Effectiveness of the optimal development of children with development activities parental attachment

Efectividad del desarrollo óptimo de los niños en el fortalecimiento del vínculo de apego de los padres

ABSTRACT. Objective: Systematizing evidence showing the effectiveness of the optimal development of children with development activities parental attachment. Method: This study is a systematic review, the search is restricted to 10 full text scientific articles selected from the databases Lilacs, Scielo, Cochrane, Pubmed, Medline, EBSCO; using the GRADE assessment to identify their level of evidence; 4 trials (40%), 2 systematic review and meta-analysis (20%), 2 meta review (20%), one randomized correlational (10%), one longitudinal association study (10%); from 80% high, moderate 10% and 10% lower. Evidence by origin are: United States (20%), Canada (20%), Italy - Canada (10%), South Africa (10%) Australia (10%), USA - England (10%), United States - Portugal (10%), Spain (10%). Results: 100% attachment evidenced ratio and optimal development of children; 80% parents, peers and others around children establish positive attachment for optimal development; 90% positive activities that attachment to parents and other attachment figures avoid inappropriate behavior. Conclusion: The 10 revised evidence agree that the development of activities of positive attachment of parents foster optimal development; 8 of 10 indicate that low-income mothers have problems in establishing positive attachment activities and the need for parents, peers and significant others establish positive attachment; January 9, refer to the positive activities of parents and other attachment figures avoid violence, crime and drug addiction.

Keywords: Factors, adhesión, growth and Development.

RESUMEN. Objetivo: Sistematizar las evidencias que muestran la eficacia del desarrollo óptimo de los niños con el desarrollo de actividades de apego de los padres. Métodos: El presente estudio es una revisión Sistemática, la búsqueda se ha restringido a 10 artículos científicos con texto completo seleccionados de las bases de datos de LILACs, Scielo, Cochrane Plus, Pubmed, Medline, EBSCO; utilizando la evaluación de GRADE para identificar su grado de evidencia; 4 Ensayos (40%), 2 revisión sistemática y metanálisis (20%), 2 revisión metanálisis (20%), 1 estudio aleatorio correlacional (10%), 1 estudio longitudinal de asociación (10%); procedentes de: 80% alta, 10% moderada y 10% baja. Las evidencias según procedencia son: Estados Unidos (20%), Canadá (20%), Italia - Canadá (10%), Sudáfrica (10%), Australia (10%), Estados Unidos - Inglaterra (10%), Estados Unidos - Portugal (10%) España(10%). Resultados: 100% evidencia relación entre apego y desarrollo óptimo de niños; 80% que padres, pares y otras personas que rodean a los niños establecen apego positivo para desarrollo óptimo; 90% que las actividades positivas de apego de padres y otras figuras de apego evitan comportamientos inadecuados. Conclusión: Las 10 evidencias revisadas coinciden en que el desarrollo de actividades de apego positivo de los padres propician desarrollo óptimo; 8 de 10 señalan que las madres de bajos recursos económicos tienen problemas en establecer actividades de apego positivas y la necesidad que padres, pares y otras personas significativas establezcan apego positivo; 9 de 1, refieren que las actividades positivas de apego de padres y otras figuras evitan violencia, delincuencia y drogadicción.

Palabras clave: Relación madre niño, Desarrollo – apego, Apego seguro, Dimensiones del desarrollo.

1 Master’s degree in Nursing. Jesus Maria Health Center, Lima, Peru

https://orcid.org/0000-0003-0286-0381

Correspondence: laly.chr17@gmail.com


RECEIVED: 22/10/2020 ACCEPTED: 25/11/2020
INTRODUCTION

Attachment is the special and specific psycho-emotional relationship established between the child and the caregiver. It is a deep, affectionate, and strong transpersonal relationship.¹

As for the capacity to love, the desire to share, empathy, assertiveness and happiness of a person are associated with the backbone of attachment built during the first months of life. The caregiving system is an element of parental behavior that aims to provide the child with proximity and comfort.²

