Fprob xGender					0.83 (3.53)	0.03					-2.09 (2.56)	-0.10
R^2	.050		.051		.064		.138		.180		.211	
ΔR^2			(.001)		(.013)				(.042)		(.031)	
F for change in R^2			(0.054)		(0.708)				(2.607)$^{+}$		(1.960)	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 11. *Hierarchical Linear Regression Analysis for Withdrawal CRS Predicting Child Outcomes Controlling for Early Conflict (N = 109)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*β(SE)*	*β*	*β(SE)*	*β*	*β(SE)*	*β*
Family Structure	-0.83 (2.72)	-0.03	-0.77 (2.73)	-0.03	-0.12 (2.74)	0.00	-3.68 (2.03)*	-0.17	-3.68 (2.03)$^{+}$	-0.17	-3.76 (2.06)$^{+}$	-0.17
Child Gender	-0.33 (1.74)	-0.02	-0.31 (1.79)	-0.02	-1.00 (1.82)	-0.05	4.98 (1.32)**	0.35	5.26 (1.34)**	0.37	5.34 (1.39)**	0.37
Conflict	2.20 (0.99)*	0.22	2.05 (1.13)$^{+}$	0.20	2.10 (1.13)$^{+}$	0.21	-0.07 (0.76)	-0.01	0.56 (0.86)	-0.07	-0.62 (0.87)	-0.08
Mwithd			-1.01 (1.40)	-0.07	-0.70 (1.74)	-0.05			0.19 (1.04)	0.02	-0.48 (1.31)	-0.04
Fwithd			1.14 (1.33)	0.09	2.73 (1.61)	0.22			1.43 (0.99)	0.15	1.74 (1.21)	0.18
Mwithd xGender					-1.53 (2.75)	-0.07					1.67 (2.08)	0.10
Fwithd xGender					-4.75 (2.57)$^{+}$	-0.23					-0.57 (1.94)	-0.04
R^2	.050		.064		.095		.138		.155		.162	
ΔR^2			(.014)		(.031)				(.017)		(.007)	
F for change in R^2			(0.764)		(1.767)				(1.036)		(0.406)	

Note: Mwithd = Mothers' average use of withdrawal as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, xGender = interaction with child gender, $+ p < .10$, $*p < .05$, $** p < .001$

Table 12. *Hierarchical Linear Regression Analysis for Engagement CRS Predicting Child Outcomes Controlling for Concurrent Conflict (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.31 (3.33)	-0.16	-4.54 (3.30)	-0.14	-4.16 (3.32)	-0.12	-5.01 (2.45)*	-0.19	-5.13 (2.49)*	-0.20	-5.43 (2.51)*	-0.21
Child Gender	-0.30 (1.81)	-0.02	-0.17 (1.79)	-0.01	1.56 (3.10)	0.09	4.80 (1.35)*	0.34	4.87 (1.37)*	0.34	3.95 (2.35)+	0.28
Conflict (year 6)	1.51 (0.74)*	0.20	1.02 (0.79)	0.14	0.98 (0.80)	0.13	0.68 (0.55)	0.12	0.78 (0.60)	0.14	0.81 (0.61)	0.14
Mengagement			-0.11 (1.57)	-0.01	1.26 (2.34)	0.08			-0.94 (1.20)	-0.08	-2.18 (1.77)	-0.19
Fengagement			3.55 (1.53)*	0.24	4.12 (1.87)*	0.28			0.36 (1.16)	0.03	0.12 (1.41)	0.01
Mengagement xGender					-2.54 (3.06)	-0.12					2.31 (2.32)	0.14
Fengagement xGender					-2.35 (3.22)	-0.13					1.26 (2.44)	0.09
R^2	.067		.118		.133		.162		.168		.182	
ΔR^2			(.051)		(.015)				(.006)		(.014)	
F for change in R^2			$(2.744)^{+}$		(0.793)				(0.323)		(0.787)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 6, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 13. *Hierarchical Linear Regression Analysis for Compliance CRS Predicting Child Outcomes controlling for concurrent Conflict (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.31 (3.33)	-0.16	-5.88 (3.35)$^{+}$	-0.17	-5.02 (3.34)	-0.15	-5.01 (2.45)*	-0.19	-5.16 (2.47)*	-0.20	-5.00 (2.55)$^{+}$	-0.19
Child Gender	-0.30 (1.81)	-0.02	0.01 (1.82)	0.00	-0.65 (1.80)	-0.04	4.80 (1.35)*	0.34	4.82 (1.36)*	0.34	4.80 (1.38)*	0.34
Conflict (year 6)	1.51 (0.74)*	0.20	1.38 (0.75)$^{+}$	0.18	1.38 (0.73)$^{+}$	0.18	0.68 (0.55)	0.12	0.58 (0.55)	0.10	0.58 (0.56)	0.10
Mcompy			2.11 (1.41)	0.15	4.38 (1.69)	0.31			-0.02 (1.04)	0.00	-0.07 (1.29)	-0.01
Fcompy			0.23 (1.64)	0.01	1.41 (2.28)	0.09			1.87 (1.24)	0.14	2.22 (1.73)	0.17
Mcompy xGender					-7.05 (2.88)*	-0.30					0.04 (2.21)	0.00
Fcompy xGender					-3.18 (3.27)	-0.14					-0.75 (2.56)	-0.04
R^2	.067		.089		.150		.162		.182		.183	
ΔR^2			(.022)		(.061)				(.020)		(.001)	
F for change in R^2			(1.119)		(3.305)*				(1.152)		(0.044)	

