

1: Promoting Physical Activity in Children: Parental Influences

Parents may have more influence on their children than they think. In some cases this is good news, but for those parents more concerned about having a good time themselves, or those working through their own addiction or mental health issues, this can pose quite a challenge.

Jodi Putnam with Judith A. Myers-Walls and Dee Love How do children learn about gender? How do they learn gender stereotypes? If you understand this process, you may be able to help parents understand how they teach their children about being male and female. You may be able to help them change the way they teach about gender, if they want to change. Parent influences Parents teach with rewards and discipline. They might praise girls and punish or discourage boys for the same thing. That is one way to create gender stereotypes. Mom might praise her daughter when she picks flowers for her, but she might be upset with her son for doing the same thing. Parents teach by spending time with their children. Children see what their parents do. Children learn when they try to imitate their parents. Children who watch their father do the dishes many times may think that doing the dishes is a male activity. On the other hand, children in single-parent families see their mother or father doing all the chores. Those children usually learn that males and females can do similar tasks. Parents teach by telling their children what they expect from them. Parents may expect different things from their sons and daughters. That supports gender stereotypes. Parents might expect their son to do well in math, and they expect their daughter to do well in arts and crafts. Parents teach by giving the children chores. Parents may give different chores to sons and daughters based on their gender. Boys take out the garbage, and girls do the dishes. Parents teach through their comments. And brothers and sisters often tell each other what to say or do. In fact, children with siblings tend to have more gender stereotypes than only children. Siblings teach each other how to do things and how to act in certain situations. When children are playing house, the older brother tells his younger brother what mommies and daddies do. The influences of friends and children of the same age Friends are models. Some friends may teach gender stereotypes. Other friends may show gender equality. If most of the girls like to wear dresses to school, the others may want to do the same thing. If most of the boys play soccer, the other boys may learn to do that. Friends say when they think things are right or wrong. Another friend might say that girls and boys should get all the same chances. Friends often play with children of the same gender. Young children tend to play with same-sex children. That lasts until the early adolescent years. Girls and boys may gather in single-sex groups on the playground and do the same things. Children may invite only same-sex children to their houses to play. Media Influences Media use stereotypes. Television, radio, magazines, and computer software often show men and women in limited roles. The female characters in Disney movies are very feminine and pretty. They often need to be rescued by men. Media encourage stereotypes in commercials. Advertisers make commercials to be of interest to male or female audiences. The target audience is different for different products. Sports equipment tends to be advertised by male actors. Beautiful women are in many commercials even though they are not related to the product.

2: Parental Influences - Treatment Solutions

Parental Influence on the Emotional Development of Children. by Bethel Moges and Kristi Weber. When most people think of parenting, they picture changing diapers, messy feeding times, and chasing a screaming child through a crowded grocery store.

