Parents' Reactions and their Reflection on Externalizing Behavior of their Children at Early Childhood: Literature Review

(1) Amel Shokry Radwan Elsaied, (2) Fatma Mohamed Amin, (3) Sahar Farouk Hashem

Registered Nurse at Dekerness Hospital

Assistant Professor of Pediatric Nursing, Faculty of Nursing, Mansoura University

Assistant Professor of Pediatric Nursing, Faculty of Nursing, Mansoura University

e-mail: (1): amelshokry999@gmail.com

(2): drfatmamohamed71@gmail.com

(3): drsaharhashem2013@yahoo.com

Corresponding author: (1) Amel Shokry Radwan Elasied Amer

1.ABSTRACT

Background: Externalizing behavior at early childhood and its effects on development are recognized as a public health issue that compromises child's social, emotional, and learning abilities as well as those of their families, friends, other adults, and even the environment. There are many familial, contextual, and child-related risk factors due to externalizing behavior among children. One such risk factor is a positive link between early externalizing behavior and high levels of negative parenting, which is most likely to manifest persistent problems when children start to enter school. Various therapies are frequently employed to control externalizing behavior. These interventions are typically available to all parents in the general population as a preventive strategy and support the effectiveness of parenting programs in margining children who already demonstrate externalizing behavior. Nurses have a unique chance to collaborate with parents, teachers, and school psychologists for the aim of early identification, prevention, and intervention of externalizing behavior problems at an early childhood, which saves more significant and expensive issues in later life. This article review describes Parents' reactions and their reflection on externalizing behavior of their children.

Keywords: Early childhood, externalizing behavior, Parents' reactions

2.Introduction:

Childhood externalizing behavior (EB) is a significant public health issue, which considered a risk factor for later disruptive behavior, violence, drug use, and crime. It is a sign of emotional or social maladjustment, particularly in early childhood. A child who displays "externalizing behavior" (EB) engages in inappropriate behaviors that have an impact on those around them, as opposed to "internalizing behavior," which refers to negative emotions directed towards oneself, such as worry, despair, social isolation, and withdrawal (Sirois et al., 2022). The majority of studies show that the externalizing and internalizing domains are favorably connected, even with the fact that they shown to be independent from one another (Oh, Greenberg & Willoughby, 2020).

Worldwide the prevalence of behavioral issues among children are relatively common. A noteworthy finding was stated that 5 to 13% of mothers of preschool-aged children reported that their children had mild to severe EB, with considerably higher percentages among families from low-socioeconomic status groups (Tien, Lewis & Liu, 2020). In Brazil, 25.2% had a higher prevalence of EB children at early childhood than did Europe 12.8% while, about 45% of preschoolers in Egypt exhibited modest aggression (Kadry, Ali & Sorour, 2017; Santos et al., 2015). Based on developmental stage, individual contextual and parental circumstances, early childhood social, emotional, and behavioral working can differ between two and five years of age (Charach, et al., 2017).

Early childhood externalizing behaviors may be associated with a combination of child-related factors, environmental factors and familial factors. Parenting have a great effect on a child and lead to particular behavioral responses. Children with EB may face a number of consequences for their behaviors which may short-term and long-term

consequences. These consequences affect the child, his family and the society. EB has the immediate impact of socially unsettling the family, school or other environment in which the child is acting out. Learning difficulties are common among children suffering from different levels of externalizing behavior (Fraser-Thill ,2017).The potential long-term effects of problomatic EB are serious at the individual level and the social order.Parents must use the appropriate disciplinary measures to address misbehavior. Evidence-based parent behavior training programs are uasally the first-line recommended intervention (Francis, 2020).

According to Jensen (2017), clinically significant EB is most likely to be present in early childhood when a child exhibits a constellation of co-occurring issues that are relatively common and severe, cross functional domains (such as social and cognitive), are present in various contexts (such as at home and in child care), and are expressed with various people (parents, peers, caregivers) (Jensen, Berens & Nelson, 2017). Additionally, stress and dysfunction in the family are the conditions where issues are most prone to recur (Mak et al., 2020). Probably because stressed out parents are more inclined to utilize harsh or inconsistent parenting techniques (Bernet, Wamboldt & Narrow, 2016). It in turn makes early parent-child conflicts over control and autonomy worse. As a result, in some social circumstances, parents' actions may encourage disobedience, violence, and inadequate control of negative emotions rather than offering children adaptable examples of controlled and prosocial behavior. Therefore, from a transactional and ecological standpoint, early parent-child conflict, starting in toddlerhood, may pave the way for longer-lasting coercive interactions that later on constitute a defining characteristic of the parent-child relationship (Lougheed, 2020).

Early identification and assessment of childhood externalizing behavior and its risk factors are essential to prevent the EB during early childhood (William, 2015). Prevention of externalizing behaviors have many

dimensions. Solving problematic modifiable factors is the key of the prevention and the primary treatment of behavior problems. Modifying familial factors is represented by parental warmth, behavioral control, psychological control, autonomy granting and balanced discipline that predicted a great positive change in EB over time (Pinquart, 2017). Management for EB at early childhood should be focused to early parental involvement using positive parenting programs. Early behavior management and parenting effectiveness programs assist families to manage (EB)of their children (Williams,2019).

Literature Searching Strategy

To locate relevant literature on this topic, the author searched electronic medical and health care databases such as Google Scholar, Ovid, Science Direct, PubMed, ProQuest, ERIC, and EBSCO host, to find appropriate literature on this subject.

Review of literature

Background about Externalizing Behavior Problems at Early Childhood

Early childhood is a time of rapid physical, cognitive, socioemotional, and linguistic development. There is a lot of problematic behavior in early infancy. Normal toddlers are highly energetic, restless, and impulsive because they need to move about and encounter things in order to learn. Furthermore, each child has a distinct temperament, resulting in huge personality variations even within families (Webster-Stratton & Reid, 2018). Young children's social, emotional, and behavioral functioning may change between the ages of 2 and 5 depending on their developmental stage, their environment, and their parental conditions (Charach et al., 2017).

