

**PSYCHOEDUCATION OF BASIC EMOTIONAL NEEDS TO PARENTS/
CAREGIVERS AND RELATION WITH SOCIAL SKILLS**

**PSICOEDUCAÇÃO DAS NECESSIDADES BÁSICAS EMOCIONAIS AOS PAIS/
CUIDADORES E RELAÇÃO COM HABILIDADES SOCIAIS**

**PSICOEDUCACIÓN DESDE LAS NECESIDADES EMOCIONALES BÁSICAS A LOS
PADRES/ CUIDADORES Y RELACIÓN COM LAS HABILIDADES SOCIALES**

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ABSTRACT: Working with social skills in children and adolescents can decrease or avoid behavior problems and psychological disorders. However, it is proposed that a work with caregivers with psychoeducation, using a knowledge developed by the schema therapy on basic emotional needs, can contribute. This literature review is justified by the scarcity of research on this topic. For this purpose, studies published in the database of Scielo and Google Scholar were used, integrating 30 studies. The results showed that healthy emotional development and social skills are related to living with parents or caregivers, who may or may not have developed parental social skills. However, programs with psychoeducation for parents result in a positive change in parental educational skills related to a positive change in children's social skills. This study provided subsidies to reflect on the importance of psychoeducation in this context.

KEYWORDS: Effectiveness of psychoeducation. Social skills. Parenting styles.

RESUMO: *Trabalhar habilidades sociais em crianças e adolescentes pode diminuir ou evitar problemas de comportamento e transtornos psicológicos. Contudo, propõe-se que um trabalho com cuidadores com psicoeducação com um conhecimento desenvolvido pela terapia do esquema sobre necessidades básicas emocionais pode contribuir. Esta revisão de literatura se justifica pela escassez de pesquisas sobre essa temática. Para tanto, utilizou-se estudos publicados na base de dados da Scielo e Google Acadêmico, integrando 30 estudos. Os resultados apontaram que o desenvolvimento emocional saudável e as habilidades sociais têm relação com o convívio com pais ou cuidadores, os quais podem ou não possuir habilidades sociais parentais desenvolvidas. Contudo, programas com psicoeducação a pais resultam em alteração positiva nas habilidades educativas parentais relacionadas à alteração positiva nas habilidades sociais dos filhos. Este estudo forneceu subsídios para refletirmos sobre importância da psicoeducação neste contexto.*

PALAVRAS-CHAVE: *Eficácia da psicoeducação. Habilidades sociais. Estilos parentais.*

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RESUMEN: *Trabajar con habilidades sociales en niños y adolescentes puede disminuir o evitar problemas de conducta y trastornos psicológicos. Sin embargo, se propone que puede contribuir un trabajo con cuidadores con psicoeducación con un conocimiento desarrollado por la terapia de esquemas sobre necesidades emocionales básicas. Esta revisión de la literatura se justifica por la escasez de investigaciones sobre este tema. Para ello se utilizaron estudios publicados en la base de datos de Scielo y Google Scholar, integrando 30 estudios. Los resultados mostraron que el desarrollo emocional saludable y las habilidades sociales están relacionadas con la convivencia con los padres o cuidadores, quienes pueden o no haber desarrollado habilidades sociales de los padres. Sin embargo, los programas con psicoeducación para padres dan como resultado un cambio positivo en las habilidades educativas de los padres relacionado con un cambio positivo en las habilidades sociales de los niños. Este estudio proporcionó subsidios para reflexionar sobre la importancia de la psicoeducación en este contexto.*

PALABRAS CLAVE: *Efectividad de la psicoeducación. Habilidades sociales. Estilos de crianza.*

Introduction

Communication and socialization usually start with parents and caregivers. The “socialization strategies used by parents are called by some authors of educational parenting practices” (DEL PRETE; DEL PRETE, 2003, p. 21, our translation). These practices can develop in children and adolescents prosocial or antisocial behaviors. It will depend on the frequency and intensity in which certain educational strategies and “biological, evolutionary and learning factors” are adopted (DEL PRETE; DEL PRETE, 2003, p. 22). Aspects such as verbal and non-verbal communication, empathic, assertive, passive and aggressive behavior are addressed by Portella (2011) and scored as consequences to the time and form of the achievement of objectives and needs, linked to social skills. The author also cites feedback regarding behavior as a possibility to adjust to the demands of interaction when necessary, bringing examples and praise and criticism (PORTELA, 2011).

