

In this essay I am going to be discussing social and emotional development and how it strengthens a desired learning within the child and promotes positive behaviour and can affect the judgements the children make within the school environment and outside of that environment and the effect it can have on the child's emotional and social development! In this essay I am going to be discussing the effects that the surroundings and individuals around the child can have an effect on the child's confidence while their relationship they develop with their caregiver has an effect on the children develop mental process.

Psychologist J. Bowlby was best known for his studies on attachment theory he was the first to develop the saying of "maternal deprivation" J. Bowlby (1958) Attachment theory within psychology began with the influential studies done by John Bowlby (1958). Sometime in 1930's John Bowlby was working as a psychiatrist in a Child Guidance Clinic in London, where he handled and cared for a lot of emotionally disturbed children because of this knowledge it directed J. Bowlby to reflect on the significance that a adolescent's relationship with their mother in words of a children's all round development including social, emotional and cognitive development, particularly it formed his certainly around the connection concerning if a child is separated from their mother at an early age then a failure to cope with the difficulties of an everyday social environment. As he thought if a child was took away from their mother at an early age that it can cause psychological damaged this backing the belief that if a child is deprived of a social connection and the experiences they have at an early age of the child's life therefore the child is going to be more probable that the child will be less confident in social settings than children who have not been deprived of a social connection etc this can lead to them finding it harder adjusting with an educational setting. The early years foundation stage (2012) says "Development is not an automatic process, however. It depends on each unique child having opportunities to interact with positive relationships and enabling environments" being a unique child highlights that in fact children all develop at different speeds and they do not all develop at the same rate developing relationships through different individual's and being in a the presence of a reassuring setting assists with the development of a child's social and emotional growth it is not only at home that helps with a child's development school is a big part of a child's day to day life spending around 6 hours a day there school is essential setting where emotions should be recognised as natural, non-hostile, talked about without restrictions involved or feeling like they cannot discuss , expressed secure approaches. An effective scheme they now do in school is SEAL which stands for social, emotional aspects of learning, which is a school curriculum which centres in the development and the presentation of their social and emotional skills. They also take into account the needs of each child that can be successful within the setting, offering encouragement to the child and for the child to apply the tactics that is highlighted. It is significant that teachers, parents etc recognise that adolescent can grow at dissimilar speeds one child emotional development can be totally different to the next. It can be the same with social development If a child isn't around enough social situations at a young it can have an effect in the confidence within social setting like in the classroom, parties etc. The Attachment theory developed from psychoanalytic psychology, in spite of this it is applied in social work in an effort to comprehend the behaviour in babies and through their adolescent years to demonstrate the circumstances of how children grow emotionally (J. Walker 2009). This concept focuses at the impression that children must

develop dependable connections with the people around them, like their parents/caretakers, because it is a significant factor to a child's emotional development. Social connections or relationships that grow at an early age are thought to impact the child's life and can affect their well-being and influence a child's emotional and social solidarity in their adulthood. Therefore, attachment is perceived as a biological component within baby's, toddler's and adolescent, because these incidents can form a child's character and individuality in adult life. (J. Walker & K. Crawford, (2010). If the encounter of attachment that occurs are not positive then the individual will not acquire sufficient connections with the people around them it can have harmful results on their mental and emotional development (J. Walker, (2009). On the other hand, while J. Bowlby (1958), offered a significant influence when it comes to attachment Bowlby studies can be disapproved of in several aspects. Since Bowlby had a tendency to emphasis all his research on a single key person with attachment, which was frequently on the mother which can be wrong as children can develop relationships with more people than just the mother for example their father or grandparent could be more of a key person it is important to develop connections with other people in their lives other than the attachment figure who is the key caregiver to them as when they grow older this could lead to them depending solely on one person meaning that they find it harder to develop relationships with other people affecting their social and emotional development in t child's life. (J. Walker & K. Crawford, (2010). Psychologists have claimed for numerous centuries about its theories when it comes to nature vs nurture, and which is perceived as the more essential key in that is responsible or why one person's personality can be totally different to the next person or how two people's behaviour can be total opposites. The majority of up to date psychological studies at present accept that equally biological and environment circumstances are linked to shape children's character. Also, it is also shows that psychologists are positive that temperament is present from the birth of children as you can see the personality characteristics you can see from a couple of months old. though, attachment theory remains connected with the child's interpretation of relationships and the significant it could have in later life for self-concept and the outlook within the social world. Attention to this area of research of a child's temperament has developed progressively over the current years. As initially there were several differences when it came to the effects on the child's later life and their social development. It is recognised that babies are born with an individual one-off type of connection through temperament, the outcome created the individual's reaction to what people are around them and settings they are in. Temperament is a person's specific to their behavioural style and the means in which they respond to their feelings. Temperament impacts how the babies responded to their early atmosphere they are in. The behaviours that the family shows to the child in which the family responds are what the child's temperament leans towards. There are 3 fundamental styles when it comes to a baby's temperament says Thomas and Chess, (1991) they are first 40% are easy babies, the second is slow to warm up babies 15% and the third is difficult babies said to be 10%. Meaning the environment, the child is around can have an effect on the children's temperament. everyone, as well as kids, are equipped to understand and show their different emotions. Emotional development is connected to a child's growing capability to identify their emotions, separate them, cope with their emotions and be

conscious of and react to the emotions of other people. Development of these capabilities over a period results in the child's level of "emotional intellect," which is a significant notion which implies children can develop and be capable in what way a child can manage and show its own feelings and how to handle the feelings of others. Emotional development connects how we see, sympathize and pick in what why we feel, think or act. It forms our awareness of our connections to people. People instinctively show signs of embarrassment by blushing, going red, their voice can change the capability to identify when these feelings show they are useful when it comes to having relationships with people around you as it is helpful as it shows other people how your feeling and that way they know how to react back to them emotions. The main abilities related to emotional intellect consist of the consciousness of their own feelings, and trying to handle their feelings in encouraging manner, understanding people's feelings around you an empathizing with them. emotions and empathy or reaching out to others emotionally. Building these qualities are more likely when the child is in home with parents/caregivers show these emotions around them.

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