

HSC05 Learning and Development

Exam Unit



Exam Terminology

Describe: Write a detailed account in a logical sequence.

Discuss: Give the meaning of, and use examples to make it clear.

Evaluate: Give your opinion or an expert's opinion on the truth or importance of the topic. Give the advantages and disadvantages. Make an objective judgment, with both sides and your opinion.

Explain: Give reasons, causes, and motivation for happenings or situations.

Factors: things that influence/cause or a reason for something

Identify: List and describe.

Illustrate: Give specific examples.

Outline: Make a short summary



Paiget Constructivist Perspective

He is a cognitive theorist

Settings most relevant – Children and young people, social care and health care

Key strategies include – imaginative, sensory and discovery plays- really important under 7years. Children acquire new schemas best through discovery.

Piaget's Key Ideas (keywords to use in the exam)

Adaptation	What it says: adapting to the world through assimilation and accommodation
Assimilation	The process by which a person takes material into their mind from the environment, which may mean changing the evidence of their senses to make it fit.
Accommodation	The difference made to one's mind or concepts by the process of assimilation. Note that assimilation and accommodation go together: you can't have one without the other.
Classification	The ability to group objects together on the basis of common features.
Class Inclusion	The understanding more advanced than simple classification, that some classes or sets of objects are also sub-sets of a larger class. (E.g. there is a class of objects called dogs. There is also a class called animals. But all dogs are also animals, so the class of animals includes that of dogs)
Conservation	The realisation that objects or sets of objects stay the same even when they are changed about or made to look different.
Decentration	The ability to move away from one system of classification to another one as appropriate.
Egocentrism	The belief that you are the centre of the universe and everything revolves around you: the corresponding inability to see the world as someone else does and adapt to it. Not moral "selfishness", just an early stage of psychological development.
Operation	The process of working something out in your head. Young children (in the sensorimotor and pre-operational stages) have to act, and try things out in the real world, to work things out (like count on fingers): older children and adults can do more in their heads.
Schema (or scheme)	The representation in the mind of a set of perceptions, ideas, and/or actions, which go together.
Stage	A period in a child's development in which he or she is capable of understanding some things but not others

His view of how children's minds work and develop has been enormously influential, particularly in educational theory. His particular insight was the role of maturation (simply growing up) in children's increasing capacity to understand their world: they cannot undertake certain tasks until they are psychologically mature enough to do so. His research has spawned a great deal more, much of which has undermined the detail of his own, but like many other original investigators, his importance comes from his overall vision.

He proposed that children's thinking does not develop entirely smoothly: instead, there are certain points at which it "takes off" and moves into completely new areas and capabilities. He saw these transitions as taking place at about 18 months, 7 years and 11 or 12 years. This has been taken to mean that before these ages

children are not capable (no matter how bright) of understanding things in certain ways, and has been used as the basis for scheduling the school curriculum. Whether or not *should* be the case is a different matter. Learning consists in adapting our thought schemas to new information from the real world. According to Piaget, this adaptation can occur in either of two ways: assimilation or accommodation.

Assimilation consists in interpreting new events in light of pre-existing thought schemas. For example, a baby knows how to grab her favourite rattle with the fingers of one hand, then throw it to hear it make a noise. When she comes across a new object, such as her father’s delicate watch, she has no trouble in transferring this motor schema that she already knows to this new object and sending it flying to the ground.

Accommodation is the opposite process: altering one’s internal cognitive structures to incorporate a new object or phenomenon. Suppose this same baby now encounters a beach ball. At first, she’ll try to grab it with one hand, the way she does her rattle. But very quickly, she’ll realize that this doesn’t work, and eventually she will discover how to hold the ball with both hands.

Piaget believed that in the process of understanding the world around us, we switch back and forth constantly between assimilation and accommodation. However, during certain periods of development, we may temporarily rely on one of these modes of adaptation more than the other.

Stages of Cognitive Development (Piaget felt children learn through stages) Piaget’s theory of cognitive development distinguishes four primary cognitive structures that correspond to four stages of development. These stages are in turn divided into distinct substages during which specific cognitive abilities emerge.