Several authors try to define social skills, which gives rise to various definitions such as the content (what it does), the consequences (reactions provoked in others) and both. In general, “skilled social behavior is expected to generate more positive than negative reinforcement” (CABALLO, 2003, p. 05, our translation). Dismembering the content about social skills, the author is faced with the concept of competence, that is, how appropriate is the performance of a person to perform a task. Skills are understood as specific capacities for competently performing a certain task, which can be innate or acquired. As well as social is understood as interest in the conduct (CABALLO, 2003). Social conduct is understood as

how others treat the individual, reflecting their behavior towards them. Still relevant, the impairment in social skills can cause difficulties at the social, labor and health levels, which can contribute to the development of psychological or psychiatric disorders (KNAPP *et al.*, 2007).

Research has been carried out to investigate the relationship between parental repertoire of social skills and the development of social skills in children and adolescents. Considerations were made relating social skills developed with less behavioral problems, with parents who express feelings, face and are more skilled in communication. A group intervention in which some of the subjects discussed were expression of feelings, communicative interaction, negotiation, establishment of rules, found an increase in assertiveness in parenting practices and a decrease in problem behaviors (BOLSONI-SILVA; SILVEIRA; MATURANO, 2008).

When considering studies like the ones mentioned, Young (2008, p. 21) "developed schema therapy as a systematic approach that expands cognitive-behavioral therapy, integrating techniques from several different schools of therapy". Giving greater emphasis than Cognitive-Behavioral Therapy (CBT) to child and adolescent development, as well as to parenting styles and emotions. In schema therapy every human being has schemes and ways of coping with those schemes. The scheme is the result of experiences in child development, being reinforced throughout development. Part of this study culminated in the importance of satisfying basic emotional needs, which are: secure bonds; autonomy and competence; realistic limits; the needs and their validated emotions; the feelings expressed in an assertive way and the spontaneity of the choices. For him, the developing human being goes through a maturation process, in which although some people have more needs than others, due to innate biological differences (temperament), basic emotional needs are crucial for healthy emotional development. Thus, it is possible to develop more assertive ways with oneself and those with whom one live with, if your needs are sufficiently supplied, having the appropriate focus on your needs and those of others, being assertive and spontaneous in your feelings and choices.

This article is justified by the need to conduct a more in-depth study about the psychoeducation of basic emotional needs to parents or caregivers and their identification by them, in order to be able to use this knowledge to benefit their performance, which may result in the development of social skills in children. Within the cognitive-behavioral approach, psychoeducation promotes psychological knowledge relevant to the individual. Knowledge

tends to develop a sense of control of the situation, since, as they become aware, they begin to observe how they work, thus improving the motivation for change. (KNAPP *et al.*, 2007).

A recent study on psychoeducation portrays works carried out in several modalities in which they reveal an improvement in autonomy, leisure and interpersonal relationships (NOGUEIRA; CRISOSTOMO; SOUZA; PRADO, 2017). What can also be applied to caregivers (LEMES; NETO, 2017). Thus, the general objective of this study was to investigate the psychoeducation of the basic emotional needs, with the cognitive-behavioral approach, focused on the schemes in order to apply it as another tool to aid the development of social skills of children or adolescents.

Method

The investigation had a bibliographic character, seeking information in the works of authors who dedicated themselves to this subject, as well as consultation in scientific studies published in the database of Scielo and Google Scholar. The following expressions were used to search for articles: “*eficácia da psicoeducação*” (psychoeducation effectiveness) and “*habilidades sociais e estilos parentais*” (social skills and parenting styles). Access occurred between May and August 2019. Eight studies were found in the Scielo database related to the expression “psychoeducation effectiveness” (four being excluded, four remaining) and 12 related to “social skills and parenting styles” (five being excluded, remaining seven). In the Google Scholar database, the first 10 most relevant and the first 10 most current of both expressions were searched and 12 studies were excluded from the expression “psychoeducation efficacy”, leaving eight, and in “social skills and parenting styles” nine studies were excluded, remaining 11. Resulting in 12 studies on the “effectiveness of psychoeducation” and 18 studies on “social skills and parenting styles”. 30 studies were integrated to this work, the ones that better answered the raised questions. Classifying into two categories: Effectiveness of psychoeducation and the relationship between social skills and parenting styles.

