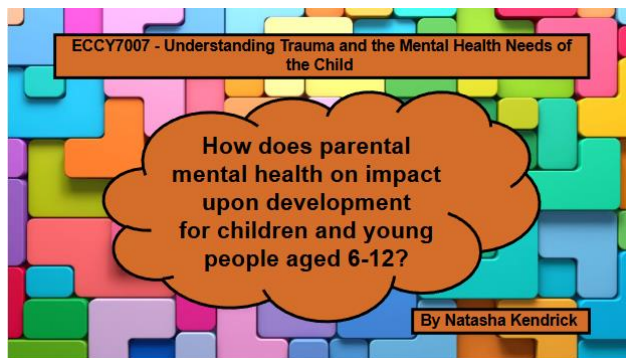


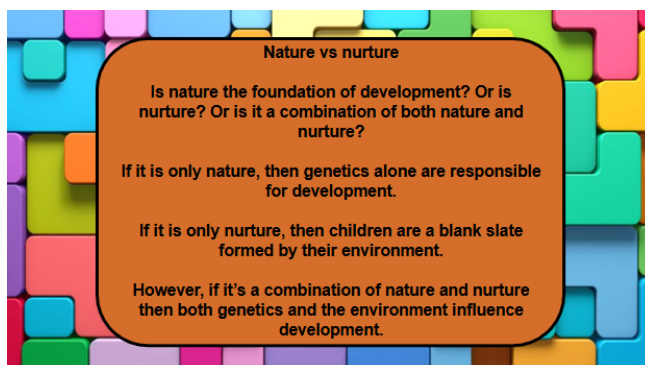
Slide 1:



This presentation is about the impact that parental mental health problems can have on the development of children and young people aged six and fourteen years old.

To explore the impact that parental mental health has on development, it is important to consider the different theories and research that form current understandings of development.

Slide 2:



Is nature the foundation of development? Is nurture? Or is it a combination of both nature and nurture that determines development?

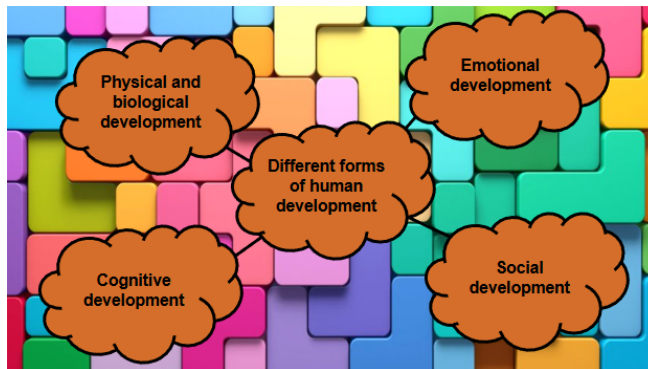
Historically it has been argued that the way in which a person develops is based on genetics without any impact from the environment, known as a person's nature (Harris, 2009, cited in Burton, 2014).

The opposing argument is that experience is the fundamental factor of development with the assumptions that babies are bank slates to be shaped by their parents and environment. This is known as nurture (Pinker, 2002, cited in Burton, 2014).

The reality is that both nature and nurture are factors of development in that the genetic materials in which a person receives from their parents are then

activated because of their environment and experiences which combined, determine their development (Rutter, 2002, cited in Burton, 2014).

Slide 3:

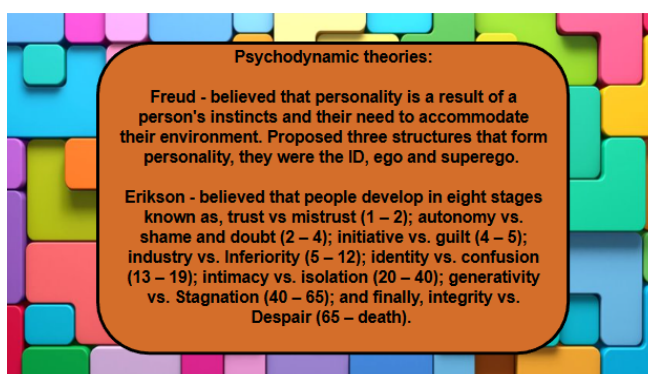


There are many different theories regarding child development that inform understandings of the way in which different factors can impact upon a child's development.

