

Development, influence and impact

[Technology](#), [Development](#)



As parents we continue wondering if the outside influences will be a positive influence on our children as they form relationships. This paper compares the systems of the Bacteriological Model of Human Development by providing examples of the influences on a child's growth of standard and irregular development in children as well as puberty, the interaction between cognitive, physical, and psychosocial development and its ability to influence overall child development. Development The model of human development has been summarized through Erie Frontbencher one of the world's foremost professionals in the field of developmental psychology.

Within the writings of Frontbencher it is understood that his belief in the development of children is not just one thing or system; Frontbencher reports there are numerous outside influences that help mold the child's personality/character (1990). The Microsystems stands for the connotations concerning other Microsystems. For example, how the family relates to the school, church as well as to how the family interact with their peers. The Ecosystem associates the social setting that a person does not have an active role. For example, a spouse's or youth's knowledge at home possibly will be swayed by a mom's Involvements at work.

For instance let's say the mom received an advancement that necessitates additional travel, this could cause an argument between she and the husband that in turns changes the communication all use with each other. When addressing the Microsystems we address the culture in which persons live. Everyone's Microsystems grows and changes over time, each continual peer group could change the Microsystems that is unique to each person (Call, R. V. , & Caving, J. C. 2010). The Imitating of ecological actions In

Dalton to the changes that occur such as divorce is an example of the final system called the Chronometers.

Influence It is clear along with the usual role of educating; schools have a larger part to play in the progress of our children. However, they cannot and should not be the only responsible fragment of our children's education/development. Along with the incorporated into the Microsystem which makes a child's Microsystems complete (Beer 2000). When communication is poor between different micro-systems, more risk people develop and are more unlikely to adjust in the general public. To reach the best outcomes for a child, stimulating yet active styles must be combined in the teaching method.

The family is the most powerful unit of the Microsystems and such as controls how the youth performs in school. For that reason it demands that the school and the family interact to yield the best results. The family generates an inspiring atmosphere by getting involved with their children's accomplishments (Addison 1992). The parental/school collaboration exists because it is the general public that allocates all the means to the school. Furthermore, the public also defines what material and which programs will be used in the school curriculum.

Unfortunately in many of our school districts children do not have an equal playing field nor do they have the opportunity to succeed as well as learn equally as individuals. One of the key reasons for this is directly traced to the child's socioeconomic standing; a family's socioeconomic status is based on family income, parental education level, parental occupation, in addition to

their social status within the community. According to Frontbencher (1990), outcomes uncovered that children from upper class cultures have a better chance of success than children of low income families.

In addition, upper class individuals have the chance to go to better schools with better/healthier services. However, not all children who come from poor backgrounds are assured to fail but then the following circumstances need to be accessible; there needs to be an atmosphere at home that stimulates the child to study, the family sets reasonably high expectations for their children as well as the family is involved with the child in avian fun, recognizing the accomplishments of the child and then praising the child for their effort.

One of the main barriers for lower class families is the lack of ability to enroll their children in extracurricular activities, for example, after school programs, summer camps etc. I agree with Beer (2000) when stating the experience or impact the child brings with them into the classroom can be in itself an incentive or motivating factor for success. Children from poor backgrounds will try to be successful so that they can escape the difficulties that they have experienced.

On the other hand, since children with upper class parents have many more opportunities than those from a lower income status, they may see no need to work hard. In this case, chance has no part to play in how well a child does in school. Need is what drives children to grab the chances that come their way. Just as it is stated that not all poor children will fail in becoming successful not all upper class children have had the proverbial spoon

feeding. Brotherliness's biological methods are focused on the quality as well as circumstance of the child's surroundings.

He states that as a child ages, the message inside these surroundings come to be more complicated. This complexity can increase as the child's physical and cognitive structures grow and develop. For example, our economy has moved from a manufacturing model to a technical model; however the designs of the office have been determined by the faith of the manufacturing work code. Adults/parents are likely to work a schedule that revolves enables workers to be free of manual labor should free them from the time, place boundary restriction which would allow more participation from parents.

Impact

Our views of learning and development have changed dramatically over the past several decades. Our perspective has changed from seeing learning as an individual and passive experience to recognizing learning as an active, dynamic and developmental process. We now understand learning and growth as happening surrounded by a broader context of persons, places, and natural settings. Family life in this country has taken a back seat to the needs of the workplace. Also the debt model used to decide the level of support allowed by the public to low income family's needs to be review, and revised.

