CONTRIBUTION

The influence of psychological factors, particularly children's perceptions of themselves and their environment, on the development of depression and anxiety has been widely studied. Evidence suggests that children who experience frequent negative or traumatic events may develop increased anxiety and depression. The role of family support and coping strategies also plays a significant role in the development of these disorders. Children who have supportive families are more likely to develop coping strategies and resilience to deal with stress and trauma.

ISSUE SUMMARY

In this issue, we explore the various factors that influence the development of childhood anxiety and depression. We will delve into the psychological, environmental, and familial aspects that contribute to these conditions and discuss strategies for prevention and treatment. This issue aims to equip parents and educators with the knowledge and tools necessary to support children in their development and well-being.
How to Succeed in Childhood

Judith Rich Harris

YES
But it is only the first of the child's jobs, and in the long run it is overshadowed in importance by the child's second job: to learn how to get along with the members of her own generation and to do the things that are expected of her outside the home.

Almost every psychologist, Freudian or not, believes that what the child learns (or doesn't learn) in job 1 helps her to succeed (or fail) in job 2. But this belief is based on an obsolete idea of how the child's mind works, and there is good evidence that it is wrong.

Consider the experiments of developmental psychologist Carolyn Rovee-Collier. A young baby lies on its back in a crib. A mobile with dangling dooddads hangs overhead. A ribbon runs from the baby's right ankle to the mobile in such a way that whenever the baby kicks its right leg, the dooddads jiggie. Babies are delighted to discover that they can make something happen: they quickly learn how to make the mobile move. Two weeks later, if you show them the mobile again, they will immediately start kicking that right leg.

But only if you haven't changed anything. If the dooddads hanging from the mobile are blue instead of red, or if the ribbon surrounding the crib has a pattern of squares instead of circles, or if the crib is placed in a different room, they will gaze at the mobile cluelessly, as if they've never seen such a thing in their lives.

It's not that they're stupid. Babies enter the world with a mind designed for learning and they start using it right away. But the learning device comes with a warning label: what you learn in one situation might not work in another. Babies do not assume that what they learned about the mobile with the red dooddads will work for the mobile with the blue dooddads. They do not assume that what worked in the bedroom will work in the den. And they do not assume that what worked with their mother will work with their father or the babysitter or their jealous big sister or the kids at the daycare center.

Fortunately, the child's mind is equipped with plenty of storage capacity. As the cognitive scientist Steven Pinker put it in his foreword to my book, "Relationships with parents, with siblings, with peers, and with strangers could not be more different, and the trillion-synapse human brain is hardly short of the computational power it would take to keep each one in a separate mental account."

That's exactly what the child does: keeps each one in a separate mental account. Studies have shown that a baby with a depressed mother behaves in a subdued fashion in the presence of its mother, but behaves normally with a caregiver who is not depressed. A toddler taught by his mother to play elaborate fantasy games does not play these games when he's with his playmates—he and his playmates devise their own games. A preschooler who has perfected the delicate art of getting along with a bossy older sibling is no more likely than a first-born to allow her peers in nursery school to dominate her. A school-age child who says she hates her younger brother—they fight like cats and dogs, their mother complains—is as likely as any other child to have warm and serene peer relationships. Most telling, the child who follows the rules at home, even when no one is watching, may lie or cheat in the playground or on the playground, and vice versa.

Children learn separately how to behave at home and how to behave outside the home, and parents can influence only the way they behave at home. Children behave differently in different social settings because different behaviors are required. Displays of emotion that are acceptable at home are not acceptable outside the home. A clever remark that would be rewarded with a laugh at home will land a child in the principal's office at school. Parents are often surprised to discover that the child they see at home is not the child the teacher sees. I imagine teachers get tired of hearing parents explain, "Really? Are you sure you're talking about my child?"

The compartmentalized world of childhood is vividly illustrated by the child of immigrant parents. When immigrants settle in a neighborhood of native-born Americans, their children become bicultural, at least for a while. At home they practice their parents' culture and language, outside the home they adopt the culture and language of their peers. But though their two worlds are separate, they are not equal. Little by little, the outside world takes precedence: the children adopt the language and culture of their peers and bring that language and culture home. Their parents go on addressing them in Russian or Korean or Portuguese, but the children reply in English. What the children of immigrants end up with is not a compromise, not a blend. They end up, pure and simple, with the language and culture of their peers. The only aspects of their parents' culture they retain are those that are carried out at home, such as cooking.

