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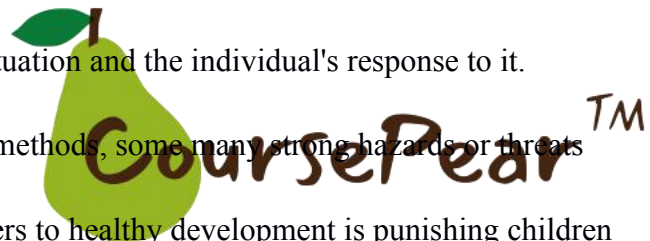
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### Final Reflection Paper

The development of a person is influenced by a variety of variables, including genetic, behavioral, and environmental effects. Several of these variables contribute to the growth and are regarded as good effects. Other variables operate as impediments to growth and are classified as hazards or dangers. Numerous variables that begin early in a child's life often affect his or her development and mental health throughout adolescence and well into adulthood. Genetic disorders, for example, that begin at birth or a young age may severely impair an individual's physical and mental capabilities. This often has a detrimental effect on an individual's mental well-being for years. Other factors, such as classmates' and friends' conduct, may not major affect a person until high school or college. However, the fact that one's growth is continuously affected by a variety of factors remains unavoidable. One may deduce that each influence's effect on a person is determined by the intensity of the situation and the individual's response to it.

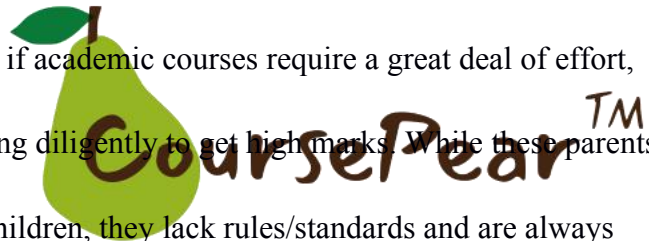
While a person may grow in a variety of methods, some many strong hazards or threats might obstruct development. One of the dangers to healthy development is punishing children with an authoritarian or lenient parenting style rather than an authoritative parenting approach. There seems to be a "preference for what is referred regarded as the 'authoritative' pattern of



child-raising" over "more one-sided authoritarian and permissive approaches" (Bronfenbrenner, 1955). Authoritarian parents are typically very rigid and demanding lack responsiveness, warmth, and caring behavior toward their children yet.

Additionally, these parents often fail to explain their punishment. This kind of parenting often results in children who are obedient but lack self-esteem. Children who lack self-esteem may have confidence problems later in life. For instance, individuals may struggle to advocate for themselves in social and professional settings since they are used to carrying out tasks without questioning their rationale. As a result, individuals would surely wind themselves doing things they do not want to do and are not required to do. This may result in a decrease in overall happiness and contentment. When children of authoritarian parents become adults, they may have difficulties expressing their desires. Permissive parents, on the other hand, do not punish their children often.

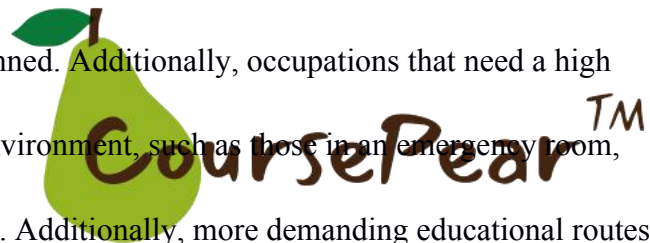
Consequently, their children often have difficulty with authoritative people, lack self-control, and therefore do worse academically. As children of permissive parents grow, they may struggle to manage their emotions at work or with their employers, and their low grades in school may hinder their admission to universities. Finally, if academic courses require a great deal of effort, some of these kids may be incapable of working diligently to get high marks. While these parents are generally caring and loving toward their children, they lack rules/standards and are always relying on extrinsic incentives to get them to comply. This may lead to youngsters caring solely about themselves and being very demanding of others since they are used to receiving what they



want. Youngsters with permissive parents may also lack social skills such as sharing and civility, which require children to consider others' desires in addition to their own. In general, authoritarian and permissive approaches lack the necessary "firmness and consistency" for "school-age and teenage children" (Corcoran and Nichols, 216). As a consequence, these parenting approaches are detrimental to children's growth.