Note: Mcompy = Mothers' average use of compliance as a conflict resolution strategy across a child's first year of life, Fcomply = Fathers' use of compliance as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 6, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 14. *Hierarchical Linear Regression Analysis for Problem Solve CRS Predicting Child Outcomes controlling for concurrent Conflict (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.31 (3.33)	-0.16	-5.93 (3.48)$^{+}$	-0.18	-6.41 (3.58)$^{+}$	-0.19	-5.01 (2.45)*	-0.19	-5.15 (2.54)*	-0.20	-4.19 (2.54)	-0.16
Child Gender	-0.30 (1.81)	-0.02	-0.22 (1.84)	0.01	-0.33 (1.86)	-0.02	4.80 (1.35)*	0.34	4.99 (1.35)**	0.35	5.27 (1.33)**	0.37
Conflict (year 6)	1.51 (0.74)*	0.20	1.35 (0.79)$^{+}$	0.18	1.39 (0.80)$^{+}$	0.18	0.68 (0.55)	0.12	0.40 (0.58)	0.07	0.37 (0.57)	0.06
Mprob			-1.62 (2.30)	-0.08	-2.99 (3.13)	-0.14			-0.68 (1.68)	-0.04	2.08 (2.21)	0.12
Fprob			-0.29 (1.77)	-0.02	-0.61 (2.33)	-0.04			-1.95 (1.29)	-0.15	-0.40 (1.65)	-0.03
Mprob xGender					2.87 (4.58)	0.09					-5.62 (3.25)$^{+}$	-0.22
Fprob xGender					0.70 (3.55)	0.03					-3.66 (2.52)	-0.18
R^2	.067		.072		.077		.162		.185		.236	
ΔR^2			(.005)		(.005)				(.023)		(.051)	
F for change in R^2			(0.276)		(0.243)				(1.288)		(3.022)$^{+}$	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 6, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 15. *Hierarchical Linear Regression Analysis for Withdrawal CRS Predicting Child Outcomes controlling for concurrent Conflict (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.31 (3.33)	-0.16	-4.65 (3.35)	-0.14	-3.10 (3.40)	-0.09	-5.01 (2.45)*	-0.19	-4.58 (2.47)$^{+}$	-0.18	-4.57 (2.56)$^{+}$	-0.18
Child Gender	-0.30 (1.81)	-0.02	0.11 (1.85)	0.01	-0.56 (1.86)	-0.03	4.80 (1.35)*	0.34	5.08 (1.38)**	0.36	5.14 (1.43)*	0.36
Conflict (year 6)	1.51 (0.74)*	0.20	1.22 (0.76)	0.16	1.32 (0.76)$^{+}$	0.18	0.68 (0.55)	0.12	0.49 (0.56)	0.08	0.44 (0.58)	0.08
Mwithd			-0.26 (1.38)	-0.02	0.26 (1.81)	0.02			-0.13 (1.02)	-0.01	-0.67 (1.36)	-0.06
Fwithd			2.18 (1.33)	0.17	4.20 (1.68)	0.33			1.41 (0.98)	0.14	1.70 (1.27)	0.17
Mwithd xGender					-1.92 (2.83)	-0.09					1.19 (2.15)	0.07
Fwithd xGender					-5.39 (2.68)*	-0.26					-0.53 (2.03)	-0.03
R^2	.067		.094		.134		.162		.180		.184	
ΔR^2			(.027)		(.040)				(.019)		(.004)	
F for change in R^2			(1.397)		(2.111)				(1.049)		(0.213)	

Note: Mwithd = Mothers' average use of withdrawal as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 6, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 16. *Hierarchical Linear Regression Analysis for Dyadic Engagement CRS and Child Gender Interaction (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.00 (2.67)	-0.04	-0.98 (2.67)	-0.04	-1.11 (2.68)	-0.04	-3.55 (2.01)$^{+}$	-0.16	-3.55 (2.02)$^{+}$	-0.16	-3.63 (2.02)$^{+}$	-0.17
Child Gender	-0.33 (1.73)	-0.02	-0.07 (1.74)	0.00	-0.37 (3.19)	-0.02	5.04 (1.32)**	0.35	4.96 (1.34)**	0.35	4.29 (2.42)$^{+}$	0.30
Mengagement	0.97 (1.43)	0.07	-1.66 (2.66)	-0.11	2.04 (3.51)	0.14	-0.61 (1.09)	-0.05	0.13 (2.03)	0.01	-2.18 (2.65)	-0.19
Fengagement	3.65 (1.47)*	0.24	3.85 (1.48)*	0.26	3.64 (1.82)*	0.24	0.76 (1.11)	0.07	0.71 (1.12)	0.06	0.20 (1.37)	0.02
Meng x Feng			3.09 (2.63)	0.21	1.27 (3.06)	0.09			-0.87 (2.00)	-0.08	1.22 (2.31)	0.11
Mengagement xGender					-8.01 (5.84)	-0.38					7.05 (4.43)	0.43
Fengagement xGender					-0.20 (3.24)	-0.01					1.53 (2.44)	0.11
Meng x Feng xGender					4.85 (6.24)	0.20					-7.58 (4.71)	-0.39
R^2	.075		.087		.113		.143		.145		.177	
ΔR^2			(.012)		(.025)				(.002)		(.032)	
F for change in R^2			(1.378)		(0.956)				(0.188)		(1.291)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, Meng x Feng = interaction of mothers and fathers dyadic engagement CRS, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 17. *Hierarchical Linear Regression Analysis for Dyadic Problem Solving CRS and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-2.24 (2.75)	-0.08	-2.18 (2.76)	-0.08	-2.50 (2.92)	-0.09	-3.71 (1.98)	-0.17	-3.72 (1.99)$^{+}$	-0.17	-3.26 (2.07)	-0.15
Child Gender	-0.29 (1.78)	-0.02	-0.14 (1.80)	-0.01	-0.50 (1.86)	-0.03	5.09 (1.30)	0.35	5.07 (1.31)**	0.35	5.65 (1.33)**	0.39
Mprob	-1.50 (2.02)	-0.07	-1.65 (2.04)	-0.08	-3.02 (2.83)	-0.15	-0.42 (1.46)	-0.03	-0.40 (1.48)	-0.03	1.73 (2.00)	0.11
Fprob	-1.61 (1.66)	-0.10	-1.62 (1.66)	-0.10	-2.41 (2.17)	-0.14	-2.33 (1.20)$^{+}$	-0.18	-2.33 (1.20)$^{+}$	-0.18	-1.26 (1.53)	-0.10
Mprob x Fprob			-2.88 (4.26)	-0.07	-4.89 (5.77)	-0.11			0.35 (3.08)	0.01	3.67 (4.07)	0.11
Mprob xGender					2.61 (4.26)	0.09					-4.12 (3.02)	-0.17
Fprob xGender					2.33 (3.55)	0.09					-3.26 (2.52)	-0.16
Mprob x Fprob xGender					5.96 (8.99)	0.09					-9.54 (6.35)	-0.19
R^2	.022		.026		.038		.171		.171		.218	
ΔR^2			(.004)		(.012)				(.000)		(.047)	
F for change in R^2			(0.457)		(0.428)				(0.013)		(1.976)	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, Mprob x Fprob = interaction of mothers and fathers dyadic problem solving CRS, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 18. *Hierarchical Linear Regression Analysis for Dyadic Demanding Mother-Withdrawn Father and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.47 (2.71)	-0.05	-1.42 (2.71)	-0.05	-0.79 (2.71)	-0.03	-3.52 (1.99)$^{+}$	-0.16	-3.55 (1.99)$^{+}$	-0.16	-3.29 (2.05)	-0.15
Child Gender	-0.10 (1.78)	-0.01	0.19 (1.79)	0.01	-0.17 (1.89)	-0.01	5.28 (1.32)**	0.37	5.13 (1.34)**	0.36	5.02 (1.46)*	0.35
Mengagement	1.33 (1.45)	0.09	1.71 (1.49)	0.12	4.14 (1.95)*	0.28	-0.80 (1.08)	-0.07	-0.98 (1.11)	-0.09	-1.18 (1.48)	-0.10
Fwithd	1.87 (1.26)	0.15	2.00 (1.26)	0.16	3.73 (1.57)*	0.30	1.33 (0.93)	0.14	1.26 (0.93)	0.13	1.77 (1.19)	0.18
Meng x Fwithd			-2.04 (1.82)	-0.11	2.11 (3.32)	0.12			1.00 (1.34)	0.07	1.96 (2.52)	0.14
Mengagement xGender					-4.53 (3.02)	-0.22					0.81 (2.32)	0.05
Fwithd xGender					-3.64 (2.92)	-0.17					-1.40 (2.23)	-0.09
Meng x Fwithd xGender					-3.41 (4.18)	-0.16					-1.04 (3.17)	-0.06
R^2	.041		.053		.108		.156		.161		.166	
ΔR^2			(.011)		(.055)				(.005)		(.005)	
F for change in R^2			(1.260)		(2.090)				(0.563)		(0.187)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, Meng x Fwithd = dyadic CRS pattern of mother demanding and father withdrawing, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 19. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Withdrawn Mother and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.09 (2.67)	-0.04	-1.09 (2.67)	-0.04	-0.85 (2.72)	-0.03	-3.50 (2.01)$^{+}$	-0.16	-3.50 (2.02)$^{+}$	-0.16	-3.38 (2.03)$^{+}$	-0.16
Child Gender	-0.45 (1.74)	-0.03	-0.53 (1.74)	-0.03	1.68 (3.28)	0.09	4.94 (1.33)**	0.34	4.91 (1.34)**	0.34	4.51 (2.46)$^{+}$	0.31
Fengagement	4.15 (1.46)*	0.28	3.73 (1.51)*	0.25	4.54 (1.85)*	0.30	0.67 (1.10)	0.06	0.48 (1.15)	0.04	0.17 (1.38)	0.02
Mwithd	-1.12 (1.34)	-0.08	0.98 (2.51)	0.07	0.08 (3.09)	0.01	-0.24 (1.01)	-0.02	0.71 (1.91)	0.07	-1.48 (2.30)	-0.14
Feng x Mwithd			-2.12 (2.15)	-0.18	-1.30 (2.76)	-0.11			-0.95 (1.63)	-0.10	0.93 (2.05)	0.10
Fengagement xGender					-2.53 (3.30)	-0.14					1.28 (2.46)	0.09
Mwithd xGender					2.59 (5.44)	0.12					6.98 (4.07)$^{+}$	0.41
Feng x Mwithd xGender					-2.25 (4.57)	-0.13					-5.58 (3.40)	-0.40
R^2	.077		.086		.092		.141		.144		.180	
ΔR^2			(.009)		(.006)				(.003)		(.036)	
F for change in R^2			(0.980)		(0.225)				(0.345)		(1.435)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mwithd = Mothers use of withdrawal as a conflict resolution strategy across a child's first year of life, Feng x Mwithd = dyadic CRS pattern of father demanding and mother withdrawing, xGender = interaction with child gender, $+ p < .10$, $*p < .05$, $** p < .001$

