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Child's Behavior

Student's Name

Institutional Affiliation

Date

Claim 23: ¹ **Toddlers Drop Food on the floor because they want to make their parents mad.**

The **claim is** that toddlers do things with intention to infuriate their parents. Research states that small children do not easily recognize the emotions exhibited by adults. Sometimes they do things that are unpleasant but not with intention to annoy someone. Most of them at an early age of two years do things with the aim of causing something to happen. However, these actions may be interesting to them and not to the adults. Until the age of one year, children are not aware that they make things occur. The only things they can do include dropping off items that are near to them, for example food. Offending someone does not just happen. It involves complex understanding of what the other person thinks. It is likely that resistant toddlers may have a positive behavior towards their parents.

Claim 36: ¹ **Autism rates are rising rapidly, especially in certain parts of the country, so something must be happening to cause more cases of this serious developmental problem.**

The **claim** states us that there are places associated with increasing number of autism cases. According to research, when talking of rate we refer to ratio where we consider the number of those with autism disorder relative to the total number of people in a given area. Autism cases are more likely to be experienced in places of high human population. on the other hand, fewer cases occur to places with low population. Cases of autism may seem to rise if experts devise a technique that is more accurate at diagnosing. Additionally, they may differ with places where more cases may be experienced in places where children are exposed to mercury and lead which are attributed to causing autism. Clusters is also a misleading perception of autism cases where people associate a given area can lead to someone having an autistic child. It

is necessary for consider whether increased cases of autism result from a reliable reporting or from changes in conditions of children.

Claim 38: ¹ **Preschoolers who try to bargain with their parents really want to manipulate and control adults, and they should not be allowed to negotiate.**

The **claim** tells us that children bargain with their parents intending to command them.

According to research, it is normal for a preschooler to bargain for what he/she wants, because he/she wants it. It is however important to understand whether their aim is to control how the adult does things. The preschoolers are unable to explain their intentions. Bargaining and negotiations are stages experienced during growth and are considered desirable and natural. A preschooler achieves comfort when he/she negotiates with adults. Negotiations involve two or more people and from this, one party is affected while the other one affects. It is from this perception that adults view preschoolers as trying to control them. Parents play a vital role in negotiation skills of a child. For example, responding to conflict of the child with coercion may lead them to being poor and reluctant at negotiating. The language used by the parent during negotiations also dictate how the child interacts with others. It is therefore important for parents to understand the needs of children so that they do not find it frustrating ¹ to negotiate.

Claim 39: **A young child can tell when someone is just teasing.**

The **claim** tells us that children have the ability to tell when the adults' intentions are to tease them through telling them of things that are unfamiliar to them. As per research, there are serious issues that when someone teases another one about them may distress them. Young children are not in a capacity to understand what other people believe or want. Children develop their ability of understanding other people's intentions gradually. It would be hard for children

without knowledge or beliefs to understand statements made with intention to tease. It is from teasing experiences that children get to know that they are being teased. The effects of teasing a child by the adult may be distrust to the adult or imitation of teasing to the other children.

Claim 41: ¹ **spanking should never be used to discipline a child, because it is ineffective and causes children to model the aggression they experience.**

In this **claim**, we are told that it is not a good idea to spank children because it makes them aggressive in their later life. In some places like Europe, it is illegal to administer a physical punishment or to spank. Research shows that there are outcomes that are associated with spanking by different families. Administering corporal punishment to children causes disturbance in their emotions and aggression in their later life. The corporal punishment is only seen to have some positive impacts when it is done on children. It is important the age of the child being punished through a physical punishment. For example, if it is done on a teenager, he/she may react by fighting back. Additionally, physical punishment may lead to aggressive behaviors. People should therefore not generalize that spanking is appropriate to people of all ages.

Claim 60: ¹ **If parents are not strict enough, children will behave badly and may become criminals**

This **claim** seeks to determine whether being strict as parents shapes children into being citizens who are respectable upon growing up. Research reveals that being strict involves knowing the reason for which to punish the child, the rules set to govern his/her behavior, and the punishment to be administered. The strictness of the parents is based on the characteristics exhibited by the children. Intrusiveness is outstanding aspect of parenting. Through it, parents

are protective as well as possessive of their children. It inhibits in how a child develops psychologically. Ethnicity affects the strictness by parents through the difference in living conditions and not genetically defined as one may think.

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Claim 46: Children have different learning styles, depending on whether they are left brained or right brained.

This claim holds that left-brained people have their activities being analytical while those who are right-brained have holistic, intuitive and creative activities. As per research carried out, in the styles of learning, the idea of being left-brained or right-brained is based on brain surgery. Where surgery is done on one side of the brain, the other side takes charge in controlling the body. Where the hemispheres of the brain are connected, the functioning differs with the brain whose hemispheres are split. Brain works in such a way that both sides work together, but one side performs more tasks than the other. Ability to perform an academic work is not necessarily related to performance of a particular side of the brain. A number of musicians that are able to distinguish a note from the others. It is believed that they could develop the ability if instructions on music were given to them before their age of schooling and if they have cognitive and analytical learning styles. From this evidence, the claim that artistic ability is associated with the right brain does not hold.

2
Claim 48: Birth order is an important factor that determines children's intelligence and personality.

The claim states that the order by which children are born dictate their personality and intelligence they exhibit. According to research, an examination of the mechanisms that lead to a particular outcome is important in assessing this claim. One such mechanism is biological

activities. For example, changes in reproductive system may occur during pregnancy in different pregnancies. Another mechanism is emotional and social change. This is difference in caregiving of firstborns and the subsequent children. Firstborns receive a lot of attention in caregiving by their parents as opposed to the subsequent children. They also interact more with adults thus develop good communication and vocabularies. This is opposed to the others who mostly interact with children. Additionally, we have difference in experiences with older or younger siblings. For example, a firstborn has no siblings older than him. The subsequent born have other siblings to interact with and therefore are able to gain the insight of life. Researchers compare people at different times because people change with time. The way a child behaves does not dictate how he will be when he grows up.

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