[120-day assignment] – FLE 714-4.A CCCR-2 Study Review Questions (Expanded

Answers)

Review your 30-day responses to CCCR. Respond to the expanded questions below

with additional learning from your developmental reading and contextualization in your

profession, life goals, and service. Include proper APA documentation of sources used

in addition to the course material. You do not need to repeat your responses to the 30-

day assignment questions – just include your response to the expanded questions.

1. What does it mean that children are given to parents as a trust, not as property or

possession? Discuss healthy parenting using Baumrind’s Model of Authoritative

Parenting in the context of this question.

2. Describe how to discipline a child’s will without breaking his or her spirit. Discuss the

elements of healthy family functioning that help create the right environment for this.

3. Among the theories of human development discussed in Part Three of the course

syllabus, with which one do you most agree? Compare and contrast it with your

personal spiritual beliefs. What elements of the theory that you agree with the most

have you seen apparent in your own parenting experience (or, if you are not a parent –

that you have observed)?

4. Read the article “Children Reject Training – Parents Reinforce Negative Behaviour”

in the course material. Summarize the writer’s points in your own words, and critique the

writer’s perspective. From your additional reading, add other parenting strategies that

are recommended for each of the 3 age groups mentioned in the article.

1. **What does it mean that children are given to parents as a trust, not as property or possession?**

Biblically, we need to understand that we are children of God, Psalms 139: 13 states “For you formed my inward parts; you knitted me together in my mother's womb.” He formed us in our mother’s womb which implies that he is our Creator and we as His children are His property and parents are entrusted with bringing up a child in this world. “Behold, children are a heritage from the LORD, the fruit of the womb a reward. Like arrows in the hand of a warrior are the children of one's youth. Blessed is the man who fills his quiver with them!” (Psalm 127:3-5a).

Understanding this concept is the only way to fully answer this question, the recent generations or even generations back have been parenting so differently. “Parenting styles affect the academic development of children. Children learn better when they have boundaries and affection.” (<https://www.researchgate.net/publication/359448493_Diana_Baumrind's_Parenting_Style_and_Child's_Academic_Performance_A_Tie-in>). This combination provides a balance of emotional support and structure, which is essential for healthy development. Emotional security, self-esteem, and social skills are some factors that allows children to feel safe, valued, appreciated and able to develop empathy and build healthy relationships with other. When it comes to the boundaries there is self-discipline and structure and predictability which reduces anxiety and allows them to focus on learning. Additionally children begin to understand the limits and consequences of their actions and to regulate their behavior and make better choices.

Baumrind states that the authoritative parents administering fair and consistent discipline when rules are broken, allowing their children to express opinions, encouraging their children to discuss options, expressing warmth and nurturing, fostering independence and reasoning, listening to their children, placing limits, consequences, and expectations on their children's behavior. With this parenting style, the effects can be the development of the child being self-confident about their abilities to learn new things, develop good social skills, have good emotional control and regulation, and tend to have happier dispositions. (Very Well Mind, Cherry. K., 2023).

1. **Describe how to discipline a child’s will without breaking his or her spirit. Discuss the elements of healthy family functioning that help create the right environment for this.**

Disciplining children all depends on the age group of the child, if the child is a teenager for example as a parent you should be able to correct your teenager yet listen to their reasoning behind why they did what they did. If the child between the age of 3-5 discipline could have been a stern correction but then explaining that what she did was wrong and that the reason they were being punished is because as the parent, you love them. There are many ways in which you discipline children without breaking their spirit. Based on the example above, as a parent you should listen to them at all times, you should not discipline without an explanation. In the Caribbean, it is a norm to scold a child, ignore their opinions, and still not explain why they are being punished.

Family does not need to be perfect to be functional, some key aspects to thrive to become functional are enjoying spending time together and being able to have fun together despite daily stress and responsibilities, clearly defining rules and roles and these established rules is that there are boundaries in place. Embraces mutual respect, meaning the adults are respected as the people in charge, but children are also respected as individuals with their own personalities and desires. There is no aspect of abuse and neglect, every member of the family feels safe, and the home is free from violence, engaging in healthy conflict, conflict is allowed in a functional family. When someone doesn’t agree, they’re allowed to express their anger (in respectful ways). No one is shamed for experiencing conflict or appropriate emotion. Celebrates individual differences: Family members are encouraged to have their own feelings about things. The family can change — including parents and children — without anyone getting upset. Each person is free to strive for their individual goals and express their needs. (<https://psychcentral.com/blog/what-makes-a-family-functional-vs-dysfunctional#functional-vs-dysfunctional>).

Some elements of a healthy functioning home can focus on encouraging respectful communication in the family by creating a safe space where everyone can express their opinions without fear of judgment. By modeling empathy, actively listening, and valuing each person’s perspective, you can foster an environment where differences are respected and no one is shamed for their feelings. Secondly, establishing guidelines, schedules, and order provides stability and emotional security for the family. However, it’s important to remain adaptable, allowing these guidelines to evolve as family members develop and their needs shift. Another element according to this article is avoid using violence or the threat of violence as a punishment. It prevents harm, preserves trust, and teaches children healthier ways to manage conflict and behavior. Refrain from placing parental responsibilities on children or having contradicting roles for them such as being too much like their friend instead of a parent relationship. And finally, continuously find opportunities to have fun together. (https://psychcentral.com/blog/what-makes-a-family-functional-vs-dysfunctional#tips).