One answer is that they are modelling the behaviour of their own parents, having learned how to parent in the course of being parented. Yet another major determinant of their behaviour lies in their general attitudes as well as specific beliefs, thoughts, and feelings that are activated during parenting: Subject Child-rearing attitudes are cognitions that predispose an individual to act either positively or negatively toward a child. Attitudes most frequently considered involve the degree of warmth and acceptance or coldness and rejection that exists in the parent-child relationship, as well as the extent to which parents are permissive or restrictive in the limits they set for their offspring. Researchers have also studied more situation-specific thoughts or schemas – filters through which parents interpret and react to events, particularly ambiguous ones. These include cognitions such as beliefs about parenting abilities, expectations about what children are capable of or should be expected to do, and reasons why children have behaved in a particular way. Problems The influence of attitudes on parenting behaviours has been a favourite topic of investigation, with research suggesting that linkages are generally of a modest nature. For example, parents might endorse or value being warm and responsive to children, but have difficulty expressing those feelings when their child is misbehaving. As a result of this realization the study of parent cognitions has been widened to include more specific ways of thinking. Research Context The study of parent attitudes, belief systems, and thinking has taken place along with changing conceptions of child-rearing. These changes have emphasized the bidirectional nature of interactions, with children influencing parents as well as parents influencing children. Key Research Questions Which parental attitudes result in the best child outcomes? Recent Research Results A large body of research on attitudes indicates that parental warmth together with reasonable levels of control combine to produce positive child outcomes. Although not strong, as noted above, the results are consistent. Researchers have noted that what is seen to be a reasonable level of control varies as a function of sociocultural context. As an example, parents look for reasons why both they and their children act the way they do. These attributions can make parenting more efficient when they are accurate. These negative feelings distract parents from the task of parenting, and make it more difficult for them to react appropriately and effectively to the challenges of socialization. For example, Bugental and colleagues have studied mothers who believe their children have more power than they do in situations where events are not going well. They send confusing messages to their children, with the result that children stop paying attention to them as well as showing a decrease in cognitive ability. Similarly, mothers of infants who are low in self-efficacy, that is, do not believe they can parent effectively, give up on parenting when the task is challenging and become depressed. They are cold and disengaged in interactions with their babies. Mothers report higher endorsement of progressive parenting attitudes, encouraging their children to think and verbalize their own ideas and opinions, whereas fathers endorse a more authoritarian approach. Conclusions The study of parent cognitions, beliefs, thoughts, and feelings can expand our knowledge of child development. Child-rearing cognitions influence parents to act either positively or negatively towards their children. These beliefs have been considered good predictors of parenting behaviour because they indicate the emotional climate in which children and parents operate and the health of the relationship. When the thoughts are benign, they direct positive actions. When the thoughts are accurate they will usually lead to positive actions. When they are distorted and distressing, however, they distract parents from the task at hand as well as leading to negative emotions and attributions that ultimately impair effective parenting. But problems can also arise when parents engage in maladaptive thinking. Mothers at a higher risk of child abuse, for example, are more likely to attribute negative traits to children who demonstrate ambiguous behaviour, and see this behaviour as intentional. They found that mothers who participated in the program showed improvement in parenting cognitions, diminished levels of harsh parenting, and greater emotional availability. In turn, children, two years after their mothers participated in the

program, displayed lower levels of aggressive behaviour as well as better cognitive skills than those whose mothers had not undergone such cognitive retraining. Parental attitudes toward childrearing. *Being and Becoming a Parent*. Lawrence Erlbaum Associates; Handbook of dynamics in parent child relations. Rothbaum F, Trommsdorff G. Do roots and wings complement or oppose one another? The socialization of relatedness and autonomy in cultural context. Perceived parenting style and adolescent adjustment: Revisiting directions of effects and the role of parental knowledge. Cognitive representations of power in caregiving relationships: Biasing effects on interpersonal interaction and information processing. Bugental DB, Happaney K. Being and becoming a parent. Behavioral competence among mothers of infants in the first year: The mediational role of maternal self-efficacy. Trust in organismic development, autonomy support and adaptation among mothers and their children. Hastings P, Grusec JE. Conflict outcome as a function of parental accuracy in perceiving child cognitions and affect. Bernier A, Dozier M. Bridging the attachment transmission gap: The role of maternal mind-mindedness. *Int J of Behav Dev*. Mind-mindedness, parenting stress, and emotional availability in mothers of preschoolers. *Early Child Res Q*. Parenting attributions and attitudes in cross-cultural perspective. Child physical abuse risk moderates spontaneously inferred traits from ambiguous child behaviors. A cognitive approach to child abuse prevention. Outcomes of an early intervention. The mediating effects of cortisol levels. How to cite this article: Grusec JE, Danyliuk T. Tremblay RE, topic ed. *Encyclopedia on Early Childhood Development* [online]. Accessed November 15,

3: Parental Influence on Personality | How To Adult

Now, as a parent yourself, the baton has passed to you. And who your baby will be and how he will grow subsequently is up to you. After all, in these critical first few years of life, your baby isn't just building language and communication skills - he's building his very personality.

Parental Influence on the Emotional Development of Children by Bethel Moges and Kristi Weber

