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ASOCIACIONES ENTRE LA EXPOSICIÓN A PANTALLAS Y LA AUTORREGULACIÓN DE NIÑOS: UNA REVISIÓN SISTEMÁTICA Y METAANÁLISIS

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RESUMEN

La autorregulación cognitiva y emocional son habilidades esenciales durante los primeros años de vida ya que predicen el desarrollo posterior de otras habilidades cognitivas, el rendimiento académico y la presencia de psicopatología. Dado que la exposición a los dispositivos tecnológicos ha aumentado en los últimos años, en la edad adulta como en la niñez, es importante metaanalizar los estudios sobre este tema para evaluar cómo su uso se asocia con la autorregulación temprana. Para ello se realizó una revisión sistemática y metaanálisis con las investigaciones de los últimos 10 años (2011-2021) sobre el aporte de los dispositivos tecnológicos a la autorregulación de niños/as con desarrollo típico. Hubo un total de 13.408 niños de 0 a 12 años. Se encontraron 20 resultados de asociaciones, en 15 estudios. Los tamaños del efecto se midieron como correlaciones (r). Los resultados mostraron que cuanto más tiempo frente a una pantalla pasaban los niños/as, menor era la puntuación en las pruebas de autorregulación (tiempo de pantalla [$n = 20$; $r = -0,18$ (IC 95%, $-0,26$ a $-0,09$), con altos niveles de heterogeneidad entre estudios. Los hallazgos muestran que es necesario seguir las recomendaciones de las asociaciones pediátricas y realizar más investigaciones para analizar posibles moderadores.

Palabras clave

Autorregulación - Pantallas - Infancia - Metaanálisis

ABSTRACT

ASSOCIATIONS BETWEEN SCREEN EXPOSURE AND CHILDREN SELF-REGULATION: A SYSTEMATIC REVIEW AND METANALYSIS
Cognitive and emotional self-regulation are essential skills during the first years of life as they predict the later development of other cognitive skills, academic performance and the presence of psychopathology. As the exposure to technological devices has increased in recent years, both in adulthood and early childhood, it is important to metaanalyze studies on this topic to assess how their use is associated with early self-regulation. For this, a systematic review and meta-analysis was carried out with the research of the last 10 years (2011-2021) on the contribution of technological devices to the self-regulation of infants with typical development. There was a total of 13,408 children

from 0 to 12 years of 20 different associations outcomes. Effect sizes were measured as correlations (r). The results showed that the more time in front of a screen, the lower the scores on the self-regulation tests will be (screen time [$n = 20$; $r = -0.18$ (95% CI, -0.26 to -0.09), with higher levels of interstudy heterogeneity. There findings show that it is necessary to follow the recommendations of pediatric associations and conduct more research to analyze possible moderators.

Keywords

Self-regulation - Screens - Infancy - Metanalysis

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