Results and discussions

Effectiveness of psychoeducation

In the integrative literature review by Silva, Sá and Souza (2018) on psychoeducation programs for caregivers, positive results were found in overburden and well-being. It points to

an improvement in the quality of life, in communication, in collaboration, in the way of dealing with problems and daily activities and, reducing hopelessness when understanding the impairment of dementia. Likewise, Cuevas-Cancino and Moreno-Pérez (2017), consider that psychoeducation in group intervention can provide support networks, open up more ways to see situations and add skills acquisition. Brandão and Matos (2015) carried out a literature review on the effectiveness of group psychoeducational and cognitive behavioral interventions for women with breast cancer. The results of the studies reveal an improvement in the quality of life, reduction of anxiety and depression, greater perception of support, among others.

A randomized clinical trial by Valente, Moreira, Ferigolo and Barros (2019) to change parents' drug use practices. He observed greater efficacy in brief intervention than in psychoeducation, for positive changes in parents' practices in monitoring, physical abuse, unacceptable punishment. Lemes and Neto (2017), from a systematic review of the literature on applications of psychoeducation in health, found its applicability in different types of diseases. With psychoeducation linked to support and aid to the caregiver. A case study with a group of twelve patients with TAB with psychoeducation, Menezes and Souza (2012) played a fundamental role in understanding for acceptance, adherence to treatment and improvement in the quality of daily activities. Through a systematic review of 27 articles on psychoeducational intervention to caregivers of elderly people with dementia, Lopes and Cachioni (2012) found a significant contribution to improving well-being, acquiring coping strategies, a sense of self-efficacy, decreasing feelings and dysfunctional thoughts.

Coelho (2012), in his study on the contributions of psychoeducation on emotional competence in teachers, presents positive results in relation to mental health, self-awareness and self-motivation, as well as empathy and management of emotions. Pellegrini (2010) in his dissertation, through a randomized controlled study, lasting one year, on the impact of psychoeducation on the symptomatic and functional recovery of bipolar patients, found that psychoeducation can positively impact well-being by promoting healthy habits, low adherence linked to low family support.

Parenting practices and their relationship with the development of social skills in children and adolescents

Salvo, Silveiras and Toni (2005) carried out a study on educational practices as a prediction of behavioral problems, as well as social competence. The authors found a

relationship between behavior problems and social competence, linked to neglect and inadequate monitoring (lack or excess). Coelho and Murta (2007) described a group training experience of parents, with five mothers and two fathers of 20 90-minute weekly sessions, with behavioral techniques. The evaluation indicated positive results in the parental educational social skills, as well as positive changes in the children. Vilas-Boas and Bolsoni-Silva (2010) in their research with 43 mothers on educational social skills and the relationship with behavior of preschoolers identified the relationship between mothers' abilities and children's abilities, as well as negative practices with behavior problems.

A study of parental educational skills, related to preschool behaviors, with 20 mothers with children with behavior problems and 20 without behavior problems, authored by Leme and Bolsoni-Silva (2010), revealed a positive indicator among parental educational practices with expression of feelings, coping, as well as communication and few negative practices to more skilled children with less behavior problems. Bolsoni-Silva and Loureiro (2019) carry out a case control study with 18 mothers of children with behavioral problems and 18 without. Correlations associated positive practices with skillful behaviors and negative practices with behavioral problems.

Martins *et al.* (2014), in their study to verify the relationship between parenting practices, school performance and social skills with the participation of 117 parents, indicated that parenting practices with adequate affection and control have a positive relationship with academic competence and control psychological has a negative relationship with social skills. Mondin (2008), in his study on parenting practices and effects on children, described four parenting styles that culminated in different results. Therefore, authoritative parents, predominating demand and adequate responsiveness, with clear and open communication and with mutual respect, make it possible to develop social skills in their children. The authoritarian style, characteristic of self-control and low responsiveness, values respect and obedience, using punishment more often, not valuing the dialogue, autonomy and opinions of the children. The indulgent, with low control and high responsiveness, without establishing rules and limits. The negligent, with low control and responsiveness, does not get involved with the children, neither demands nor is affective. Coercive techniques used by some parenting styles, more often in the authoritarian, and lack of affection, as well as in the negligent, can generate in children fear, anger and anxiety and difficulty in understanding the situation and the reason for the change in behavior.

Bolsoni-Silva (2016) in his study on the association between social skills, parenting practices and environmental resources and maternal depression, linked to internalizing

problems with 32 mothers with children with problems and 32 without, paired by sex and education. There was more frequency of negative practices in the group with problems and social skills in the other group. Mariano and Bolsoni-Silva (2016) carried out a study comparing the educational practices of teachers with social skills and behavior problems in 283 children. Teachers who had difficulty dealing with problems seem to reinforce the problems, promoting the maintenance of the problems and still being able to intensify them, while teachers with skillful behaviors seem to promote skills in children by imitating and emitting feedback. Del Prette and Del Prette (2018) in their study on the relationship between social skills and behavior analysis presents a theoretical and practical field and research produced since 1970, which describes how learning of desirable and undesirable behaviors can be "three basic processes (and their combinations), demonstrated in controlled experiments: instruction (control by rules), consequence and imitation/modeling... can be simultaneous or isolated, in a planned or random sequence" (DEL PRETE; DEL PRETE, 2018. p. 45, our translation).