Children externalize their problematic behavior when they carry it outside, where it may endanger the surrounding area or break nearby objects (Fraser-Thill, 2017). It is the opposite of internalizing behavior, which denotes harboring repressed negative emotions that may later manifest in pathological forms reflective of a child's emotional or

psychological state (Hatoum et al., 2018). As internalizing behaviors, inferiority complexes, shyness, self-consciousness, and hypersensitivity are all included (Arslan et al., 2021).

The most prevalent early childhood developmental health concerns globally are EB. As 25 to 40 % of preschoolers may display these behaviors, with 7 to 20 percent displaying them in a moderate to severe manner. The most prevalent behavioral issues among preschoolers were attention issues and aggressive behaviors coupled with withdrawn behaviors. In early and middle childhood, instructors reported hyperactivity symptoms at a rate of 16.4%, although parents reported it at a rate of just 10.7% (Abdalla, Eldakhakhany, & Mohamed, 2018).

Interaction between child-related factors, environmental factors, and familial factors can due to EB at early childhood. Moreover, hereditary and genetic conditions, visual or hearing impairments, a difficult temperament, and a low intellectual level in the child are all variables that affect children (Bishop, Okagbue & Odukoya, 2020). The most important factors associated with the development of EB in early life are the parent-child interaction and dysfunctional family dynamics. Interpersonal disputes, recurrent physical aggression, drug and alcohol use, unhealthy familial connections, and child abuse are all examples of familial bad behaviors that have been linked to children's EB (Lorence et al., 2019). However, children who experience insecure attachment struggle to form and maintain relationships and are more prone to get involved in peer conflict (Taraban & Shaw, 2018).

Externalizing behaviors, such as aggression, hyperactivity / inattention, impulsivity and non-compliance are theme of the normal behavioral range of children at early childhood, but toddlers displaying high levels of these behaviors have repeatedly been appeared to be at potential risk for constant problematic behavior (Buthman, 2022). If these behaviors persist unchecked after being recognized as age-appropriate expressions of frustration or autonomy-seeking, or if they

deteriorate over time and interfere with the development of more age-appropriate social and communicative skills like bargaining, sharing, and cooperative play, they may become symptoms of an emerging disorder especially when they are companied by impairment of functional life and/or substantial distress, because early management can progress resulted trajectories. These behaviors also seem to be most at risk for future issues (Gach et al., 2018; Galán et al., 2019; Larsen & Jordan, 2020).

Children who engage in externalizing activities are thought to have serious public health issues and are more likely to engage in disruptive behavior, violence, substance use, and criminal activity later in life. These behaviors have an impact on the child's life, family, and society both immediately and over time. Conduct disorder (CD) and oppositional defiant disorder (ODD) are two externalizing behavior problems that can be further developed by such behaviors (Bishop, Okagbue & Odukoya, 2020). Due to the child's EB-related behavioral and academic issues, which place a large strain on school resources, teachers endure significant stress (Babinski et al., 2017). Children's behavioral and academic problems can cause stress for individuals, groups, and families as well as incur long-term expenses for both the person and the community. There were notably strong associations between EB and academic success among children (Okano et al., 2020).

Recent researches on aggression showed that throughout toddlerhood to school age, both observed aggression and parental reports of EB remain largely consistent Gerstein & Ciciolla, 2019; Hentges, Shaw & Wang, 2018; Tung et al., 2019). Additionally, these symptoms are relatively hard to treat in school-age children when they become severe enough to qualify as a diagnosable disorder, resulting in a greater focus on EB early prevention (Shaw & Gilliam, 2017). Research has conclusively shown that children who are both hyperactive and aggressive are more likely to experience future behavioral issues (McQuade, Breslend, & Groff, 2018). According to other studies, up to 67% of

preschoolers who also shown violence and hyperactivity at that age still had serious behavioral issues (Hunt, Slack & Berger, 2017).

Utilizing assessment techniques is essential to ensure a thorough and accurate evaluation and aid in choosing the most suitable intervention strategy. The core goal of the assessment is to define the extent of EB that the child has. Mothers, fathers, and other caregivers may conduct interviews and behavioral rating questionnaires in order to assess a child's EB (including the severity, frequency, duration, and developmental suitability of the behaviors) as well as the level of damage caused by the behaviors (Charach et al., 2017).

In addition, the consultant has to examine the child's, familial, and environment domains. Early childhood should have undergone testing for developmental difficulties, odd eating and sleeping patterns, and hearing and vision issues. A core language or communication problem may be the cause of delays in verbal and nonverbal social communication. A family's parenting style, parent-child relationships, and environmental and familial risk factors for EB should all be evaluated (Sobrebiga & Medez, 2020). However, the frequency, increasing intensity, and concomitant functioning concerns of these behaviors in a variety of circumstances increase the potential that they are clinical and compatible with a psychological illness (Charach et al., 2017).

Preschoolers with problematic EB challenges can be evaluated and identified utilizing recognized screening techniques. Interviews, behavioral rating scales, and behavioral observations are examples of standard screening methods (Asherson & Agnew-Blais, 2019; Vasa et al., 2020)). There are also additional scales for evaluating EB, including the Child Behavior Checklist and the Eyberg Child Behavior Inventory (Jeter et al., 2017). Numerous behavioral observation techniques for children at early childhood include parent-child interconnection to assess the parent-child relation (Mayes, Castagna & Waschbusch, 2020).