Table 20. *Hierarchical Linear Regression Analysis for Dyadic Engagement CRS and Child Gender Interaction (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.68 (2.71)	-0.02	-0.62 (2.70)	-0.02	-0.70 (2.71)	-0.03	-3.61 (2.05)$^{+}$	-0.17	-3.63 (2.06)$^{+}$	-0.17	-3.62 (2.06)$^{+}$	-0.17
Child Gender	-0.30 (1.73)	-0.02	-0.02 (1.74)	0.00	-0.10 (3.20)	-0.01	5.02 (1.33)**	0.35	4.95 (1.34)**	0.34	4.29 (2.44)$^{+}$	0.30
Conflict	1.03 (1.28)	0.01	1.16 (1.28)	0.11	1.33 (1.32)	0.13	-0.20 (1.00)	-0.02	-0.23 (1.01)	-0.03	0.01 (1.04)	0.00
Mengagement	0.35 (1.63)	0.02	-2.51 (2.82)	-0.17	1.05 (3.65)	0.07	-0.49 (1.24)	-0.04	0.29 (2.16)	0.03	-2.19 (2.77)	-0.19
Fengagement	3.06 (1.64)$^{+}$	0.20	3.22 (1.64)$^{+}$	0.21	2.90 (1.96)	0.19	0.87 (1.25)	0.08	0.83 (1.26)	0.07	0.19 (1.49)	0.02
Meng x Feng			3.27 (2.64)	0.22	1.72 (3.10)	0.12			-0.90 (2.01)	-0.08	1.23 (2.35)	0.11
Mengagement xGender					-7.41 (5.87)	-0.35					7.06 (4.48)	0.43
Fengagement xGender					-0.37 (3.24)	-0.02					1.53 (2.46)	0.11
Meng x Feng xGender					3.57 (6.37)	0.14					-7.59 (4.85)	-0.39
R^2	.081		.094		.121		.143		.145		.177	
ΔR^2			(.013)		(.027)				(.002)		(.032)	
F for change in R^2			(1.534)		(1.020)				(0.188)		(1.291)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, Meng x Feng = interaction of mothers and fathers dyadic engagement CRS, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 21. *Hierarchical Linear Regression Analysis for Dyadic Problem Solving CRS and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.86 (2.83)	-0.03	-0.88 (2.84)	-0.03	-1.30 (2.97)	-0.05	-4.32 (2.06)*	-0.20	-4.33 (2.07)*	-0.20	-3.85 (2.12)$^{+}$	-0.18
Child Gender	-0.30 (1.76)	-0.02	-0.22 (1.78)	-0.01	-0.59 (1.84)	-0.03	5.08 (1.30)**	0.35	5.09 (1.31)**	0.35	5.67 (1.33)**	0.39
Conflict	2.10 (1.17)$^{+}$	0.21	2.02 (1.20)$^{+}$	0.20	2.29 (1.28)$^{+}$	0.22	-0.93 (0.87)	-0.11	-0.95 (0.90)	-0.12	-1.10 (0.94)	-0.14
Mprob	0.11 (2.19)	0.01	-0.03 (2.24)	0.00	-2.11 (2.85)	-0.10	-1.11 (1.60)*	-0.07	-1.14 (1.63)	-0.07	1.28 (2.03)	0.08
Fprob	-0.56 (1.74)	-0.03	-0.61 (1.75)	-0.04	-0.80 (2.32)	-0.05	-2.77 (1.27)*	-0.21	-2.78 (1.28)*	-0.21	-2.03 (1.66)	-0.15
Mprob x Fprob			-1.47 (4.31)	-0.03	-3.50 (5.76)	-0.08			-0.31 (3.14)	-0.01	3.01 (4.10)	0.09
Mprob xGender					4.83 (4.40)	0.16					-5.14 (3.13)	-0.22
Fprob xGender					0.87 (3.60)	0.03					-2.49 (2.59)	-0.12
Mprob x Fprob xGender					5.63 (8.89)	0.09					-9.35 (6.34)	-0.18
R^2	.051		.052		.068		.180		.180		.229	
ΔR^2			(.001)		(.016)				(.000)		(.049)	
F for change in R^2			(0.117)		(0.582)				(0.010)		(2.061)	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, Mprob x Fprob = interaction of mothers and fathers dyadic problem solving CRS, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 22. *Hierarchical Linear Regression Analysis for Dyadic Demanding Mother-Withdrawn Father and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.83 (2.74)	-0.03	-0.83 (2.74)	-0.03	-0.24 (2.73)	-0.01	-3.63 (2.03)$^{+}$	-0.17	-3.63 (2.04)$^{+}$	-0.17	-3.41 (2.09)	-0.16
Child Gender	-0.12 (1.77)	-0.01	0.14 (1.79)	0.01	-0.10 (1.88)	-0.01	5.28 (1.33)**	0.37	5.13 (1.35)**	0.36	4.99 (1.47)*	0.35
Conflict	1.71 (1.22)	0.17	1.58 (1.23)	0.15	1.61 (1.23)	0.16	-0.29 (0.93)	-0.04	-0.22 (0.94)	-0.03	-0.34 (0.97)	-0.04
Mengagement	0.22 (1.65)	0.02	0.64 (1.70)	0.04	3.19 (2.08)	0.22	-0.61 (1.23)	-0.05	-0.84 (1.27)	-0.07	-0.98 (1.59)	-0.09
Fwithd	1.31 (1.31)	0.10	1.46 (1.32)	0.12	3.03 (1.66)$^{+}$	0.24	1.42 (0.98)	0.15	1.34 (0.99)	0.14	1.92 (1.27)	0.20
Meng x Fwithd			-1.77 (1.82)	-0.10	2.48 (3.32)	0.14			0.97 (1.35)	0.07	1.88 (2.54)	0.13
Mengagement xGender					-4.93 (3.03)	-0.23					0.88 (2.34)	0.05
Fwithd xGender					-2.99 (2.96)	-0.14					-1.55 (2.29)	-0.10
Meng x Fwithd xGender					-3.73 (4.17)	-0.18					-0.96 (3.19)	-0.06
R^2	.059		.068		.123		.157		.161		.167	
ΔR^2			(.009)		(.055)				(.004)		(.005)	
F for change in R^2			(0.948)		(2.106)				(0.515)		(0.207)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, Meng x Fwithd = dyadic CRS pattern of mother demanding and father withdrawing, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 23. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Withdrawn Mother and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.58 (2.69)	-0.02	-0.58 (2.69)	-0.02	-0.31 (2.75)	-0.01	-3.64 (2.05)$^{+}$	-0.17	-3.64 (2.06)$^{+}$	-0.17	-3.53 (2.06)$^{+}$	-0.16
Child Gender	-0.53 (1.74)	-0.03	-0.60 (1.74)	-0.03	1.66 (3.27)	0.09	4.95 (1.34)**	0.24	4.92 (1.34)**	0.34	4.50 (2.47)$^{+}$	0.31
Conflict	1.41 (1.14)	0.14	1.40 (1.14)	0.14	1.44 (1.16)	0.14	-0.36 (0.90)	-0.04	-0.36 (0.90)	-0.04	-0.38 (0.90)	-0.05
Fengagement	3.21 (1.64)$^{+}$	0.21	2.81 (1.69)	0.19	3.62 (1.99)$^{+}$	0.24	0.90 (1.25)	0.08	0.72 (1.30)	0.06	0.41 (1.50)	0.04
Mwithd	-1.46 (1.36)	-0.11	0.62 (2.52)	0.05	-0.22 (3.09)	-0.02	-0.16 (1.04)	-0.02	0.79 (1.92)	0.07	-1.40 (2.32)	-0.13
Feng x Mwithd			-2.11 (2.14)	-0.17	-1.23 (2.75)	-0.10			-0.96 (1.63)	-0.10	0.91 (2.06)	0.10
Fengagement xGender					-2.61 (3.29)	-0.15					1.30 (2.47)	0.09
Mwithd xGender					2.38 (5.43)	0.11					7.00 (4.09)$^{+}$	0.41
Feng x Mwithd xGender					-2.32 (4.55)	-0.13					-5.54 (3.42)	-0.40
R^2	.091		.099		.106		.142		.145		.181	
ΔR^2			(.008)		(.007)				(.003)		(.036)	
F for change in R^2			(0.968)		(0.245)				(0.342)		(1.428)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mwithd = Mothers use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, Feng x Mwithd = dyadic CRS pattern of father demanding and mother withdrawing, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 24. *Hierarchical Linear Regression Analysis for Dyadic Engagement CRS and Child Gender Interaction (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-4.54 (3.30)	-0.14	-4.20 (3.32)	-0.13	-4.14 (3.36)	-0.12	-5.13 (2.49)*	-0.20	-5.21 (2.52)*	-0.20	-5.15 (2.52)*	-0.20
Child Gender	-0.17 (1.79)	-0.01	0.03 (1.80)	0.00	0.81 (3.25)	0.04	4.87 (1.37)*	0.34	4.82 (1.38)*	0.34	5.03 (2.45)*	0.35
Conflict (year 6)	1.02 (0.79)	0.14	1.00 (0.79)	0.13	0.94 (0.80)	0.13	0.78 (0.60)	0.14	0.79 (0.60)	0.14	0.86 (0.61)	0.15
Mengagement	-0.11 (1.57)	-0.01	-2.17 (2.75)	-0.15	0.71 (3.68)	0.05	-0.94 (1.20)	-0.08	-0.43 (2.10)	-0.04	-3.61 (2.77)	-0.31
Fengagement	3.55 (1.53)*	0.24	3.74 (1.55)*	0.25	4.18 (1.88)*	0.28	0.36 (1.16)	0.03	0.31 (1.17)	0.03	0.21 (1.41)	0.02
Meng x Feng			2.56 (2.80)	0.16	0.68 (3.32)	0.04			-0.63 (2.13)	-0.05	1.64 (2.49)	0.14
Mengagement xGender					-6.93 (5.93)	-0.33					8.25 (4.48)$^{+}$	0.51
Fengagement xGender					-1.69 (3.30)	-0.09					0.53 (2.48)	0.04
Meng x Feng xGender					5.78 (6.40)	0.24					-7.50 (4.81)	-0.40
R^2	.118		.126		.147		.168		.168		.204	
ΔR^2			(.008)		(.021)				(.001)		(.036)	
F for change in R^2			(0.835)		(0.730)				(0.086)		(1.319)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fengagament = Fathers' use of engagement as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict at year 6, Meng x Feng = interaction of mothers and fathers dyadic engagement CRS, xGender = interaction with child gender, $+ p < .10$, $*p < .05$, $** p < .001$