Oliveira and Loureiro (2019), in an interview validation of educational practices for teachers, found that a "skill set of teachers that could improve children's social skills and reduce behavior problems, such as the ability to talk... establish rules/limits" (OLIVEIRA; LOUREIRO, 2019, p. 9, our translation), as well as validating good behaviors and being affectionate, among others. Considering the school as an environment of possible early identification and prevention.

A systematic review of the literature by Guisso, Bolze and Viera (2019), on parental training practices and programs, indicated changes in parental behavior and improvements in children's behaviors. Reducing negative practices and increasing positive ones. Being applied in several realities such as daycare centers, schools, hospitals, websites, among others. The author states that the analysis of the studies points "to positive evaluations of the participants around the effects generated in relation to their parenting practices, social skills, self-regulation of emotions, limits and management of undesirable behaviors in their children" (GUISO; BOLZE; VIERA, 2019. p. 247, our translation). In a study by Casali (2019), on social skills programs with parents and teachers, the author presented results that suggest that the programs are effective, while indirectly contributing to children's socioemotional development. In this way, significant differences are registered before and after the intervention, regarding the context of educational social skills.

Santos and Wachelke (2019) carried out a narrative bibliographic review on the social skills of parents and the behavior of their children, concluding that skilled parents "influence

the social and academic competence of their children, on appropriate behavior” (SANTOS; WACHELKE, 2019, p. 13, our translation). As well as the social skills and parental skills training programs “are shown to be effective in improving the social repertoire of parents and children, as well as in the relationship between them” (SANTOS; WACHELKE, 2019, p. 1, our translation).

Scope and limits of psychoeducation to parents or caregivers and their relationship with social skills

According to the studies described above, it can be considered that psychoeducation has been a widely used technique and with pointers of effectiveness in variables, such as caregivers of people with psychological disorders, different types of diseases and dementia. Also effective in groups and in conjunction with more cognitive behavioral techniques. And direct intervention with people with psychological disorders.

Some benefits can be highlighted, such as self-awareness and self-motivation, as well as empathy and management of emotions and mental health (COELHO, 2012); well-being, acquisition of coping strategies, sense of self-efficacy, decreasing dysfunctional feelings and thoughts (LOPES; CACHIONI, 2012); understanding for acceptance and adherence to treatment and improvement in the quality of daily activities necessary for health and quality of life (MENEZES; SOUZA, 2012); autonomy, leisure and also interpersonal relationships (NOGUEIRA; CRISOSTOMO, 2017); improvement in quality of life, in communication, in collaboration, in the way of dealing with problems and daily activities and, reduction of hopelessness (SILVA; SÁ; SOUZA, 2018); decreases the frequency of relapse, stigma in relation to mental health and increases family empowerment and; positive changes in parents' practices (VALENTE *et al.*, 2019).

As for its effectiveness in using in group intervention, the attributes of group intervention must be considered. Therefore, among positive results found in studies in this context, it is possible to highlight the exchange of experiences providing support networks as well as opening up to more ways of seeing situations and adding skills acquisition (CUEVAS-CANCINO; MORENO-PÉREZ, 2017). As for its use with other cognitive behavioral techniques, the results of the studies show an improvement in quality of life, reduction of anxiety and depression, greater perception of support, among others.

In direct intervention with patients with psychological disorders, it was found that psychoeducation can positively impact well-being by promoting healthy habits

(PELLEGRINI, 2010). With the use of psychoeducation, it is considered that, as they become aware, they begin to observe how they work, thus improving the motivation for change (KNAPP *et al.*, 2007). However, one study among those used showed greater effectiveness in brief motivational intervention than in psychoeducation, for positive changes in parents' practices in monitoring, physical abuse and unacceptable punishment (VALENTE *et al.*, 2019). Some limitations of the studies are pointed out by the authors as a lack of standardization of structure, duration and content. As well as suggestions to assess the need for maintenance over time in relation to psychoeducational programs and studies, increased number of sections and replication.