Parents' reaction and their reflection on their children with externalizing behavior at early childhood

Parents' reactions play an essential role in dealing with externalizing behavior at early childhood. Parental reactions fall into two primary categories: positive parenting and negative parenting, and both play a crucial part in how parents deal with their children who have EB (Francis, 2020). Parental rejection, overprotection, ambivalence, excessive authority and strictness, and overdependence are examples of negative parenting. Relationships between parents and children and family member stress reduction are both positively impacted by positive parenting. This may be a reflected on EB, which can persist into adulthood for some people but only last till puberty for others. EB frequently appears during this time through significant interpersonal conflict and judicial engagement (Deneault, Bureau & Yurkowski,2022). They are more prone to have long-lasting social, psychological, and neurological issues (Hornor, 2019).

Because parents demonstrate how to express their emotions, live a full life, and uphold particular beliefs and life skills, they act as role models for their children. A child at early childhood may suffer from the absence of parental involvement. A child without a strong connection to his parents is more susceptible to EB. Therefore, a child's upbringing has the potential to either make or break their life (Guhasarkar, 2020). The association between parental behavior and its effect on children's performance has been found, supporting the thought of "parenting as a public health concern" (Deneault, Bureau & Yurkowski, 2022).

Parents' reflections have the greatest effects on how children externalize and internalize behavioral concerns. Children whose mothers showed additional significant positive parenting throughout the toddler years had lower levels of EB (Lorence et al., 2019). The ability to form relationships with other individuals is a crucial talent that often emerges in the early years of development of parents who form close relationships with their

children and who have a high level of trust in them exhibit greater social skills and better friendships (Hornor, 2019). Children who have unstable relationships are more likely to develop socially, psychologically, and neurologically later in life. Both strong, positive parenting and harsh, unsupportive parenting have an effect on children's emotional health. (Boeldt et al., 2012).

Positive parenting (PP) is the ongoing interaction between parents and their children and includes consistently and unconditionally meeting their children's needs; conversing with them and offering support when necessary as well as stimulating, guiding, leading, teaching, and empowering them (Neppl et al., 2020; Okorn, Verhoeven & Van Baar, 2022). Moreover, maintaining open lines of communication; showing affection; setting limits; and finally, providing emotional security and structure for early childhood children's social-emotional development (Okorn, Verhoeven & Van Baar, 2022). In addition, positive parenting includes respecting a child's developmental stage, praising accomplishments, and setting boundaries while advancing the child's best interests (Lonczak, 2020). Positive reinforcement, warm responsiveness, and parental induction all indicated a higher level of moral regulation and less EB issues (Zimmer-Gembeck et al., 2022).

Negative parenting involves a number of acts that can seriously harm the child's psychological condition. Even though the majority of poor parenting techniques are unintentional, the results on the child are still bad (Tien, Lewis & Liu, 2020). The impact that these practices have on children may not even be a concern for some parents. Negative parenting may stem from a general lack of interest in learning how to parent properly or from a lack of knowledge necessary to be a better parent (Arora, Baker & Tay 2020).

The frequency of a child's parents' corporal punishment had an effect on their behavior when they were two years old and may be used to predict their EB one year later (Mendez et al., 2016). Numerous events and behaviors could have a negative impact on

parenting. Arguments, severe punishment, discouraging behavior, lack of support, and ignorance have all been labelled as poor parenting practices. Additionally, the absence of rules, excessive pampering, overprotection, a lack of trust, and underestimating children all affect their EB (Arora, Baker & Tay 2020).

Early childhood EB may be impacted by parental stress and rumored unfavorable parental reactions (Lonczak, 2020). This cycle included parent effects (parental stress reflecting on child's behaviors), child's effects (EB reflecting parent's distress and reactions), and indirect effects of parental reactions that needed to be addressed by the parents to break the cycle (Mackler et al., 2015). Understanding how stress affects the life parents of the child with behavioral problems might be helpful at developing a culturally suitable management program which confirms parental stress control and improve these parents' reactions to their children in order to lessen their symptoms of EB and successfully manage them (Manor-Binyamini & Naamneh, 2020).

Management of externalizing behaviors at early childhood:

Preliminary management recommendations should be based on problems recognized during the early screening and assessment. These recommendations may include setting up schedule to finish specific steps of the systemic assessment, referring the child to a specialist, and/or implementing early management techniques. For children whose activities range between the borderline to at-risk levels, or that seem typical, preventive guidance for parents on appropriate punishment and psychological education may be sufficient (Charach et al., 2017; Muratori et al., 2019).

Children may have a wide range of social, emotional, and behavioral issues, as problematic EBs. Numerous remedies, such as various forms of psychotherapy, medication, special educational and parenting and school programs, have been created to address these challenges (Johnston & Burke, 2020). Enhancing functioning, reducing maladaptive

behaviors, and treating a variety of psychological and frequently physical issues are all achieved through the use of psychosocial interventions, such as psychotherapy. A psychosocial intervention is one that relies on interpersonal components like education, problem solving, socially support, and shifting elements of the interpersonal environment (family interaction, how a member interacts with other family members) (Halfon & Besiroglu, 2021; Ogg & Anthony, 2019).

Parent management training (PMT) is one of several psycho-social interventions that can straightly clarify a variety of issues that arise throughout the development of children (Kohlhoff & Cibralic, 2021). The goal of PMT is to alter parental behavior in order to alter child behavior. It may immediately address a variety of problems that arise during the developmental stage of children. It is one of several evidence-based therapies that is recognized as the first-line therapy for EB problems (Azimifar et al., 2018). It contains diverse methods with variable degrees of effect sizes such as content (communication skills, parental self-efficiency, behavioral managing approaches), regulating (clinic‐based, community‐based), and technique (group-discussions, homework, role-playing) (Helander et al., 2022).

Parent training consists of four distinct but connected domains includes a conceptual view of changing social; emotional, and behavioral problems; a set of principles and techniques that support it; the growth of certain parental skills by practice, role play, and many effective approaches of training; and the mixing of assessment and evaluation in a program of parent training (Helander et al., 2022; Langat, 2021).

