

Promoting Positive Parenting From The Perspective Of Mental Health Care: A Scoping Review

Promoção da Parentalidade Positiva na Perspectiva do Cuidado Em Saúde Mental: Uma Revisão de Escopos

Promoción de La Crianza Positiva Desde La Perspectiva De La Atención De Salud Mental: Una Revisión Del Alcance

RESUMO

Objetivo: Identificar na literatura nacional e internacional pesquisas que abordem iniciativas de educação parental e promoção da parentalidade positiva tendo como perspectiva o cuidado em saúde mental. **Método:** Revisão de escopo guiada pelo método de Joanna Briggs Institute Reviewer's Manual. **Resultados:** Foram encontrados, inicialmente, um total de 111 estudos, mas somente 16 deles respondiam ao objetivo desta pesquisa. Apresentam-se 2 tabelas contendo a caracterização dos 16 artigos (título, ano, país de origem e autores), bem como os objetivos e a síntese dos seus resultados e, em seguida, discute sobre seus conteúdos. **Conclusão:** Os estudos apontam que as ações de promoção da parentalidade respeitosa são produtoras de cuidado em saúde mental tanto para as crianças quanto para os seus responsáveis. No entanto, identificou-se que há carência de investigações mais detalhadas, sobretudo, contemplando de forma mais específica as questões de saúde mental envolvidas nas ações de educação parental e na parentalidade positiva.

DESCRITORES: Parentalidade positiva; Educação parental; Saúde Mental.

ABSTRACT

Objective: To identify, in the national and international literature, research that addresses initiatives for parental education and the promotion of positive parenting from a mental health care perspective. **Method:** Scoping review guided by the Joanna Briggs Institute Reviewer's Manual method. **Results:** A total of 111 studies were initially found, but only 16 of them met the objective of this research. Two tables are presented containing the characterization of the 16 articles (title, year, country of origin, and authors), as well as the objectives and summary of their results, followed by a discussion of their contents. **Conclusion:** The studies indicate that actions to promote respectful parenting produce mental health care for both children and their caregivers. However, it was identified that there is a lack of more detailed research, especially addressing more specifically the mental health issues involved in parental education actions and positive parenting.

DESCRIPTORS: Positive parenting; Parental education; Mental health.

RESUMEN

Objetivo: Identificar en la literatura nacional e internacional investigaciones que aborden iniciativas de educación parental y promoción de la parentalidad positiva, teniendo como perspectiva el cuidado en salud mental. **Método:** Revisión de alcance guiada por el método del Manual de Revisores del Joanna Briggs Institute. **Resultados:** Inicialmente se encontraron un total de 111 estudios, pero solo 16 de ellos respondían al objetivo de esta investigación. Se presentan 2 tablas que contienen la caracterización de los 16 artículos (título, año, país de origen y autores), así como los objetivos y la síntesis de sus resultados, y a continuación se discuten sus contenidos. **Conclusión:** Los estudios indican que las acciones de promoción de la parentalidad respetuosa son generadoras de cuidado en salud mental tanto para los niños como para sus responsables. Sin embargo, se identificó la falta de investigaciones más detalladas, especialmente aquellas que contemplan de forma más específica las cuestiones de salud mental involucradas en las acciones de educación parental y en la parentalidad positiva.

DESCRIPTORES: Parentalidad positiva; Educación parental; Salud Mental.

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INTRODUCTION

One of the greatest threats to child development is violence, which occurs predominantly in the family environment and context. Considering that violence is not restricted to the physical sphere, this study aims to contribute to the prevention of physical violence, but above all, to the prevention of neglect and psychological violence. These are: indifference, intimidation, humiliation, manipulation, discrimination, disrespect through threats, embarrassment, deprecation, isolation, verbal aggression, ridicule, exploitation or name-calling, emotional neglect, and educational neglect.⁽¹⁾

Positive parenting refers to “respectful, welcoming, stimulating, non-violent parental behaviors that promote recognition and guidance with the establishment of limits, to strengthen the full development of the child.”⁽²⁾

In this sense, since March 2024, Brazil has had Law No. 14,826, which establishes positive parenting and the right to play as intersectoral strategies for preventing violence against children, representing an important achievement for progress in promoting respectful parenting.⁽³⁾

