

HUMANIZED WELCOME AND AFFECTIVE STIMULUS FOR INSTITUTIONALIZED CHILDREN: CASE STUDY

Carolina Godoy Waner

Universidade Estadual do Norte do Paraná
(UENP)
Bandeirantes - Paraná
<http://lattes.cnpq.br/4676409617280075>

Késsia Giovanna Bresque Azarias

Universidade Estadual do Norte do Paraná
(UENP)
Bandeirantes - Paraná
<https://lattes.cnpq.br/2969568113215837>

Marcela Ap^a. A. Ferraz

Universidade Estadual do Norte do Paraná
(UENP)
Bandeirantes - Paraná
<https://lattes.cnpq.br/6447759755266719>

Maria Eduarda Caetano

Universidade Estadual do Norte do Paraná
(UENP)
Bandeirantes - Paraná
<http://lattes.cnpq.br/3335822040870528>

Tatiane Angélica Phelipini Borges

Universidade Estadual do Norte do Paraná
(UENP)
Bandeirantes - Paraná
<http://lattes.cnpq.br/5097979243312090>

All content in this magazine is licensed under a Creative Commons Attribution License. Attribution-Non-Commercial-Non-Derivatives 4.0 International (CC BY-NC-ND 4.0).



Abstract: Institutionalized children are those who are removed from their family environments for various reasons and placed in temporary institutions, such as shelters, for the purpose of family reintegration or adoption. This separation from their families can have a profound emotional impact and can lead to learning and socialization deficits, affecting the child's physical, cognitive and psychological development. Quality care is linked to establishing emotional connections, stability and security for children, which plays a vital role in their development. To humanize care, storytelling, music and play therapy are used to promote health education, socialization and the right to leisure. Play serves as a way for children to express themselves and create a world where their feelings and fantasies can be explored, allowing them to explore their environment, imagination, feelings, creativity and social interaction, something very important, as the development of cognitive skills it is intertwined with emotional experiences, communication and socialization. This article is a case report, of a descriptive, qualitative and exploratory nature through reports from academics and based on a search for data in the literature and situations experienced by the group since March 2023, with the aim of presenting the experience of nursing students who explored the positive impacts of playing with children in institutionalization situations and how the humanized approach contributes to strengthening emotional bonds in this context. At the Children's Home, recreational activities were carried out, games such as: puzzles, memory games, group dynamics, painting activities, cutting, collage, storytelling and health education, weekly since March 25, 2023. During the actions, J's evolution was observed, which went from hostile behavior to showing affection towards the team, as creating a bond between the child and the host and

through patience and communication, along with the reinforcement of praise, constancy, affection, happiness and security, results in the feeling of not being alone, but of belonging and deserving. This way, humanization in the reception process seeks to establish, through playing, a bond of trust and affection between the child and the caregiver. With patience, effective communication, resilience and positive incentives, such as frequent praise, consistency, joy and security, the result is not only that the child does not feel alone, but that they feel part of something and worthy of attention and affection.

Keywords: Humanization. Institutionalized Child. Affective Bond.

INTRODUCTION

Institutionalized children are those removed from their environment and family life for some reason, and are placed in institutions, popularly known as "homes/shelters", on a temporary basis. And after a period, they can be reintegrated into the family or follow the adoption process. Family separation, which in itself can cause emotional conflicts, may also contribute to deficits in learning and reintegration into society, resulting in problems for the child's physical, cognitive and psychological development. However, for pediatrician and psychoanalyst Winnicott (2002), the conditions of the environment in which the child will live are essential for their development. The care provided must be carefully selected by people prepared to identify peculiarities and adjust the child's needs, so that they feel welcomed consciously or unconsciously.

