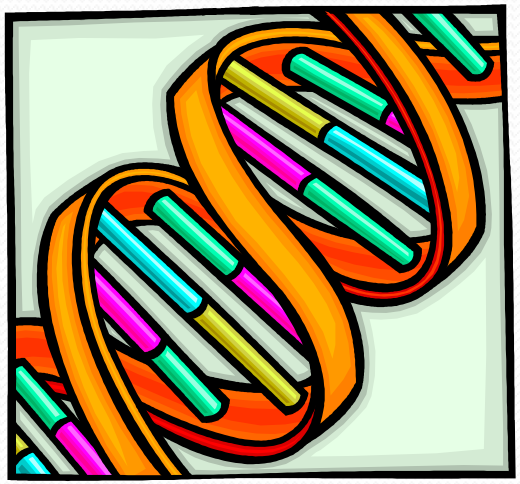
Influences on Human Development

What Influences Human Development?

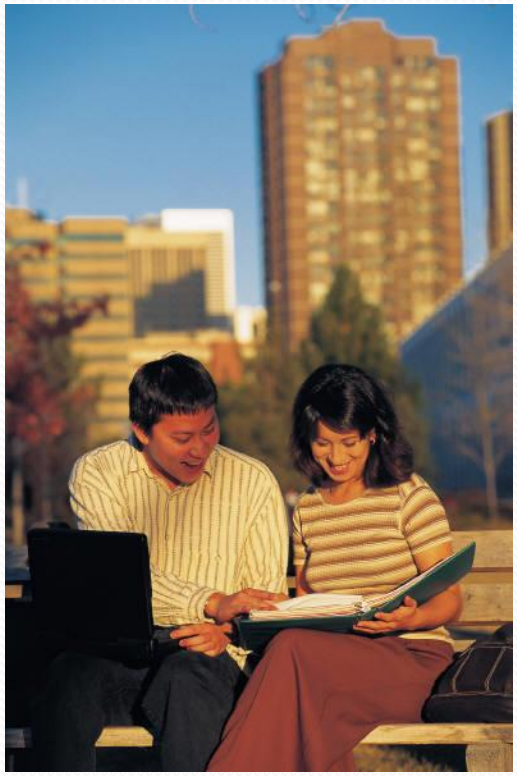
Your Genetic make up

- Deoxyribonucleic acid (DNA)
- Genes
- These contribute to your physical appearance.



Your Experiences.

- Your family.
- Your home.
- The area you live in.
- The country you live.

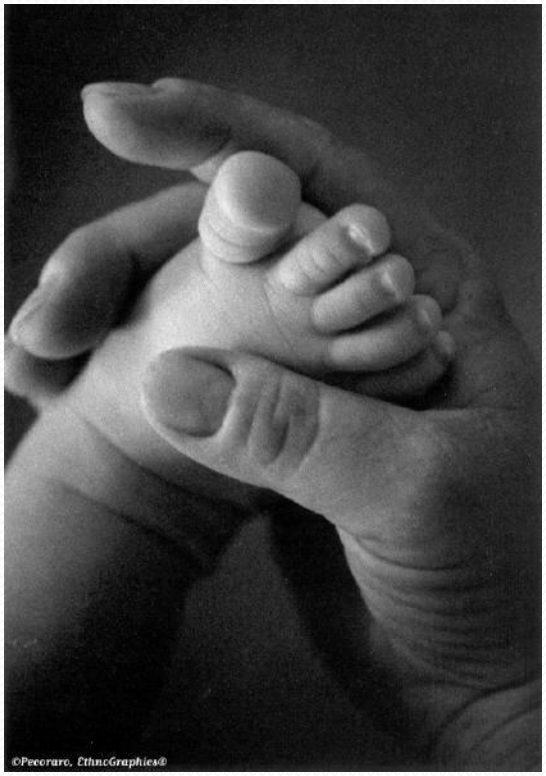


Your Emotional Experiences.

- The relationships you have experienced in your life.
- Which could have been good, bad or traumatic.

The people who have influenced you.