Development is largely influenced by their experiences, as they allow them to meet their developmental milestones and progress onto the next ones. However negative experiences can lead to a regression in development or cause the person to get stuck on their current developmental milestone without being able to progress (Burton, 2014).

It is thought that development in humans occurs in physical and biological changes that include being born, growing and going through puberty. Emotional development occurs via the process of learning how to manage and recognise emotions. Social development is the result of experiencing relationships with friends and coping with transitions. Finally, cognitive development is the process of thought and the acquisition of language, reading skills and problems solving skills (Burton, 2014).

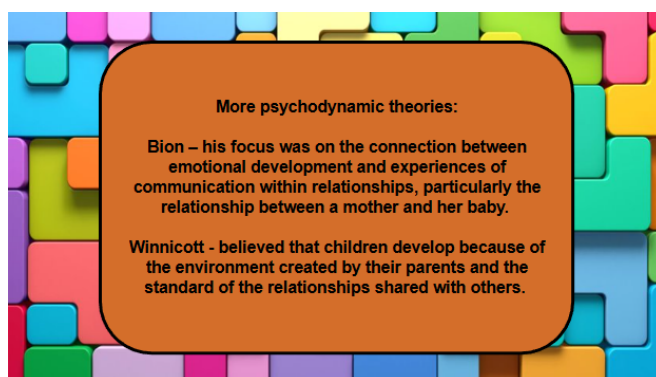
Slide 4:



Theories from different domains have been developed to explain childhood development, they are psychodynamic theories, behavioural learning theories, social learning theory and cognitive theories. Here we explore psychodynamic theories developed by Freud and Erikson. Freud believed that personality is a result of a person's instincts and their need to accommodate their environment. He stated that a person's experiences in the beginning of their lives were a fundamental part of their development. Freud proposed three structures that form personality, they were the ID, ego and superego. The ID is made up of a person's base desires, while the ego is the combination of memory, logic, perception and problem solving that is based on socially acceptable ways to fulfil needs. The superego then is a person's conscience which is formed because of values learnt from parents and society and is thought to negotiate between the ID and ego to find a suitable middle ground (Burton, 2014).

However, Erikson believed that people develop in stages due to the way that they resolve a crisis they are faced with at each stage of development. He believed that successful development was the result of a balance of experiences in the eight stages of psychological development (Burton, 2014). The stages he suggested were trust vs mistrust, which takes place in infancy between one and two years old; autonomy vs. shame and doubt, which occurs in early childhood between two and four years old; initiative vs. guilt, which takes place during preschool when children are aged four to five; industry vs. inferiority, which happens when children are school aged between five and twelve; identity vs. confusion takes place in adolescence between thirteen and nineteen years old; intimacy vs. isolation is part of early adulthood between the ages of twenty and forty; generativity vs. stagnation occurs in adulthood from forty to sixty-five years old; and finally, integrity vs. despair is the aspect of maturity from the age of sixty-five until death (Thompson, 2021).

Slide 5:

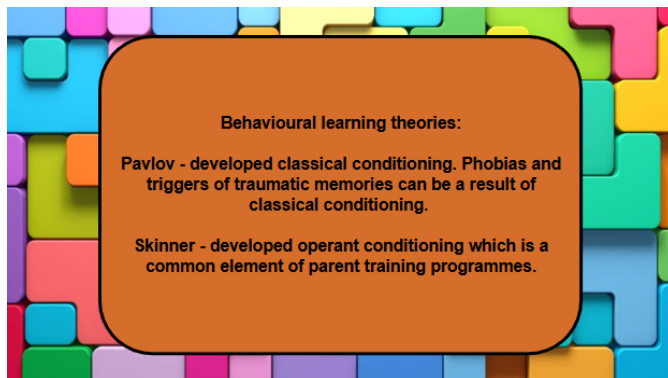


There are two more examples of psychodynamic theories developed by Bion and Winnicott. Bion's focus was on the connection between emotional development and experiences of communication within relationships. In particular, the relationship between a mother and her baby. He believed that infants developed emotionally by the mother expressing thoughts and thinking on behalf of the infant which teaches

them how to think by themselves until they can communicate together and both influence communication (Burton, 2014).