According to the Child and Adolescent Statute (ECA), the institutional care program must focus on the child and adolescent as beings who are vulnerable, and who are going through a period of development, and who have potentialities and limitations. Therefore,

it is not recommended that she receive only welfare treatment, in which only her basic needs will be met. (BRAZIL, 1990). This way, coexistence in the institutional environment can lead to the formation of significant emotional bonds, even when the presence of biological parents is not present. Caregivers and other children establish relationships with a degree of affection (GABATZ, 2018). The quality of this care provided will always be linked to a figure who is present and continues its development, creating emotional connections, stability, care and security (PEDROSO, 2016). According to the Universal Declaration of Children's Rights (1990), "Children and adolescents have the right to information, culture, leisure, sports, entertainment, entertainment and products and services that respect their peculiar condition as a developing person." In order to promote humanization, the actions involved storytelling, musicalization and toy therapy as a way of promoting health education and socialization, together with guaranteeing the right to leisure, removing the monotony of everyday life, adding values to the construction of the individual. Through playing, children are able to explore the environment around them, their imagination, their feelings, creativity and capacity for interaction and social communication. Playing alone opens up possibilities for expanding into group play, as in the act of playing it is also possible to connect and interact with other people. For Piaget and Inhelder (2002), cognitive development is intertwined with affectivity, communication, interaction, socialization to establish moral judgment and values. The act of playing provides unique well-being for children living in institutions, as it enables effective communication with the adults around them, allowing them to express their feelings, fantasies, desires and lived experiences. Furthermore, it also

offers the opportunity to express criticism regarding the environment in which they live and family dynamics; Likewise, the use of playful approaches in the treatment of institutionalized children is a fundamental strategy. It helps these children to establish their own spaces, build social relationships and, as a result, develop self-confidence and the ability to seek solutions to their challenges (ALMEIDA, 2021). Therefore, for the child to develop satisfactorily, it is necessary to build happy memories so that their personality or way of being can be consolidated in a more substantial way. When frequently exposed to fearful situations, this can result in an overly careful, introverted, resentful and fearful teenager/adult, characteristics that can cause harm to their personal and professional life (IZQUIERDO, 2018). It is essential that the child feels welcomed, understood and with their individualities respected, permeated by the establishment of solid emotional bonds. Feelings of protection are essential for the development of these children, also contributing to better adaptation to the environment in which they are inserted, with playing as an important strategy in this process (SIQUEIRA, 2009).

GOAL

Report the experience of nursing students on the benefits of humanized reception and affective stimulation through playing with institutionalized children.

METHODOLOGY

This is a case report, of a descriptive, qualitative and exploratory nature through actions carried out, experiences and reports of academics since March 2023, based on the search for data in the literature. As an instrument in data collection, the field diary was used to record in an organized and objective manner the information obtained

through observation, perception and experiences from the group's perspective. The "Humanizarte" research and extension project aims to implement humanization in the health area from the perspective of nursing students, seeking to develop critical-analytical thinking with the aim of stimulating creativity in serving the population.

The actions take place at ``Children home`` weekly since March 25, 2023, last two hours and are accompanied by the teacher responsible for the project and other participating students. They are developed with playful activities and games such as: puzzles, memory games, group dynamics, painting activities, cutting and pasting, storytelling and others. Action planning takes place in advance every two weeks through meetings and discussions, and is escalated and programmed in a schedule in Excel. Every report will be about a child.

RESULTS AND DISCUSSION

MARCH 25th - THE FIRST VISIT TO THE CHILDREN'S HOME

There were five children (two boys and three girls) between 6 and 10 years old. Care is under the supervision of a lady, who is also responsible for household chores and feeding the children, and performs her duties on a daily basis with other caregivers. The children were notified in advance of our visit and welcomed us openly. They showed us their rooms, their clothes and their toys, with the intention that they were waiting for us to play and pay attention to them, as in fact, they do with other people who sporadically visit them. The house is spacious and well-kept, has a large grassy outdoor area, with a slide, swings, trampoline, volleyball net and even a space to play football. The environment provides satisfactory development, since Winnicott (2002) states that the environment directly interferes with

the development of institutionalized children, as well as those responsible for their care. As this was our first day of action at home, we decided to play games that would allow us to get closer and get to know the children. First, we divided ourselves into two teams to play football, and then when everyone was tired, we played cards with the boys and the girls chose to play with dolls. One of the boys (J.), who we will talk about more specifically, had been at the home for just two months, and was more introspective at times, and was also ironic in some situations, not only with the team, but also with your colleagues. However, it is worth remembering that those children are there for peculiar reasons and some with a greater degree of severity, and it is completely understandable that distrust is a common feeling among them. At the end of the activities, they said that they didn't want us to leave, as they were happy with our visit and the games, we explained why we needed to say goodbye, and in a way, they understood, and were happy to know that we would be back the following week.

