SICHERE Bindung in digitalen Zeiten

Teil 2:

Die Bedeutung von „emotionaler Abwesenheit“ durch Mediennutzung in der frühen Eltern-Kind-Beziehung

KARL HEINZ BRISCH


10:09
Zurück
ÜBERBLICK
Voraussetzungen für eine gesunde Entwicklung
Schwierigkeiten mit Smartphones und digitalen Medien
Smart.Baby-Studie
Prävention
Zusammenfassung
Diskussion

Man kann Kinder nicht erziehen, sie machen einem alles nach…

Der Alltag mit Babys


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Überlebenswichtige Systeme

BINDUNG

PHYSIOLOGISCHE BEDÜRFNISSE

NEUGIER + ERKUNDUNG

SELBSTWIRKSAMKEIT

SENSORISCHE STIMULATION

VERMEIDUNG NEGATIVER REIZE

Babys lieben soziale Interaktion mit Menschen!

- Feinfühlige soziale Interaktion zwischen Baby und Bindungsperson
- Neuronale Netzwerke wachsen
- Spiegelneurone
- Empathie
- Beziehungsfähigkeit
- Fördert sichere Bindung


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Unterbrechung in der Interaktion

- Abbruch in Interaktion „schmerzt emotional“ – emotionaler STRESS
- Smartphone-Gebrauch der Mutter/des Vaters kann soziale Interaktion unterbrechen
- Fehlende Kommunikation
- Baby/Kinder/Erwachsene ziehen sich auf das Smartphone zurück
- Fehlende multisensorische Stimulation

Unterbrechung der Interaktion – Still Face Experiment von Ed Tronick

AKTUELLE Forschungsbefunde (2018-2020)

Alter und Anzahl der untersuchten Kinder	
2 - 6 Jahre	Während des Telefonierens tendierten die Eltern dazu, die Interaktionsinitiativen der Kinder zu **ignorieren**, potenziell **gefährliche Situationen zu übersehen** und weniger emotional unterstützend zu sein. (Elias et al., 2020)
0 - 5 Jahre N = 53	Wenn die Eltern ihr Telefon benutzten, war die **Wahrscheinlichkeit, dass sie auf das Kind reagierten, 5x geringer** und die Reaktionen waren **weniger zeitnah**, schwächer und zeigten **weniger Affekt** gegenüber dem Kind. (Vande Abeele et al., 2020)
0 - 5 Jahre N = 25	Eltern **reagierten seltener auf die Aufmerksamkeitsangebote der Kinder**, wenn sie mit ihren Smartphones beschäftigt waren. Bei stärkerer Beschäftigung waren die **Reaktionen der Eltern schwächer und leicht verzögert.** (Abels et al., 2018)
13 - 51 Monate N = 39	Bei **eingeschalteten Smartphones** zeigten Eltern signifikant **weniger Zuneigung, Ansprechbarkeit und Ermutigung** für ihre Kinder. (Rothstein, 2018)
< 3 Jahren N = 94	48 % der Mütter nutzten ihr Smartphone durchschnittlich 1,3 Minuten. Längere Smartphone-Nutzung war mit **reduzierter mütterlicher Sensibilität** assoziiert. (Wolfers et al., 2020)
19 Wochen N = 25	Mütter waren **weniger sensibel** und zeigten **weniger entwicklungsfördernde Verhaltensweisen** gegenüber ihren Babys, während sie ein **Tablet** benutzten, **verglichen mit dem Hören von klassischer Musik**. (Ventura, 2019)

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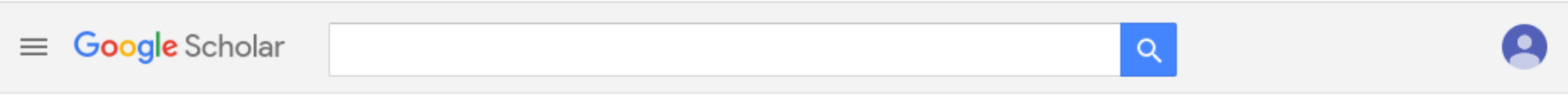
The Still-Face Paradigm (SFP) designed by Tronick, Als, Adamson, Wise, and Brazelton (Tronick, E., Als, H., Adamson, L., Wise, S., & Brazelton, T. B. (1978). Infants response to entrapment between contradictory messages in face-to-face interaction. *Journal of the American Academy of Child and Adolescent Psychiatry*, *17*, 1–13) has been used for many different purposes in over 80 empirical studies. In the current paper, the nature and correlates of infant behavior in the SFP were examined in a systematic narrative review and a series of meta-analyses. **The results of the meta-analyses confirmed the classic still-face effect of reduced positive affect and gaze, and increased negative affect, as well as a partial carry-over effect into the reunion episode consisting of lower positive and higher negative affect compared to baseline.** The still-face effect is very robust as it was found regardless of most sample variations such as infant gender and risk status, and regardless of most procedural variations, such as the length of the SFP episodes and the use of intervals between episodes. The few moderator effects that were found in the meta-analyses tended to put findings from the narrative review in a new perspective. …..**Higher maternal sensitivity predicted more infant positive affect during the still-face. Infants' higher positive affect and lower negative affect during the still-face were predictive of secure attachment at age 1**