According to Bowlby, throughout his studies on attachment, he has established that during the interactions that occur between the child and the representative figure of attachment, the child uses his/her evaluative capacity with respect to free availability. At the same time, the author calls them “Internal Working Models.” If the child forms these models, it will lead him/her to formulate “A Working Model: I can be valued and worthy of love.”²

Therefore, if the representation of attachment often rejects the child’s emotional needs, the child will build an internal model of him/herself “as useless and incompetent”, which will impact on his/her current behavior and relationships with others in his/her future life.³

In relation to ambivalent attachment, Ainsworth identified that in the presence of the mother the child explores the environment around him/her; for example, if the mother is absent, the child shows great anxiety including fear of strangers.⁴

The establishment of secure attachment results in the best psycho-emotional development of the child in his/her life stages and requires that the representative figure of the attachment has the capacity of sensitive response and the child develops a positive inner work model.³

Taking into account a figure of attachment with sensitive capacity, the mother and/or father should not respond to the child by offering the mother’s breast or other food in the face of various contextual situations that the child presents to their bad behavior.⁴

If it is accepted that maternal capacity is the fundamental pillar on which the nature of the affective bonding is deposited, it is necessary to remember that it can be affected by diverse determinants coming from the characteristics of the mother or caregiver.⁴

The child needs to feel that his/her caregiver is available with sensitive capacity to help him/her build his/her inner working model that will gradually allow him/her to be autonomous, responding with appropriate words and actions to a physical and emotional closeness.⁴

Therefore, the child needs to feel that his/her caregiver is available with sensitive capacity to help him/her build his/her inner working model that will gradually allow him/her to be autonomous, responding with appropriate words and actions to a physical and emotional closeness.⁷

On the other hand, it is relevant to mention that if the child elaborates a model of internal work, it will provoke a first emotional milestone within him/her after childhood and will reach adolescence with a development of favorable affective and social skills in his/her relationship with other adolescents and people from different life stages.⁸

There is also the integrated relationship of four components: Memories of attachment experiences, beliefs, attitudes and expectations that shape people’s personal, cognitive, emotional and behavioral responses. Therefore, the quality of the experiences that the child has with caregivers, especially when there are separations, stress and meetings, allows him/her to develop molds for the interrelated cognitive parameters: A model of himself/herself that contains basic perceptions of value, competence and the ability to be loved.⁸

Based on the interest in the subject, a study was conducted to review scientific articles, with the aim of systematizing the evidence of strengthening the attachment link with the effectiveness of optimal child development, where it was essential to review the evidence, which contribute to increasing the knowledge of the nurse, especially those who work at the first level where they provide care to the child and parents according to the standard of growth and development.

METHODOLOGY

The literature search was carried out in international databases such as LILACS, Scielo, Cochrane Plus, Pubmed, Medline and EBSCO. The key words used were: Attachment Link, Child, Nursing, Mother - Child, Nursery School, Teacher, Early Care, Affective Link, Peer, Middle Childhood, Social Cognition, Parenting, Child Development. Boolean combinations AND were used. Only publications reviewed between 2014 and 2018 were included.

RESULTS

The main findings of the 10 selected studies are presented in Spanish and English, conducted in different countries, all linking attachment to benefits of child development and emotional well-being.
Table 1
Studies on the effectiveness of optimal child development in strengthening the attachment of parents

