

Validation Of The Information Guide On Sensitive Periods Of Child Development Among Parents And Caregivers

Validação do Guia Informativo Sobre os Períodos Sensíveis do Desenvolvimento Infantil Entre Pais e Cuidadores
Validación De La Guía Informativa Sobre Periodos Sensibles Del Desarrollo Infantil Entre Padres Y Cuidadores

RESUMO

Objetivo: validar guia informativo sobre os períodos sensíveis do desenvolvimento infantil com especialistas de conteúdo e população-alvo. Método: estudo metodológico composto por duas fases: 1) validação com especialistas e 2) validação com público alvo. O estudo efetivou-se entre os meses de setembro a outubro de 2023. Resultados: Foram validados 14 itens por sete especialistas. Na validação com público alvo, participaram 45 cuidadores. O guia recebeu elevados índices de validades de conteúdo (IVC): clareza de linguagem (0,93), pertinência prática (0,92) e 0,98 para a relevância teórica (0,98), indicando excelente nível de concordância dos especialistas e público alvo (IVC global 0,98), também houve significância estatística no teste binominal. Conclusão: A tecnologia pode contribuir nas orientações e esclarecimento de dúvidas pertinentes aos pais e cuidadores quanto aos períodos sensíveis do desenvolvimento infantil, sobretudo agregar valores aos enfermeiros ou outros profissionais da saúde na prática assistencial.

DESCRITORES: Enfermagem; Desenvolvimento infantil; Períodos sensíveis; Guia informativo.

ABSTRACT

Objective: to validate an informative guide on sensitive periods of child development with content experts and target population. Method: methodological study consisting of two phases: 1) validation with experts and 2) validation with target audience. The study was carried out between September and October 2023. Results: 14 items were validated by seven experts. In the validation with the target audience, 45 caregivers participated. The guide received high content validity indices (CVI): clarity of language (0.93), practical relevance (0.92) and 0.98 for theoretical relevance (0.98), indicating an excellent level of agreement between experts and target audience (overall CVI 0.98); there was also statistical significance in the binomial test. Conclusion: Technology can contribute to guidance and clarification of pertinent doubts for parents and caregivers regarding sensitive periods of child development, especially adding value to nurses or other health professionals in care practice.

DESCRIPTORS: Nursing; Child development; Sensitive periods; Information guide.

RESUMEN

Objetivo: validar guía informativa sobre os períodos sensíveis do desenvolvimento infantil com especialistas de conteúdo e população-alvo. Método: estudio metodológico composto por dos fases: 1) validación con especialistas y 2) validación con público alvo. O estudo efetivou-se entre os meses de setembro a outubro de 2023. Resultados: Foro validados 14 artículos por sete especialistas. Na validação com público alvo, participaram 45 cuidadores. La guía recebeu eleva los índices de validades de conteúdo (IVC): clareza de linguagem (0,93), pertinência prática (0,92) y 0,98 para a relevância teórica (0,98), indicando excelente nivel de concordância dos especialistas e público alvo (IVC global 0,98), também houve significância estatística no teste binominal. Conclusión: La tecnología puede contribuir a las orientaciones y aclaraciones de bebés pertinentes a los países y cuidadores en cuanto a los períodos sensibles del desarrollo infantil, sobretudo agregar valores a los enfermeros o a otros profesionales de la salud en la práctica asistencial.

DESCRITORES: Enfermagem; Desarrollo infantil; Períodos sensíveis; Guía informativa.

