

INTRODUÇÃO DA MATÉRIA DE ‘ACE STUDY’

CONSEQUENCIAS DOS DANOS PSÍQUICOS E DOENÇAS GRAVES, ORIUNDAS DA EDUCAÇÃO, DO AFETO E DA AJUDA, PRINCIPALMENTE DA FALTA DE PARTICIPAÇÃO DA FAMÍLIA, DA ESCOLA E DOS AMIGOS, DE CRIANÇAS DESDE O NASCIMENTO ATÉ A ADOLESCÊNCIA.

A IMPORTÂNCIA DO AFETO, DO AMOR, DA PRESENÇA, DO DIÁLOGO COM SEUS FILHOS PARA OS TORNAREM SÁDIOS, CORPO E MENTE, CONDIÇÕES NECESSÁRIAS PARA A FELICIDADE PESSOAL E PROFISSIONAL DO FUTURO ADULTO RESULTADO DESSE PROCESSO.

MATERIAL PARA COMPLEMENTAR ESSE ESTUDO:

Desenvolvimento emocional e relacional na educação infantil: implicações do PATHS e do ACE à formação da criança e do educador

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URI: <http://repositorio.ufpe.br/handle/123456789/4088>

Data: 2010-01-31

Resumo:

Educar para a Formação Humana implica o processo de unificação do indivíduo por meio do desenvolvimento de habilidades que promovam, dentre outros elementos, intimidade consigo mesmo, bem como o estabelecimento de relações positivas através do cultivo de atitudes de respeito e de cuidado com a própria vida, com as de outrem e com o ambiente. O desenvolvimento emocional e relacional é um dos elementos da formação humana, e, assim, deve ser considerado no processo educativo do indivíduo. No âmbito escolar, ocorrências triviais de comportamentos emocionais desequilibrados nas relações intra e interpessoais das crianças, confirmam a carência que os responsáveis por sua formação, escola e família, têm em relação à educação emocional e ao direcionamento produtivo das relações humanas daquelas. Considerando a perspectiva de desenvolver no indivíduo atitudes formativas de sua humanidade, em especificidade, o desenvolvimento emocional e relacional, a pesquisa apresentada nesta dissertação, realizou um estudo sobre duas propostas formativas relacionadas a tal desenvolvimento: o currículo PATHS (Promoting Alternative Thinking Strategies) ou Caminhos (Promovendo Estratégias de Pensamentos) programa norte-americano que visa a promover a aprendizagem emocional e interrelacional em crianças; e, o Treinamento ACE (Atenção plena e Concentração no Ensino), desenvolvido pelo Garrison Institute, e destinado a aperfeiçoar a ação do educador no que se refere ao desenvolvimento de qualidades como a atenção às emoções e compaixão em relação a si e às pessoas com as quais convive. Pautada em tais estudos, a parte empírica desta pesquisa, deteve-se a observações investigativas em três distintos ambientes escolares de educação infantil da rede pública de ensino, os quais foram denominados de turmas A, B e C. Todavia, algumas particularidades intencionais diferenciaram cada turma observada. Na turma A, houve intervenções baseadas no PATHS, que foram ministradas pela própria professora da turma; na turma B, a professora havia participado do Treinamento ACE; e, na turma C, a prática pedagógica foi comum, sem acesso a qualquer tipo de formação de natureza semelhante ao PATHS e ao ACE. Tais observações no locus escolar tiveram o propósito de verificar a incidência do descontrole emocional

nas relações das crianças e a influência da ação docente na contenção, ou não, de tal incidência. Assim, a pretensão foi averiguar, comparativamente, as implicações do PATHS, do Treinamento ACE e de uma prática usual quanto aos fins observacionais mencionados. Para isso, formulamos instrumentos de coleta de dados e, também, realizamos diário de registro. Nos resultados, a turma A obteve o melhor desempenho quanto ao desenvolvimento emocional e relacional das crianças e à postura educacional docente. Embora tal turma tenha sido contemplada com um trabalho educativo específico para o desenvolvimento das emoções e relações, não atribuímos o resultado exclusivamente a este diferencial, por isso, ressalvamos na análise alguns elementos que foram detectados ao longo das observações. Além disso, reconhecemos algumas distorções na elaboração da pesquisa e a fragilidade no instrumento escolhido, o que dificultou uma análise mais precisa. Entretanto, ainda que os equívocos de pesquisa tenham sido evidenciados, não foram suficientes para invalidar a eficácia do currículo PATHS e do Treinamento ACE no desenvolvimento emocional e relacional de crianças e educadores

En Ingles:

Emotional and relational development in early childhood education: implications of PATHS and ACE for the education of the child and the educator Paula Fernandes da Silveira Mota, Ana URI: <http://repositorio.ufpe.br/handle/123456789/4088> Date: 2010-01-31 Summary:

Educating for Human Formation implies the process of unification of the individual through the development of abilities that promote, among other elements, intimacy with oneself, as well as the establishment of positive relations through the cultivation of attitudes of respect and care for one's own life, with others and with the environment. Emotional and relational development is one of the elements of human formation, and thus must be considered in the educational process of the individual. In the school context, trivial occurrences of unbalanced emotional behaviors in the intra and interpersonal relationships of children, confirm the lack that those responsible for their education, school and family have in relation to emotional education and the productive direction of their human relations. Considering the perspective of developing in the individual formative attitudes of his humanity, in specificity, the emotional and relational development, the research presented in this dissertation, carried out a study on two formative proposals related to such development: the Promoting Alternative Thinking Strategies (PATHS) American program to promote emotional and interrelational learning in children; and the ACE (Comprehensive Attention and Concentration in Teaching) Training, developed by the Garrison Institute, and aimed at improving the educator's action in developing qualities such as attention to emotions and compassion towards self and people with which coexist. Based on these studies, the empirical part of this research was the investigative observations in three different kindergarten environments of the public school system, which were denominated classes A, B and C. However, some intentional peculiarities differentiated each class observed. In class A, there were interventions based on PATHS, which were taught by the class teacher herself; in class B, the teacher had participated in the ACE Training; and in class C, the pedagogical practice was common, without access to any type of training of a nature similar to PATHS and ACE. Such observations in the school locus had the purpose of verifying the incidence of emotional uncontrol in children's relations and the influence of the teaching action in the contention or not of such incidence. Thus, the pretension was to comparatively investigate the implications of the PATHS, the ACE Training and a usual practice regarding the observational purposes mentioned. For this, we formulated instruments of data collection and, also, we realized

log diary. In the results, the group A obtained the best performance regarding the emotional and relational development of the children and the educational educational position. Although this group was contemplated with a specific educational work for the development of emotions and relationships, we did not attribute the result exclusively to this differential, so, we emphasized in the analysis some elements that were detected throughout the observations. In addition, we recognized some distortions in the elaboration of the research and the fragility in the chosen instrument, which made difficult a more precise analysis. However, although the research misconceptions were evidenced, they were not enough to invalidate the effectiveness of the PATHS and ACE Training in the emotional and relational development of children and educators

Abstract lecture about Adverse Childhood Experiences and the development of Resilience

ACE study: Adverse Childhood Experiences lead to trauma and ‘toxic stress’. Toxic stress disrupts an optimal brain development and has a negative influence on the development of the hormone system and the immune system, which can result in an increased chance of illness later on.

https://www.ted.com/talks/nadine_burke_harris_how_childhood_trauma_affects_health_across_a_lifetime. (TED talk about ACE study, dr Nadine Burke Harris)

ACE study in the Netherlands (TNO) by Kuiper, Dusseldorp & Vogels ref: KvL/GB2010.073

https://www.youtube.com/watch?v=EciqGb0re6Y&feature=youtu.be&list=PL7GnWnXHh_73KOKuMNGNs3gviUk6ndWsm e-college ACE study dr Felitti

[Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults](#), Vincent J Felitti et al. American Journal of Preventive Medicine in 1998, Vol. 14, pg 245–258.

In Utero. (Docu-film by Kathleen Man Gyllenhaal about transfer of adverse experiences to the next generation, 2016) <http://inutero.info/>

The influence of ACEs on brain development and the life long consequences of that, emphasize the importance of a loving parent. The baby is actively communicating and needs intensive intimate interaction with an adult. The quality and quantity of this interaction during the first 1000 days of a baby’s life are crucial for its brain development and remain of great importance during childhood.

<https://www.youtube.com/watch?v=apzXGEbZht0> ‘Still face’ experiment.

<http://developingchild.harvard.edu/science/key-concepts/>

<http://acestoohigh.com/aces-101/>

Almost everybody has one or more ACEs. Nobody has a childhood without any setbacks and no parent is perfect. But not everybody is left with trauma. Every child encountering hardship develops his or her own coping strategy that fits for the situation. Depending on the absence or presence of loving adults that help to overcome adversity, stress is experienced. With the help of a caring adult, adversity can be processed into resilience. (science of Resilience). One person that provides loving care can make the difference between developing resilience or just surviving with a coping strategy (Past Reality Integration).

<https://www.youtube.com/watch?v=Ptuvg8mnUic>

<http://developingchild.harvard.edu/science/key-concepts/resilience/>