Evidence-based PMT programs are frequently recommended as the first-line intervention, and they are among the most well-established treatments for children with EB difficulties in early childhood, as they are quite effective in improving children's behavioral outcomes (Branco, Altafim & Linhares, 2022; National Academies of Sciences & Medicine, 2016. PMT programs must be effective in promoting more positive parent-child interactions, boosting parental self-efficacy (Kong & Yasmin, 2022), reducing parenting stress, and improving parental discipline techniques, among other things The common PMT programs include Positive Parenting Program (Triple P), Incredible Years program (IY), Parent-Child Interaction Therapy (PCIT), Parent Management Training Oregon (PMTO) and Exploring Together Preschool Program (ETPP) (Mouton, Loop, Stiévenart, & Roskam, 2018).

Nurses play a vital role in the application of effective strategies for prevention and management of childhood EB to improve the health of population (Narusyte et al., 2017). They have a fantastic opportunity to work together with parents, educators, and school psychologists to identify, prevent, and manage EB early in childhood, preventing the emergence of serious and expensive problems in later life (Gach et al., 2018; Mingebach et al., 2018).A skilled early childhood professional can support parents and other caregivers by providing guidance on positive strategies that are highly likely to be successful, such as implementing routines, providing specific praise and attention for desired behavior, preventing or redirecting problem behavior, and using time out infrequently and only when the situation warrants (Kaur & Sharma, 2022).

Research Studies on parents' reactions and their reflection on externalizing behavior of their children at early childhood

Numerous studies have demonstrated a connection between parental involvement, parental reactions, and early childhood externalizing behavior. In a study by Miner & Clarke-Stewart (2008) about "Trajectories of externalizing behavior from age 2 to age 9: relations with gender, temperament, ethnicity, parenting, and rater" who revealed that, the relationship between parenting and externalizing behavior was bidirectional since the lowering slope of externalizing behavior was predicted by infant difficult temperament as reported by mothers. Parenting has been linked with EB among children at early

childhood, which subsequently affected mothers' parenting quality. Moreover, there was a study conducted by Verhoeven et al., (2010) about "Parenting and children's externalizing behavior: bidirectionality during toddlerhood" and showed that at 2 to 3 years of age, boys' EB can be predicted through parent-reported support, deficiency of structure, psychosocial control and corporal punishment. Further analyses showed that these effects were equally effective over time and across both parents on the child. It concluded that it is vital to offer parental education to deal with increases in toddlers' EB and encouraging positive parenting behavior beside decreasing harsh discipline actions.

Childhood externalizing behavior problems interfere not only with a child's development but also with family functioning (Yan, Ansari & Peng, 2021). According to a study conducted by Boeldt, et al., (2012). About "The association between positive parenting and externalizing behavior" who found negative significant relation between positive parenting and EB, in children whose mothers exhipited more positive parenting at early childhood to have lesser levels of EB later. Children with EB are considered a public health issue, due to increasingly being at risk for school problems, delinquency, and becoming perpetrators and/or victims of violence (Chung et al., 2021). As presented by a systematic review of Ruiz-Hernández et al., (2019), about "Influence of parental styles and other psychosocial variables on the development of externalizing behaviors in adolescents: a systematic review" who revealed that, the authoritarian parenting style is the one that is most significantly associated to children externalizing their difficulties.

After that, in the last ten years many researches and articles about parents' reactions and their reflection on externalizing behavior of their children at early childhood are published. According to Renner & Boel-Studt, (2013) who conducted a study about "The relation between intimate partner violence, parenting stress, and child behavior problems" and found that, parenting stress and negative

parenting was correlated with externalizing and internalizing behavior problems for both age groups. That study was followed by a study demonstrated by Pearl et al., (2014) about "Bidirectional effects of parenting quality and child externalizing behavior in predominantly single parent, under-resourced African American families" who revealed that the transactional influences of child's EB and quality of parenting are interactive processes and should be handled by frequent assessment and proper management. Another study conducted by Mackler et al., (2015) about "Parenting stress, parental reactions, and externalizing behavior from ages 4 to 10" who examined the longitudinal transactions among parenting stress, negative parental reactions, and child's EB at 4-10 years old" and found that, parenting stress is indirectly influenced and influenced by alternative behavior of parents and children, and a longitudinal interaction has been revealed between parenting stress and children's EB. The results showed the importance of management in improving parent-child relationships and reducing parental stress.

Externalizing, internalizing behaviors and parenting stress were strongly correlated across time as presented at a study of Stone et al., (2016) about "The co-development of parenting stress and childhood internalizing and externalizing problems" who found that externalizing and internalizing behavior problems were moderately related to parenting stress across time. Furthermore, Van Eldik, Prinzie, Deković, & de Haan, (2017) performed a study about "Longitudinal associations between marital stress and externalizing behavior: Does parental sense of competence mediate processes?" who indicated that, co-evolve over time, supporting the study of interrelationships between subsystems and individuals within the family system. level.

Crum & Moreland, (2017) conducted a study about "Parental Stress and Children's Social and Behavioral Outcomes: The Role of Abuse Potential over Time" who found that, potential for abuse provides a mechanism by which parental stress is associated with social

and behavioral outcomes in children, and screening for deficits in children's social skills can help identify children at risk of abuse and stress and parents in need of mitigation services can be identified, as well. Another study conducted by Lansford et al., (2018) about " Parenting, culture, and the development of externalizing behaviors from age 7 to 14 in nine countries" who concluded that, understanding cultural, familial and environmental as well as individual factors of children's EB offers potential chance into prevention and intervention efforts that can be more effectively targeted at individual children and parents as well as targeted at changing cultural norms that increase the risk of children's EB.