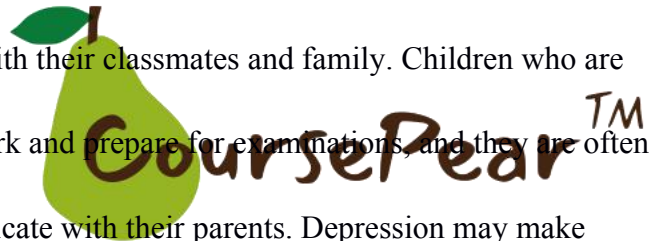
Another significant risk factor that may obstruct an individual's growth is their perceived weakness and lack of resilience. These diametrically opposed qualities are reflected in the diathesis-stress paradigm, which says that the disorder occurs when vulnerability and environmental challenge coexist. Diathesis is described as a predisposition to the disorder, which may be caused by biological or cognitive causes (Module 10 slide handout, pages 4-5).

According to this idea, resilience is a personality trait that enables an individual to stay adaptable and optimistic in the face of numerous life stresses, while the vulnerability is linked with a lack of adaptability and higher difficulties to overcome various obstacles. Additionally, resilience has been defined as the "mastery of developmental tasks" even "in the face of adversity" (Corcoran and Nichols, 214). If a person lacks resilience and adaptability, he or she will likely struggle to cope with circumstances that do not go as planned. Additionally, occupations that need a high level of speed and a continuously changing environment, such as those in an emergency room, are unlikely to be appropriate for these people. Additionally, more demanding educational routes, such as medical school or law school, may not benefit people with lower resilience. These higher education programs and professions often need a high degree of mental flexibility and



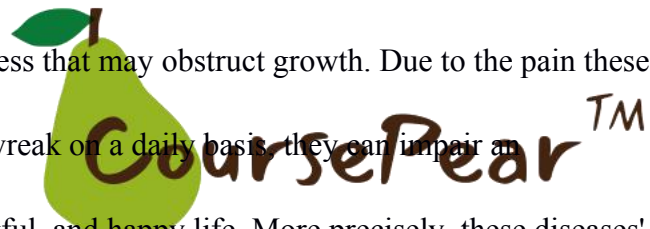
adaptability, necessitating a greater level of resilience. Finally, those who are less resilient in general may find themselves restricted in their efficiency and effectiveness in particular professions and academic programs. A lack of resilience may result in dissatisfaction as a result of their difficulty or failure to deal successfully with adverse situations, whether with family, friends, significant others, coworkers, or academic colleagues. This increased susceptibility often results in an increase in stress and a reduction in pleasure, contentment, and therefore in overall quality of life.

One additional threat that may stymie the process of normal development is the onset of diseases at any stage of life. Depression, post-traumatic stress disorder, and anxiety disorders are examples of such illnesses (Module 10 slide handout, pages 7-8). The symptoms that a person experiences as a result of these disorders are highly dependent on his or her life stage. Depression, for example, affects about 12% of males and nearly 25% of women (Module 10 slide handout, pages 7-8). It is most prevalent throughout adolescence and emerging adulthood, but it may also occur in middle and late adulthood. This would have a detrimental effect on the academic performance of children and adolescents who suffer from chronic depression or Major Depressive Disorder and their relationships with their classmates and family. Children who are depressed may lack the desire to do schoolwork and prepare for examinations, and they are often unable to interact with their peers or communicate with their parents. Depression may make anybody of any age feel worthless or overly guilty, drained of energy and general weariness, irritable, and have repeated suicidal thoughts. Additionally, people who have disabled children



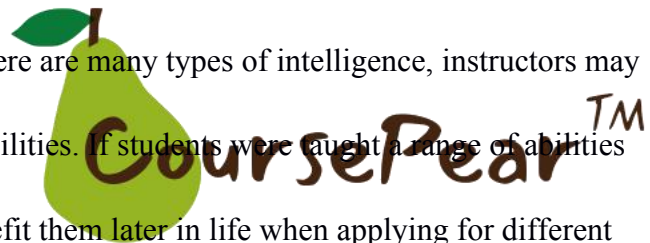
have a "dual risk of depression" (Corcoran and Nichols, 215). Post-traumatic stress disorder may strike individuals of any age, mostly because stressful experiences can occur at any age. Shock, wrath, and terror are all emotions that people may and do experience at virtually any age. While the battlefield is one of the most frequent locations for people to get PTSD, it may affect anybody who sees a violent event that may or may not result in death. Indeed, domestic violence is linked to an "increased risk of depression and post-traumatic stress disorder" (Corcoran and Nichols, 216). In young children, PTSD may impair the development of critical abilities such as motor skills and language. For older adults, PTSD may impair their ability to focus on critical activities at work and at home, resulting in reduced efficiency and productivity. It may also impact individuals when they are with their family or friends, causing flashbacks and hallucinations and a decreased enjoyment of particular activities. Throughout the day, something may occur that triggers these flashbacks and reminds these people of their trauma. Individuals suffering from PTSD may also avoid people, places, and circumstances that trigger memories of the event. This may result in an individual's emotional withdrawal and isolation from family and friends, eroding the ties of these relationships.