- Parents
- Grandparents
- Siblings
- Aunts and Uncles
- Friends
- Teachers
- Priests
- Group Leaders



2 IMPORTANT INFLUENCES ON DEVELOPMENT

- **<u>MATURATION</u>: Biological development according to our genetic makeup.**
- **<u>LEARNING:</u> The process by which our experiences produce changes in our thoughts, feelings, behaviours and skills.**

Process of Child Development Nature/Nurture

- The interaction of heredity and the environment on the developing brain.
- Heredity determines the child's potential.
- Environment influences the extent to which that potential is achieved.
- For optimal development, the environment has to meet the child's physical, cognitive and psychological needs.

NATURE V NURTURE

- **Therefore, development is not only governed by a pattern built in at conception: <u>'NATURE'</u>**
- **It is also influenced by the environment and experiences after birth: <u>'NURTURE'</u>**

THE ENVIRONMENT

- **The Environment is anything inside or outside the body to which the body responds.**
- **<u>INTERNAL</u>: temperature changes, reaction to infection, chemical changes, or the effects of drugs, alcohol or nicotine.**
- **<u>EXTERNAL:</u> the physical environment that surrounds us at all times.**

Activity

- Wordwall Activity

- Different Types of Environments Impacting on Children

DIFFERENT TYPES OF ENVIRONMENT

- **PHYSICAL ENVIRONMENT: physical conditions such as safety, comfort and temperature/climate, food and water.**
- **SOCIOECONOMIC ENVIRONMENT: resources available, family structure, employment and culture.**
- **PSYCHOSOCIAL ENVIRONMENT: The effect of relationships on the developing personality - affection, anxiety, neglect or encouragement, cruelty or abuse - parenting skills.**

DIFFERENT TYPES OF ENVIRONMENT

- **<u>INTELLECTUAL ENVIRONMENT:</u> The stimulation to think, communicate, read, watch, explore and experiment.**

Theoretical Models

- Brofenbrenner's Bio-ecological Model
- Dahlgren and Whitehead's Determinants of Health

Bronfenbrenner (1998:996)

"Child development takes place through processes of progressively more complex interaction between an active child and the persons, objects and symbols in its immediate environment. To be effective the interaction must occur on a fairly regular basis over extended periods of time"

Bronfenbrenner's BioEcological Model of Human Development

- Bronfenbrenner mapped the many interacting social contexts that affect development in his **bio-ecological model** of development (1989).

- The **bio** aspect of the model recognises that people bring their biological selves to the developmental process.

- The **ecological** part recognises that the social contexts in which we develop are ecosystems because they are in constant interaction and influence each other.

Bronfenbrenner's BioEcological Model of Human Development

- Every child develops within a **microsystem** of his or her immediate relationships and activities, e.g. close family, friends, teachers, and the activities of play and school.

- The **mesosystem** is more distanced from the child because it does not involve him/her directly but still influences his/her life.

(Doherty and Hughes, 2009)

Bronfenbrenner's BioEcological Model of Human Development

- The **exosystem** includes all the social settings that affect the child, even though the child is not a direct member of the system.

- Examples are the teachers' relations with school managers; parents' jobs; and the community's resources for health, employment or recreation.

- The **macrosystem** is the larger society – its values, laws, conventions and traditions. all of which influence the conditions and experiences of the child's life.