Table 25. *Hierarchical Linear Regression Analysis for Dyadic Problem Solving CRS and Child Gender Interactions (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.93 (3.48)$^{+}$	-0.18	-5.72 (3.52)	-0.17	-6.34 (3.59)+	-0.19	-5.15 (2.54)*	-0.20	-5.27 (2.57)*	-0.20	-4.25 (2.57)	-0.16
Child Gender	-0.22 (1.84)	-0.01	-0.16 (1.85)	-0.01	-0.87 (1.89)	-0.05	4.99 (1.35)**	0.35	4.96 (1.36)**	0.35	5.34 (1.37)**	0.37
Conflict (year 6)	1.35 (0.79)$^{+}$	0.18	1.36 (0.79)$^{+}$	0.18	1.52 (0.80)+	0.20	0.40 (0.58)	0.07	0.40 (0.58)	0.07	0.34 (0.58)	0.06
Mprob	-1.62 (2.30)	-0.08	-1.59 (2.31)	-0.07	-3.42 (3.13)	-0.16	-0.68 (1.68)	-0.04	-0.70 (1.69)	-0.04	2.19 (2.24)	0.13
Fprob	-0.29 (1.77)	-0.02	-0.26 (1.77)	-0.02	0.06 (2.36)	0.00	-1.95 (1.29)	-0.15	-1.97 (1.30)	-0.15	-0.57 (1.69)	-0.04
Mprob x Fprob			-2.36 (4.63)	-0.05	-8.07 (5.87)	-0.18			1.37 (3.37)	0.04	2.12 (4.21)	0.06
Mprob xGender					2.77 (4.61)	0.09					-5.70 (3.32)$^{+}$	-0.23
Fprob xGender					0.62 (3.61)	0.02					-3.53 (2.59)	-0.17
Mprob x Fprob xGender					15.70 (9.97)	0.21					-2.64 (7.15)	-0.05
R^2	.072		.075		.105		.185		.186		.238	
ΔR^2			(.003)		(.030)				(.001)		(.052)	
F for change in R^2			(0.259)		(1.006)				(0.164)		(2.007)	

