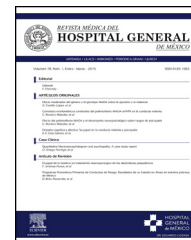




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ORIGINAL ARTICLE

Primary preventive programs for risk behavior: Results from a study in high poverty areas of Mexico



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KEYWORDS

Executive functions;
Violence prevention;
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Abstract

Introduction: Violence is a phenomenon involving the interaction of biological, psychological, and social factors. Several studies have developed programs to prevent the occurrence of these behaviors in children, adolescents and adults. When these programs focus on mothers of young children, not only is there an improvement of child cognitive, emotional and social development, but also the whole family benefits from it.

Objective: To assess the effects of the Programa de Entrenamiento Materno Infantil: Enfoque Neuropsicológico (PREMIEN) in maternal parenting style behaviors and its impact on the development of executive functions in preschool children.

Methods: A descriptive, prospective, correlational study was conducted using a convenience sample that included 40 dyads of mothers and their children between 3 and 6 years old. A control group of 43 children whose mothers did not attend the PREMIEN intervention was paired to the PREMIEN sample in order to compare results at post test assessment. The PREMIEN program was implemented and it provides strategies to the mothers so as to promote physical, cognitive and emotional development of their children. A pre and post assessment of children's perception of parental style of his mother and the development of executive functions was performed.

Results: There were changes in perception of parenting style by children at post test and with the control group. There was also an increase in their scores on tasks of executive functions at post test and compared to a control group.

Conclusions: Educational interventions that provide mothers with strategies and knowledge regarding the cognitive and emotional development of their preschool children, have an impact

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on mother-child relationship, promoting interpersonal affective behavior and mother responsiveness to the needs of their children and they also promote the development of self-control and regulation of children, which allow them a functional social adjustment, thus preventing the onset of antisocial behavior.

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PALABRAS CLAVE

Funciones Ejecutivas;
Prevención de la
violencia;
Programa
materno-infantil

Programas preventivos primarios de conductas de riesgo: resultados de un estudio en áreas en extrema pobreza de México

Resumen

Introducción: La violencia es un fenómeno que implican factores biológicos, psicológicos y sociales. Diversos estudios han desarrollado programas para prevenir conductas violentas en niños, adolescentes y adultos. Los resultados muestran que cuando estos programas se enfocan en madres de niños pequeños, mejoran diversos aspectos no sólo del desarrollo del niño, como su desarrollo cognitivo, emocional y social, sino de la familia en general.

Objetivo: Evaluar los efectos del Programa de Entrenamiento Materno Infantil: Enfoque Neuropsicológico (PREMIEN) en las conductas maternas de estilo parental y el impacto en el desarrollo de las funciones ejecutivas de sus hijos en edad preescolar.

Método: Se realizó un estudio descriptivo, prospectivo y correlacional utilizando una muestra seleccionada por conveniencia de 40 díadas de madres y sus hijos entre 3 y 6 años. Los niños fueron pareados con una muestra control de 43 niños cuyas madres no asistieron al programa para comparar los resultados del post test. Se implementó el programa PREMIEN el cual proporciona estrategias a las madres para favorecer el desarrollo físico, cognitivo y emocional de sus hijos. Se realizó una evaluación pre y post de los niños sobre la percepción del estilo parental de su madre y el desarrollo de funciones ejecutivas.

Resultados: Se encontraron cambios en la percepción del estilo parental de los niños en el post test y en su desempeño en tareas de funciones ejecutivas en el post test comparado con el pre test y un grupo control.

Conclusiones: Las intervenciones que proporcionan estrategias y conocimientos del desarrollo cognitivo y emocional a madres de niños preescolares, tienen un impacto en la relación interpersonal madre-hijo promoviendo conductas afectivas y responsivas ante las necesidades de los niños y favorecen su desarrollo de auto control y auto regulación, lo cual que les permitirá mejor ajuste social previniendo la aparición de conductas antisociales.

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Introduction

Violence is a complex phenomenon involving the interaction of biological, psychological, and social factors. Among these factors, executive functions (EF) and dysfunction of the frontal lobes have been given special emphasis. It has been hypothesized that cognitive disorders including impulsivity, poor planning, mental inflexibility, low verbal intelligence, and alterations in attention, predispose subjects to feelings of frustration and anxiety, to difficulties in emotional regulation and finally, to an increased risk of aggressive or violent behavior.¹⁻⁴

EF is considered a general cognitive and emotional domain that encompasses a variety of functions to guide goal-directed behavior.⁵⁻⁹ Miyake et al.¹⁰ identified three separable, but not totally independent constructs of EF. Mental flexibility is considered as the ability to shift set, to

alter behavior according to changes in the dimensional relevance of stimuli¹¹; in addition, working memory is defined as the process by which symbolic representations are accessed and held on-line to guide a response.¹² Finally, inhibition is the ability to suppress a dominant response and execute an alternate one instead.¹³

Developmental research has shown that EF emerge early in development and they develop with important changes between 2 and 5 years old. This age is considered as an important stage in the acquisition of self-regulated behavior, both in cognitive and emotional domains.¹⁴ Emotional development and emotion regulation are considered to maintain a bi-directional influence on the development of EF. Self-regulation assumes a consequence of vertical and horizontal integration across levels of biological and social influences (i.e. positive social relationships, productivity, achievement, and a positive sense of self). Early childhood programs

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