The development of a healthy and respectful relationship with children can be built on the promotion of positive parenting, as well as the ability to regulate

expectations about the child's behavior. Respectful parenting and other similar approaches offer a variety of methods that parents and caregivers can use to guide their children's behavior in a kind, respectful, and nonviolent manner. Parents, teachers, and caregivers need to be supported in building affectionate parenting with children, beyond the process of learning rules and norms.⁽⁴⁾

The measures aim to prevent and provide families with the necessary support to perform their duties and assume responsibilities in the care and education of children, ensuring their healthy development. The focus of parental resilience work is on valuing the positive factors and skills of family groups in the face of risks, promoting positive and protective parenting. This is in contrast to situations of neglect in fundamental care or coercive parental educational practices, which use physical punishment and psychological violence to try to control children's behavior.⁽⁵⁾

This study aimed to identify research in national and international literature that addresses parental education initiatives and positive parenting programs from the perspective of mental health care.

METHOD

This study was a scoping review guided

by the recommendations of the Joanna Briggs Institute Reviewer's Manual (JBI) method, developed through five steps: formulation of the research question; identification of relevant studies; selection of studies; extraction and analysis of data; synthesis and construction of the report.⁽⁶⁾

Scoping reviews seek to map the available literature on a given topic, identifying and summarizing what has already been published in a specific area. Unlike systematic reviews, scoping reviews focus on exploring a topic more broadly, providing an overview of the types of evidence and gaps in current knowledge. This type of study is useful for researchers who want to understand the overall picture of a field of study, especially in emerging or underexplored areas, such as parenting.⁽⁶⁾

In this scoping review, a search was conducted in databases to locate as many studies as possible related to the topic of positive parenting from the perspective of mental health care. The results were then organized and analyzed in the format proposed for a scoping review using the mnemonic: Population, Context, and Concept (PCC), according to the JBI protocol.⁽⁶⁾ The following were established: Population (P): parents and teachers of children; Concept (C): promotion of positive parenting; Context (C): mental health care. From this, the research ques-

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tion for the review was constructed: What are the parental education and promotion of positive parenting initiatives described in the national and international literature that have mental health care as a perspective?

To search for current national and international studies in the scientific databases PubMed, SciELO and BVS in August 2024, the terms “Parental Education and Mental Health” were used and the time frame of the last 5 years was used. All languages and countries were accepted in the selection. A total of 111 studies were initially found. However, after reading the abstracts, it was identified that only 16 studies effectively addressed the theme of parenting with regard to interventions and parental education practices in a central way and from the perspective of mental health care. Of these, 04 studies were developed in Brazil, 05 in China, 03 in the United States of America (USA), 01 in Denmark, 02 in the United Kingdom and 01 in India. Only 04 studies were published in 2024, 02 of which were carried out in China and 02 in Brazil. Of the 04 Brazilian studies, 02 of them were published in 2024, 01 of them was published in 2021 and 01 in 2023.

RESULTS

From the analysis of the collected material, it became clear that, although there is a significant frequency of studies that address parental issues related to mental health issues, the majority of studies do not address parental education interventions or actions to promote positive parenting. For this reason, of an initial number of 111 studies, only 16 respond to the objective of this scoping review.

Below, in Table 1, you will find the identification of the 16 articles (title, year, country of origin and authors) and, in Table 2, the summary of their contents.

Table 1: Characterization of the 16 articles: Title, year, country of origin and authors