Note: Mprob = Mothers' average use of problem solving as a conflict resolution strategy across a child's first year of life, Fprob = Fathers' use of problem solving as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict at year 6, Mprob x Fprob = interaction of mothers and fathers dyadic problem solving CRS, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 26. *Hierarchical Linear Regression Analysis for Dyadic Demanding Mother-Withdrawn Father and Child Gender Interactions (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-4.62 (3.35)	-0.14	-4.60 (3.34)	-0.14	-2.67 (3.49)	-0.08	-4.75 (2.46)$^{+}$	-0.18	-4.76 (2.47)$^{+}$	-0.18	-4.58 (2.62)$^{+}$	-0.18
Child Gender	0.16 (1.83)	0.01	0.46 (1.85)	0.03	0.14 (1.96)	0.01	5.24 (1.37)**	0.37	5.13 (1.38)**	0.36	5.12 (1.50)*	0.36
Conflict (year 6)	1.22 (0.79)	0.16	1.16 (0.79)	0.15	1.01 (0.80)	0.13	0.67 (0.59)	0.12	0.69 (0.59)	0.12	0.74 (0.60)	0.13
Mengagement	-0.02 (1.60)	0.00	0.49 (1.66)	0.03	2.26 (2.26)	0.15	-1.28 (1.19)	-0.11	-1.45 (1.24)	-0.13	-2.36 (1.70)	-0.20
Fwithd	2.20 (1.35)	0.17	2.41 (1.36)$^{+}$	0.19	4.27 (1.76)*	0.33	1.63 (1.00)	0.17	1.56 (1.01)	0.16	1.95 (1.32)	0.20
Meng x Fwithd			-2.21 (1.85)	-0.12	1.31 (3.52)	0.07			0.75 (1.37)	0.06	1.26 (2.64)	0.09
Mengagement xGender					-2.74 (3.21)	-0.13					2.12 (2.44)	0.13
Fwithd xGender					-4.01 (3.06)	-0.20					-1.20 (2.31)	-0.08
Meng x Fwithd xGender					-2.85 (4.35)	-0.14					-0.75 (3.28)	-0.05
R^2	.094		.107		.144		.190		.193		.201	
ΔR^2			(.014)		(.037)				(.003)		(.008)	
F for change in R^2			(1.426)		(1.287)				(0.303)		(0.299)	