However, Winnicott believed that children develop because of the environment created by their parents and the standard of the relationships shared with others. According to him negative experiences were the fault of the parents and had dire consequences leading to the development of mental health problems (Burton, 2014).

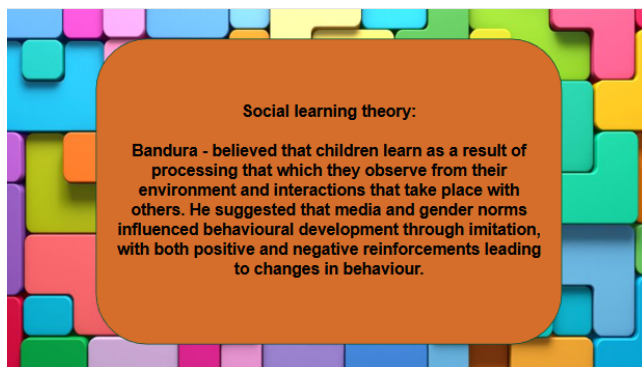
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Here we look at behavioural learning theories developed by Pavlov and Skinner. Pavlov developed classical conditioning which is the term for creating associations between a stimulus and an event, such as a smell/sound with an experience. Phobias and triggers of traumatic memories can be a result of classical conditioning (Gibson, 2006, cited in Burton, 2014).

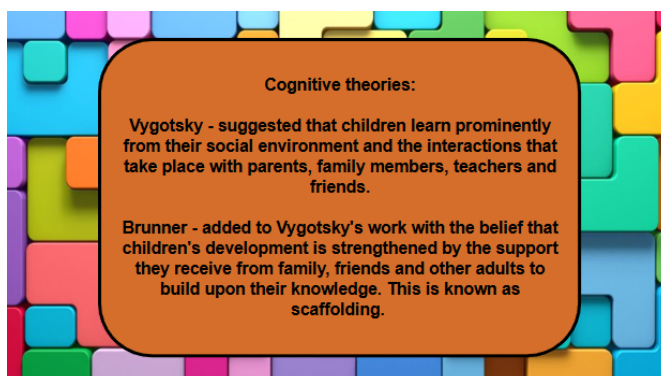
To build upon this, Skinner developed operant conditioning which is the process of combining either a reward or consequence with a behaviour in order to influence the occurrence of specific behaviours. It is thought that the reinforcement of behaviour in general can influence behaviour, whether positive or negative, however operant conditioning is a common element of parent training programmes (Burton, 2014).

Slide 7:



Next, we consider social learning theory, by looking at the work of Bandura. Bandura believed that children learn as a result of processing that which they observe from their environment and interactions that take place with others. He suggested that media and gender norms influenced behavioural development through imitation, with both positive and negative reinforcements leading to changes in behaviour (Burton, 2014).

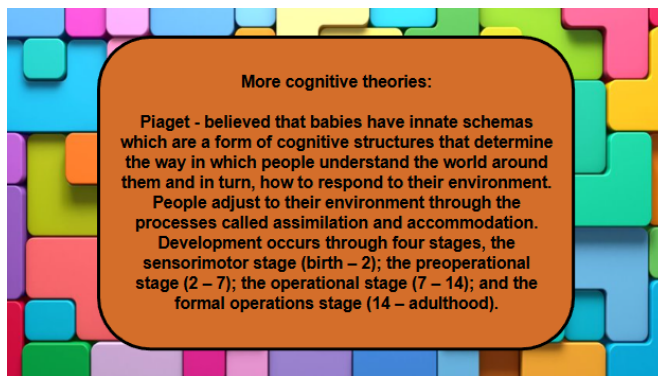
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We now look at the cognitive theories developed by Vygotsky and Brunner. Vygotsky suggested that children learn prominently from their social environment and the interactions that take place with parents, family members, teachers and friends. He believed that the learning occurred due to the internal processing of speech and observed behaviour within their social context (Burton, 2014).

Brunner added to Vygotsky's work with the belief that children's development is strengthened by the support they receive from family, friends and other adults to build upon their knowledge. This is known as scaffolding (Burton, 2014).