When most people think of parenting, they picture changing diapers, messy feeding times, and chasing a screaming child through a crowded grocery store. But parenting goes far beyond the requirements for meeting the basic survival needs of the child, and parents have a significant influence on how children turn out, including their personality, emotional development, and behavioral habits, as well as a host of other factors. It is important for the overall development of children that parents be present enough to support them, and this support fosters confidence and growth in many areas. Here we will explore the ways parents can impact the emotional development of their children. Sometimes, just being physically present is not enough. Parents that may be nearby but that are not emotionally invested or responsive tend to raise children that are more distressed and less engaged with their play or activities. Parents should keep this in mind when considering the quality of the time they spend with their children, because if they do not invest enough of their time and commitment into pouring emotionally into their child, the child will struggle to learn how to regulate his emotions and interact with others appropriately. Alan Sroufe found that the style of early attachment relationships predicts later emotional development of children. This suggests that attachment styles are not inborn but are driven by how parents interact with their infant from birth. Longitudinal attachment studies show that children with anxious attachment were likely to be emotionally disturbed and have low self-esteem Sroufe If the form of attachment has such long-lasting impacts on children, it is clear that parents must treat their children in ways that foster secure attachment in order for the children to grow into emotionally stable adolescents and adults. An important factor in the emotional development of children is how warm caregivers are, and studies have been done to find the effects of depressed mothers on the emotional development of children. Depressed mothers have maladaptive thoughts, attitudes, and behaviors, and these, along with being in a similarly stressful environment as the mother, put a child at risk of developing his own emotional problems Sroufe The fact that depressed mothers are likely to be indifferent towards their children, put them in less social situations, and generally provide less stimulation for their children, puts the children at a disadvantage for achieving normal emotional development. A key aspect of emotional development in children is learning how to regulate emotions. Children see how their parents display emotions and interact with other people, and they imitate what they see their parents do to regulate emotions Sheffield Morris et. For example, children more prone to negative emotions or episodes of anger are deeply affected by hostile and neglectful parenting, often leading to even more behavioral problems. Difficult temperaments can become a bidirectional problem that evokes even more negative emotions from the parent if not monitored. Furthermore, how parents address the emotions of their children and respond to them affects how expressive the children feel they can be. Reacting with criticism or dismissing the sadness or anger of a child communicates that their emotions are not valid or appropriate, which can cause children to be even more prone to those negative emotions and less able to cope with stress Siegler et. This sort of emotion coaching greatly helps in reducing future problem behavior in children. In addition to being able to express their own emotions, it is important in social situations for children to be able to identify and deal with the emotions of those around them. Parents model for their children how to comfort someone who is crying or smile at someone who is smiling, but other parental behaviors also influence how their children learn to understand the emotions of others. Coming from a family with divorced parents, I Kristi can relate to this issue of background anger being a factor, because although my parents split when I was at a vulnerable age, they made sure not to fight in front of my sister and I, and I think that allowed us to have a healthier reaction to the divorce and to be emotionally well-adjusted in social interactions. Parenting decisions affect how children turn out physically, socially, and emotionally, but that is not to say parents should be obsessed with following certain steps to have a perfectly well-adjusted child. We

accept that there is no perfect formula for parents to model behavior or speak to children in certain ways to make them have a perfect emotional development experience, and that places a limit on our exploration of this subject. Parents can help their children develop into emotionally stable people by giving them a supportive environment, positive feedback, role models of healthy behavior and interactions, and someone to talk to about their emotional reactions to their experiences. References Sheffield Morris, A. The role of the family context in the development of emotional regulation. *Social Development*, 16 2 , pp From infant attachment to promotion of adolescent autonomy: Prospective, longitudinal data on the role of parents in development. Influences on Academic, Intellectual, and Social-emotional Development. Predictors of parent-infant attachment and emerging self-regulation. *Journal of family psychology*, 16, pp

4: The Power Of Parental Influence In Child Development | HuffPost Life

Parental influence, particularly during adolescence, is not always as simple and straightforward as one would like. It can be confusing.