APRIL 1st - EASTER EGG HUNT

We started this day with several activities, including making an Easter bunny out of collage paper. Afterwards, as we had obtained donations of Easter eggs, we played some games, before the search for chocolates. However, J. that day was aggressive and irritated during the games and always used offensive words when someone made a mistake in the game. When we started the "egg hunt" dynamic, J. expressed himself very irritated, saying phrases like: "[...] what are we looking for?" "[...] the Easter bunny doesn't exist." "[...] there is nothing to look for." And upon finding the basket with his name, J. had an irritable attack and repeated the following phrases: "[...] this (basket and chocolates) is not for me." and "[...] get out of here, leave

me alone.” We left him alone in an attempt to let him calm down. After a few minutes, when his friend went to eat chocolates next to him, J., calmer, opened the basket and started eating too. However, he started threatening to take the chocolates from the girls, who got very angry. Reflecting on that day, we were able to notice some moments, which caused J. to have this irritability crisis, the first One of them was the question of the Easter bunny, which is part of children’s imagination, which when it is abruptly broken due to some trauma suffered, which must be a pleasant memory and which contributes to psychic and emotional development, can become a trigger for traumatic and fearful memories. Another point that caught our attention was that the basket had J.’s name on it at that moment, he was shocked to realize that he was important to us, it wasn’t the five children we were looking at, but rather, for him in his individuality as a unique and special human being. Because we weren’t looking at J. who seemed like a closed-off child who didn’t care if people didn’t pay attention to him, but rather looking at the child J. who was there in need of attention, affection, respect, to be heard and mainly to be welcomed. For Izquierdo, 2018, these reactions outline that the child may have bad memories related to Easter that were evoked during the “egg hunt” and the assimilation with the imagination, causing irritability with the situation. In view of this, we see the importance of providing these children with situations that stimulate their imagination and demonstrate affection for the redefinition of stories experienced in their former homes. Feelings of belonging and deserving of such demonstrations of affection and humanized reception can serve as the core for new and different perceptions, in relation to previous ones (SIQUEIRA, 2009).

APRIL 15th - CINEMA SESSION

When we arrived at the home, one of the girls was sad, when we asked what had happened, she said that J. had scared her, and she became angry and upset. The film day started with the help of J. and his colleague. They wanted to carry out the demands alone, only with support and tips from the members. They prepared the popcorn, put it in the pots and distributed it to the other children. They also decided who each member of the group would share the popcorn with. This way, the child feels integrated into the activity as a whole, being able to have autonomy in making decisions and carrying out simple activities, thus developing self-sufficiency and a feeling of being useful (MONTESSORI, 2017). During the film, when the member didn’t eat, J. said “[...] eat! I see you standing there, you can eat.” However, when it was time to leave, he remained inside the house while we were outside saying goodbye to the other children. Thus, we went there to say goodbye to him. We noticed how happy he was to be part of and help with something that “adults would do”. And besides, during this moment, we were able to see how affectionate and attentive J. is, but, until then, he didn’t know how to show or receive these feelings. And, as much as he demonstrated all of this that day, we noticed that he still had relationship problems with his colleagues and his distrust of us was visible and he continued to remain a little distant, but always attentive to everything we did and said.

APRIL 22nd - GAMES

We started the day by coloring a drawing, J. stood next to one of the members and asked her to color the drawing with him, he chose the colors, shared the ideas he had about how the drawing would look in the end, asked if the member Did she think the drawing would look beautiful that way and if she had any other ideas? Through drawing, the child

develops their thoughts, their imagination, their creativity, their reasoning and is able to express them during the activity and interaction with others (FARIAS, 2016). We ended the action by playing hide and seek, “the master said so” and jumping rope. It was a peaceful day, J. enjoyed all the games we proposed and interacted well with his colleagues. Even so, he went inside the house when we started to say goodbye, we needed, again, to go to where he was and say goodbye to him.