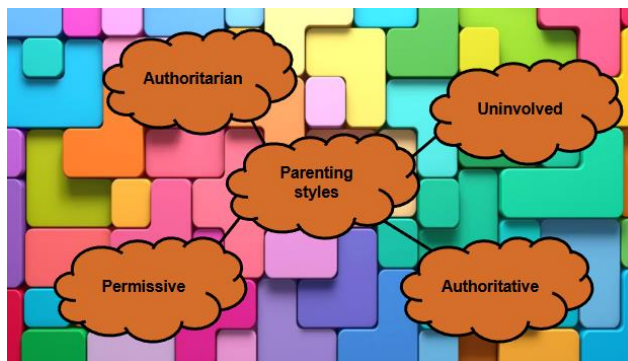
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Finally, we consider the cognitive theory developed by Piaget. Piaget believed that babies have innate schemas which are a form of cognitive structures that determine the way in which people understand the world around them and in turn, how to respond to their environment. This occurs in the form of reflexes, which babies use to control their environment. As they develop, their innate schemas are replaced and eventually become constructed schemas. There are ways in which a person will try to adjust to their environment through the processes called assimilation and accommodation. Assimilation is when there is an attempt to adapt or make use of the environment to suit the cognitive structures that already exist. Whereas accommodation is necessary to adapt the pre-existing cognitive structures to accept the environment (Thompson, 2021).

Piaget suggested that children develop through four stages of development. The sensorimotor stage which takes place from birth to two years old; the preoperational stage, occurring from age two to seven; the operational stage, from age seven to fourteen; and the formal operations stage which takes place from fourteen years old to adulthood (Thompson, 2021). Of important consideration here when focusing on development between the ages of six to fourteen years old is the preoperational stage and the operational stage. The preoperational stage involves the development of more creative and imaginative play which can involve inanimate objects symbolizing real life. Children in this stage are also egocentric in that they feel that they are the centre of everything and that rules are unequivocal. They can also blame themselves for upsetting experiences even when they are not responsible. The operational stage is when children develop logic and learn that a substance changing form does not change the amount, such as water poured from a small cup to a larger cup will still contain the same amount of water (Thompson, 2021).

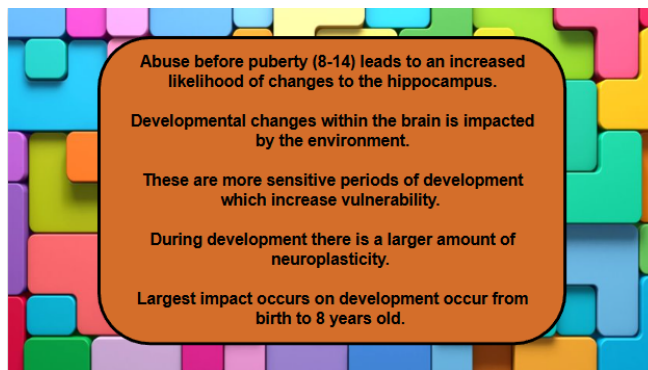
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To understand impacts upon children's development, we can consider different parenting styles. A parenting style is the way in which a parent cares for their child and teaches them how to be part of society. There are four different parenting styles, authoritarian, permissive, uninvolved, and authoritative. An authoritarian parent focuses on obedience and control and uses punishments and order, to control the child and even removes affection as punishment. The permissive parent is arguably the opposite in that they provide affection and warmth while allowing the child to do as they wish with very little expectations of the child or boundaries in place. A parent that would be considered as uninvolved, would only meet the child's very basic needs without meeting their emotional needs or teaching them how to function as a part of society. However, an authoritative parent is more balanced in their emotional availability and the boundaries in place. Children of authoritative parents are allowed to be more independent and follow their own learning interests (Maccoby and Martin, 1983, cited in Hooper, 2021).

Further research supports this categorization of parenting styles, however it was highlighted that there were some issues with the research. There was a lack of diversity in the population meaning that there may be some differences across cultures; the research depended on self-reported measures that aren't always reliable; distinct categories with no overlap are unlikely to be accurate with parents likely shifting between parenting styles; and the impact that a family's social class and income can have on child development is not considered (Hooper, 2021). Research conducted by Pinquart and Kauser (2018, cited in Hooper, 2021) stated that children from all cultural backgrounds experienced a minimum of one positive outcome from authoritative parenting, while there was a minimum of one negative outcome for those that experienced authoritarian parenting. Children's behaviour is influenced by the parents' response to their child's behaviour based on whether it is ignored, punished or validated (Hooper, 2021).