Anxiety disorders are another kind of illness that may obstruct growth. Due to the pain these illnesses bring and the devastation they may wreak on a daily basis, they can impair an individual's capacity to live a decent, meaningful, and happy life. More precisely, these diseases' symptoms may emerge abruptly and without warning, or they can be consistent throughout the day. Whether it is a panic attack, a specific phobia, or generalized anxiety, anxiety disorders can



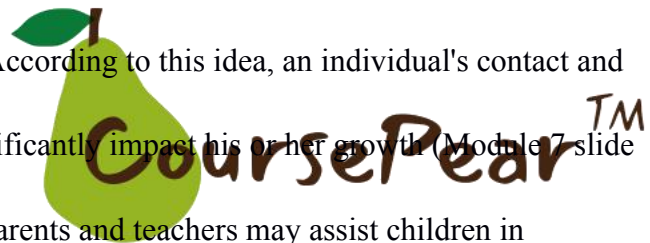
obstruct healthy development in the same way that depression and PTSD do: they can impair people's ability to perform routine tasks and have a negative impact on relationships with those who matter most to them because anxiety problems may manifest as symptoms such as nausea, discomfort, difficulty sleeping, and dread. These expressions may occupy our thoughts and divert our attention away from self-improvement. Rather than focusing on ways to expand our brains and learn more each day, we are more inclined to focus on simply getting through the day.

One approach to increase children's chances of healthy development today is to place a greater focus on the adoption of many forms of intelligence in the K-12 school curriculum worldwide. Both development psychologists Robert Sternberg and Howard Gardner thought that intelligence is not one-dimensional with their Triarchic Theory and Theory of Multiple Intelligences. (Pages 4-6 of the Module 9 PowerPoint handout). They both emphasized the fact that intellect is composed of many components. Sternberg defined intelligence as consisting of three components: analytical, practical, and creative. Gardner suggested various criteria for defining a particular kind of intelligence and said that there are several varieties of intelligence, including verbal, spatial, kinesthetic, and musical intelligence. (Pages 4-6 of the Module 9 PowerPoint handout). By emphasizing that there are many types of intelligence, instructors may assist youngsters in developing a variety of abilities. If students were taught a range of abilities beginning in elementary school, it would benefit them later in life when applying for different professions and programs and social situations. Intelligence has been dubbed a "protective factor" since it contributes to "better school achievement despite life stress" and results in "more



effective problem-solving in peer social settings" (Corcoran and Nichols, 215). During employment interviews and admissions to professional schools, an individual's practical and creative intelligence may be assessed, but not analytical intelligence. Teachers may assist students in developing more practical and creative talents since these abilities do not seem to be as valued as analytical abilities. Suppose instructors teach both practical skills such as adapting, shaping and selecting, as well as creative skills such as managing new information, regulating new behaviors, and taking multiple perspectives. In that case, children will have a more diverse array of skills to draw on when confronted with challenges in professional school and/or the workforce. By incorporating these kinds of intelligence into the curriculum, students will no longer be forced to depend exclusively on extracurricular activities. While experiences outside of the school setting are necessary for the development of this intelligence, knowing about them at school can help students overcome obstacles and get admission to more professional institutions and employment. This would result in a rise in self-esteem, happiness, and ultimately, contentment with their life.

Another approach to aid children's development nowadays is for parents and teachers to emphasize constructivism or interactionism. According to this idea, an individual's contact and involvement with his or her environment significantly impact his or her growth (Module 7 slide handout, page 1). By emphasizing this idea, parents and teachers may assist children in developing a more proactive attitude. Children may develop an active relationship with their surroundings and have the ability to take control of more circumstances. Children will acquire the



abilities required to engage assertively with others while they continue to study actively.

Individuals will gradually gain confidence in their abilities to express their views and aspirations.