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>YEAR</th>
<th>RESEARCH NAME</th>
<th>JOURNAL WHERE THE PUBLICATION IS LOCATED</th>
<th>POPULATION AND SAMPLE</th>
<th>CONCLUSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dubois K, Chantal C, Tarabulsy G, St-Laurent D, Bernier A, Moss E</td>
<td>2017</td>
<td>Testing the limits: Extending attachment-based intervention effects to infant cognitive outcome and parental stress (13)</td>
<td><a href="https://sci-hub.tw/10.1017/S0954579417000189">https://sci-hub.tw/10.1017/S0954579417000189</a> CANADA</td>
<td>41 Infants and young children (21 interventions and 20 controls)</td>
<td>100% evidence of the effectiveness of optimal child development with the development of parental attachment activities.</td>
</tr>
<tr>
<td>Wright B, Edginton E</td>
<td>2016</td>
<td>Evidence-Based Parenting Interventions to Promote Secure Attachment: Findings From a Systematic Review and Meta-Analysis (15).</td>
<td><a href="https://www.ncbi.nlm.nih.gov/pubmed/27583298">https://www.ncbi.nlm.nih.gov/pubmed/27583298</a> UNITED STATES - ENGLAND</td>
<td>30 articles</td>
<td>Consideration should be given not only to their choice of intervention, but also to the match between their chosen intervention and the characteristics of the parents/caregivers and/or children.</td>
</tr>
<tr>
<td>Murray L, Cooper P, Arteche A, Stein A, Tomlinson M</td>
<td>2016</td>
<td>Randomized controlled trial of a home-visiting intervention on infant cognitive development in peri-urban South Africa (16).</td>
<td><a href="https://sci-hub.tw/10.1111/dmcn.12873">https://sci-hub.tw/10.1111/dmcn.12873</a> UNITED STATES</td>
<td>Pregnant women were randomly assigned to the intervention (n = 220) and untreated control Groups (n = 229).</td>
<td>Parenting interventions for children’s cognitive development may benefit from including specific components to support children's cognition beyond those that support attachment, and may be more effective for infants older than 6 months.</td>
</tr>
<tr>
<td>Pallini S, Baiocco R, Schneider B, Madigan S, Atkinson L</td>
<td>2014</td>
<td>Peer Relations: A Meta-Analysis of Recent Research (17).</td>
<td><a href="https://sci-hub.tw/10.1037/a0035736">https://sci-hub.tw/10.1037/a0035736</a> ITALY AND CANADA</td>
<td>The sample consists of 44 studies with a total of 8505 participants</td>
<td>There is a correlation between attachment security and the outcome of large-group peer relationships in terms of friendship generated in older children compared to preschoolers during their optimal development. The attachment and friendship relationships of school children and adolescents are interdependent on cultural factors.</td>
</tr>
<tr>
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<tr>
<td>Urrego Y, Restrepo J, Pinzon S, Acosta J, Díaz M, Bonilla, C</td>
<td>2014</td>
<td>Vínculo afectivo en pares y cognición social en la infancia intermedia (18).</td>
<td><a href="http://www.redalyc.org/articulo.oa?id=299032684006">http://www.redalyc.org/articulo.oa?id=299032684006</a> SPAIN</td>
<td>60 children, from a two-parent family and with at least 1 sibling.</td>
<td>The social cognition component associated with face recognition is not related to the level of attachment that children develop with parents or significant figures such as peers. The relationship may be affected if there are early adverse stress-inducing experiences that constitute a change in brain systems that affect the mental preparation of the intentions of others.</td>
</tr>
<tr>
<td>Alhusen J, Hayat M, GrossAmer D.</td>
<td>2013</td>
<td>A longitudinal study of maternal attachment and infant developmental outcome (19).</td>
<td><a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3796052/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3796052/</a> ESTADOS UNIDOS</td>
<td>139 women</td>
<td>The findings have implications for improving early intervention programs aimed at promoting maternal and child outcomes for optimal development of children from the beginning of gestational age. Earlier identification of the attachment relationship may benefit the adaptation of mother-child focused interventions to support optimal child development.</td>
</tr>
<tr>
<td>Madigan S, Atkinson L, Laurin K, Benoit D.</td>
<td>2013</td>
<td>Attachment and Internalizing Behavior in Early Childhood: A Meta-Analysis (20).</td>
<td><a href="https://www.ncbi.nlm.nih.gov/pubmed/22686171">https://www.ncbi.nlm.nih.gov/pubmed/22686171</a> CANADA</td>
<td>60 studies that included 5,236 families</td>
<td>Unsafe attachment relationships in the early years of life, particularly avoidance attachment, are associated with subsequent internalizing behaviors, although the effect sizes are not strong in optimal development.</td>
</tr>
<tr>
<td>Brown G, Mangelsdorf S, Neff C</td>
<td>2012</td>
<td>Father Involvement, paternal Sensitivity, and Father-Child Attachment Security in First 3 years (21).</td>
<td><a href="https://www.ncbi.nlm.nih.gov/pubmed/22468691">https://www.ncbi.nlm.nih.gov/pubmed/22468691</a> ESTADOS UNIDOS</td>
<td>115 children (56 girls - 59 boys) and 115 parents, no demographic differences</td>
<td>A secure parent has a relationship with the amount and quality of attachment to produce optimal developmental behaviors, also maintains stable early childhood development and increased sensitivity gradually over time.</td>
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<tr>
<td>Verissimo M, Fernandes C, Santos A, Peceguina I, Vaughn B, Bost K</td>
<td>2011</td>
<td>A relação entre a qualidade da vinculação à mãe e o desenvolvimento da competência social em crianças de idade pré-escolar (22).</td>
<td><a href="http://www.scielo.br/scielo.php?pid=S0102-7972201100000000&amp;script=sci_abstract">http://www.scielo.br/scielo.php?pid=S0102-7972201100000000&amp;script=sci_abstract</a> &amp;lng=pt UNITED STATES - PORTUGAL</td>
<td>20 Portuguese mother-son pairs and 28 U.S. mother-son pairs</td>
<td>The relationship between the quality of the attachment that children establish with their mother during the first years of life is positively related to the achievement of social competence in the pre-school stage; this shows that the attachment progressively builds unique experiences in the child and strengthens his/her adaptation by achieving patterns.</td>
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</table>
DISCUSSION