Do the children of active parents tend to be more active? Until recently, the most common factor was thought to be role modeling--children with active parents want to emulate those same behaviors. While role modeling probably exerts some effect, recent research suggests that the nature of parental influence may be much more complex. This model was originally developed to explain parental socialization behaviors in other achievement-related areas, such as academic performance. However, it offers clear and practical applications to the study of sport and physical activity. Parents who expect that their children can be successful in sports or physical activity and who value success in this area will be more likely to influence their children to pursue this behavior. According to this model, the tendency for parents to accept gender-role stereotypes influences the nature and extent of socialization behavior. For example, parents who believe that boys should be more involved in sports and physical activities than girls may work harder to promote activity among boys. In addition, parents may encourage an apparently gifted child and may de-emphasize activity with a lesser-skilled child. In either case, the resulting socialization process can become a self-fulfilling prophecy that tracks a child into patterns of physical activity or physical inactivity. Four different socialization variables especially influence physical activity behaviors in children: Parental Encouragement Parental encouragement refers to obvious verbal or nonverbal forms of encouragement for a child to be active. There could be direct efforts to get a child to play outside or to reduce TV viewing, or indirect efforts to promote interest and involvement. Thus, parental efforts to build competence and a sense of mastery are likely to promote physical activity involvement. This could include family walks, playing catch, or practicing physical skills. While the activity itself has important benefits for physical development, the involvement of the parents also demonstrates to their children that they feel physical activity is important. Parental Facilitation Parental facilitation refers to efforts by parents to make it easier for children to be physically active. Providing access to physical activity is an increasingly important responsibility because many aspects of society make it harder for children to be physically active. Parental concerns real or perceived about the safety of parks and playgrounds and an increasing reliance on after-school programs are two factors that contribute to physical inactivity in children. Examples would be walking to the store, doing yardwork, or otherwise seeking opportunities to be physically active. While a variety of factors contribute to this effect, it is likely that declining levels of physical activity exert a major influence. Many professionals have sought answers to why children become inactive with age, but it is really not a surprising trend. In some ways, society has engineered physical activity out of our lives and made it easier for people to be inactive. Children who may be naturally active at young ages learn through a variety of socialization influences to adapt to the sedentary patterns of living that our culture embraces. Parents who encourage, facilitate, and role model physical activity and who participate with their children can help them avoid the trend toward inactivity as they approach adolescence. In past generations, children typically walked to school and played outside after school. Today, the majority of children are driven to school and are in extended day programs after school. Because of these changing trends, parents need to make a more concerted effort to help their child develop an active lifestyle. Parents may accept responsibility for socializing their child to have good manners and to be considerate of others but may not consider the physical domain as part of their responsibility. Many may assume that children receive their physical education through school. While physical education provides children with a variety of educational and behavioral experiences, the limited amount of time in the curriculum is not sufficient for promoting activity or fitness. For children to develop active patterns of living, it is important for them to receive activity-promoting messages and experiences at home. Parents can clearly have a major impact on the development of active lifestyles in their children. Because activity patterns have been found to track over the lifespan, efforts to promote activity at a young age can have major public health benefits Malina, To make use of this potential intervention target, more work is needed to characterize and document the nature and extent of parental influence on physical

activity behavior in children. This project has been funded at least in part with Federal funds from the U. The content of this publication does not necessarily reflect the views of or policies of the U. Department of Education nor does mention of trade names, commercial products, or organizations imply endorsement by the U. ERIC Digests are in the public domain and may be freely reproduced. Parental and peer influences on leisure-time physical activity in young adolescents. *Research Quarterly for Exercise and Sport*, 63 4 , EJ Bandura, A. The exercise of control. *American Journal of Health Promotion*, 12, *Journal of School Health*, 66 2 , EJ Brustad, R. Attraction to physical activity in urban schoolchildren: Parental socialization and gender influences. *Research Quarterly for Exercise and Sport*, 67 3 , Guidelines for school and community programs to promote lifelong physical activity among young people. *Journal of School Health*, 67 6 , EJ Craig, S. Psychosocial correlates of physical activity among fifth and eighth graders. *Preventive Medicine*, 25, Gender differences in sport involvement: *Journal of Applied Sport Psychology*, 3, Familial aggregation in physical activity. *Research Quarterly for Exercise and Sport*, 62 4 , *Research Quarterly for Exercise and Sport*, 69 2 , Tracking of physical activity and physical fitness across the lifespan. Influence of parents physical activity levels on activity levels of young children. *Pediatrics*, 2 , Determinants of exercise in children. *Preventive Medicine*, 22, Overweight children and adolescents: Description, epidemiology, and demographics. *Pediatrics*, 3 , A prospective study of the determinants of physical activity in rural fifth-grade children. *Preventive Medicine*, 26, *Journal of Sport and Exercise Psychology*, 19, The youth physical activity promotion model: A conceptual bridge between theory and practice. Author, Title or Subject:

5: Positive & Negative Influences of Parents on Their Children | How To Adult

The hard part of this process is the beginning because before the positive parental influence can be claimed, the negative influence must be acknowledged, and this requires rationalization.