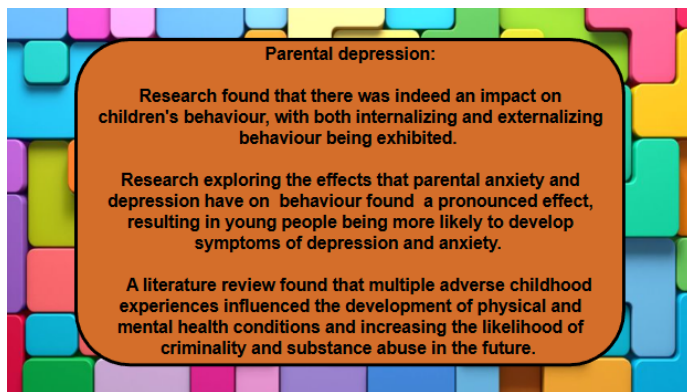
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Developmental changes can occur when children and young people are exposed to maltreatment from parents or caregivers. It has been reported that people that are exposed to abuse before they reach puberty (ages eight to fourteen), are more likely to experience changes to the hippocampus (Andersen, 2015, cited in Waite & Ryan, 2020). Experiences are required for individuals to learn. The brain is prepared to develop based on environmental experiences. When this happens it is a sensitive period which determines whether normal development occurs (Cicchetti et al., 2015, cited in Waite & Ryan, 2020). During the sensitive period, there is a larger amount of neuroplasticity increasing vulnerability. The period in which the environment has the largest impact on the development of the hippocampus is from birth to eight years old (Waite & Ryan, 2020).

Research has explored the way that adverse childhood experiences could impact upon academic achievement for children aged seven to eleven years old and found there to be a reduced likelihood of meeting expected grades when exposed to a home environment where adults suffered with alcoholism/mental health problems, death, poverty and abuse. This was particularly true of children that had been exposed to multiple adverse childhood experiences (Evans et al., 2020). Other research focusing on primary school aged children found that adverse childhood experiences increased the risk of behavioural problems, poor attendance, and academic achievement. The results also suggested that the more adverse experiences a child was exposed to, the greater the risk of these outcomes. The study may not be generalisable due to potential bias in the way in which the data was reported, as well as to lack of diversity in participants within the study. It does however support previous research, suggesting that the findings are reliable (Blodgett, & Lanigan, 2018).

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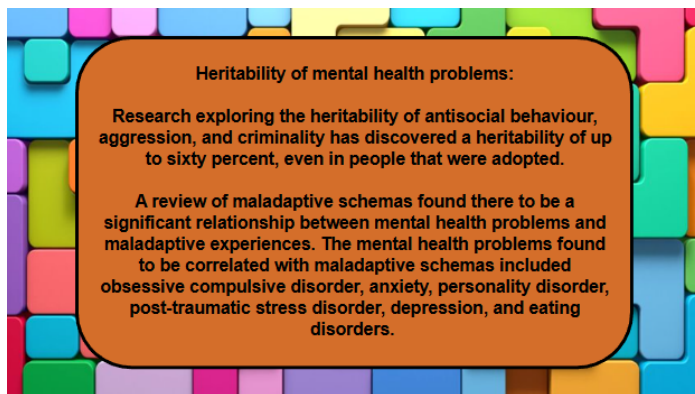


One example of a mental health problem experienced by parents and caregivers that can have a large impact on children and young people's development is depression. A link exists between parental mental health and neglect along with negative outcomes for children and young people (Mustillo et al., 2011). Research focusing on the impact that caregivers suffering with depression could have on a child's behaviour over time found that there was indeed an impact on children's behaviour, with both internalizing and externalizing behaviour being exhibited. However, as the children got older, their externalizing behaviours decreased while the internalizing problems stayed the same (Mowbray et al., 2018).

A review of the research exploring the effects that parental anxiety and depression could have on a young person's behaviour found there to be a pronounced effect, resulting in young people within the studies being more likely to develop symptoms of depression and anxiety disorders themselves. Behavioural problems were also found to be more likely to develop in the cases of maternal depression, with there being an impact upon social and cognitive development. There were also results suggesting that paternal depression could influence the development of behavioural problems, however the research in paternal mental health impacts was a lot more limited (Gabriel & Antonietto, 2020).