Adults must announce themselves to need in order to meet the requirements for help that may possibly have come about because of our national price of freedom. The more amount offailurereported means a larger amount of possible support the family could receive. If it is not enough we ask the

family to demoralize themselves by taking what pride they have we expect them to have the mental strength to climb up the thread that had been thrown for assistance. The volatility and impulsiveness of family life that we have let our budget generate is the greatest damaging force to a child's growth (Addison, 992).

Children do not have the endless interaction with significant adults that is necessary for their development. According to Frontbencher we must nurture social outlooks that value work completed on behalf of children at all levels: patisseries, educators, extended family, counselors, work administrators, lawmakers. The bio ecological systems theory combines sociology and thinking, through persons, and their surroundings influencing one another. Families continue to struggle balancing work and family [micro-system and ex. system].

Laws pressure and even est. the very existence of some people, for example, migrant inhabitants who cannot live together with their relatives [micro-system and macro-system]; treacherous regions or possibly schools that create wild and disloyal troposphere for families and children [micro-system and macro-system]. Brotherliness's model shows how the individual matures inside, how the person is swayed and also by identifying the affects the systems [Coloratura context]. Relationships and Interactions To have the greatest effect, supports need to be flexible, balancing one another, moving in and out of their comfort zone.

Collaborating with an available set of community wide assets that support learning as well as adult influences on the child's community growth; this

can be divided into direct and indirect patterns of influence. Direct influence is linked with a parent or caregivers personal intervention or guidance of a young child's social attitudes, reactions and behaviors. Indirect influence is related with a parent's or caregivers example and the atmosphere he or she creates for children to comprehend in addition to supervising social contacts.

Parents and other adults influence children in both direct and indirect ways. For example, a parent could help a child join a group of children playing a game together; this is an example of a direct influence. An indirect example could look like a teacher who spent a little time counseling a specific student while other students observed; they come to the conclusion through this observation that the teacher who was spending the time with their friend is now seen as approachable. With social examples. Parents and other adults often are unconscious teachers of young children.

Young children may sift through and cast off the information parents or other adults consciously try to teach them. But the pattern a parent or caregiver demonstrates in how to treat others tends to leave a more powerful and lasting impression. Practice Positive Discipline, the discipline style of parents or caregivers can have a large influence on children's social skills. Children seem to learn how to interact with others from the model their parents use with them. A very important action a caregiver can give to each child is finding playmates for their children, setting play dates for their children.

Enrolling children in organized social activities, such as swimming, soccer, preschool, 4-H clubs, helping children achieve access to a social position by making introductions, participating in a game with other children, etc.

Encouraging children to practice appropriate social interaction, such as sharing toys, asking for favors, saying please and thank you, in addition to arranging and organizing a play group that meets regularly, providing your home or yard for a play environment, giving some supervision to the play. Parents and caregivers can model positive conflict resolution for children.

If possible, parents and other adults should use disputes as an opportunity to teach ND demonstrate peaceful ways of negotiating and compromising to children. Parents and caregivers can step in to help children negotiate differences with others and mediate for them as needed when they are not getting along with others. Model effective conflict resolution and encourage appropriate behavior. Be a positive example of working through conflict or differences with others.

Practice parental coaching, which involves varying levels of supervision based on a child's age and needs, and superseding as needed when social situations become too challenging for young child to manage. Supervision of social interactions should become less intense and less obvious as children grow older, taking place more from a distance. With older children, children can be coached on their interpersonal relationships in private and with follow-up.

Coaching and supervision may inhibit social development if done harshly for example, if the parent is overly involved [poor boundaries] or uses physical force or aggressive verbal communication to intervene. Conclusion While there is no crystal ball and only hind sight is 20/20, the birth of a child signifies the beginning of a new life. New lives that are unprotected and will

be subjected to several significant experiences that will play have a major influence on the growth of the child.

Even though every child born is different from any other we have discussed the one constant that all children need weather they come from a family of means or a family that has little to offer financially. Children are looking for the affirmations that should be present within their home and with the child/parent/ caregiver relationship. However when the person is missing that bond he or she will kook for attention in unsuitable places; and unfortunately especially in adolescence they will learn anti-social behavior, display a lack of self-discipline, as well as have the inability to provide self-direction (Addison, 1992).