RECEIVED: 11/20/2024 APPROVED: 12/19/2024

How to cite this article: Oliveira JJ, Souza CS, Lima MNQ, Silva TP, Sabino LMM, Melo ESJ, Monteiro FPM. Validation Of The Information Guide On Sensitive Periods Of Child Development Among Parents And Caregivers. Saúde Coletiva (Edição Brasileira) [Internet]. 2025 [acesso ano mês dia];15(92):13879-13884. Disponível em: DOI: 10.36489/saudecoletiva.2025v15i92p13879-13884



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INTRODUCTION

Child development is characterized as a phase of constant change, involving progressive acquisitions in the emotional, cognitive and physical domains. Furthermore, each child presents behavior in a dynamic and distinct way, which is not the same as all the others, as they are always in a phase of adaptation.⁽¹⁾

As the changes resulting from the development of the aforementioned domains occur, sensitive periods also precede, conceptualized as moments of instability and brain reorganization. These changes in physiological growth overload them emotionally, making them feel lost, as their perceptive and cognitive system has changed, causing irritation, easy moments of crying and constant needs for attachment, thus being called sensitive periods.⁽²⁾

The evidence of these reactions is often misunderstood by parents, mainly because they lack information and support from

a professional, and can be considered as something negative. However, these changes constitute progress in the child's development, indicating that the child is experiencing a new quality of thought.⁽¹⁾

Therefore, an informative guide becomes a strategy that can be used to disseminate information, the content of which becomes a very important educational material to support and reinforce new knowledge. An example of this is printed educational technologies in the formats of guides, posters, booklets, pamphlets and pamphlets, which are widely used as an educational resource.⁽³⁾

The importance of validation together with health experts is explained by the strong influence on the reliability of the instrument, in addition to representing the most recent knowledge in the area under study, avoiding the spread of educational materials that are erroneous in didactic-pedagogical aspects and in health promotion.⁽⁴⁾

The objective of this study is to validate

an informative guide on sensitive periods of child development among professionals, experts on the subject and the target audience.

METHOD

Methodological study, which refers to the validation of an information guide. The study was carried out between September and October 2023 and developed in two stages: validation with experts in the areas of health, psychology and education, and validation of the material by the target audience. This is a printed technology, in the form of an information guide.

It is important to note that the content of the information guide was developed in another broader study, a master's dissertation. Therefore, this study was limited to validation with professionals and among parents/caregivers.⁽⁵⁾

The first stage, that is, validation of the guide, was constituted by a multidisciplinary committee of experts: nurses,



psychologist and psychopedagogue. The professionals who achieved a minimum score of five points in the criteria adopted for this study were included: Doctorate (4); master's degree (3); thesis in the area of interest (2); dissertation in the area of interest (2); article published in an indexed journal on the area of interest (1); professional practice (clinical, teaching or research) of at least 5 years in the area of interest (2) and being a specialist in an area related to the construct (2).

The sample of experts for content evaluation was carried out using the non-probabilistic convenience method, of the "snowball" type. The experts were identified in their contributions by the letter "E" followed by an Arabic number from 1 to 7 (E1, E2, E3...), according to the order of their participation.⁽⁶⁻⁷⁾

The recommendation of a minimum of five and a maximum of ten people participating in this process was adopted. Furthermore, it is important to highlight the need for an odd number of experts in order to avoid a tie in evaluations and opinions.⁽⁸⁾

In the second stage, the study included users who were waiting for childcare consultations at the primary health care service in a city in the interior of Ceará. The following criteria were considered for selecting the target audience: parents and/or caregivers of children aged between one month and six years old and being followed up at the Basic Health Unit. Parents and/or caregivers who were unable to answer the guide validation question for health reasons were excluded.

The data were organized and tabulated in Microsoft Excel and the analysis was performed using the Content Validity Index (CVI) and the Binomial test to verify the significance of the adequacy in comparison to the minimum value determined by the literature of no less than 0.78 of the target audience. All conclusions presented were considered at the significance level of p-value <0.05.^(7,8)

The levels of agreement and relevance of each item ranged from 1 to 5 (1-strongly disagree, 2-disagree, 3-indif-

ferent, 4-agree and 5-strongly agree). The CVI was applied to measure the degree of agreement among the experts for each of the items that made up the instrument.⁽⁹⁾

The number of responses on the agreement scale (4 and 5 - agree and totally agree) was divided by the total number of responses. Items with averages below 0.78 were modified, taking into account the suggestions. To evaluate the guide as a whole, the global CVI calculation was performed, which consisted of the sum of all CVIs calculated separately and divided by the number of items in the instrument.^(7,10)

This study was submitted to the Ethics Committee and approved under Opinion No. 6,019,011, complying with the ethical principles in conducting research, in accordance with Resolution 466/12, established by the National Health Council.