A literature review investigating the way that adverse childhood experiences impact upon an adults physical and mental health and life outcomes found that multiple adverse childhood experiences influenced the development of both physical and mental health conditions as well as increasing the likelihood of criminality and substance abuse in the future. The findings also indicated an increased likelihood of developmental delays, poor academic achievement, homelessness, and poorer quality of life for people exposed to multiple adverse childhood experiences. The fact that this is a literature review suggests that the data analysed was older so therefore may not fully capture the current outcomes of adverse childhood experiences (Burgess, 2021).

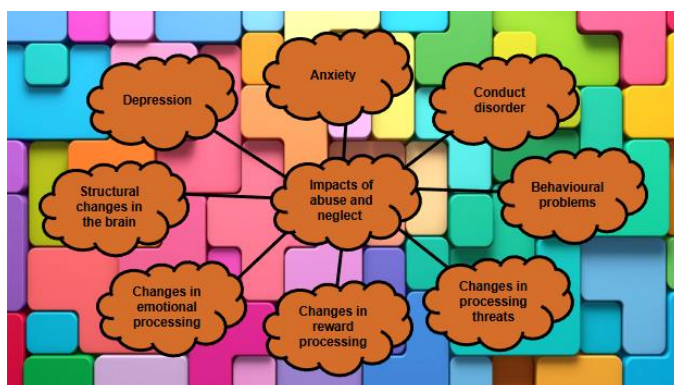
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There appears to be a level of heritability for mental health problems. For example, research carried out exploring the heritability of antisocial behaviour, aggression, and criminality has discovered a heritability of up to sixty percent, even in people that were adopted (Mealey, 1995; Mednick et al. 1984; Cadoret et al. 1995, cited in Gerhardt, 2015).

In addition to this, a research review assessed the heritability of maladaptive schemas and the way in which they develop as well as how the ones developed by parents can influence upon schemas within their child. They found there to be a significant relationship between mental health problems and maladaptive experiences. The mental health problems found to be correlated with maladaptive schemas included obsessive compulsive disorder, anxiety, personality disorder, post-traumatic stress disorder, depression, and eating disorders. The occurrence of adverse childhood experiences and poor parenting significantly influence the likelihood of developing maladaptive schemas. Parents early maladaptive schemas correlated variably with the ones developed within their children, depending on attachment style, experience of adverse childhood experiences, and gender (Sójta & Strzelecki, 2023). Therefore then, both heritability and experience influence the impact of parental mental health problems and children's development.

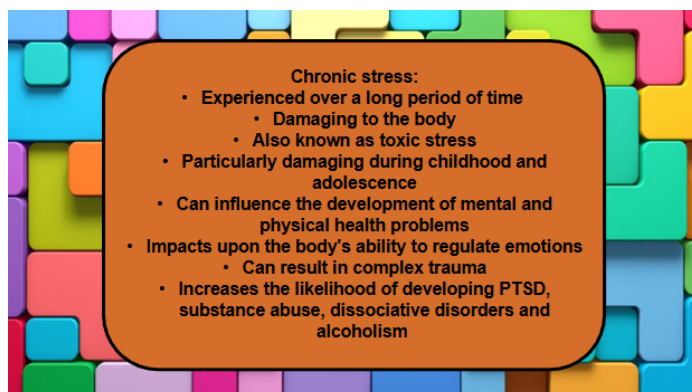
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Research has indicated that young people with a history of abuse and neglect are more likely to develop mental health problems such as depression and anxiety, alongside conduct disorder and behavioural problems (Norman et al., 2012, cited in Golm and Kreppner, 2021). Other findings suggest that the brain changes as a result of neglect and abuse, to make it possible to adapt to such an environment (McCrory et al., 2017; Teicher et al., 2016, cited in Golm and Kreppner, 2021). Such changes include the amygdala and its ability to process a threat (Teicher et al., 2016). If a child is removed from an abusive or neglectful environment, the changes within the brain that control hypervigilance are not always able to adapt once the environment has change which leaves the individual more vulnerable to developing mental health problems in the future (McCrory et al., 2017, cited in Golm and Kreppner, 2021).