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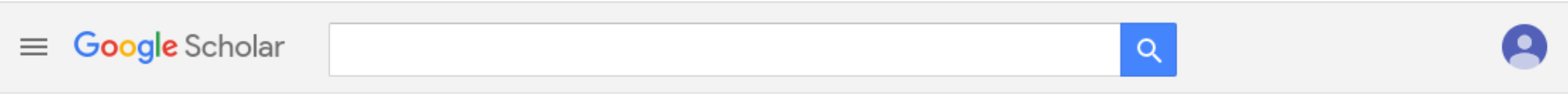
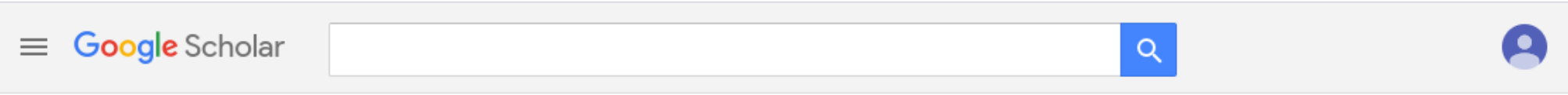
Mobile device use has become increasingly prevalent, yet its impact on infant development remains largely unknown. When parents use mobile devices in front of infants, the parent is physically present but most likely distracted and unresponsive. Research using the classic Still Face Paradigm (SFP) suggests that parental withdrawal and unresponsiveness may have negative consequences for children's social-emotional development. In the present study, 50 infants aged 7.20 to 23.60 months (M = 15.40, SD = 4.74) and their mothers completed a modified SFP. The SFP consisted of three phases: free play (FP; parent and infant play and interact), still face (SF; parent withdraws attention and becomes unresponsive), and reunion (RU; parent resumes normal interaction). **The modified SFP incorporated mobile device use in the SF phase.** Parents reported on their typical mobile device use and infant temperament. **Consistent with the standard SFP, infants showed more negative affect and less positive affect during SF versus FP.** Infants also showed more toy engagement and more engagement with mother during FP versus SF and RU. Infants showed the most social bids during SF and more room exploration in SF than RU. **More frequent reported mobile device use was associated with less room exploration and positive affect during SF, and less recovery (i.e., engagement with mother, room exploration, positive affect) during RU, even when controlling for individual differences in temperament.** Findings suggest that the SFP represents a promising theoretical framework for understanding the impact of parent's mobile device use on infant social-emotional functioning and parent–infant interactions.



This review attempts to provide an **overview of parents' mobile device distractions while caring for their children and the implications of this distraction on parent-child relationships.** This review was conducted on literature published through November 2016, 27 sources were identified. Overall the continual connection provided by phones combined with the social pressure to respond quickly to calls/messages is leading to increased use and reliance on mobile devices. This increases the potential for parents' mobile device use to disrupt parent-child interactions. **Parents who use their phones during parent-child interactions are less sensitive and responsive both verbally and nonverbally to their children's bids for attention, potentially leading to lower quality parent-child interactions.** Children engage in risky attention seeking behaviors, which may be connected to the increase in childhood injuries. Parents and children express concern over device use as well as its contribution to family conflicts. This review also discusses gaps in the existing literature and proposes directions for future research.