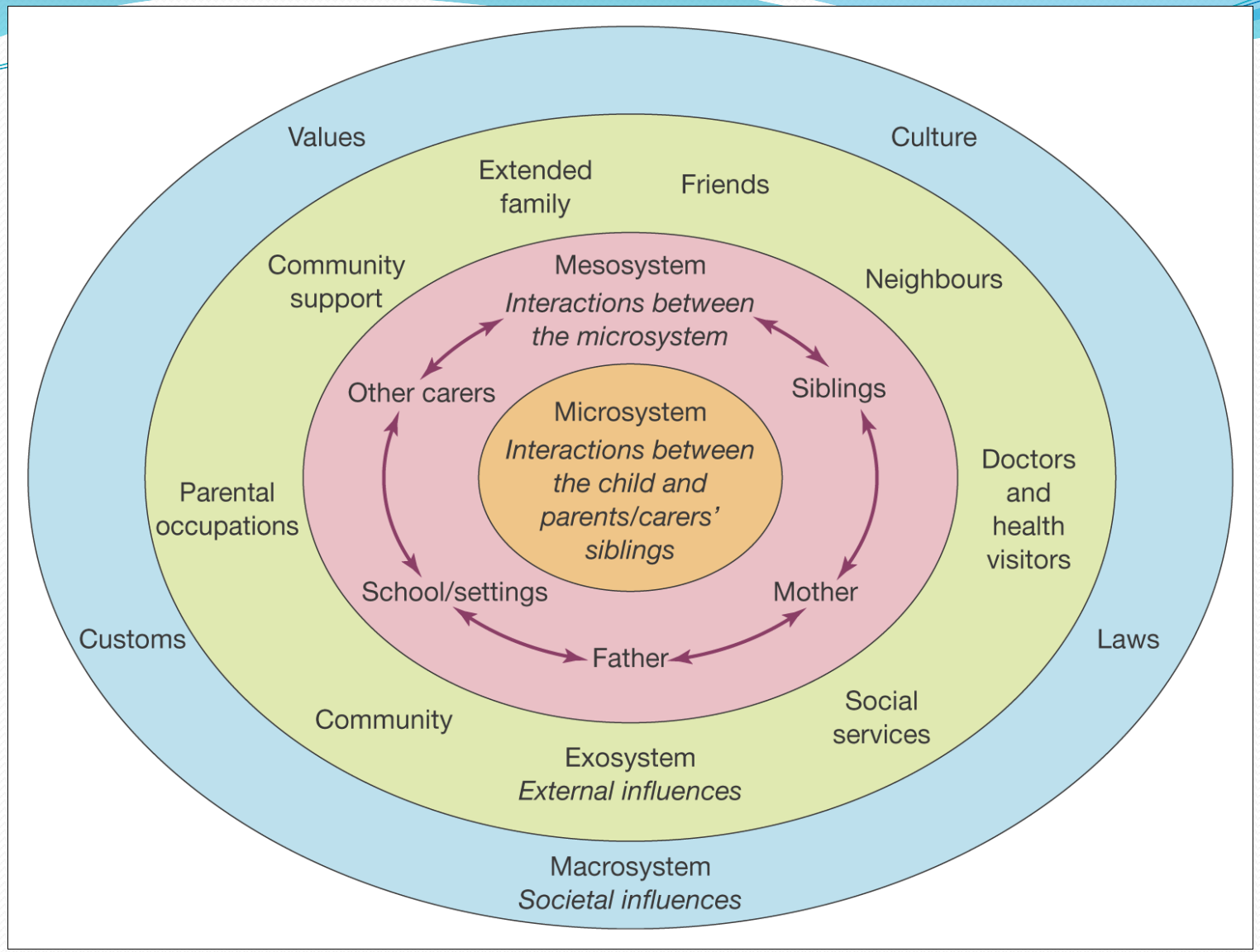