1. **Among the theories of human development discussed in Part Three of the course syllabus, with which one do you most agree? Compare and contrast it with your personal spiritual beliefs.**

In Part Three the section on human developmental theories, Erik Erikson’s theory was mentioned. The life cycle theory is broken into eight stages of development, developing a sense of trust within the infant is the first stage, then, successfully developing more autonomy as a toddler which is between 2-4 years old. Early childhood which is 4-6 years old, the child should successfully begin taking initiative and in middle childhood, 6-10 years old should become industrious.

In the adolescent stage at this point their sense of identity is being developed. Young adult (19-35 years old) stage, the adult should successfully be able to develop intimacy/ healthy friendships and relationships with persons.

In the mid adulthood stage death is on the mind constantly, this is where the adult should feel like they have left something meaningful for the world when he/ she dies. This stage normally happens between the ages of 35-55 years old. Finally, the last stage 55 and older, reflection of life happens and a feeling of integrity develops.

I personally love this theory because it gives a breakdown of how a parent should train a child. This is literally the parental handbook, parents think they do not have. It does not portray everything but it literally gives you a framework of the best ways to develop your child and if you do not do it this way, there are the negative impacts that can happen through the child’s life. While these stages primarily focus on psychological and social development, they can also be interpreted through a spiritual lens.

Through the first stage trust vs. mistrust, the foundation of trust can relate to the belief in Jesus Christ, a supreme being that we are unable to see but can feel. Children learn to trust their parents which parallels the idea of trusting in God. The second stage is autonomy vs. shame and doubt, which can be linked with my spiritual belief through the reflection of self discovery and the belief in one's own ability to make choices, which can be seen as aligning with spiritual free will.

The third stage, initiative vs. guilt is tied to my belief in pursuing my purpose. Industry vs. inferiority, success and competence can relate to fulfilling potential as part of a larger spiritual journey, fostering a sense of belonging within a community. Identity vs. role confusion, this stage is crucial for forming a personal identity, which can involve exploring spiritual beliefs, values, and connections to a greater whole. The sixth stage, intimacy vs. isolation, my spiritual belief is that building intimate relationships can reflect the spiritual belief in connection and love, emphasizing the importance of community and shared experiences. Generativity vs. stagnation, because I believe in legacy and the future it allows me to see the impact of actions within the world. And lastly, integrity vs. despair reflecting on my life and finding meaning can tie into spiritual beliefs about the afterlife, legacy, and the interconnectedness of all experiences.

1. **Read the article “Children Reject Training - Parents Reinforce Negative Behaviour” on page 79 of the syllabus. Summarize the writer’s points in your own words, and critique the writer’s perspective.**

The article “Children Reject Training- Parent Reinforce Negative Behaviour,” talks about the strategies that parents use to correct their children and statistically shows that it reinforces the behaviour they are trying to correct. Strategies for correction are not meant for immediate work however it is an investment. When a child is between the ages of 2-4 years old, they only know what they want now. Punishing their misbehaviour with timeout is suggested, however attention is usually the reason why children misbehave so knowing when to ignore is important. At ages 5 through 8, the mistake parents make is they think of punishment first rather than alternatives.

It should be easier at the age group to discipline them because they should be able to reason. Give them the freedom because there is a newfound sense of independence. Rewarding should only occur when a child does good, if done when the child does something bad it will reinforce that negative behaviour. Finally, 9-12 year old strategies should be skillful parent-child conversations, present the problem and listen to what they have to say. If there can be no agreement a compromise is the next best option. In terms of critiques, there were no actual statistics given for the article. Statistics are important when building a case for punishment/ reward strategies. Another problem was there was no conclusion to the article.

The article in question discusses strategies parents can use to correct their children's behavior at different developmental stages, highlighting how these methods need to be tailored to the child’s age and cognitive abilities. However, it also critiques these strategies by pointing out significant gaps in the article’s argumentation. Immediate desires and attention-seeking behavior, at this stage, children operate largely on immediate desires. They know what they want at the moment and lack the cognitive ability to delay gratification or understand long-term consequences. The article suggests using timeouts to correct misbehavior, which is a common method for young children. Timeouts provide a break for the child to calm down and reflect on their actions, even if their understanding is limited. I see it being beneficial for many reasons, firstly it allows as stated the ability for the child to reflect on the actions and also to develop the skill for meditation and self reflection without distractions. The article points out that many children misbehave primarily to gain attention from their parents or caregivers.

Therefore, knowing when to ignore certain behaviors, especially those that are harmless but attention-seeking, is crucial. This helps to avoid reinforcing negative behavior by giving it the attention the child craves. Between the ages of 5 to 8 with reasoning and independence children grow older and their reasoning abilities develop, parents often mistakenly focus on punishment as the primary method of discipline. The article critiques this approach, suggesting that parents should instead consider alternative methods that take advantage of the child’s growing cognitive skills. Discipline strategies should therefore include giving them some level of freedom to make choices, within established boundaries. This nurtures their decision-making skills and helps them learn from the consequences of their actions. To reward positive behaviour according to this article there is an importance rather than focusing solely on punishment. It cautions that if rewards are given when a child misbehaves, it can reinforce the undesirable behavior, making it more likely to recur.

At the ages 9 to 12 communication and problem-solving enters the picture dealing with discipline should evolve into more of a dialogue between parent and child. The article suggests that parents present the problem, listen to the child’s perspective, and involve them in finding a solution. This not only respects the child’s growing maturity but also helps them develop critical thinking and negotiation skills. When disagreements arise, the article advises that if a consensus cannot be reached, parents and children should work towards a compromise. This teaches children the value of cooperation and flexibility, essential skills for navigating social relationships.

Reference

<https://www.verywellmind.com/what-is-authoritative-parenting-2794956>

<https://www.researchgate.net/publication/359448493_Diana_Baumrind's_Parenting_Style_and_Child's_Academic_Performance_A_Tie-in>

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