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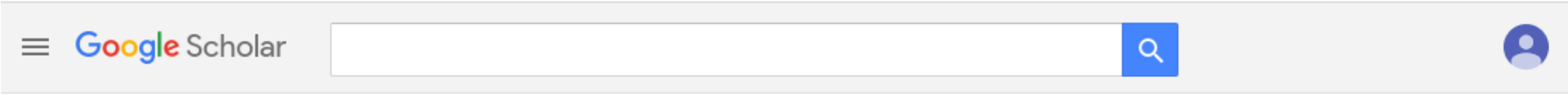

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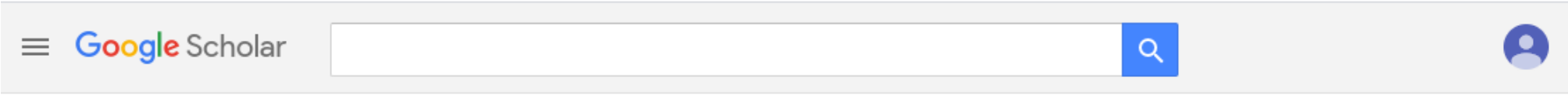
Design, Setting, and Participants This cross-sectional study of healthy children aged 3 to 5 years (n = 47) was conducted from August 2017 to November 2018. Participants were recruited at a US children's hospital and community primary care clinics.

Exposures Children completed cognitive testing followed by diffusion tensor imaging (DTI), and their parent completed a ScreenQ survey.

Results Of the 69 children recruited, 47 (among whom 27 [57%] were girls, and the mean [SD] age was 54.3 [7.5] months) completed DTI. Mean (SD; range) ScreenQ score was 8.6 (4.8; 1-19) points. Mean (SD; range) CTOPP-2 score was 9.4 (3.3; 2-15) points, EVT-2 score was 113.1 (16.6; 88-144) points, and GRTR score was 19.0 (5.9; 5-25) points. ScreenQ scores were negatively correlated with EVT-2 ($F_{2,43} = 5.14$; $R2 = 0.19$; $P < .01$), CTOPP-2 ($F_{2,35} = 6.64$; $R2 = 0.28$; $P < .01$), and GRTR ($F_{2,44} = 17.08$; $R2 = 0.44$; $P < .01$) scores, controlling for child age. Higher ScreenQ scores were correlated with lower FA and higher RD in tracts involved with language, executive function, and emergent literacy abilities ($P < .05$, familywise error–corrected), controlling for child age and household income.

Conclusions and Relevance **This study found an association between increased screen-based media use, compared with the AAP guidelines, and lower microstructural integrity of brain white matter tracts supporting language and emergent literacy skills in prekindergarten children.** The findings suggest further study is needed, particularly during the rapid early stages of brain development.



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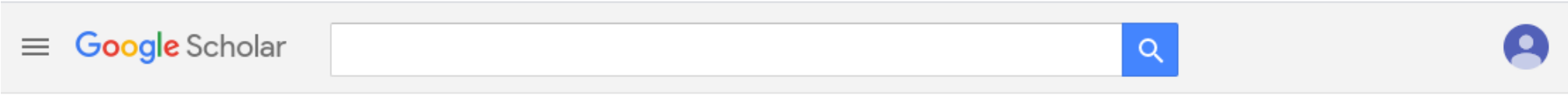
Results: **Time spent reading was positively correlated with higher functional connectivity between the seed area and left-sided language, visual and cognitive control regions.** In contrast, **screen time was related to lower connectivity between the seed area and regions related to language and cognitive control.**
Conclusion: Screen time and time spent reading showed different effects on functional connectivity between the visual word form area and language, visual and cognitive control regions of the brain. These findings underscore the importance of children reading to support healthy brain development and literacy and limiting screen time.



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Electromagnetic fields, pulsed radiofrequency radiation, and epigenetics: how wireless technologies may affect childhood development
C Sage, E Burgio - Child development, 2018 - Wiley Online Library
Mobile phones and other wireless devices that produce electromagnetic fields (EMF) and pulsed radiofrequency radiation (RFR) are widely documented to cause potentially harmful health impacts that can be detrimental to young people. New epigenetic studies are profiled in this review to account for some neurodevelopmental and neurobehavioral changes due to exposure to wireless technologies. Symptoms of retarded memory, learning, cognition, attention, and behavioral problems have been reported in numerous studies and are …
☆ 99 Zitiert von: 28 Ähnliche Artikel Alle 11 Versionen