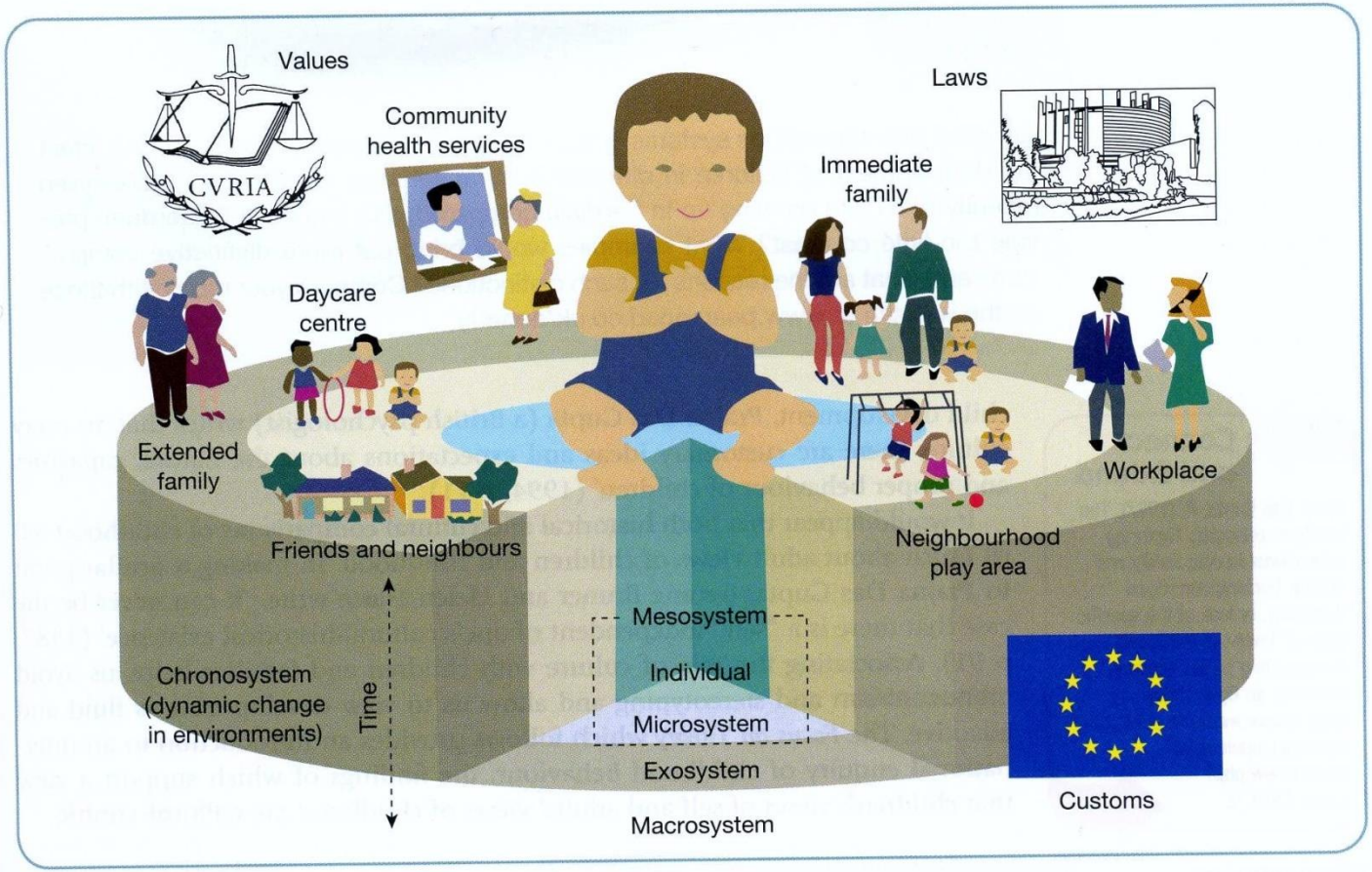