This, in turn, will assist them in achieving their life objectives as a result of their ability to make

sense and meaning of everything that occurs around them. While individuals cannot influence

their genetic composition or biological programming, they can have some control over how they

perceive their experiences. They can choose how to arrange themselves and how active they want

to be, and if youngsters are taught how to organize their ideas and interact with the world

effectively, they can choose how to organize themselves and how active they want to be.

Teachers and parents may encourage youngsters to have curious minds and the habit of inquiring

when they are unsure about something. Most importantly, children should be taught from an early

age that good growth is mainly determined by the connections they form between their mind and

their environment. In this manner, children will acquire a better understanding of the value of

connecting previously taught ideas and a deeper awareness of the world in which they live. In

general, this corresponds to a person's force, which is a component of Urie Bronfenbrenner's

PPCT Model of Human Development. A person's force is a measure of how proactive they are in

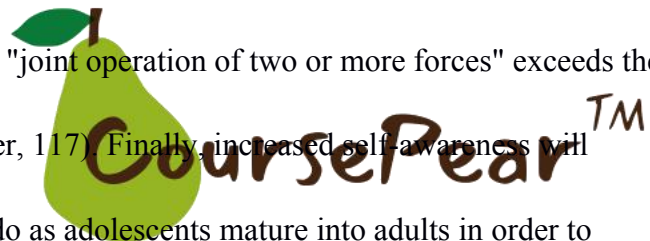
their interactions with their surroundings. The "joint operation of two or more forces" exceeds the

"total of the separate impacts" (Bronfenbrenner, 117). Finally, increased self-awareness will

assist them in determining what they need to do as adolescents mature into adults in order to

achieve their career and personal objectives.

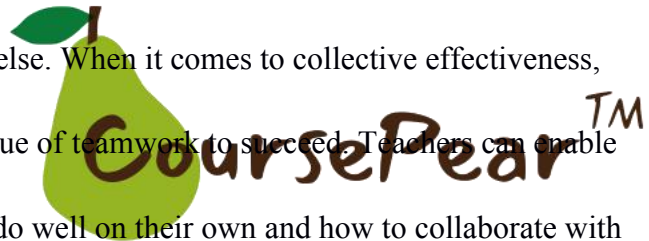
As a component of Albert Bandura's social cognitive theory, Efficacy is a crucial element





that would undoubtedly contribute to children's healthy development if parents and teachers placed a high premium on its significance. Efficacy is described as the act of establishing a link between one's effort and the outcome and then utilizing this link to set expectations for future efforts or attempts. It is subdivided into three categories: self-efficacy, proxy-efficacy, and collective Efficacy (Module 2 slide handout, pages 2-3). In terms of self-efficacy, both parents and instructors should emphasize the importance of working hard to accomplish one's objectives. Children should understand at an early age that work will get them a long way toward their goals.

Additionally, parents and teachers should provide to youngsters real-world examples of individuals who have a strong work ethic and have achieved their objectives, as this will likely improve their self-esteem and confidence to succeed later in life. Indeed, a greater degree of self-efficacy mastery "implies perseverance in pursuing a difficult objective" (Bui et al., 185). In terms of proxy efficacy, children should learn not to be afraid to seek assistance when needed. While their efforts are critical in providing them with the self-confidence required to achieve their objectives, they should also recognize that they will not know everything. When children see that everyone has skills and limitations, they are more likely to seek help from others as they grow, whether in school, the job, or anyplace else. When it comes to collective effectiveness, teachers and parents should emphasize the value of teamwork to succeed. Teachers can enable more group projects to teach children how to do well on their own and how to collaborate with others and use each other's talents to reach even greater success. If parents and instructors continue to educate children on how much can be achieved via collaboration, children will



undoubtedly feel more powerful while working in groups, which will promote healthy growth.

By learning about and understanding the major elements of Efficacy, children may grow into people who can work independently and joyfully, ask for assistance, and cooperate in teams in any setting, whether a professional school, a job, or other circumstances.

To summarize, elements that impede a child's growth and those that promote it are always at work as children progress and change through the phases of life. As a result, an individual's mental health is continuously impacted, either positively or negatively. The overall development of a child is dependent on a number of factors, the most critical of which is the degree to which one's mental health is influenced negatively or positively over time by the presence or absence of factors such as parenting styles, vulnerability, and resiliency, disorders, intelligence, interactionism, and efficacy.



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