RESULTS

The information guide was validated by seven experts. All participants worked in the health area, with a range of 6 to 21 years of experience, with an average of 14.71 years. All had a doctorate, five of which had a doctorate in nursing (71.4%), one in Brazilian education (14.3%) and one in school psychology and human development (14.2%). Five professionals had a master's degree in nursing (71.4%), one in health education (14.3%) and one in psychology (14.3%). The experts who had a thesis in the area of interest of this study correspond to 42.9%.

Fourteen items of the information guide (first version) were evaluated based on the assessment of three aspects: clarity of language, practical relevance and theoretical relevance represented by the calculation of the CVI of each page of the

Table 1 - Distribution of CVI for each page, according to the analysis of content experts. Redenção, 2023.

	Clarity of language	Practical relevance	Theoretical relevance
Page/Topic	CVI	CVI	CVI
Page 1 Cover	0,86	0,86	0,86
Page 3/ Presentation	0,86	1	1
Page 4/ Introduction	1	1	1
Page 5/ Domains of development	0,86	1	1
Page 6/ What are the sensitive periods	1	1	1
Page 7/ Number of sensitive periods	1	1	1
Page 8/ Age at which sensitive periods occur	0,57	0,86	0,86
Page 9/ Age at which sensitive periods occur	1	0,86	0,86
Page 10/ Age at which sensitive periods occur	1	1	1
Page 11/ Time at which sensitive periods occur	0,86	1	1
Page 12/ Children's reactions/ behaviors	1	1	1
Page 13/ Children's reactions/ behaviors	1	1	1
Page 14/ How to deal with reactions during sensitive periods	1	1	1
Page 15/ Self-confidence and support	1	1	1
Total CVI	0,93	0,92	0,98

Fonte: Elaboração própria, 2023

IVC: Índice de Validade do conteúdo; p-valor* Significância Estatística pelo Teste Binomial. <0,05

Regarding practical relevance and theoretical relevance, all pages obtained a CVI greater than 0.78. Regarding clarity of language, only page 8, Age at which sensitive periods occur, obtained a low CVI (0.57), lower than recommended. Page 8 was modified based on suggestions from experts and was not removed, as it received excellent evaluations in other domains such as practical relevance and theoretical relevance.

The overall CVI for the information guide was calculated, and values of 0.93 were obtained for clarity of language, 0.92 for practical relevance and 0.98 for theoretical relevance, indicating an excellent level of agreement among the experts.

It is worth noting that, although the total CVI for all the evaluation domains of the experts was above 0.78, it was decided to accept some of the changes made in the presentation of the first version of the information guide. Thus, 25 suggestions were made, of which 22 were accepted and the 3 suggestions that were not accepted will be discussed in this study.

Furthermore, there was no need to remove or include any page or content, therefore the informative guide consisting of 17 pages, 11 pages dedicated to content, five pre-textual and post-textual pages was evaluated by the target audience.

Thus, a total of 45 parents and caregivers participated in the process of validating the information guide. The caregivers had an average age of 29.64 (SD 6.55 years), aged between 18 and 51 years, and were mostly represented by caregivers/mothers N=42; 93.3%. Complete high school N=22; 48.9%; married N=26; 57.8%; housewives N=34; 75.6%. Regarding housing, N=21; 46.7% lived with three people in the residence and the family income varied between R\$500.00 and R\$5,000.00, with a median of R\$1,320.00 reais, representing that 50% of the participants had an income

around one minimum wage.

