

Issue paper 2

Family



Issue Paper 2 Parenting School Age children The developmental tasks and milestone of school age children are rather socially and psychologically complex when compared to that of toddlers and pre-school children. Parenting middle school children entails assisting them achieve their essential developmental tasks. Bringe explains that parents need to be psychological helpers to their children. This is achievable through reassuring children, and helping children improve after committing social blunders. Bringe considers reinforcements as a positive way of getting through to school age children. Parents need to utilise supportive care for school-aged children. This will assist children develop a sense of responsibility for their actions as well as decisions.

Bringe mentions co regulation as a suitable parenting style for school aged children (196). It is through this parenting style that parents can support their children develop refined social skills, children learn to be cooperative, and children develop better communications skills. Children learn to tackle assignments without supervision from adults and they manage to complete assignments competently and satisfactorily. Parents who utilise supportive care for their school-aged children are in a better position to handle issues related with health and safety concerns (Bringe 197). Utilising a co regulation parenting style provides structure and nurtures school-aged children. Supportive care allows parents to assists their children with peer relations. Parents get to understand the role that friends play in the development of their children (Bringe 199).

Rational for Parenting School aged Children

Middle-aged children are different from preschool children in terms of developmental events and changes. It is during the school age period that
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children mature and become responsible person (Bringe 193). It is in this stage that children develop social skills, sense of self-concept and other developmental skills. Parents, teachers, and other adults are optimistic of children in this age. Parenting style, interaction style and interaction with people outside the family system does affect a child's development in the middle school age. Parents need to be familiar with the effective ways that they can use to assist their children develop a sense of responsibility without using assertive force (Bringe 196).

Historical Importance of Parenting School Aged children

Parenting is an important issue facing the society. Issues such as childhood illnesses, mental illnesses, juvenile crime, accidents, drug abuse, school disruption, underachievement, self-esteem issues, and child neglect issues single out parenting as a variable related directly or indirectly to these issues. Parenting is a factor that affects a child's stages of life. A child who experiences positive parenting develops into a responsible adult and these positive characteristics are passed on to the next generation. Bringe mentions that teachers, church leaders, other adults accomplish parenting tasks with children. Research shows that parenting plays three vital roles in the society. Parenting protects children from harm by promoting their emotional as well as physical well-being. Parenting provides safety to the children by setting boundaries and enforcing regulations that ensure children are safe. Finally, parenting entails supporting the development of children. The focus is to optimise a child's potential.

Significance of parenting school aged children.

Bringe emphasizes that parenting of school age children is significant in ensuring the development of healthy children (Bringe 197). Employing

positive parenting techniques has its advantages. For example, when parents and teachers encourage children to eat healthy and become physically active then the society benefits by reducing cases of lifestyle diseases, the cost of health care reduces and children learn the importance of eating healthy. Positive parenting techniques such as supportive care allow positive interactions between children and parents. Parents are in a better position to assist their children by providing directions in challenging situations that children experience in their developmental tasks.

Positive parenting will enable children develop a sense of self-concept; children learn how to appreciate rules. Bringe explains that for parents to nurture school-aged children they need to be sensitive to their children's developmental needs. A responsive parenting method is critical in ensuring that school aged children develop into mature responsible adults (198). Bringe considers the use assertive care and supervision by parents is a means of reducing accidents and injuries among school-aged children. Bringe points out that successful parenting of school-aged children requires a psychological approach rather than a physical approach (Bringe 196).

Work Cited

Bigner, Jerry J. Parent Child Relationship: An Introduction to Parenting. New York: Prince Hall Publishers, 2008. Print.