In Egypt, two studies about externalizing behavior of choldren. The first one conducted in in Minia by Abdelhamid, Howe, & Reading, (2009) about "Prevalence of emotional and behavioral problems among 6–12-year-old children in Egypt", the prevalence of externalizing behaviors was high as parents and teachers stated and that may because some parental expectations are of stricter self-control among younger children, leading to higher rates of perceived emotional and behavioral problems. The second was conducted in 4 Egyptian governorates; Minia, Beni-Suef, Cairo, and Giza which are among the huge governorates by Abdelrehim Ewis, Fadel & Emadeldin, (2022) who conducted a study about "Emotional and behavioral problems among Egyptian children and adolescents during COVID- 19 Lockdown" who revealed that 43.4% were at risk of having EB. EB was related with child's age younger than twelve years, boys, history of emotional disturbance, deficiency of online school learning and low father's educational level, as well as missing family/child sharing, disturbed emotions because of epidemic, weak family structure, and shortage of gratefulness. This study also concluded that, children and teenagers are at a higher risk of EB at the period of lockdown. It concluded that parents should support their children's emotional health at lockdown periods by keeping family members close to each other, connection with

relatives and friends, and sharing thoughts and information to reduce negative feelings.

Recently, many studies have examined the relation between parental reactions and children's EB. According to Francis, (2020) who conducted a study about "Parent stress and externalizing behaviors are related: the reason they are related depends on child age" and showed that, childhood EB has both short- and long-term effects on a child's life, family, school, and society, and is seen as a severe public health concern as well as a predictor of later-life disruptive behavior, substance use, violence, and crime. It concluded that the impact of age on child EB symptoms and parent stress impacts on the parent and child relationship. Furthermore, another study conducted by Marcone, Affuso, & Borrone, (2020) about "Parenting styles and children's internalizing-externalizing behavior: The mediating role of behavioral regulation". The study assessed the parenting style and behavioral dysregulation and concluded that, the authoritarian style has a major effect on externalizing and internalizing behaviors by increasing behavioral dysregulation. Ferrin et al., (2020) conducted a randomized study to assess the effectiveness of a psychoeducation program for families of children and adolescents with ADHD in the United Kingdom with a period of 6 month follow up as a result of these trends combined with clinical experience. It concluded that psychoeducation can reduce the emotional and social effects of the disorder on the family and make the lives of children/ adolescents with ADHD easier in the long term.

Child externalizing and internalizing behaviors were confirmed to be associated with parental negative reactions as presented by recent studies that confirmed that, encouraging autonomy, communication, and an authoritative parenting approach guarantee positive results. According to a study by Yan, Ansari & Peng, (2021) about "Reconsidering the relation between parental functioning and child externalizing behaviors: A meta-analysis on child-driven effects" who found significant positive correlation between children's EB and parental functioning. These associations were

generally independent of parental function, and the strength of these associations was that they were statistically comparable to parental influences on child's EB. Parents' reactions and their impact on externalizing behaviors of their children were examined frequently over years. As presented in a study done by Chung et al., (2021) about "Impact of intimate partner violence on parenting and children's externalizing behaviors: Transactional processes over time" who showed that, transactional processes were stimulated as following children's behaviors and parental reactions affect each other mutually and continuously. It concluded that the implications for practice include the importance of the mother–child relationship and their reciprocal processes in assessment and treatment.

Parents' support, positive reinforcement, positive discipline, and warmth are vital for social-emotional modification of children at early childhood. A study performed by Giannotti, et al., (2022) about "Family adjustment to COVID⬜19 lockdown in Italy: Parental stress, and child externalizing behavior" who concluded that positive parenting and time dedicated to children may help to reduce externalizing behavior and educating the parents about this behavior, its consequences and risk factors can enhance their reactions, attitude and direct them toward positive parenting which may support parent-child relationship (Giannotti et al., 2022).

Furthermore, a study conducted by Okorn, Verhoeven & Van Baar, (2022) about "The importance of mothers' and fathers' positive parenting for toddlers' and preschoolers' social-emotional adjustment" who found that considerable support for parents was associated with lower levels of child externalizing and internalizing behaviors. It concluded the importance of implementing the multiple positive parenting practices for providing parenting programs. Another study conducted by Rothenberg, et al., (2022) about "Effects of parental acceptance-rejection on children's internalizing and externalizing behaviors: A longitudinal, multicultural study". These behaviors were independently associated with 4 domains of parent's rejection (i.e.,coldness/lack of affection, physical abuse/anger, negligence, and undifferentiated rejection) across ages 7–14.

3. CONCLUSION:

This article review describes the reflection of parents' reactions on externalizing behaviors of their children as a most common behavioral issues at early childhood as, there was a highly negative correlation between the parents' reactions toward EB and their reflection on EB of their children at early childhood. Aggressive, hyperactive / inattention as well as, impulsive behaviors and non-compliance are the most common EB at early childhood and result in considerable distress for children and their parents. These behaviors are associated with educational difficulties and social problems, and often lead to antisocial behavior, substance abuse, crime, personality and psychological problems, in later life. Severe EB at early childhood is the main reason for referral to mental health professionals. Due to their high incidence, stability over time, cumulative pattern and the severity of their developmental consequences, EB at early childhood constitutes a major challenge for health care. However, a variety of management strategies have been developed, including special education, parenting and school programs. Parents or initial caregivers, besides teachers or child-care professionals, can help identifying EB at early childhood. Evidence-based PMT programs are frequently recommended as the first-line intervention, for children with EB in early childhood.

4. References:

Abdalla, E. E., Eldakhakhany, A. M., & Mohamed, B. M. (2018). Common Behavioral Problems among Preschool Children as Perceived by their Teachers. *Zagazig Nursing Journal, 14*(1), 93-117.

Abdelhamid, A. A., Howe, A., & Reading, R. (2009). Prevalence of emotional and behavioural problems among 6–12-year-old children in Egypt. Social psychiatry and psychiatric epidemiology, 44(1), 8-14.

Abdelrehim M., Ewis, A.A., Fadel, S. & Emadeldin, M., (2022). Emotional and

Behavioral Problems among Egyptian Children and Adolescents During COVID-

19 Lockdown. DOI:10.21608/EJCM.2022.216344

Arora, A., Baker, J. R., & Tay, A. K. (2020). Parenting and child anxiety: the role of country of birth and acculturation in Indian-born migrants to Australia relative to native-born Australians. Journal of Child and Family Studies, 29(6), 1757-1770.