The clarity of the material was evaluated positively with 100.0% agreement on 14 pages. Likewise, the relevance of the material obtained a maximum score of 100% on the 14 pa-

ges evaluated. The CVI was evaluated based on the degree of relevance attributed to each page of the guide. Thus, the target audience performed the appearance validation, which is shown in Table 2.

Table 2- Distribution of CVIs for each page, according to the analysis of the target audience. Redenção, 2023

Page/Topic	CVI	p-value*
Page 1 Cover	0,96	0,001
Page 3/ Presentation	0,89	0,001
Página 4/ Introduction	1	0,001
Página 5/ Domains of development	1	0,001
Página 6/ What are the sensitive periods	1	0,001
Página 7/ Number of sensitive periods	1	0,001
Página 8/ Age at which sensitive periods occur	1	0,001
Página 9/ Age at which sensitive periods occur	1	0,001
Página 10/ Age at which sensitive periods occur	1	0,001
Página 11/ Time of occurrence of sensitive periods	1	0,001
Página 12/ Children's reaction/behavior	1	0,001
Página 13/ Children's reaction/behavior	1	0,001
Página 14/ How to deal with reactions during sensitive periods	1	0,001
Página 15/ Self-confidence and support	1	0,001
TOTAL	0,98	0,92

Source: Own Elaboration, 2023

CVI: Content Validity Index; p-value* Statistical Significance by Binomial Test. <0.05

Of the 14 pages evaluated, 12 obtained a CVI of 1.00 and only two did not obtain the maximum score: one page refers to the cover, reaching 0.96, and the other page, with 0.89, which depicts the presentation of the guide. Regarding the overall CVI, the value was 0.98 and p=0.001, all of which presented statistical significance in the binomial test.

As for the suggestions from the target audience, only three were made. Therefore, the validation performed indicates that the informative guide is reliable, since favorable CVI results were obtained for the construct that was intended to be evaluated.

Regarding the evaluation of the dis-

sertative instrument regarding the understanding, attractiveness, self-efficacy, cultural acceptance and persuasion of the educational material, there were excellent results from the analysis of the responses of the target audience, the majority of the dissertative questions obtained expected values of assertive responses and a highlight is given to the result in relation to the domain on self-efficacy, which revealed variables different from the others with N=26; 57.8% of the participants, knew some of the information presented in the guide and N=19; 42.2%, reported not having any knowledge about the sensitive periods of child development.

In the dissertative questionnaire, it was also asked whether the information guide should contain any other information that was not presented, and three partic-

ipants (6.7%) stated that they would like to know other information corresponding to the child. The suggestions were not accepted, as the subjects were not linked to the theme presented in the information guide. However, regarding persuasion, it was possible to observe that only one participant reported not being interested in following the information that the information guide presents.

DISCUSSION

Child development is a cross-cutting issue whose different perspectives contribute to the achievement and understanding of the skills that children acquire. Other validation studies reinforce the need for in-depth study of the construct's theme among multidisciplinary content specialists, so it is important that professionals such as nurses, psychologists and educators participate in validation processes. These professionals are health multipliers and contribute scientific information to be passed on to parents and caregivers in the form of health education.⁽¹¹⁾

After validation with experts, points for improvement were identified in the information guide. Validation of educational materials is necessary to make the material more timely, legitimate and complete. This step is of great importance for improving the material, in which information, replacement and reformulation of terms and illustrations are suggested.⁽¹²⁻¹³⁾

Prioritizing the page referring to the age at which sensitive periods occur, there was a low level of agreement in the individual evaluation criterion for the item of clarity of language with CVI 0.57 and in order to make them more understandable, it was necessary to change some terms.⁽¹⁴⁾

Thus, the main changes were in relation to the writing of the items, such as replacing the term “weeks” with “months” using a more interactive language, for example, the description of “75 weeks” with “1 year and 5 months”. It was decided to standardize the nomenclature throughout the information guide. It is essential that the content of educational-informational in-

struments have an objective and colloquial text, appropriate to the target audience, enabling a light, attractive and easy-to-understand reading.⁽¹⁵⁾