Late-20th-century native-born Americans of European descent are as ethnocentric as the members of any other culture. They think there is only one way to raise children—the way they do it. But that is not the way children are reared in the kinds of cultures studied by anthropologists and ethnologists. The German ethnologist Irenäus Eibl-Eibesfeldt has described what childhood is like in the hunter-gatherer and tribal societies he spent many years observing. In traditional cultures, the baby is cuddled for two or three years—carried about by its mother and nursed whenever it whimpers. Then, when the next baby comes along, the child is sent off to play in the local play group, usually in the care of an older sibling. In his 1989 book Human Ethology, Eibl-Eibesfeldt describes how children are socialized in these societies:

Three-year-old children are able to join in a play group, and it is in such play groups that children are truly raised. The older ones explain the rules of play and will admonish those who do not adhere to them, such as by taking something away from another or otherwise being aggressive. Thus the child's socialization occurs mainly within the play group. By playing together in the children's group the members learn what aggravates others and which rules they must obey. This occurs in most cultures in which people live in small communities.
The idea for group socialization theory came to me while I was reading an article on juvenile delinquency. The article reported that delinquent boys were more likely to be found in groups, and that group behavior was a significant factor in the development of delinquent tendencies. This led me to wonder whether similar tendencies might exist in children, and what the implications of this might be for society as a whole.

Leaving aside the question of whether or not group behavior is desirable, the idea of group socialization has important implications for society. It suggests that individuals who are part of groups are more likely to conform to group norms, and that group behavior can influence individual behavior. This, in turn, can have important implications for the way in which individuals are socialized, and for the social structures that emerge from group behavior.

The idea of group socialization also has implications for education. It suggests that schools should encourage group behavior, in order to foster a sense of community and cooperation among students. This, in turn, can help to create a more positive learning environment, and can also help to reduce the incidence of delinquent behavior among students.

In conclusion, the idea of group socialization is an important one, and one that deserves further exploration. It has important implications for both society and education, and can help to create a more positive and cooperative learning environment for all students.
DO PARENTS COUNT?

NO

Howard Gardner
The importance of the development of children's social competence

equality and mutual respect are key values that guide our work with children. These values are based on the understanding that every child has the right to be treated with dignity and respect, regardless of their background or circumstances. We believe that children have the potential to become active, engaged members of their communities, and we work to support their development in this way.

In our programs, we focus on fostering children's ability to communicate effectively, make decisions, and solve problems. We believe that these skills are essential for building strong relationships and for achieving success in all areas of life. By providing children with opportunities to participate in a variety of activities and to interact with others, we help them develop these skills and build their confidence.

We also place a strong emphasis on teaching children about the importance of empathy and compassion. We believe that these qualities are crucial for creating a supportive and inclusive environment. By teaching children to understand and appreciate the perspectives of others, we help them develop the ability to work collaboratively and to resolve conflicts in a constructive manner.

In conclusion, we believe that by fostering children's social competence, we can help them become active, engaged, and contributing members of their communities. We are committed to providing the highest quality of care and support to ensure that every child has the opportunity to reach their full potential.
Section Further Education: The Role of Professional Competence

Competencies are an inherent part of professional competence. The competencies of professionals include knowledge and skills that are essential for their work. These competencies are acquired through formal education and training, as well as through on-the-job training and experience.

When we consider the competencies of professionals, we find that:

- A professional must have competence in a specific field.
- The competencies of professionals are not only technical but also include interpersonal skills and ethical behavior.
- The competencies of professionals are constantly evolving and require ongoing professional development.

In conclusion, the competencies of professionals are an essential part of their professional identity and are crucial for their success in their field.

References (E.g., references for the text).

Further Reading (E.g., books, articles, etc.)

Keywords (E.g., keywords for the text).

Appendix (E.g., additional information).

Footnotes (E.g., notes for the text).

Further Reading:


Further Reading:


variables cannot simply be equated with smaller numbers of the same study. However, the most important factors in determining the strength of these results are the design of the study, the sample size, and the measures used. Further research is needed to confirm these findings and to identify the underlying mechanisms that contribute to the observed effects.

In conclusion, the results of this study suggest that the use of cognitive-behavioral therapy for children with ADHD is associated with significant improvements in both symptom reduction and functional outcomes. These findings provide important implications for the treatment of ADHD and highlight the need for further research to explore the mechanisms underlying these effects. Future studies should also aim to identify the most effective treatment approaches for different subgroups of children with ADHD, taking into account factors such as age, gender, and severity of symptoms.

References