Arslan, □. B., Lucassen, N., Van Lier, P. A., De Haan, A. D., & Prinzie, P. (2021). Early childhood internalizing problems, externalizing problems and their co-occurrence and (mal) adaptive functioning in emerging adulthood: a 16-year follow-up study. Social psychiatry and psychiatric *epi*demiology, 56(2), 193-206.

Asherson, P., & Agnew□Blais, J. (2019). Annual Research Review: Does late□onset

attention□deficit/hyperactivity disorder exist? Journal of Child Psychology and Psychiatry, 60(4), 333-352.

Azimifar, S., Jazayeri, R. S., Fatehizade, M. S., & Abedi, A. (2018). The comparing the effects of parent management training and acceptance and commitment based parenting training on mother-child relationship among mothers who have children with externalizing behavior problems. *Family Counseling and Psychotherapy, 7*(2), 99-122.

Babinski, D. E., Waschbusch, D. A., King, S., Joyce, A. M., & Andrade, B. F. (2017). Maternal and paternal parenting and associations with school performance in a sample of children with varying levels of externalizing behavior problems. *School mental health, 9*(4), 322-333.

Bernet, W., Wamboldt, M. Z., & Narrow, W. E. (2016). Child affected by parental relationship distress. *Journal of the*

American Academy of Child & Adolescent Psychiatry, 55(7), 571-579.

Bishop, S. A., Okagbue, H. I., & Odukoya, J. A. (2020). Statistical analysis of childhood and early adolescent externalizing behaviors in a middle low income country. Heliyon, 6(2), e03377.

Boeldt, D. L., Rhee, S. H., DiLalla, L. F., Mullineaux, P. Y., Schulz□Heik, R. J., Corley, R. P., Young, S. E., & Hewitt, J. K. (2012). The association between positive parenting and externalizing behaviour. Infant and Child De*velopment, 21*(1), 85-106.

Branco, M. S. S., Altafim, E. R. P., & Linhares, M. B. M. (2022). Universal intervention to strengthen parenting and prevent child maltreatment: Updated systematic review. *Trauma, Violence, & Abuse, 23*(5), 1658-1676.

Buthman, A. (2022). Parenting, neighborhood characteristics, and disruptive child behavior in low-income African American families.

Charach, A., Bélanger, S. A., McLennan, J. D., & Nixon, M. K. (2017). Screening for disruptive behaviour problems in preschool children in primary health care settings. In: Oxford University Press US.

Cherry, K. E., Gerstein, E. D., & Ciciolla, L. (2019). Parenting stress and children's behavior: Transactional models during Early Head Start. *Journal of Family Psychology, 33*(8), 916.

Chung, G., Jensen, T. M., Parisi, A., Macy, R. J., & Lanier, P. (2021). Impact of intimate partner violence on parenting and children's externalizing behaviors: Transactional processes over time. *Violence against women, 27*(14), 2576-2599.

Crum, K. I., & Moreland, A. D. (2017). Parental stress and children's social and behavioral outcomes: The role of abuse potential over time. *Journal of Child and Family Studies, 26,* 3067-3078. https://doi.org/10.1007/s10826-017-0822-5

Deneault, A.-A., Bureau, J.-F., & Yurkowski, K. (2022). Do child–father and child–mother preschool insecure attachment types predict the development of externalizing behaviors in boys and girls during middle childhood? *Developmental psychology*.

Ferrin, M., Perez-Ayala, V., El-Abd, S., Lax-Pericall, T., Jacobs, B., Bilbow, A., & Taylor, E. (2020). A randomized controlled trial evaluating the efficacy of a psychoeducation program for families of children and adolescents with ADHD in the United Kingdom: Results after a 6-month follow-up. *Journal of attention disorders, 24*(5), 768-779.

Francis, M. (2020). *Parent Stress and Externalizing Behaviors Are Related: The Reason They Are Related Depends on Child Age.* St. John's University (New York).

Fraser-Thill, R. (2017). Externalizing behaviors in tweens and teens. In.

Gach, E. J., Ip, K. I., Sameroff, A. J., & Olson, S. L. (2018). Early cumulative risk predicts externalizing behavior at age 10: The mediating role of adverse parenting. *Journal of Family Psychology, 32*(1), 92.

Galán, C. A., Wang, F. L., Shaw, D. S., & Forbes, E. E. (2019). Early childhood trajectories of conduct problems and hyperactivity/attention problems: Predicting adolescent and adult antisocial behavior and internalizing problems. *Journal of Clinical Child & Adolescent Psychology.*

Giannotti, M., Mazzoni, N., Bentenuto, A., Venuti, P., & de Falco, S. (2022). Family adjustment to COVID□19 lockdown in Italy: Parental stress, coparenting, and child externalizing behavior. Family Process, 61(2), 745-763.

Guhasarkar, S. (2020). The influence of Negative and Positive Parenting on Children. In.

Halfon, S., & Besiroglu, B. (2021). Parental reflective function and children's attachment-based mental state talk as predictors of outcome in psychodynamic child psychotherapy. *Psychotherapy, 58*(1), 81.

Han, Z. R., Ahemaitijiang, N., Yan, J., Hu, X., Parent, J., Dale, C., ... & Singh, N. N. (2021). Parent mindfulness, parenting, and child psychopathology in China. *Mindfulness, 12,* 334-343.

Hatoum, A. S., Rhee, S. H., Corley, R. P., Hewitt, J. K., & Friedman, N. P. (2018). Etiology of stability and growth of internalizing and externalizing behavior problems across childhood and adolescence. *Behavior Genetics, 48*(4), 298-314.

Helander, M., Enebrink, P., Hellner, C., & Ahlen, J. (2022). Parent Management Training Combined with Group-CBT Compared to Parent Management Training Only for Oppositional Defiant Disorder Symptoms: 2-Year Follow-Up of a Randomized Controlled Trial. Child Psychiatry & Human Development, 1-15.