Furthermore, it was suggested by an expert that the titles of all pages be written in the form of a question. However, it has been seen in current literature that the use of question marks transfers the task of searching for information to the reader, and this communicative strategy has become little explored due to content that is more informative than suggestive, which is appropriate for this informative guide. Linguistic punctuation is analyzed as an “enunciative disengagement”, that is, it indicates a certain distance between the speaker and the statement. It is understood that this linguistic resource, if not used correctly, can bring disorder to the textual production.^(16,17)

On the other hand, it was suggested to insert a blank space inviting the reader to fill in what period the child would be reaching that age. It was decided not to modify the page, as it is necessary to analyze the target audience of the material, since the informative guide was created to be shared with other parents and caregivers to have access and pass on the material, in order to spread the information and it would not be interesting for it to be scribbled on. Furthermore, the guide is an informative resource that can be shared through printouts and will be available to all users who use primary care, knowing that the information disseminated permeates all possibilities of sharing knowledge, until true knowledge is reached.⁽¹⁸⁾

The last modification refers to the “self-confidence and support” page. It was suggested that the information contained therein be associated with the attachment theory of the use of slings. However, the suggestion was not accepted, as it is believed that much of the information generated ends up being lost due to lack of understanding and because it is not related during the application of the theme.⁽¹⁹⁾

The target audience suggested three modifications to the information guide, namely: “baby colic” suggested by two

participants and “Autism Spectrum Disorder”. Although these are important, it is necessary to evaluate what is relevant in order to achieve the objective of the information material. In addition, the inclusion of information on other topics ends up diverting the reader's attention, causing them to lose focus on the text's central ideas due to the fact that it contains too much information.⁽²⁰⁾

The suggestions for changes made by the public regarding the information guide were based on the dissertative domains and proved to be essential, presenting itself as a way to extract even more valuable collaboration from the target audience. To encourage this participation, questions such as “Would you like there to be any other information in this information guide that has not been presented?” were inserted in order to meet the public's desires and improve the guide. A study explains that validations with the target audience are widely used by scholars with the aim of guaranteeing the relationship between the constructor and its user in order to position academic research as an incentive for social transformations.⁽¹⁸⁾

Self-efficacy is also an important factor to be discussed, as it persuasively encourages the support of parents/caregivers in the actions or behaviors learned and described in the material with the aim of improving child care. The attractiveness of educational materials should be addressed, not only in audiovisual materials, but in all educational technologies, as it stimulates the reader from beginning to end and promotes dynamic learning. Therefore, cultural acceptance is a fundamental part of validation studies, since the material is linked to the values experienced by each participant, as they will only follow the information provided in the guide if they believe it is right and viable for their lifestyle.⁽²¹⁾

It was possible to observe through the dissertative questionnaire that parents and caregivers were excited and satisfied with the content that the guide wanted to pass on. There is no doubt that caring for a child has an impact on people's lives,

and parents and caregivers are more likely to experience some emotional difficulty, being more overwhelmed than those who are not primary caregivers. It is essential to bring innovative solutions that respond to these new challenges, of children's skill development.

Regarding the limitations of this study, a reduced number of experts were observed to validate the content of the information guide. Furthermore, it is clear that there is a scarcity of studies on the subject, indicating the need for the development

of new research that addresses this topic and contributes to strengthening the knowledge of parents/caregivers of children in the development phase.

CONCLUSION

The informative guide validated in this study can help parents and caregivers of children up to six years of age to monitor child development and recognize the sensitive periods experienced. This will be the greatest supporter and incentive for

care, strengthening their autonomy and responsibility, in the face of the advances that the child presents in their development, recognizing them as moments of great achievements and skill gains.

Furthermore, the role of nurses is of great importance in monitoring children's health, especially in primary health care services. This validated technology can be used to improve the educational practice of nurses and the multidisciplinary team in order to monitor the growth and development of the child population.

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