Note: Mengagement = Mothers' average use of engagement as a conflict resolution strategy across a child's first year of life, Fwithd = Fathers' use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict at year 6, Meng x Fwithd = dyadic CRS pattern of mother demanding and father withdrawing, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 27. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Withdrawn Mother and Child Gender Interactions (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-4.60 (3.28)	-0.14	-4.67 (3.28)	-0.14	-4.22 (3.37)	-0.13	-4.99 (2.49)*	-0.19	-5.01 (2.50)*	-0.19	-4.55 (2.53)$^{+}$	-0.18
Child Gender	-0.37 (1.79)	-0.02	-0.45 (1.80)	-0.02	2.41 (3.30)	0.13	4.75 (1.38)*	0.33	4.73 (1.39)*	0.33	4.99 (2.50)*	0.35
Conflict (year 6)	0.97 (0.76)	0.13	0.93 (0.76)	0.12	0.98 (0.78)	0.13	0.64 (0.58)	0.11	0.62 (0.58)	0.11	0.63 (0.59)	0.11
Fengagement	3.81 (1.54)*	0.26	3.42 (1.60)*	0.23	4.51 (1.95)*	0.30	0.28 (1.17)	0.03	0.14 (1.22)	0.01	0.08 (1.46)	0.01
Mwithd	-1.15 (1.38)	-0.08	0.84 (2.57)	0.06	0.00 (3.22)	0.00	-0.30 (1.05)	-0.03	0.43 (1.97)	0.04	-1.93 (2.42)	-0.18
Feng x Mwithd			-1.97 (2.15)	-0.17	-1.03 (2.79)	-0.09			-0.73 (1.64)	-0.08	1.49 (2.10)	0.16
Fengagement xGender					-3.43 (3.33)	-0.19					0.51 (2.50)	0.04
Mwithd xGender					2.17 (5.48)	0.10					7.09 (4.14)$^{+}$	0.43
Feng x Mwithd xGender					-2.33 (4.57)	-0.13					-6.16 (3.44)$^{+}$	-0.46
R^2	.125		.133		.144		.142		.145		.181	
ΔR^2			(.008)		(.011)				(.003)		(.036)	
F for change in R^2			(0.841)		(0.388)				(0.342)		(1.428)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mwithd = Mothers use of withdrawal as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict at year 6, Feng x Mwithd = dyadic CRS pattern of father demanding and mother withdrawing, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 28. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Compliant Mother and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-1.20 (2.66)	-0.04	-1.22 (2.67)	-0.04	-1.04 (2.65)	-0.04	-3.51 (2.02)$^{+}$	-0.16	-3.46 (1.99)$^{+}$	-0.16	-3.44 (2.00)$^{+}$	-0.16
Child Gender	-0.09 (1.73)	-0.01	-0.02 (1.74)	0.00	1.08 (3.02)	0.06	5.00 (1.32)**	0.35	4.82 (1.31)**	0.34	3.58 (2.29)	0.25
Fengagement	3.75 (1.43)*	0.25	3.76 (1.43)*	0.25	3.91 (1.71)*	0.26	0.60 (1.08)	0.05	0.58 (1.07)	0.05	-0.14 (1.29)	-0.01
Mcomply	1.39 (1.28)	0.10	0.37 (2.26)	0.03	0.70 (2.48)	0.05	0.11 (0.97)	0.01	2.70 (1.69)	0.26	1.70 (1.88)	0.16
Feng x Mcomply			1.19 (2.15)	0.09	2.95 (2.47)	0.23			-2.99 (1.61)$^{+}$	-0.30	-1.65 (1.86)	-0.17
Fengagement xGender					-1.65 (3.12)	-0.09					1.77 (2.36)	0.13
Mcomply xGender					-1.06 (5.76)	-0.04					5.12 (4.40)	0.27
Feng x Mcomply xGender					-4.93 (5.23)	-0.23					-5.31 (3.97)	-0.32
R^2	.082		.084		.131		.141		.169		.191	
ΔR^2			(.003)		(.047)				(.028)		(.022)	
F for change in R^2			(0.305)		(1.829)				(3.471)$^{+}$		(0.893)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mcomply = Mothers use of compliance as a conflict resolution strategy across a child's first year of life, Feng x Mcomply = dyadic CRS pattern of father demanding and mother complying, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 29. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Compliant Mother and Child Gender Interactions (N = 110)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-0.83 (2.70)	-0.03	-0.82 (2.71)	-0.03	-0.40 (2.68)	-0.01	-3.67 (2.05)$^{+}$	-0.17	-3.70 (2.03)$^{+}$	-0.17	-3.64 (2.04)$^{+}$	-0.17
Child Gender	-0.13 (1.73)	-0.01	-0.05 (1.74)	0.00	1.12 (3.00)	0.06	5.01 (1.33)**	0.35	4.82 (1.32)**	0.34	3.56 (2.30)	0.25
Conflict	0.97 (1.14)	0.10	1.06 (1.15)	0.10	1.67 (1.16)	0.16	-0.42 (0.90)	-0.05	-0.62 (0.89)	-0.08	-0.52 (0.91)	-0.06
Fengagement	3.07 (1.63)$^{+}$	0.20	3.02 (1.64)$^{+}$	0.20	2.75 (1.88)	0.18	0.89 (1.25)	0.08	1.00 (1.23)	0.09	0.22 (1.44)	0.02
Mcomply	1.19 (1.31)	0.09	-0.06 (2.31)	0.00	0.03 (2.51)	0.00	0.20 (1.00)	0.02	2.94 (1.73)$^{+}$	0.28	1.90 (1.92)	0.18
Feng x Mcomply			1.42 (2.17)	0.11	3.58 (2.49)	0.28			-3.13 (1.62)$^{+}$	-0.31	-1.85 (1.90)	-0.18
Fengagement xGender					-1.78 (3.11)	-0.1-					1.80 (2.37)	0.13
Mcomply xGender					-1.02 (5.73)	-0.04					5.08 (4.41)	0.27
Feng x Mcomply xGender					-5.72 (5.23)	-0.26					-5.05 (4.01)	-0.30
R^2	.088		.092		.149		.143		.173		.194	
ΔR^2			(.004)		(.057)				(.030)		(.021)	
F for change in R^2			(0.430)		(2.251)$^{+}$				(3.714)$^{+}$		(0.832)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mcomply = Mothers use of compliance as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict across year 1, Feng x Mcomply = dyadic CRS pattern of father demanding and mother complying, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

Table 30. *Hierarchical Linear Regression Analysis for Dyadic Demanding Father-Compliant Mother and Child Gender Interactions (N = 99)*

	Internalizing Problems						Externalizing Problems					
	Step 1		Step 2		Step 3		Step 1		Step 2		Step 3	
Variable	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*	*B(SE)*	*β*
Family Structure	-5.04 (3.28)	-0.15	-5.01 (3.30)	-0.15	-4.50 (3.26)	-0.13	-4.92 (2.51)+	-0.19	-5.13 (2.46)*	-0.20	-4.95 (2.49)*	-0.19
Child Gender	0.07 (1.78)	0.00	0.12 (1.80)	0.01	1.62 (3.01)	0.09	4.79 (1.37)*	0.33	4.49 (1.35)*	0.31	4.08 (2.31)$^{+}$	0.29
Conflict (year 6)	0.93 (0.76)	0.12	0.90 (0.76)	0.12	0.89 (0.75)	0.12	0.65 (0.58)	0.11	0.80 (0.57)	0.14	0.74 (0.58)	0.13
Fengagement	3.34 (1.50)*	0.23	3.35 (1.51)*	0.23	3.61 (1.78)*	0.24	0.23 (1.15)	0.02	0.17 (1.13)	0.02	-0.22 (1.36)	-0.02
Mcomply	1.79 (1.38)	0.13	1.23 (2.34)	0.09	2.02 (2.59)	0.14	-0.16 (1.06)	-0.02	2.93 (1.75)$^{+}$	0.27	1.86 (1.98)	0.17
Feng x Mcomply			0.64 (2.19)	0.05	2.33 (2.53)	0.18			-3.57 (1.63)*	-0.36	-2.37 (1.93)	-0.24
Fengagement xGender					-2.33 (3.14)	-0.13					0.81 (2.40)	0.06
Mcomply xGender					-2.32 (5.75)	-0.10					5.29 (4.44)	0.29
Feng x Mcomply xGender					-4.34 (5.20)	-0.21					-4.91 (3.99)	-0.30
R^2	.134		.135		.192		.162		.204		.220	
ΔR^2			(.001)		(.058)				(.042)		(.016)	
F for change in R^2			(0.086)		(2.137)				(4.784)*		(0.609)	

Note: Fengagement = Fathers average use of engagement as a conflict resolution strategy across a child's first year of life, Mcomply = Mothers use of compliance as a conflict resolution strategy across a child's first year of life, Conflict = average family conflict at year 6, Feng x Mcomply = dyadic CRS pattern of father demanding and mother complying, xGender = interaction with child gender, + $p < .10$, *$p < .05$, ** $p < .001$