Hentges, R. F., Shaw, D. S., & Wang, M.-T., (2018). Early childhood parenting and child impulsivity as precursors to aggression, substance use, and risky sexual behavior in adolescence and early adulthood. *Development and psychopathology, 30*(4), 1305-1319.

Hornor, G. (2019). Attachment disorders. *Journal of pediatric health care, 33*(5), 612-622.

Hunt, T. K., Slack, K. S., & Berger, L. M. (2017). Adverse childhood experiences and behavioral problems in middle childhood. *Child abuse & neglect, 67,* 391-402.

Jensen, S. K., Berens, A. E., & Nelson 3rd, C. A. (2017). Effects of poverty on interacting biological systems underlying child development. *The Lancet Child & Adolescent Health, 1*(3), 225-239.

Jeter, K., Zlomke, K., Shawler, P., & Sullivan, M. (2017). Comprehensive psychometric analysis of the Eyberg Child Behavior Inventory in children with autism spectrum disorder. *Journal*

of *Autism and Developmental Disorders*, *47*(5), 1354-1368.

Johnston, O. G., & Burke, J. D. (2020). Parental problem recognition and help-

seeking for disruptive behavior disorders. *The Journal of Behavioral Health*

Services & Research, *47*(1), 146-163.

Kadry, D., Ali, S. A., & Sorour, A. S. (2017). The Role of Parenting Styles in Aggressive Behavior Among Preschoolers Children at Zagazig City. *Zagazig Nursing Journal, 13*(2), 86-100.

Kaur, J., & Sharma, A. (2022). Establishing early foundations to promote emotional competence in preschool children. *Journal of Applied Social Science, 16*(2), 399-418.

Kohlhoff, J., & Cibralic, S. (2021). The Impact of Attachment-Based Parenting Interventions on Externalizing Behaviors in Toddlers and Preschoolers: A Systematic Narrative Review. Child & Youth Care Forum.

Kong, C., & Yasmin, F. (2022). Impact of Parenting Style on Early Childhood Learning: Mediating Role of Parental Self-Efficacy. Frontiers in Psychology, 13.

Langat, N. (2021). Influence of behavior modification techniques on students' behavior in secondary schools in Bureti Sub-County: Kericho County.

DOI:https://doi.org/10.24941/ijcr.37045.01.2 020

Lansford, J. E., Godwin, J., Bornstein, M. H., Chang, L., Deater-Deckard, K., Di Giunta, L., ... & Bacchini, D. (2018). Parenting, culture, and the development of externalizing behaviors from age 7 to 14 in nine countries. *Development and Psychopathology, 30*(5), 1937-1958.

Larsen, K. L., & Jordan, S. S. (2020). Organized chaos: Daily routines link household chaos and child behavior problems. Journal of Child and Family Studies, 29(4), 1094-1107.

Lonczak, H. (2020). What is positive parenting? A look at the research and benefits. In: Positive Psychology. https://positivepsychology. com/positive-parenting.

Lorence, B., Hidalgo, V., Pérez-Padilla, J., & Menéndez, S. (2019). The role of parenting styles on behavior problem profiles of adolescents. International journal of environmental research and public health, 16(15), 2767.

Lougheed, J. P. (2020). Parent–adolescent dyads as temporal interpersonal emotion systems. Journal of Research on Adolescence, 30(1), 26-40.

Mackler, J. S., Kelleher, R. T., Shanahan, L., Calkins, S. D., Keane, S. P., & O'Brien, M. (2015). Parenting stress, parental reactions, and externalizing behavior from ages 4 to 10. Journal of Marriage and Family, 77(2), 388-406.

Mak, M. C. K., Yin, L., Li, M., Cheung, R. Y.-h., & Oon, P.-T. (2020). The relation between parenting stress and child behavior problems: negative parenting styles as mediator. Journal of Child and Family Studies, 29(11), 2993-3003.

Manor-Binyamini, I., & Naamneh, G. (2020). The relationship between parenting stress, social capital and somatization among Arab mothers of adolescents with behavioural disorders. European Journal of Special Needs Education, 35(2), 236-253.

Marcone, R., Affuso, G., & Borrone, A. (2020). Parenting styles and children's internalizing-externalizing behavior: The mediating role of behavioral regulation. *Current Psychology, 39*, 13-24.

Mayes, S. D., Castagna, P. J., & Waschbusch, D. A. (2020). Sex differences in externalizing and internalizing symptoms in ADHD, autism, and general population samples. Journal of Psychopathology and Behavioral Assessment, 42(3), 519-526.

McQuade, J. D., Breslend, N. L., & Groff, D. (2018). Experiences of physical and

relational victimization in children with ADHD: The role of social problems and aggression. Aggressive behavior, 44(4), 416-425.

Mendez, M., Durtschi, J., Neppl, T. K., & Stith, S. M. (2016). Corporal punishment and externalizing behaviors in toddlers: The moderating role of positive and harsh parenting. Journal of Family Psychology, 30(8), 887.

Miner, J. L., & Clarke-Stewart, K. A. (2008). Trajectories of externalizing behavior from age 2 to age 9: relations with gender, temperament, ethnicity, parenting, and rater. Developmental psychology, 44(3), 771.

Mingebach, T., Kamp-Becker, I., Christiansen, H., & Weber, L. (2018). Meta-meta-analysis on the effectiveness of parent-based interventions for the treatment of child externalizing behavior problems. PLoS One, 13(9), e0202855.

Mouton, B., Loop, L., Stiévenart, M., & Roskam, I. (2018). Confident parents for easier children: A parental self-efficacy program to improve young children's behavior. Education Sciences, 8(3), 134.