Bestes Ergebnis für diese Suche Alle Ergebnisse

Associations between screen-based media use and brain white matter integrity in preschool-aged children
JS Hutton, J Dudley, T Horowitz-Kraus, T DeWitt… - JAMA …, 2020 - jamanetwork.com
Importance The American Academy of Pediatrics (AAP) recommends limits on screen-based media use, citing its cognitive-behavioral risks. Screen use by young children is prevalent and increasing, although its implications for brain development are unknown. Objective To explore the associations between screen-based media use and integrity of brain white matter tracts supporting language and literacy skills in preschool-aged children. Design, Setting, and Participants This cross-sectional study of healthy children aged 3 to 5 years (n …
☆ 99 Zitiert von: 4 Ähnliche Artikel Alle 4 Versionen

Brain connectivity in children is increased by the time they spend reading bool and decreased by the length of exposure to screen-based media
T Horowitz-Kraus, JS Hutton - Acta paediatrica, 2018 - Wiley Online Library
Aim This study compared the time spent using screen-based media or reading on the functional connectivity of the reading-related brain regions in children aged 8–12. Methods We recruited 19 healthy American children from a private school in Cincinnati, USA, in 2015-6 after advertising the study to parents. The parents completed surveys on how many hours their children spent on independent reading and screen-based media time, including smartphones, tablets, desktop or laptop computers and television. The children underwent …
☆ 99 Zitiert von: 14 Ähnliche Artikel Alle 3 Versionen

Sleep and new media usage in toddlers
S Chindamo, A Buja, E DeBattisti, A Terraneo… - European journal of …, **2019** - Springer
Several studies over the years have demonstrated the association between lack of sleep in children and certain physical, psychological, and behavioral disorders. The aim of this study was to disentangle the association between new screen-based electronic devices and sleep problems in toddlers, adjusting for other covariates already known to be associated with sleep quality. We conducted a cross-sectional study with the aid of a national sample of 1117 toddlers. Parents reported children's sleeping habits such as total sleep time and sleep
☆ 99 Zitiert von: 3 Ähnliche Artikel Alle 3 Versionen

…**The aim of this study was to disentangle the association between new screen-based electronic devices and sleep problems in toddlers**, …. We conducted a cross-sectional study with the aid of a national sample of 1117 toddlers. Parents reported children's sleeping habits such as total sleep time and sleep onset latency, recreational activities, bedtime routines, and temperament. An ordered logistic regression was run **to assess the associations between new media exposure and two sleep outcomes (total sleep time and sleep onset latency).** Everyday use of a tablet or smartphone raised the odds of a shorter total sleep time (OR 1.95 [1.00-3.79], $p < 0.05$) and a longer sleep onset latency (OR 2.44 [1.26-4.73] $p < 0.05$) irrespective of other factors, such as temperament (restlessness, sociability), or traditional screen exposure (watching TV or playing videogames).Conclusion: **New media usage is a factor associated in toddlers with sleeping fewer hours and taking longer to fall asleep, irrespective of other confounding factors.** What is known • Studies have found an association between sleep behavior and the use of computers and video games in early childhood. • **The blue light** emitted from TV screens **suppresses endogenous melatonin**. What is new • The study found an association between daily new media (tablet and smartphone) usage and sleep quality in toddlers • **New media usage exposes toddlers to the risk of fewer hours of sleep and taking longer to fall asleep, irrespective of other factors.**


10:09
Zurück
Voraussetzungen für eine gesunde Entwicklung
Schwierigkeiten mit Smartphones und digitalen Medien
Smart.Baby-Studie
Prävention
Zusammenfassung
Diskussion

Smart.Baby-Studie

- Design der Studie
- Kombination von Still-Phase-Paradigma und Smartphone-Paradigma
- Einfluss mütterlicher Smartphone-Nutzung auf die Interaktion mit dem Säugling und die Qualität der Mutter-Kind-Interaktion
- Stress-Erleben bei Mutter und Kind
- Bindungsentwicklung
- Entwicklung von Präventionsprogramm

Standardisierter Ablauf

2 Minuten pro Phase

1. Phase - Freies Spiel (Baseline)
2. Phase – **Ignorieren/Still-Face** (STF)
3. Phase - Freies Spiel (1. Reunion)
4. Phase - **Smartphone** (SM)
5. Phase - Freies Spiel (2. Reunion)

Ausbalancierung: Die Reihenfolge von STF und SM wird abgewechselt.