Title	Authors	Country	Year
<i>The effects of a web-based 24-hour movement behavior lifestyle education program on mental health and psychological well-being in parents of children with autism spectrum disorder: A randomized controlled trial(7)</i>	Mengxian Zhao, Yonghao You, Xinsong Gao, Linlin Li, Jiayun Li, Meng Cao	China	2024
<i>Effectiveness of Distance Learning Programs for Parents of Children Diagnosed with Autism Spectrum Disorder: An Integrative Review(Eficácia de Programas Educativos à Distância para pais de crianças com diagnóstico de Transtorno do Espectro Autista: uma revisão integrativa)(8)</i>	Andrade, Jullie Gottschall Lima; Carmo, Andreia Cristina Feitosa do; Tamanaha, Ana Carina; Perissinoto, Jacy	Brazil	2024
<i>Family Practices Regarding Mental Health Care for Their Children in the Context of Essential Needs (Práticas familiares quanto ao cuidado da saúde mental de suas crianças no contexto das necessidades essenciais)(9)</i>	Campelo, Lany Leide de Castro Rocha; Alencar, Delmo de Carvalho; Ibiapina, Aline Raquel de Sousa; Angelo, Margareth	Brazil	2024
<i>Effects of an educational group on parenting practices that promote child development (Efeitos de um grupo educativo nas práticas parentais promotoras do desenvolvimento infantil)(10)</i>	Priscila Costa; Maria Cecília Souto Vidigal; Thatianne Ferreira Gomes Cintra; Samara Macedo Cordeiro; Paula Rosenberg de Andrade; Maria de La Ó Ramallo Veríssimo	Brazil	2023
<i>The Impacts of Family Educational Investment on Mental Health of Chinese Parents: Mediating and Moderating Effects(11)</i>	Ping Zhang; Zhewei Xu	China	2023
<i>Mental Health Literacy for Supporting Children: A Systematic Review of Teacher and Parent/Carer Knowledge and Recognition of Mental Health Problems in Childhood(12)</i>	Johnson CL, Gross MA, Jorm AF, Hart LM.	USA	2023
<i>Systematic review of interventions with parents in the transition to parenthood (Revisão sistemática de intervenções com pais na transição para parentalidade)(13)</i>	João M. de Oliveira; Patrícia Alvarenga; Catiele Paixão; Paula K. C. Sales	Brazil	2023
<i>The positive role of parental attachment and communication in Chinese adolescents' health behavior and mental health during COVID-19(14)</i>	Beiming Yang; Bin-Bin Chen; Yang Qu; Yuanfei Zhu	China	2022
<i>Consequences of serious parental health events on child mental health and educational outcomes(15)</i>	Kristiansen IL.	Denmark	2021
<i>The rise of tele-mental health in perinatal settings(16)</i>	16. Geller PA, Spiecker N, Cole JCM, Zajac L, Patterson CA	USA	2021

<i>Promoting sensitive parenting in 'at-risk' mothers and fathers: A UK outcome study of Mellow Babies, a group-based early intervention program for parents and their babies(17)</i>	Raouna A, Malcolm R, Ibrahim R, MacBeth A	Reino Unido	2021
<i>Empowerment programs for parental mental health of preterm infants: A meta-analysis(18)</i>	Zhang Q, Wu J, Sheng X, Ni Z	China	2021
<i>Influence of technology usage on family communication patterns and functioning: A systematic review(19)</i>	Ashwini Tadpatrikar; Manoj Kumar Sharma; Silpa S. Viswanath	Índia	2021
<i>Parent engagement in an original and culturally adapted evidence-based parenting program, Legacy for Children(20)</i>	So M, Almeida Rojo AL, Robinson LR, Hartwig SA, Heggs Lee AR, Beasley LO, Silovsky JF, Morris AS, Stiller Titchener K, Zapata MI.	EUA	2020
<i>An intervention for parents with severe personality difficulties whose children have mental health problems: a feasibility RCT(21)</i>	Day C, Briskman J, Crawford MJ, Foote L, Harris L, Boadu J, McCrone P, McMurrin M, Michelson D, Moran P, Mosse L, Scott S, Stahl D, Ramchandani P, Weaver T.	Reino Unido	2020
<i>Improving Parental Health Literacy in Primary Caregivers of 0- to 3-Year-Old Children Through a WeChat Official Account: Cluster Randomized Controlled Trial (22)</i>	Li, Yun; Xiao, Qiuli; Chen, Min; Jiang, Chunhua; Kang, Shurong; Zhang, Ying; Huang, Jun; Yang, Yulin; Li, Mu; Jiang, Hong.	China	2024