There are also thought to be changes in brain functioning due to abuse and neglect in the way that a person processes their emotions, threats and rewards (McCrory et al., 2017, cited in Golm and Kreppner, 2021). The areas within the brain that are impacted and result in these effects on processing are the insula, the para-hippocampal gyrus, the superior temporal gyrus, the ventral striatum, the medial prefrontal cortex, and the ventral anterior cingulate cortex. As a result, such changes increase the risk of a person developing anxiety and/or depression (Ohman, 2005; Hein and Monk, 2017; Etkin and Wager, 2007; Teicher et al., 2016; Keren et al., 2018; Gerin et al., 2019; Etkin et al., 2015; Young et al., 2019, cited in Golm and Kreppner, 2021).

Slide 15:



Chronic stress is experienced over a long period of time and impacts upon children and young people's development. If an individual is exposed to elevated stress levels over a substantial period, then the stress is damaging to the body and is known as toxic stress. This is particularly damaging during childhood and adolescence (Blitz, Anderson, & Saastamoinen, 2016; Shonkoff et al., 2012, cited in Waite & Ryan, 2020). Toxic stress therefore can influence the development of mental and physical health problems due to impacting upon the body's ability to regulate emotions (Purewal et al., 2016, cited in Waite & Ryan, 2020).

An individual's perception of stress and their genetics also impact upon the degree to which stress influences the development of mental and physical health problems (Purewal et al., 2016, cited in Waite & Ryan, 2020). Trauma that continues persistently over an extended period, also known as complex trauma, has a significant impact on personality and relationships and increases the likelihood of developing PTSD, substance abuse, dissociative disorders and alcoholism (Brunzell et al., 2016, cited in Waite & Ryan, 2020). Complex trauma is often a result of adverse experiences and trauma committed by caregivers or individuals responsible for the child's care and results in considerable suffering (Courtois & Gold, 2009; Greyber et al., 2015, cited in Waite & Ryan, 2020).

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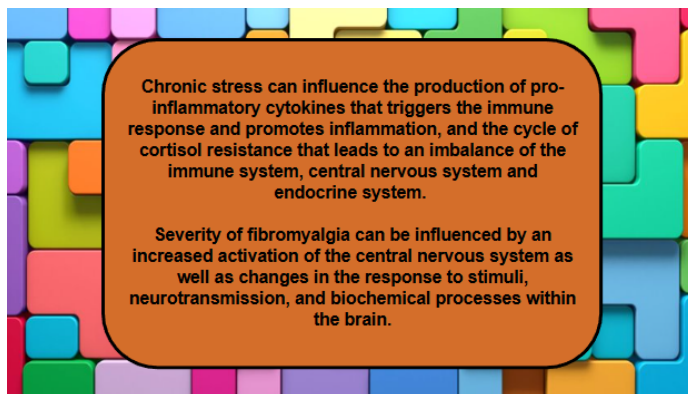


Health problems such as stroke, diabetes, obesity, cardiovascular disease, and hypertension along with mental health problems such as anxiety, depression and substance abuse are all more likely to develop due to toxic stress (Walsh & Theodorakakis, 2017, cited in Waite & Ryan, 2020).

A traumatic experience is something that is too stressful for a person to cope with in the moment it occurs. Such experiences can lead to the development of post-traumatic stress disorder (PTSD), which is both a physiological and psychological long-lasting response that is debilitating for the person living with it (Christie, 2021).

The symptoms considered to be part of PTSD are categorized into three groups known as hyper-arousal, avoidance and re-experiencing. What is known from research is that individuals that are repeatedly exposed to traumatic events are at an increased risk of developing PTSD after following traumatic experiences (Brewin et al., 2000; Ozer et al., 2003, cited in Christie, 2021).