However, studies show that, despite the fact that some learned preferences in utero last for a small window of time after birth, these preferences are not enduring and will fade before making a lasting impact on the child. However, scientists have also concluded that this increased stimulation is unnecessary, and a normal amount of stimulation that a fetus will have just by having the mother live a normal life is more than enough. An Authoritative Parenting Style As a parent, one of the greatest influences you can have on the development of your child is the parenting style that you employ when interacting with them. Developmental psychologist Diana Baumrind developed a classification of four parenting styles based on the behaviors and actions of parents and how they affect child development. Many recognize the authoritative parenting style as the most suitable for proper parenting that generally yields positive results in behavioral development in children. Authoritative parenting is defined by parents that are both demanding and supportive of their child. Parents set known expectations for their child in a variety of arenas including academic achievement, social behavior, and familial relationships. Authoritative parents are responsive and accepting of their children, but also enforce a sense of control and authority over their children. Enforcing control while still maintaining a sense of acceptance may seem like a difficult balance to sustain. However, there are various methods you can use to do so. First, it is important that your child maintains a consistently high sense of self-esteem throughout their lives, most importantly their childhood and adolescence. Toddlers and little kids generally have few self-esteem issues, however, the beginning of school and adolescence brings about an onslaught of self-esteem issues stemming from the physical and social changes associated with puberty. Kids begin to compare themselves to their peers in many aspects of life, which can lead to negative conceptions of the self. Those with low self-esteem tend to dwell on their negative characteristics and failures, which can lead to larger issues of depression and anxiety. To avoid this for your child during those tough teenage years, make sure to use a nurturing, democratic parenting style and constantly show affection and support. While it may seem difficult at times, you want to avoid being too overprotective of your children and allow them to develop a sense of independence and accomplishment. Parents who praise their children for working hard and expending solid effort will ultimately foster a growth mindset within their children. This growth mindset is defined by an individual who believes that his or her outcomes are attributed to effort rather than innate abilities. Additionally, these children enjoy challenges and persist despite failure. Parents should avoid praising or criticizing children based on their individual traits, as this will encourage the development of a fixed mindset within children. In this fixed mindset, children will base their sense of self worth on approval from others, and will ultimately seek out situations in which they cannot fail. They believe that success or failure is attributed to aspects of the self, and that their intelligence is static and unable to develop further. An important aspect of child behavior formation is operant conditioning, an idea popularized by B. As a parent, there are various ways one can influence the types of behaviors a child exhibits, such as reinforcement and punishment techniques. In operant conditioning, learning depends on the temporal proximity of association. Therefore, a response must occur soon after the action, especially in the case of infants, in order for the child to make the association between the consequence and action. If a parent wants to increase the frequency of a certain behavior, they should respond with reinforcement. One type of reinforcement is positive reinforcement, which is generally considered to be a physical or psychological reward that increases the likelihood that a behavior is repeated. For example, if a child cleans their room one morning without being asked, a parent may praise the child and give the child a candy bar, ultimately increasing the probability that the behavior will manifest itself again. However, parents must be careful to not reinforce negative behavior. An example of this would be when a child throws a tantrum in a grocery store and a mother gives them a candy bar so they will be quiet. This makes the child realize that he or she can still get rewards from bad behaviors and they will continue such behaviors. All parents can agree that their children exhibit various behaviors that they would like to occur with

less frequency, such as a child throwing a tantrum. In these cases, punishment, both physical and psychological, can be effective in working to extinguish certain behaviors. An example of a punishment may be grounding a child, putting them in time-out, or taking away certain privileges. While punishment and reinforcement are effective tools in helping children to perform certain behaviors with greater or less frequency, they can ultimately only be effective if parents are consistent. Therefore, parents must be sure to always reinforce positive behaviors and punish negative ones and must avoid intermittent reinforcement. Intermittent reinforcement is defined as an inconsistent response to the behavior of another person, for example, oscillating between punishing an unacceptable behavior and rewarding it. Intermittent reinforcement can be confusing for the child and is ultimately ineffective for the parents because it makes bad behaviors much harder to extinguish. Furthermore, it is important for parents with multiple children to be consistent with all of them. It is known that humans are imitators and will imitate the actions of others. Therefore, if a sibling witnesses another sibling perform an unacceptable behavior that is not punished by the parent, that individual will be more likely to exhibit the same behavior because he did not see it punished. In short, parents have an enormous influence over the behaviors that their child exhibits. In fact, many learning theorists emphasize the role of external factors such as reinforcement and punishment in shaping personality and behavior. Thus it is important for parents to always respond with either reinforcement or punishment, and to be consistent with these responses. References Saxon, Jill, and Robert S. How Children Develop, 3rd Edition.