Source: Built by the author

Table 2: Objectives and summary of results of the 16 articles

Title	Objectives	Results
<i>The effects of a web-based 24-hour movement behavior lifestyle education program on mental health and psychological well-being in parents of children with autism spectrum disorder: A randomized controlled trial</i>	<i>To evaluate the effects of a 24-hour web-based behavioral lifestyle education program on the mental health and psychological well-being of parents of children with Autism Spectrum Disorder (ASD).</i>	<i>This study represents the first randomized controlled trial involving a 24-hour web-based movement behavior lifestyle education program specifically designed to address the mental health and psychological well-being of parents of children with ASD. The findings confirm the potential impact of lifestyle education as a functional and effective strategy for parents of children with ASD.</i>
<i>Effectiveness of Distance Learning Programs for Parents of Children Diagnosed with Autism Spectrum Disorder: An Integrative Review(Eficiência de Programas Educativos à Distância para pais de crianças com diagnóstico de Transtorno do Espectro Autista: uma revisão integrativa</i>	<i>To analyze the scientific literature on distance learning programs for parents/guardians in the development of children with Autism Spectrum Disorder (ASD).</i>	<i>Experimental studies highlighted positive impacts in areas such as daily routines, behavioral flexibility, and communication. The systematic review indicated preliminary evidence that distance education programs for parents can improve knowledge about ASD, increase adherence to interventions, and promote the development of social and communication skills in children.</i>
<i>Family Practices Regarding Mental Health Care for Their Children in the Context of Essential Needs (Práticas familiares quanto ao cuidado da saúde mental de suas crianças no contexto das necessidades essenciais)</i>	<i>To reveal family practices regarding the mental health care of their children in the context of essential needs.</i>	<i>The recognition by families that their children's mental health is a result of whether or not they meet the needs for ongoing supportive relationships, physical protection, safety and emotional regulation, setting limits, cultural continuity, experiences that respect individual differences and experiences appropriate to development, has proven to be essential for the good development and mental health of children.</i>
<i>Effects of an educational group on parenting practices that promote child development (Efeitos de um grupo educativo nas práticas parentais promotoras do desenvolvimento infantil)</i>	<i>To evaluate the effects of an educational group on the parenting practices that promote child development adopted by family members of infants.</i>	<i>Twenty-one family members of infants participated in the study. After the intervention, there was an increase in parenting practices in the experimental group, such as playing with household objects (46.1% versus 12.5% in the control group), playing with homemade toys (38.5% versus 12.5% in the control group), and telling stories with children's books (38.4% versus 12.5% in the control group). The educational groups supported parenting practices that promote infant development.</i>

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<p><i>The Impacts of Family Educational Investment on Mental Health of Chinese Parents: Mediating and Moderating Effects</i></p>	<p><i>To explore the impact of family educational investment on the mental health of parents in China.</i></p>	<p><i>Social integration better points out the detrimental effects of family educational investment on parental mental health, and social participation and workload play a significant negative and positive moderating role, respectively. Family educational investment, particularly emotional investment, plays an important role in influencing parental mental health. In order to cope with the increasing pressure brought by educational competition, the state, society and individuals need to mobilize efforts.</i></p>
<p><i>Mental Health Literacy for Supporting Children: A Systematic Review of Teacher and Parent/Carer Knowledge and Recognition of Mental Health Problems in Childhood</i></p>	<p><i>To systematically review the literature on mental health literacy to support children among parents and teachers of school-aged children (5 to 12 years old).</i></p>	<p><i>Adults appear to have a good understanding of childhood ADHD, but their knowledge of other mental health conditions is less clear. More research is needed to develop standard definitions and validated measures so that gaps in this topic can be better identified in populations that should promote children's mental health.</i></p>
<p><i>Systematic review of interventions with parents in the transition to parenthood (Revisão sistemática de intervenções com pais na transição para parentalidade)</i></p>	<p><i>To analyze the effects of intervention programs with mothers and fathers expecting their first child on the individual, marital, and parental domains of the transition to parenthood based on a Systematic Review and Meta-analysis (PRISMA).</i></p>	<p><i>The articles were classified into three themes corresponding to each domain assessed. Positive effects were observed in each domain of the transition to parenthood, mainly with interventions on couple communication, problem-solving and co-parenting. The benefits for the couple's relationship favored the parents' mental health, which can promote greater emotional availability and responsiveness of parents.</i></p>
<p><i>The positive role of parental attachment and communication in Chinese adolescents' health behavior and mental health during COVID-19</i></p>	<p><i>To examine the role of parental attachment and COVID-19 communication on health behavior and mental health of adolescents during COVID-19.</i></p>	<p><i>Adolescents' attachment security to parents was associated with increased overall and COVID-19-related health behaviors, as well as decreased depression and anxiety over 2 months during the pandemic. They highlight the importance of promoting attachment security and communication about COVID-19 between parents and adolescents during the pandemic, which may play a positive role in adolescents' health behaviors and mental health.</i></p>
<p><i>Consequences of serious parental health events on child mental health and educational outcomes</i></p>	<p><i>To identify the consequences of serious parental health events on children's mental health and educational outcomes.</i></p>	<p><i>Serious but common parental health events in childhood have immediate and long-lasting effects on children's mental health and educational outcomes. After a parental health event, children are more likely to require therapy and take antidepressant medications. Furthermore, children achieve lower test scores and have lower school enrollment rates. The consequences begin immediately after the event and persist at least into early adulthood. Children who are more exposed to traditional medical treatments for mental health concerns have lower educational attainment in early adulthood.</i></p>
<p><i>The rise of tele-mental health in perinatal settings</i></p>	<p><i>To discuss the use of telemental health in settings serving parents in fetal care centers and parents with children receiving treatment in neonatal intensive care units.</i></p>	<p><i>The rapid introduction of telemental health following COVID restrictions and in neonatal intensive care units (NICUs) presented both opportunities and challenges. The option of remote mental health care addressed COVID-related restrictions as well as provided an option to address issues that existed pre-COVID. In the NICU, for example, parents are reporting that they find it difficult to be physically present with their child due to travel distance, caring for other children, employment restrictions, or the cost of travel.</i></p>