Several studies have focused on parenting styles and their relationship with the development or influence on children's behaviors and abilities. According to Mondin (2008), authoritative parents, in whom demand and adequate responsiveness predominates, with clear and open communication and with mutual respect, it enables them to develop social skills in their children. We can highlight some correlations such as communication and expression that is positively associated with social skills and, establishing limits is negatively associated with externalizing responses and behavioral problems (VILAS-BOAS; BOLSONI-SILVA, 2010). Positive indication of the relationship between parenting educational practices as an expression of feelings, coping as well as communication and few negative practices for more skilled children with less behavioral problems (LEME; BOLSONI-SILVA, 2010). Parental practices with affection and adequate control have a positive relationship with academic competence (MARTINS *et al.*, 2014).

The authoritarian style, characteristic of self-control and low responsiveness, values respect and obedience, using punishment more often, not valuing dialogue, the autonomy and opinions of the children (MONDIN, 2008). Correlations on psychological control are found in a negative relationship with social skills (MARTINS *et al.*, 2014). And negative practices related to behavior problems (BOLSONI-SILVA; LOUREIRO, 2019). The indulgent, with low control and high responsiveness, without establishing rules and limits. The negligent, with low control and responsiveness, do not get involved with the children, neither demand nor are affective (MONDIN, 2008). Silva *et al.* (2005) finds a relationship between behavior problems and social competence linked to neglect and inadequate monitoring (lack or excess). Coercive techniques used by some parenting styles more often as authoritarian and lack of affection as well as neglect, can generate in children fear, anger and anxiety and difficulty in understanding the situation and the reason for the change in behavior (MONDIN, 2008).

Studies with parents' training programs have obtained positive results in the social educational skills of parents, as well as positive changes in their children (COELHO; MURTA, 2007); in the social repertoire of parents and children and in the relationship between them (SANTOS; WACHELKE, 2019); changes in parental behavior and improvement in children's behaviors, reducing negative practices and increasing positive ones (GUISO; BOLZE; VIERA, 2019). Just as a program developed for parents and teachers suggests an indirect contribution to the socio-emotional development of children (CASALI, 2019).

Another study finds that teachers' skills, such as competence in talking and establishing rules and limits, can improve social skills and behavior problems in children (OLIVEIRA; LOUREIRO, 2019). And teachers who showed skillful behaviors seem to indirectly promote skills in children by imitating and emitting feedback (MARIANO; BOLSONI-SILVA, 2016). Demographic variables, conjugality and maternal depression are found correlated with children's behaviors (BOLSONI-SILVA; LOUREIRO, 2019). For example, separation tends to produce fewer problems when satisfactory interactions between parents and children are established (VILAS-BOAS; BOLSONI-SILVA, 2010). And the way in which desirable and undesirable behaviors are learned can be by instruction, consequence and imitation and can be in a planned or random sequence (DEL PRETE; DEL PRETE, 2018).

Final considerations

Parents or caregivers who meet the physical or psychological needs of children or adolescents can be considered as endowed with skillful parenting educational practices or social styles. In this case, they know how to communicate and express themselves, establish limits, express feelings and perform appropriate control over situations. Skilled parents or caregivers tend to develop in their children, with whom they live, social skills, competence, assertiveness, autonomy, ease in communication and expression.

Young's basic emotional needs, such as secure bonds, autonomy and competence, realistic limits, needs and his validated emotions and feelings expressed in an assertive way and spontaneity of choices, being adequately supplied tend to develop more assertive ways. As evidenced by studies on the relationship between Social Skills in children, related to parenting educational styles, skilled. According to Knapp et al. (2007), as they become aware, they observe how they work and improve the motivation for change.

Therefore, regarding the use of psychoeducation, it can be considered relevant. Taking into account the studies that consider its effective use, self-awareness and self-motivation, understanding, acceptance, collaboration, among others. Studies on interventions to parents or caregivers or teachers find changes in parental educational skills cause changes in children's behaviors. As well as psychoeducation in direct intervention to the patient, and its use with teachers, as children and adolescents may suffer influences in their construction of the repertoire of skills through living outside the family context, for example, at school.

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How to reference this article

CARDOSO, T. J. W.; QUEVEDO, R. F. Psychoeducation of basic emotional needs to parents/caregivers and relation with social skills. **Temas em Educ. e Saúde**, Araraquara, v. 17, n. 00, p. e021004, 2021. e-ISSN 2526-3471. DOI: <https://doi.org/10.26673/tes.v17i00.14410>

Submitted: 30/10/2020

Required revisions: 10/12/2020

Accepted: 23/03/2021

Published: 20/04/2021