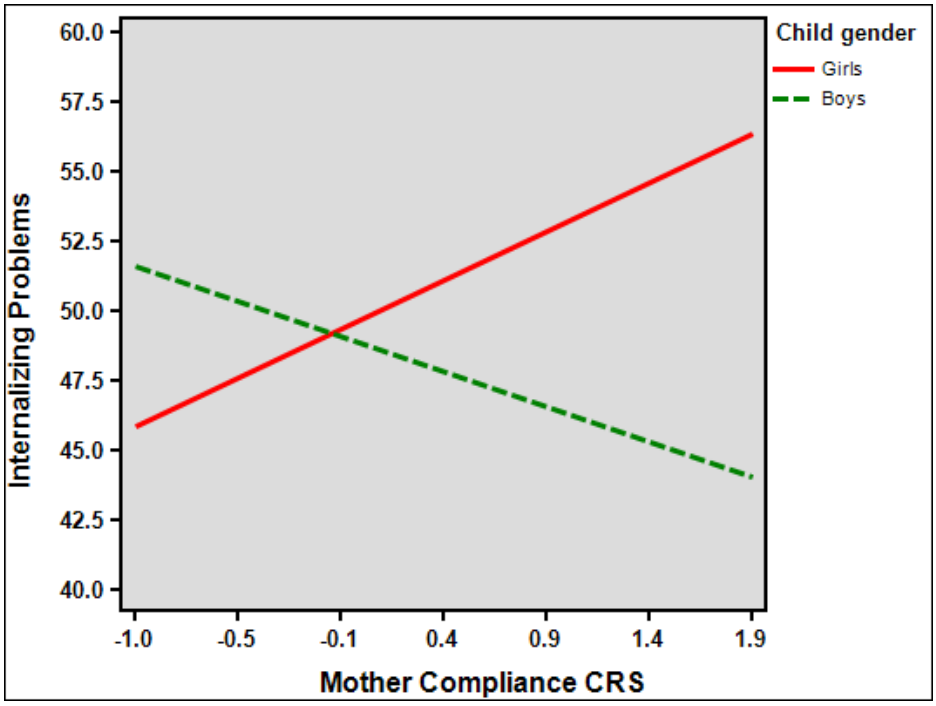

Figure 1. Mother Compliance Predicting Children's Internalizing problems controlling for Father Compliance and Family Structure

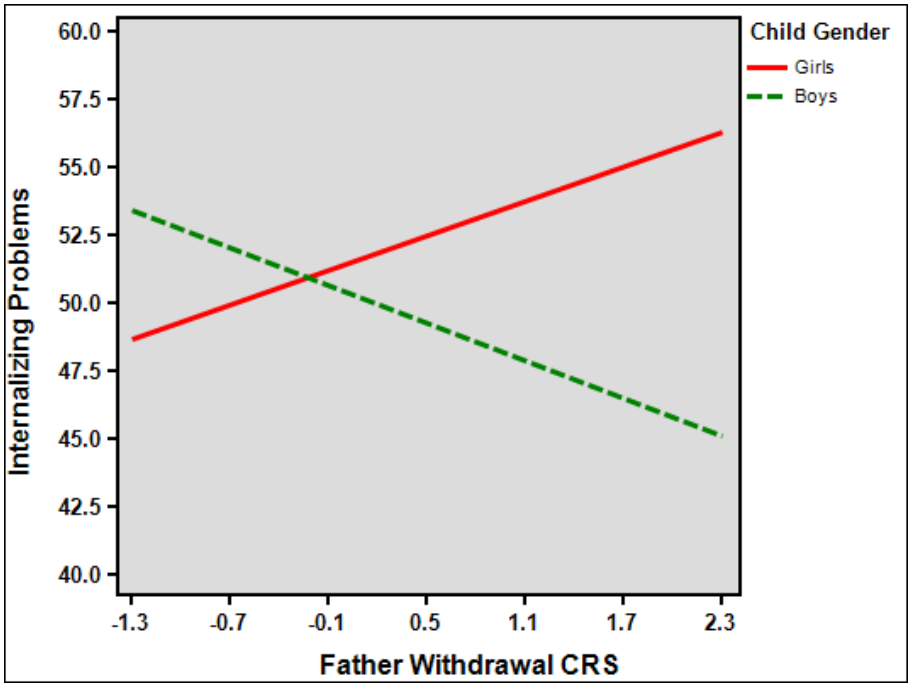

Figure 2. Father Withdrawal Predicting Children's Internalizing problems controlling for Mother Withdrawal and Family Structure.

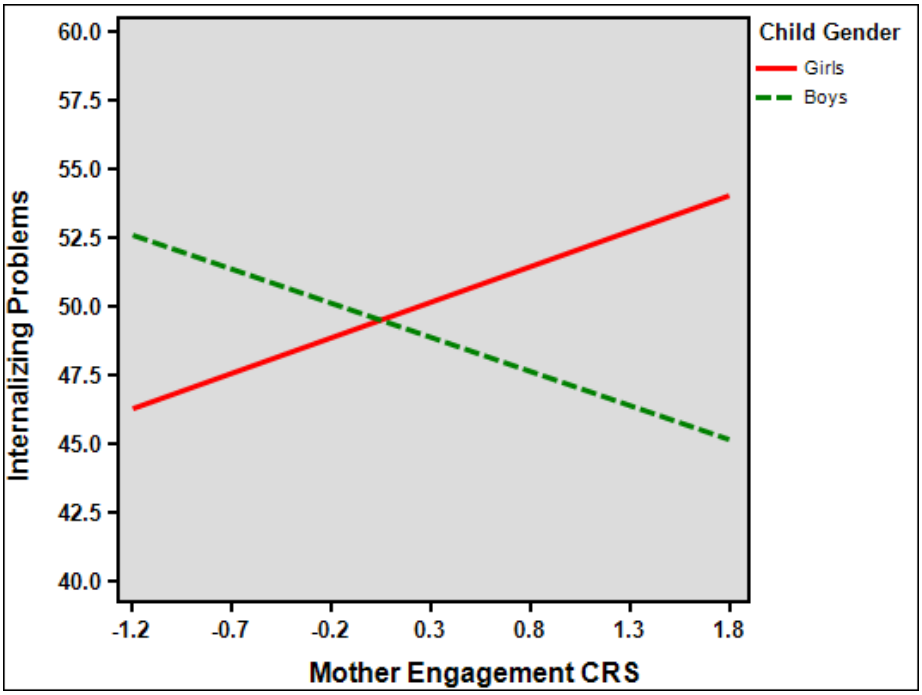

Figure 3. Mother Engagement Predicting Children's Internalizing Problems Controlling for Father Engagement, Family Structure and Family Conflict

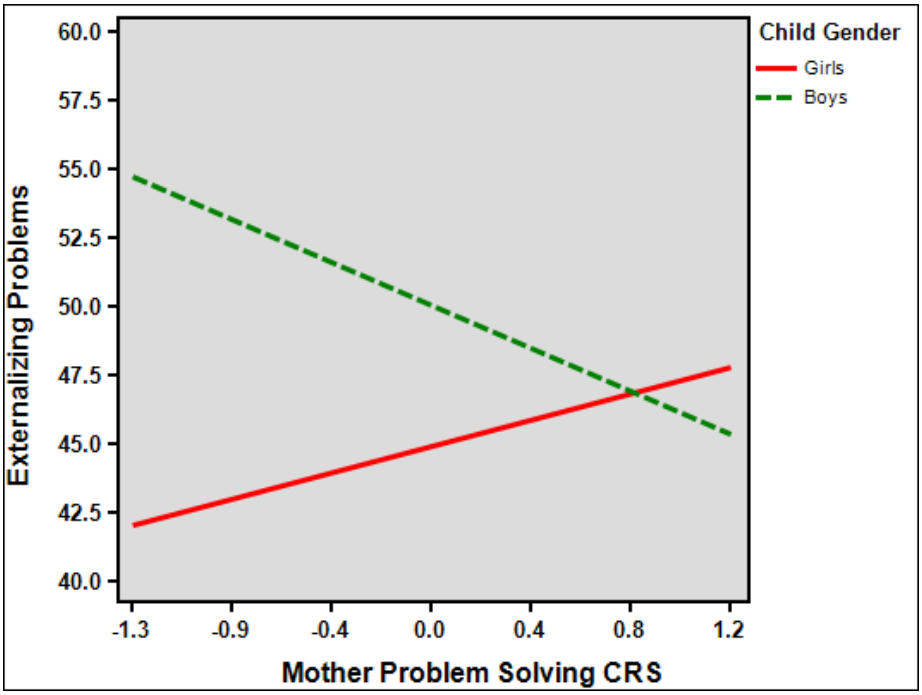

Figure 4. Mother Problem Solving Predicting Children's Externalizing problems controlling for Avg. Father Problem Solving, Family Structure and Concurrent Conflict.