<p><i>Promoting sensitive parenting in 'at-risk' mothers and fathers: A UK outcome study of Mellow Babies, a group-based early intervention program for parents and their babies</i></p>	<p><i>To evaluate the effectiveness of Mellow Babies (MB) in the UK.</i></p>	<p><i>MB is a 14-week early parenting intervention program that is delivered in groups and is targeted at "at-risk" parents (mothers and fathers) and their infants up to 18 months of age. Results suggest positive short-term outcomes for parents who attend MB. Completion of the program was associated with significant improvements in anxiety and general well-being, parental confidence, and perceived closeness of the parent-child relationship.</i></p>
<p><i>Empowerment programs for parental mental health of preterm infants: A meta-analysis</i></p>	<p><i>To evaluate the effectiveness of empowerment programmes on the mental health of parents of preterm babies.</i></p>	<p><i>Empowerment programs were found to have positive effects on the mental health of parents, especially mothers. Empowerment programs significantly improved parental mental health, particularly maternal stress and depression. The study provides objective evidence for the development of future empowerment programs.</i></p>
<p><i>Influence of technology usage on family communication patterns and functioning: A systematic review</i></p>	<p><i>To conduct a systematic review of the literature published between 1990 and 2020, examining the relationship between technology use and its impact on family factors such as communication and family relationships.</i></p>	<p><i>The results were categorized into domains of 1) family technology use, 2) family communication, 3) family bonding, 4) rules for technology use, 5) boundaries maintained by family members related to technology use. The results indicate that technology use in families is very high, and maximum daily communication takes place through technology. Family leisure time, offline family bonding, and communication are negatively affected due to technology use.</i></p>
<p><i>Parent engagement in an original and culturally adapted evidence-based parenting program, Legacy for Children</i></p>	<p><i>To identify barriers and facilitators to participant engagement in the programme, using programme monitoring data sources from the perspectives of participants and group leaders.</i></p>	<p><i>Distinct barriers (e.g., employment challenges, health-related challenges, and appointments) and facilitators (e.g., other mothers in the group, interest in program topics) to engagement were identified across both the English and Spanish versions of the curriculum; curriculum-specific barriers and facilitators were also documented. The findings offer promising insights for optimizing family engagement in parenting programs in the early care and education context.</i></p>
<p><i>An intervention for parents with severe personality difficulties whose children have mental health problems: a feasibility RCT</i></p>	<p><i>To develop a specialist parenting intervention for parents affected by severe personality difficulties who have children with mental health problems and conduct a feasibility trial.</i></p>	<p><i>Helping Families Program - Modified - a 16-session intervention using structured, goal-oriented strategies and collaborative therapeutic methods to improve parenting.</i></p>
<p><i>Improving Parental Health Literacy in Primary Caregivers of 0- to 3-Year-Old Children Through a WeChat Official Account: Cluster Randomized Controlled Trial</i></p>	<p><i>Identify the effects of an intervention based on the WeChat Official Account (WOA) on the health education of parents and caregivers of children aged 0 to 3 years involving the themes of exclusive breastfeeding, vitamin D supplementation, monitoring of child development.</i></p>	<p><i>After the 9-month intervention, 69.4% (518/746) of caregivers watched at least 1 video. Using a health intervention based on the WHO health education model through WOA has the potential to improve parents' health education on the topics of exclusive breastfeeding, vitamin D supplementation, and child development monitoring. However, innovative strategies and more evidence-based studies are needed to involve more participants and achieve better intervention outcomes.</i></p>