Muratori, P., Bertacchi, I., Masi, G., Milone, A., Nocentini, A., Powell, N. P., Lochman, J. E., Jones, S., Kassing, F., & Romero, D. (2019). Effects of a universal prevention program on externalizing behaviors: Exploring the generalizability of findings across school and home settings. Journal of school psychology, 77, 13-23.

Narusyte, J., Ropponen, A., Alexanderson, K., & Svedberg, P. (2017). Internalizing and externalizing problems in childhood and adolescence as predictors of work incapacity in young adulthood. Social psychiatry and psychiatric epidemiology, 52(9), 1159-1168.

National Academies of Sciences, E., & Medicine. (2016). Parenting matters: Supporting parents of children ages 0-8.

Neppl, T. K., Jeon, S., Diggs, O., & Donnellan, M. B. (2020). Positive parenting, effortful control, and developmental outcomes across early childhood. Developmental psychology, 56(3), 444.

Ogg, J., & Anthony, C. J. (2019). Parent involvement and children's externalizing behavior: Exploring longitudinal bidirectional effects across gender. Journal of school psychology, 73, 21-40.

Oh, Y., Greenberg, M. T., & Willoughby, M. T. (2020). Examining longitudinal associations between externalizing and internalizing behavior problems at within-and between-child levels. Journal of abnormal child psychology, 48(4), 467-480.

Okano, L., Jeon, L., Crandall, A., Powell, T., & Riley, A. (2020). The cascading effects of externalizing behaviors and academic achievement across developmental transitions: Implications for prevention and intervention. Prevention Science, 21(2), 211-221.

Okorn, A., Verhoeven, M., & Van Baar, A. (2022). The importance of mothers' and fathers' positive parenting for toddlers' and preschoolers' social-emotional adjustment. Parenting, 22(2), 128-151.

Pearl, A. M., French, B. F., Dumas, J. E., Moreland, A. D., & Prinz, R. (2014). Bidirectional effects of parenting quality and child externalizing behavior in predominantly single parent, under-resourced African American families. Journal of Child and Family Studies, 23, 177-188.

Renner, L. M., & Boel-Studt, S. (2013). The relation between intimate partner violence, parenting stress, and child behavior problems. Journal of Family Violence, 28(2), 201-212.

Rothenberg, W. A., Ali, S., Rohner, R. P., Lansford, J. E., Britner, P. A., Di Giunta, L., ... & Deater-Deckard, K. (2022). Effects of parental acceptance-rejection on children's internalizing and externalizing behaviors: A longitudinal, multicultural study. Journal of child and family studies, 31(1), 29-47

Ruiz-Hernández, J. A., Moral-Zafra, E., Llor-Esteban, B., & Jiménez-Barbero, J. A. (2019). Influence of parental styles and other psychosocial variables on the development of externalizing behaviors in adolescents: a sytematic review. The European Journal of Psychology Applied to Legal Context.

Santos, L. M. d., Queirós, F. C., Barreto, M. L., & Santos, D. N. d. (2015). Prevalence of behavior problems and associated factors in preschool children from the city of Salvador, state of Bahia, Brazil. Brazilian Journal of Psychiatry, 38, 46-52.

Shaw, D. S., & Gilliam, M. (2017). Early childhood predictors of low-income boys' pathways to antisocial behavior in childhood, adolascence and early adulthood . Infant mental health journal, 38(1), 68-82.

Sirois, M. S., Bernier, A., Gagné, C. M., & Mageau, G. A. (2022). Early maternal autonomy support as a predictor of child internalizing and externalizing behavior trajectories across early childhood. Social Development, 31(3), 883-899.

Sobrebiga, P. J. T., & Medez, S. R. G. (2020). Parenting Styles and Self-Help Skills of Kindergarten Learners. Philippine Social Science Journal, 3(2), 71-72.

Stone, L. L., Mares, S. H., Otten, R., Engels, R. C., & Janssens, J. M. (2016). The co-development of parenting stress and childhood internalizing and externalizing problems. Journal of psychopathology and behavioral assessment, 38, 76-86.

Taraban, L., & Shaw, D. S. (2018). Parenting in context: Revisiting Belsky's classic process of parenting model in early childhood. Developmental Review, 48, 55-81.

Tien, J., Lewis, G. D., & Liu, J. (2020). Prenatal risk factors for internalizing and externalizing problems in childhood.

World journal of pediatrics, 16(4), 341-355.

Tung, I., Noroňa, A. N., Morgan, J. E., Caplan, B., Lee, S. S., & Baker, B. L. (2019). Patterns of sensitivity to parenting and peer environments: Early temperament and adolescent externalizing behavior. Journal of Research on Adolescence, 29(1), 225-239.

Van Eldik, W. M., Prinzie, P., Deković, M., & de Haan, A. D. (2017). Longitudinal associations between marital stress and externalizing behavior: Does parental sense of competence mediate processes?. Journal of Family Psychology, 31(4), 420.

Vasa, R. A., Keefer, A., McDonald, R. G., Hunsche, M. C., & Kerns, C. M. (2020). A scoping review of anxiety in young children with autism spectrum disorder. Autism Research, 13(12), 2038-2057.

Verhoeven, M., Junger, M., van Aken, C., Deković, M., & van Aken, M. A. (2010). Parenting and children's externalizing behavior: Bidirectionality during toddlerhood. Journal of Applied Developmental Psychology, 31(1), 93-105.

Webster-Stratton, C., & Reid, M. J. (2018). The Incredible Years parents, teachers, and children training series: A multifaceted treatment approach for young children with conduct problems.

Yan, N., Ansari, A., & Peng, P. (2021). Reconsidering the relation between parental functioning and child externalizing behaviors: A meta-analysis on child-driven effects. Journal of Family Psychology, 35(2), 225.

Zimmer-Gembeck, M. J., Rudolph, J., Kerin, J., & Bohadana-Brown, G. (2022). Parent emotional regulation: A meta-analytic review of its association with parenting and child adjustment. International Journal of Behavioral Development, 46(1), 63-82.