6: How Peer and Parental Influences Affect Meal Choices - eXtension

If teens do not come to their parents for advice or support when they face difficult situations in life, there's usually a reason. Most likely, it is because the parent is not a good listener.

He may not have known it, but he was hitting upon a hot debate embroiling researchers and experts from across a variety of fields. That debate concerned the importance of our early experiences and just what causes some people to go on to illustrious success while others languish, why some people seem to defy all odds and excel, while others, despite one opportunity and benefit after another, never seem to get off the starting block. More to the point, what I have learned as a human behavior expert and child development specialist is that our interactions with our parents form the crucible for our growth. Through these interactions, we learn what is good and bad, right and wrong, who we are and who we are to be. So, although your genes lay out a blueprint for your potential development, they do not determine the way in which you will grow. Instead, it is the environment your parents create that instructs and directs your genes by enhancing some and turning off others. In other words, parents are the true gene therapists. Now, as a parent yourself, the baton has passed to you. And who your baby will be and how he will grow subsequently is up to you. You are a key co-author in the book of his life. This is a heavy responsibility that can cast fear into the hearts of even the most confident of parents. So when people learn of my background, I tend to hear the same three questions again and again: How can I raise an emotionally well-adjusted child? My answer always begins the same way: As mother or father, the ultimate responsibility for the trajectory your child takes in life is yours. But the good news is, you have everything you need to give your baby what he needs. But what he does need is a supporting, stimulating environment: Why are these important? Because an environment that is deliberately filled with warmth and stimulation fosters the neural connections in his brain responsible for thought, emotion, and behavior. Like many other kids, Anna started piano lessons at age 7, taking them from her dad, while Sammy looked on. Leo was pleased to see how quickly Sammy caught on. Leo went to great lengths to make the piano lessons fun. But he also had high standards for his children, making sure they practiced daily and also learned to play correctly, with the right fingers on the right keys and with the right tempo, among other things. The kids also learned composition, music theory, and other instruments, as their abilities allowed. Surely he had a natural aptitude for music. But that was not the only ingredient, by far. So, even as you gaze at your sleepy newborns placid face, know that inside, his brain is constantly developing, influenced almost equally by both the genetic codes he received from you and your partner as well as by the experiences you provide him, which affect the expression of those genes. Although there is nothing you can do at this point about the genes your baby has inherited, there is much you can do to provide the nurturing he needs and an environment that fosters his growth. When you use your parental power to do so, you can help your child become the best that he can uniquely be.

Echoing memories. Fourteen Days to New Vigor and Health Global economy in the 1990s Orbital dystopia Raposo, Bradley Invisible Connections 3rd grade guided ing level q Clayoquot Mass Trials Women of color in the management pipeline Breaking the science barrier V. 4. The big squeeze! Reversible Mao a Inhibitors As Antidepressants Reply to an order by the Chicago city council for information respecting improvements made under the 1907 Exception to the Rule Plenipo and the devil Understanding style Related business, accounting and information technology/ Film superlist, 20,000 motion pictures in the U.S. public domain Nightmares in red white and blue Womens equal rights and participation in the Thai bureaucracy Supin Kachacupt Lets write a short story joe bunting To the Tashkent station Discovering relationships With words that once were his Bodily healing and the atonement Yes or No Reading: Grade 1 : Animals and More The Scarecrow Video movie guide Ecumenical experiences Encyclopedia of disability and rehabilitation Test as You Write the Code Applied mechanics statics books Small Treasures: Three Complete Novels Geographical Boundaries of British India Beekeeping in northern climates manual Mind-bending notes : can music make us smarter? The Book of Karma Michelin THE GREEN GUIDE Mexico Guatemala Belize, 1st (THE GREEN GUIDE) Suzane Northrop Live X Window Programming From Scratch (From Scratch) Chippenham and Bradford-on-Avon Mental health bill 2017