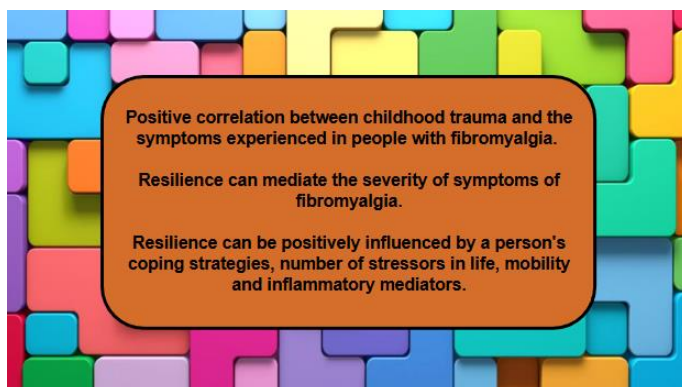
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According to research, there are interactions between chronic stress and the production of pro-inflammatory cytokines that triggers the immune response and promotes inflammation, and the cycle of cortisol resistance that leads to an imbalance of the immune system, central nervous system and endocrine system. The findings suggest a link between chronic stress and the development of diseases related to such systems (Zefferino, Di Gioia & Conese (2021).

A study carried out to explore the causes of fibromyalgia and the factors that influence severity of the condition found there to be an increased activation of the central nervous system as well as changes in the response to stimuli, neurotransmission, and biochemical processes within the brain. There was also an increase in pain when under increased amounts of psychological stress. The researchers surmised that fibromyalgia is likely caused by multiple different factors but that the central nervous system was involved with pain experiences (Sluka & Clauw, 2016).

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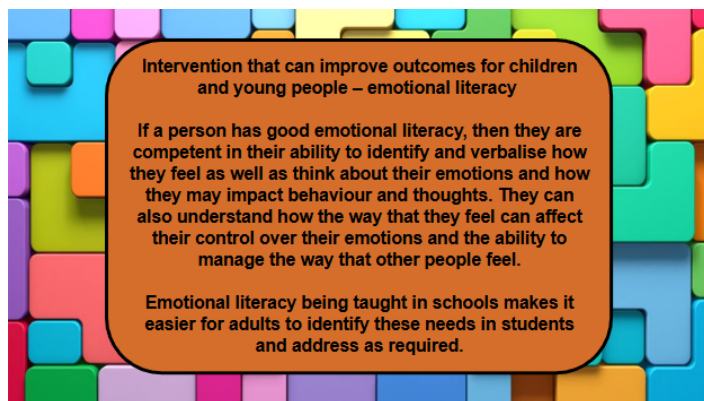


Investigations into the way in which a history of childhood trauma impacted on the symptoms experienced in people with fibromyalgia found a positive correlation. Therefore, childhood trauma did in fact influence the severity of fibromyalgia. They also found that resilience can mediate the severity of symptoms. The researchers

suggested that support in building resilience can help to reduce the impact of symptoms for people that have fibromyalgia. However, the study was small and only conducted on females so therefore it is not possible to generalise the results (Kizilkurt et al., 2021).

Another study aimed to identify which factors can influence resilience in people with fibromyalgia to reduce symptom severity. They found that a person's coping strategies, number of stressors in life, mobility and inflammatory mediators had the greatest impact on symptom severity, which in turn effects resilience (Braun et al., 2020). Such findings are promising as it suggests that interventions can reduce the impact that negative experiences have on long term health.

Slide 19:



While there are a lot of negative impacts that parental mental health can have on children and young people's development, there are interventions that can improve outcomes for children and young people. One example is emotional literacy skills. Emotional literacy is when a person has knowledge of emotions, and can understand, show and assess the way that they feel, and appropriately feel and express their emotions (Mayer and Salovey, 1997, cited in Hoyos, 2021). If a person has good emotional literacy, then they are competent in their ability to identify and verbalise how they feel as well as think about their emotions and how they may impact behaviour and thoughts. They can also understand how the way that they feel can affect their control over their emotions and the ability to manage the way that other people feel (Hoyos, 2021).

Schools focus on encouraging the development of emotional literacy with it being integrated within the education students receive and the training provided for staff to work with children that struggle with emotional literacy. According to Maslow, there is a hierarchy of needs that are required for personal growth to be possible. Firstly, a person needs to have their basic physiological needs met then their basic safety, then their sense of belonging and feeling loved, then finally, esteem. If children are not having these needs met, then they are not able to be emotionally available to the opportunities provided within schools for learning. The

implementation of learning opportunities for emotional literacy in schools makes it easier for adults to identify these needs in students and address as required. Interventions within schools to meet these needs are particularly important for children that have experienced or are experiencing adversity as when successful, it fosters self-esteem and the ability to learn (Hoyos, 2021).

Slide 20:

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