It is observed that the quality of evidence is 90% high and 10% moderate. The evidence according to origin is: United States (20%), Canada (20%), Italy - Canada (10%), South Africa (10%), Australia (10%), United States - England (10%), United States - Portugal (10%), Spain (10%).

In this regard, Dubois K et al, in their work specify that the intervention of mothers to interact in a predictable manner and quality with their babies, result in responses to child needs, emotional signals and positive behaviors so that the child improves an early intervention, based on the attachment that gives security and confidence and this in turn improves their optimal cognitive and psychomotor development.

On the other hand, Branjerdporn, elaborated a systematic review looking for mother-foetus associations and child development results, his results do not coincide with any author.

These results are similar to those of the systematic review and meta-analysis studied by Wright B and Edgington E, who conclude that early measures of parental attachment to children whose first element is sensitivity are clinically proven to be effective, resulting in safe attachment and developmental optimization.

Murray et al, in a randomized controlled trial note that practitioner interventions should benefit maternal attachment interventions with psychological support for the baby during pregnancy and the first six months of life.

The results of the three previous works coincide with a meta-analysis of recent research developed by Pallini and Urrego et al, who conclude that if parents and children have positive attachments, they will have a benefit in establishing social relationships with their relatives.

It is necessary that health professionals and institutions that take into account this neuronal development to establish attachment relationships favorable to interaction behavior avoiding problems such as juvenile delinquency and drug addiction due to lack of attachment activities due to parental abandonment or significant figures for the child.

The results of the work developed by Alhusen et al and Verrisimo et al in relation to the quality of mother-child attachment and its effectiveness in social development in socio-cultural contexts; established that mother-child attachment relationships are facilitators of the child’s adaptation to the pre-school group, to the extent that they promote positive peer engagement.

Madigan et al in their meta-analysis observed that there is overlap in the formation of children’s attachment in relation to their caregiver’s response to their needs and cues.

Brown et al in their work concludes that the ability of the parent to establish positive attachment relationships with their child that will benefit their child’s development, fostering the synchronization of a very high interaction relationship with their children.

The 10 pieces of evidence reviewed agree that the development of positive parental attachment activities results in optimal child development and 8 out of 10 of them point out that low-income mothers have trouble establishing positive attachment activities with their children.

The need for both parents and others around children to participate in positive attachment activities that support the dimensions of optimal child development is confirmed.

It is recommended that health professionals, especially nurses, reinforce parent education on positive attachment activities in parenting from the gestational age. Likewise, to develop in the communities, especially in those of low economic resources, programs that encourage the exercise of activities of positive attachment to children.

Conflicts of Interest: The authors state that there are no conflicts of interest.
BIBLIOGRAPHIC REFERENCES