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PRÄVENTION

- Spielen mit Baby, Kind ohne Smartphone, Tablet, PC
- Multisensorische Erfahrung
- SPRECHEN - Mentalisieren über gemeinsames Erleben
- BLICK-Kontakt!
- FÜHLEN, Berührung
- Förderung der sozialen, emotionalen und kognitiven Entwicklung des Kindes
- Gruppen-Prävention mit werdenen Eltern – Achtsamkeitsbasierte Stressreduktion (Mindfulness-Based Stress Reduction – **MBSR-SMART.Baby)**


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Zurück
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Babys lieben jede Form der positiven sozialen Interaktion mit Menschen

Störung der Interaktionen durch Smartphone-Gebrauch der Pflegeperson – unkontrolliert – könnte negativ mit dem Stress und mit der neuronalen Entwicklung des Kindes zusammenhängen

Babys sind neugierig und explorieren Smartphones

Smartphone-freie Zeiten! Für Eltern UND Babys! Kinder!

Soziale Interaktionen fördern körperliche, kognitive, soziale und emotionale Reifung des Kindes durch GEHIRN-Reifung!

Babys lieben die Interaktion mit ELTERN und BINDUNGS-PERSONEN mehr, wenn sie positiv ist

1

The "Strange Situation" as developed by Mary Ainsworth
Die „Fremde Situation" nach Mary Ainsworth

Secure and insecure attachment patterns of toddlers and their mothers
Sichere und unsichere Bindungsqualitäten von Kleinkindern mit ihren Müttern

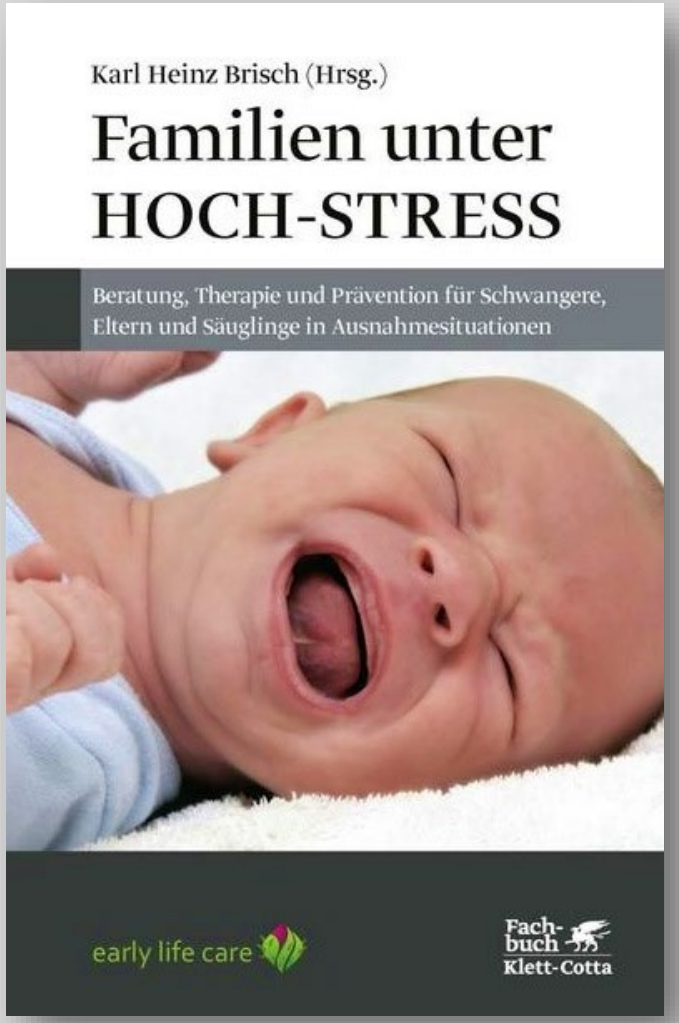
The DVD is bilingual
Die DVD ist bilingual

English | Deutsch

LESE-TIPP!

early life care

Fach-buch Klett-Cotta



Karl Heinz Brisch (Hrsg.)

Bindung und psychische Störungen

Ursachen, Behandlung und Prävention

Fachbuch Klett-Cotta

Save the Date!

21. Internationale Bindungskonferenz 2022

16. – 18.09.2022

CCU - Congress Centrum Ulm

GESTÖRTE BINDUNGEN IN DIGITALEN ZEITEN

Ursachen, Prävention, Beratung und Therapie

Disordered Attachment in the Digital Age

Causes, Prevention, Counseling, and Therapy