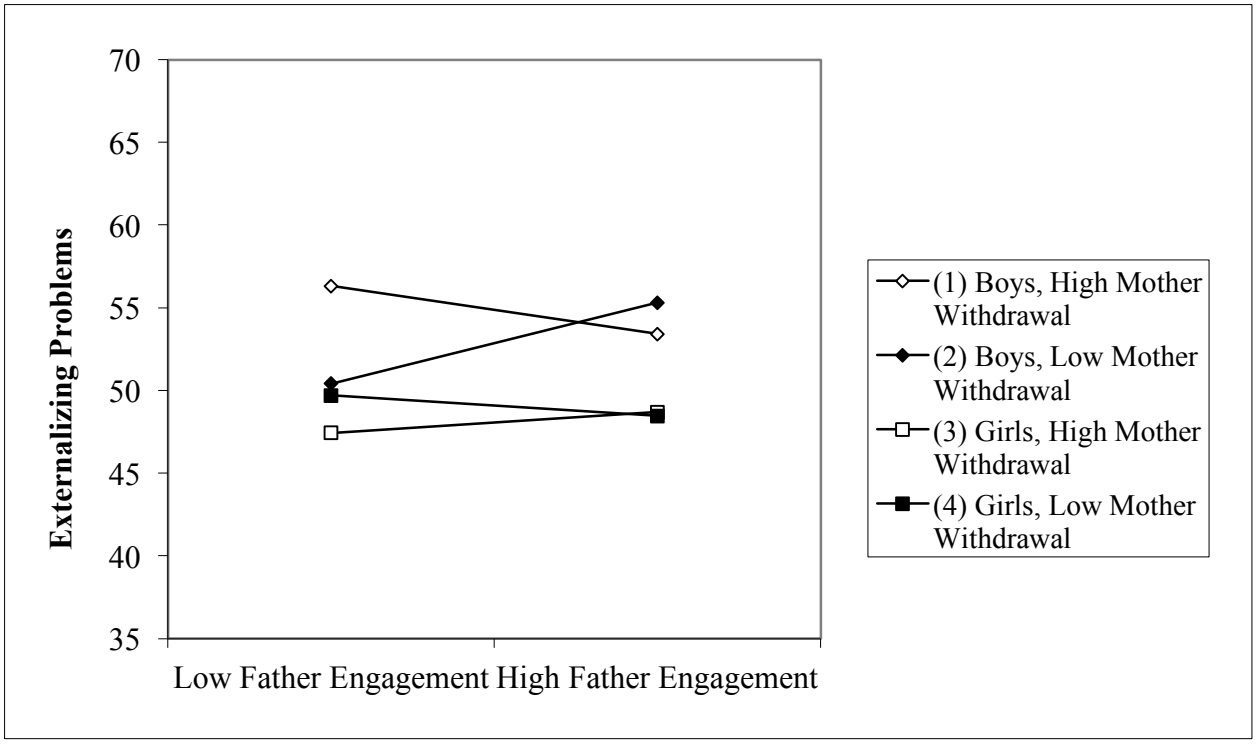

Figure 5. Dyadic Interaction of Father Engagement and Mother Withdrawal Predicting Children's Externalizing Problems controlling for Concurrent Conflict

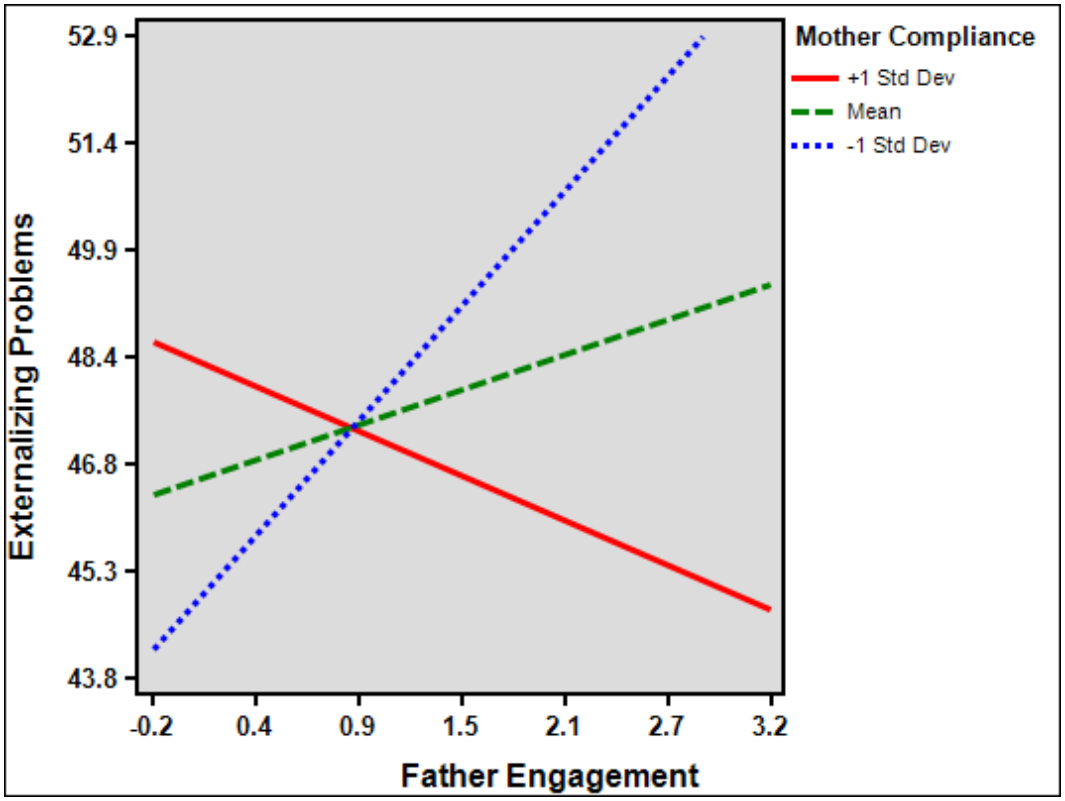

Figure 6. Dyadic Pattern of Demanding Father-Complying Mother Predicting Children's Externalizing Problems

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