Figure 7.2 The ecological systems theory

Source: Bronfenbrenner, 1995, The Bioecological Model from a Life Course Perspective, in Moen, P. *et al*. (eds) *Examining Lives in Context*, American Psychological Association, Washington, DC, Copyright 1995. Reprinted with permission

Bronfennbrenner's Bioecological Model of Human Development (Berk 2006)



Children in the Context of Different Settings.

- **Microsystem–**

  Home, Religious setting, Neighbourhood, School.

- **Exosystem—**

  School governors, Local government, Parent's workplace, Mass media, Local industry

- **Macrosystem.**

  Dominant beliefs and values of culture and society

HEALTH

- **Before conception - health of parents.**
- **During pregnancy - baby is totally dependent on the mother.**
- **After birth - dependent on the adult to provide conditions essential for health.**
- **During adolescence and adulthood having a healthy lifestyle can have a major influence on aging.**

Determinants of Health

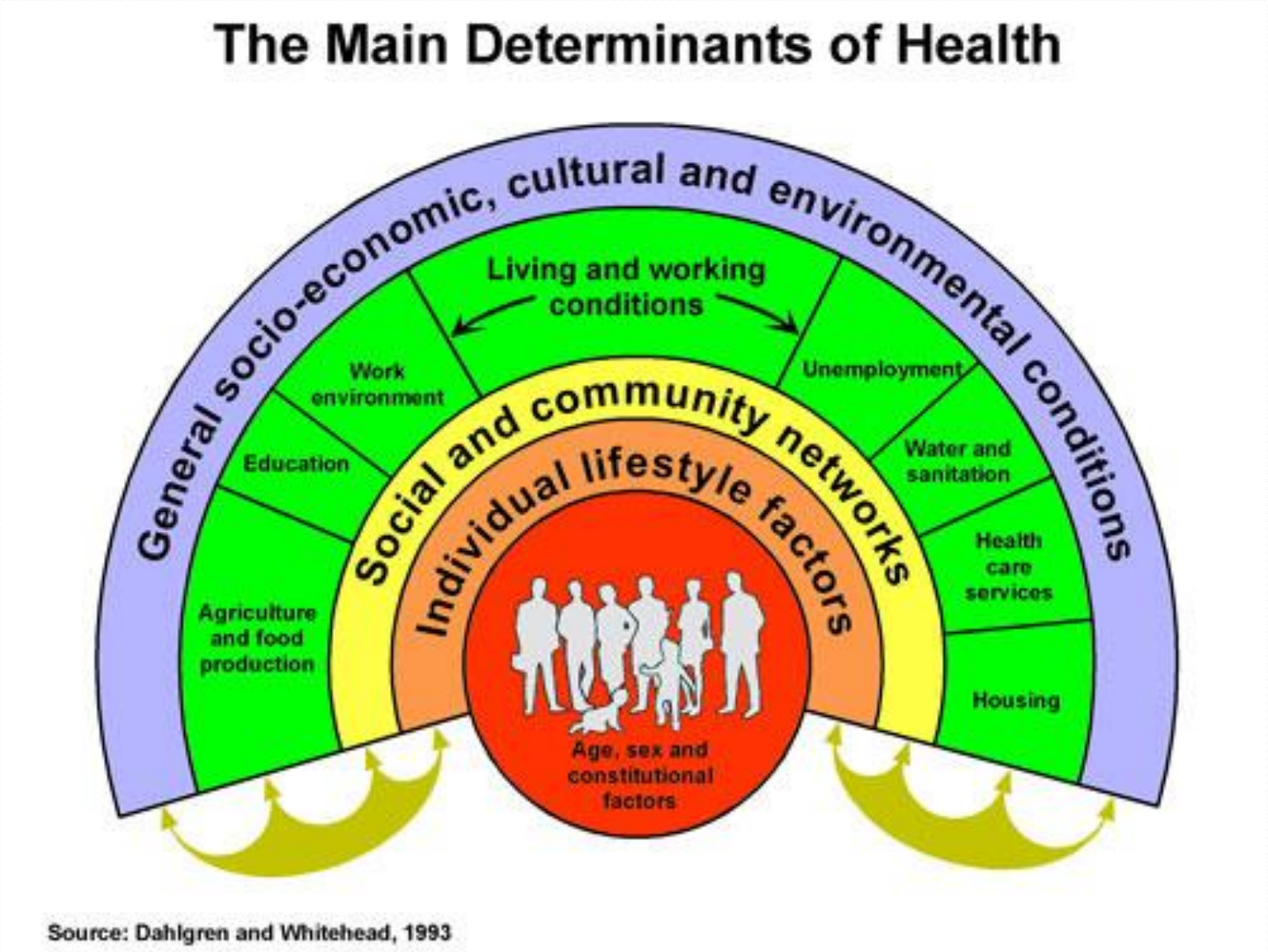
- The importance of lifestyle and environment as determinants of health has been widely debated and this debate has contributed to defining health promotion.
- It is argued that people's lifestyles are influenced by political, economic and cultural factors as well as the psycho-social characteristics of individuals/groups.
- People's lifestyle choices are influenced by a range of interacting factors in their environment.

(Green and Tones, 2010)

- Health does not happen by chance or through bad luck.

(Naidoo & Wills, 1994)

Determinants of Health (1993)



Determinants of Health

- *Determinants of health* refer to the range of social, economic and environmental factors which determine the health status of individuals or populations (Nutbeam, 1998).