APRIL 29th - GAMES

The day started with putting together a puzzle, a challenge that not only J., but all the children at home really enjoy. Afterwards, we did a dynamic that exercised the importance of group work, and everyone enjoyed it, had fun, laughed and committed themselves, helping each other, so that they could win the game. When the dynamic ended, J. spent about 30 minutes playing with dolls with a member of the group, in a calm way, without being aggressive and exercising his imagination. The interaction with the member provided, in addition to their imagination, the establishment of bonds and the approximation with the group with more affection, and thus, in addition to welcoming them, providing happy and meaningful memories for the child (ALMEIDA, 2021).

That day, J.’s interaction with the team was clear, because, through a calmer countenance, a posture like someone who was willing to be flexible and open up his “mysterious world”, for a few moments in that game, so that the member could understand it and share creativity and playfulness together. It made the team compare it to the first day of contact, when there wasn’t even a basic dialogue, due to the lack of affection, happy moments and security at that moment away from the family.

MAY 6th - STORY OF JACK AND THE BEANSTALK + PLANTATION

That day we did a different dynamic with them, we told the story of Jack and the beanstalk and then each one planted their own beans and also the strawberry seeds that we took for them. J. was very happy to plant the beans, but especially with the strawberry seeds that he had never planted. In all the activities he was going to do, he always asked one of the group members for help and at no point during that day did he appear stressed, irritated or angry, nor did he ever leave our side. On the contrary, he was excited about the new game. The family environment and its relationships play a fundamental role in promoting the child’s affective-social and cognitive development. This environment can act as a stimulus and a protective factor in this process, providing support, enriching and high-quality experiences, in addition to enabling interactions with adults and other children through routines that indicate a certain degree of stability (PEREIRA, 2021).

MAY 13th - PICNIC

Normally, we carry out the activities with the children in the morning, but on that day, we organized a picnic with them in the afternoon. Even though we had been told the previous Saturday (we gave them invitations to the picnic) that we would only go in the afternoon that day, when we arrived at the Home, the children came to hug us, saying that they thought we weren’t going to visit them, because, we didn’t go in the morning. We also played a variety of games. It was a day in which, in fact, they were able to forget for a moment that they were in a foster home, because, despite all the care received, the child always wants to be close to their family members and receive affection. What particularly caught our attention was that, even though we had been informed that we

would have the picnic in the afternoon, the apprehension of not going was noticeable and exacerbated. And at the same time as they said “[...] I thought you weren’t going to come” they demonstrated that they were happy for us to be there, on the other hand, there is the expression of a child whose trust has sometimes been disappointed by other people. In this sense, we are always careful not to promise anything that we will not fulfill, as this would have major emotional consequences. On that day, in a special way, J. was at our side at all times, he proved to be a polite and affectionate child, at various times he was in a position to serve both us and the other children. At the end of the picnic, everyone helped to collect the remaining food and clean the place. When we said goodbye, we received spontaneous and happy hugs from everyone. So, we could see the difference between J. from the first meeting and J. from that day, as he was a boy who didn’t want to exchange words with us, much less hug us spontaneously in gratitude. Secure attachment relationships establish a comprehensive relational context in which interactions facilitate the development of emotional understanding in children, and stand out for their flexibility and willingness to allow the child to express and process their negative emotional experiences (REBELO, 2013).

FINAL CONSIDERATIONS

It is understood that playful activities have a positive meaning in terms of emotional, mental and social development, especially for children. It is through games, toys, painting and physical activities, children communicate and express their feelings, fears and insecurities towards the environment in which they live. When a child or adolescent is integrated into Institutionalized Shelters, the emotional bond with their family members and “being a child” is affected, bringing to the

surface feelings of insecurity, not belonging, not deserving, sadness, fear and longing. Not uncommonly, in addition to not having their emotional needs met, these children are often deprived of leisure and communication with the external environment, experiencing these aspects only in the school context. In J.’s case, there is a feeling related to separation, which arises when family visits cease, which characterizes the rupture of the family bond, thus generating responses of anxiety, sadness and anger. When we introduce humanization into the reception, we try to create a bond between the child and the host through play. And with patience and communication, along with the reinforcement of praise, constancy, affection, happiness and security, the result is the feeling of not being alone, but of belonging and deserving. Play, in addition to the positive factors related to the emotional bond mentioned above, brings the possibility of working on aspects such as motivation, self-perception, education, discipline, rules and limits. Within the institution, where J. was welcomed, he has routine contact with a professional psychologist and social worker, and daily monitoring by the local employees, who report trying to express affection and security to him on a daily basis. In which, simple gestures such as hugging before going to school, or making a plate of sweets at his request when possible, thus reinforcing positive feelings.