Source: Built by the author

DISCUSSION

The studies selected for the scoping review highlighted that parental education interventions have positive impacts on the mental health of children and their caregivers (parents, family members, teachers), especially in areas such as

daily routines, behavioral flexibility, and communication. They indicate that educational programs aimed at child caregivers can also be carried out using distance strategies in order to increase adherence to interventions and promote the development of social and communication skills in children from parents, family members, and teachers. ^(7-10, 15-22)

The literature points to families' recognition that their children's mental health is a result of whether or not they meet the needs for ongoing supportive relationships, physical protection, safety and regulation, setting limits, cultural continuity, experiences that respect individual differences and experiences appropriate to development, which are essential for the

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good development and mental health of children. ⁽⁷⁻²²⁾

The literature review found that serious but common parental health events in childhood have immediate and long-lasting effects on children's mental health and educational outcomes. After a parental health event, children are more likely to require therapy and take antidepressant medications. Furthermore, children achieve lower test scores and have lower school enrollment rates. The consequences begin immediately after the event and persist at least into early adulthood. Children who are more exposed to traditional medical treatments for mental health needs have lower educational attainment in early adulthood. ⁽¹⁰⁻¹⁶⁾

After interventions to promote positive parenting aimed at parents of infants, studies indicate that there was an increase in parenting practices such as playing with household objects, playing with homemade toys, and telling stories with children's books. Thus, educational groups supported parenting practices to promote infant development. ^(10, 12, 16)

Recent research also points to the importance of promoting attachment security or attachment parenting, as well as communication between parents and children regarding health adversities, such as with COVID19, playing a positive role in the care behavior related to the pandemic and in the mental health of children. ⁽¹⁴⁾

The state-of-the-art survey indicates that educational investment in the family, especially emotional investment, plays an important role in influencing the mental health of parents as well. To deal with the increasing pressure brought about by competition, the state, society and individuals need to mobilize efforts related to parental education. ⁽¹⁰⁻¹⁵⁾

The studies also identified positive effects of parental education actions on the transition to parenthood, mainly with interventions on couple commu-

nication, problem-solving and co-parenting. The benefits for the couple's relationship favored the parents' mental health, which can promote greater emotional availability and responsiveness of parents to welcome the child in their different demands. ^(9, 11, 16, 19)

There are a number of parenting interventions and programmes that are organised around specific numbers of sessions, such as Mellow Babies (MB) in the UK. MB is a 14-week early parenting intervention programme that is delivered in groups and is aimed at 'at-risk' parents (both mothers and fathers) with babies up to 18 months of age. Study results suggest positive short-term outcomes for parents who attend MB, as well as significant improvements in anxiety and general well-being, parental confidence and perceived closeness of the parent-child relationship. ^(8, 12, 14, 21)

The experience of the Helping Families Program - Modified was also identified; a 16-session intervention using structured, goal-oriented strategies and collaborative therapeutic methods to improve parenting for parents affected by severe personality difficulties who have children with mental health problems. ⁽²¹⁾

The review also highlights the possibilities and initiatives for parental education adapted from parenting programs in other countries. For example, studies on "Legacy for Children" adapted to the Brazilian reality point to promising considerations for optimizing family involvement in parenting programs in the context of early childhood care and education. ^(20, 22)

The survey also found the relevance of parental education actions aimed at empowering the mental health of parents of premature babies for a significant improvement in parental mental health, especially maternal stress and depression. The study provides objective evidence for the development of future training programs. ⁽¹⁸⁾

CONCLUSION

The study achieved its objective by identifying research in national and international literature that addresses parental education initiatives and positive parenting programs from a mental health care perspective. It was pointed out that, according to scientific studies, children's mental health is the result of whether or not their continuous demands for physical protection, safety, and emotional regulation are met, as well as cultural continuity, experiences that respect individual differences, and developmentally appropriate experiences for the good development and mental health of children. Research also indicates that actions to promote respectful parenting also produce mental health care for those responsible for children.

It is believed that this scoping review can serve as an introduction to the topic of promoting positive parenting from the perspective of mental health care and to contribute to the direction of future research, by having identified areas that require more detailed investigation, especially, contemplating more specifically the mental health issues involved in parental education actions and positive parenting.

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