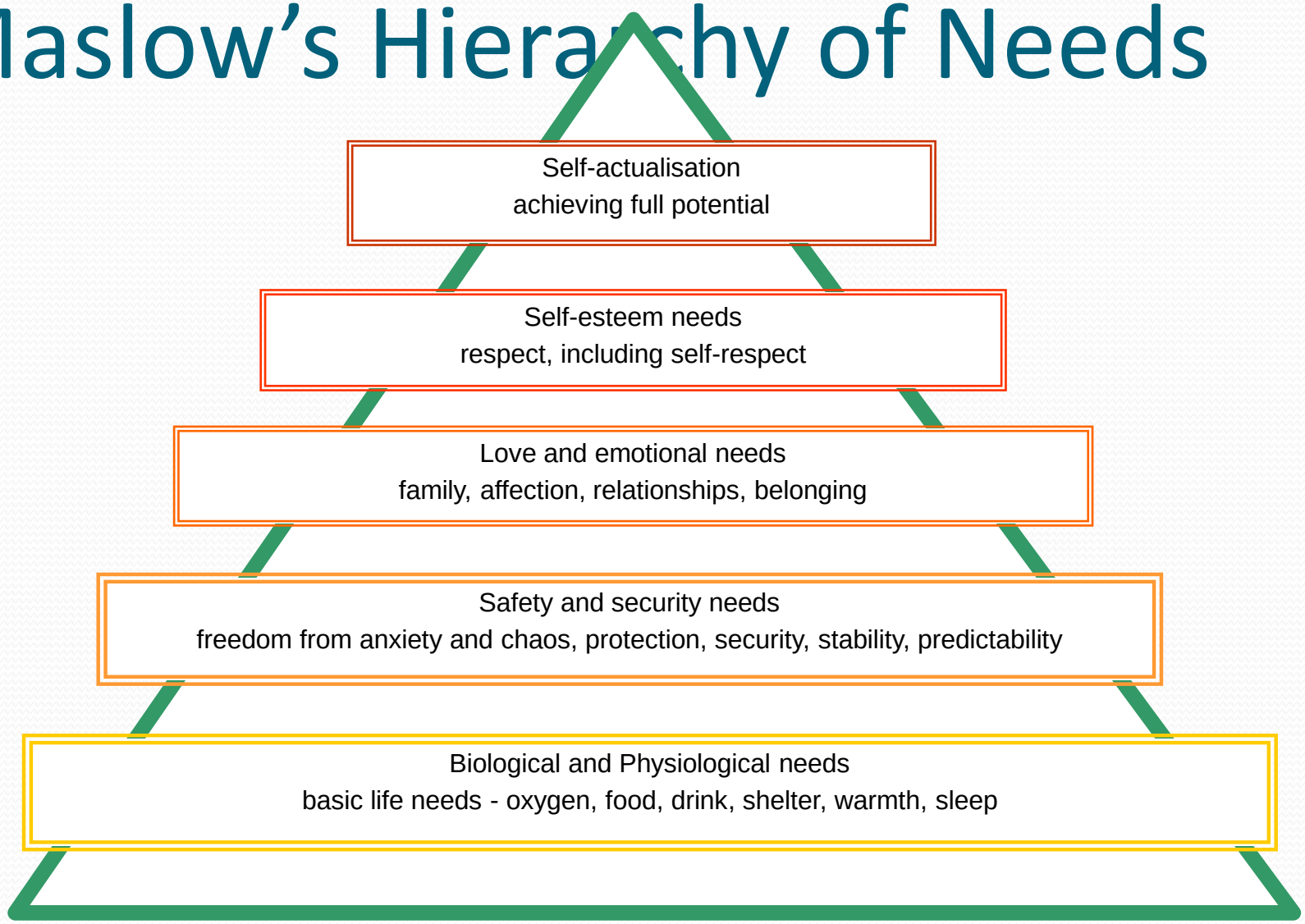
The Determinants of Health

- income and social status
- social support networks
- education
- employment and working conditions
- physical environments
- social environments
- biology and genetic endowment
- healthy child development
- health services

A Focus on the Determinants of Health

- Nutbeam, D. *Health Promotion Glossary*. World Health Organization: Geneva, 1998.

Maslow's Hierarchy of Needs



References and Further Reading

- Doherty, J. and Hughes, M. (2009) Child Development Theory and Practice 0-11. Pearson Education: Harlow
- *Source*: Bronfenbrenner, 1995, The Bioecological Model from a Life Course Perspective, in Moen, P. *et al*. (eds) Examining Lives in Context. American Psychological Association, Washington, DC, Copyright 1995. Reprinted with permission

References and Further Reading

- Green, J & Tones, K (2010) Health Promotion:Planning and Strategies. 2nd Ed, London: Sage
- Naidoo, J. & Wills, J. (1994) Health Promotion: Foundations for Practice. London: BalliereTindall