Thus, humanization in reception seeks, through play, to build a bond with trust and affection between the child and the host. With patience, communication and resilience, combined with the reinforcement of praise, constancy, happiness and security, the result is not the feeling of not being alone, but rather of belonging and being worthy of attention and affection.

REFERENCES

- ALMEIDA, F. A.; SOUZA, D. F.; MIRANDA, C. B. **A experiência contada pela criança que vive em abrigo por meio do brinqueado terapêutico.** *Ciência & Saúde Coletiva*, v.26, n.2, p. 435-444, 2021.
- BRASIL. **Estatuto da Criança e do Adolescente.** 9º Edição, 1990
- BRASIL. **Lei nº 8.069, de 13 de julho de 1990.** Estatuto da Criança e do Adolescente. Diário Oficial da União, p.13.563.
- DINIZ, I. A.; ASSIS, M. O.; SOUZA, M. F. S. D. E. **Crianças institucionalizadas: um olhar para o desenvolvimento socioafetivo.** *Pretextos - Revista da Graduação em Psicologia da PUC Minas*, v. 3, n. 5, p. 261-285, 7 mar. 2018.
- FARIAS, R. S. **Educação, Arte e Inclusão na Perspectiva Montessoriana.** *Revista Educação, Artes e Inclusão, Florianópolis*, v. 11, n. 2, p. 29-47, 2016.
- FERREIRA, V. V. F.; LITTIG, P. M. C. B.; VESCOVI, R. G. L. **Crianças e adolescentes abrigados: perspectiva de futuro após situação de rua.** *Psicologia & Sociedade*, v.26, n.1, p. 165-174, 2014.
- IZQUIERDO, I. **Memória.** (3ª ed.). Artmed, p.2. 2018.
- GABATZ R. I. B.; SCHWARTZ E.; MILBRATH V. M.; CARVALHO H.C.W.; LANGE C., SOARES M.C. **Formation and disruption of bonds between caregivers and institutionalized children.** *Rev Bras Enferm [Internet]*. v.71, p. 2650-2658, 2018.
- GOELLNER, M. B.; FERNANDES, M. F. S. **Atenção e Cuidados para crianças e adolescentes institucionalizados.** *Revista Científica da Faculdade de Educação e Meio Ambiente, [S. l.]*, v. 6, n. 1, p. 153-171, 2015.
- MONTESSORI, M. **A descoberta da criança: pedagogia científica.** Campinas. São Paulo: Kíron, p. 61, 2017.
- PEDROSO, J.S.; LOBATO, C.P.; MAGALHÃES,C.L.; **Brincar E A Realidade: Verbalizações De Crianças Em Situação De Acolhimento.** *Maringá. Psicologia em Estudo*, v. 21, n. 4, p. 711-721, 2016.
- PIAGET, Jean.; INHELDER, Barbel. **A psicologia da criança.**18º ed. Rio de Janeiro: Difel, 2002
- REBELO, A., VERÍSSIMO, M., MALÓ-MACHADO, P., SILVA, F. **A Segurança dos Modelos Internos e o Conhecimento Emocional nas Crianças de Idade Pré-Escolar.** *Rio Grande do Sul. Psicologia: Reflexão e Crítica.* v. 26, n.3, p. 591-598, 2013.
- SIQUEIRA, Aline; TUBINO, Carmela; SCHWARZ, Cristina; AGLIO, Débora. **Percepção das figuras parentais na rede de apoio de crianças e adolescentes institucionalizados.** *Rio Grande do Sul. Arquivos Brasileiros de Psicologia*, v. 61, n. 1, 2009.
- SIQUEIRA, A. C.. **A Garantia ao Direito à Convivência Familiar E Comunitária Em Foco.** Campinas. *Estudos de Psicologia*, v. 29, n. 3, p. 437-444, 2012.
- WINNICOTT, Donald. **Os bebês e suas mães.** São Paulo, SP. 2º ed., 2002.