Stage	Characterised by
Sensori-motor (Birth-2 yrs)	Differentiates self from objects Recognises self as agent of action and begins to act intentionally: e.g. pulls a string to set mobile in motion or shakes a rattle to make a noise Achieves object permanence: realises that things continue to exist even when no longer present to the sense
Pre-operational (2-7 years)	Learns to use language and to represent objects by images and words Thinking is still egocentric: has difficulty taking the viewpoint of others Classifies objects by a single feature: e.g. groups together all the red blocks regardless of shape or all the square blocks regardless of colour
Concrete operational (7-11 years)	Can think logically about objects and events Achieves conservation of number (age 6), mass (age 7), and weight (age 9) Classifies objects according to several features and can order them in series along a single dimension such as size.
Formal operational (11 years and up)	Can think logically about abstract propositions and test hypotheses systemtically Becomes concerned with the hypothetical, the future, and ideological problems

Summary of how to put theory into practise:

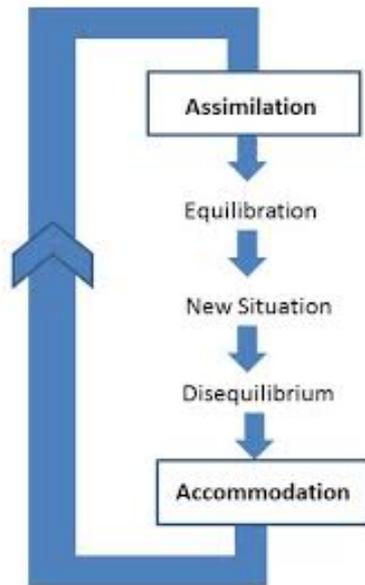
Piaget:

- Main role of practitioner is to provide opportunities for play and learning
- Assess what stage of development the child is at in order to provide appropriate toys/resources
- Provide opportunities for varied experiences
- Encouragement helps child to engage
- Allow free play with range of materials etc.

Exam technique

Underline all the key facts in the case study that tell you the person's age/ life stage/ jobs/ illness/ life events....

You are then beginning to form ideas about the person and working out key ideas for the longer questions



You must understand the following terms:

- schema
- assimilation
- accommodation
- equilibration
- object permanence
- decentring
- conservation
- abstract thinking

Social Learning Perspective (effects of other, groups, culture and society on behaviour)

Bandura

Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modelling. The theory has often been called a bridge between behaviourist and cognitive learning theories because it encompasses attention, memory, and motivation. Differs from Skinner's Learning theory in that it recognises the importance of cognition – we are not 'passive' learners, we use mental processes (cognitions) to select what we attend to.

SLT proposes that we learn through

- Observation
- Modelling (imitation) our behaviour on others
- Reinforcement (direct and indirect)

Settings most relevant – All, as behaviour needs to be modelled or skills modelled.

Key strategies include – social skills training

Key ideas – People learn through observing others' behavior, attitudes, and outcomes of those behaviors. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura).

Major Features of Observational Learning: Attention/ retention/ production/ motivation

- Paying attention to those parts of the model's behaviour which are important to the observer, and not misinterpreting or becoming distracted by other environmental events.
- Accurately remembering what has been observed. Older children can model events from some time ago, younger children's cognitive skills are not so well developed (Piaget)
- Accurately reproducing the observed behaviour. Younger children may need several observations and trials before successfully modelling some observed behaviour. As do adults if learning a complex task by observational methods only.
- Motivation – the desire to imitate one model rather than another.

Environment can influence behavior = behaviourism

Environment and behavior influence one another as well as external factors =determinism

- Children who observed the aggressive model showed higher aggression scores
- Boys were more aggressive generally
- Boys were most likely to imitate the male model's physical aggression
- Girls were more likely to imitate verbal aggression
- Girls were less influenced by the sex of the model generally
- Behaviour may be learned through imitation of role models
- The perception of aggression as a male behaviour is already in place in children as young as 3. Viewing aggression makes children more aggressive generally
- There are distinct gender differences in imitative behaviour: although this is likely to have been affected by the gendered nature of the task

Bobo Doll

The conclusion -

Learning can take place by observation this is called 'vicarious learning'

Children extracted the COGNITION (mental representation) that behaviour would be punished in condition 2 and that aggressive behaviour was ok (control condition) or rewarded.

However observational learning cannot be the whole answer, there are individual differences (culture, personality/genes)

Principles of Social Learning Theory:

- Children and adults often learn by simply observing and then imitating someone who they consider to be a powerful/attractive/important person

- The cognitive influence concerns why someone thinks that person is more worthy of imitation than another.
- For children the most important models are parents.
- Parents need not deliberately try to influence the child, or apply a reinforcer for observational learning to occur

Put into practice – Bandura’s modification of behaviour

Children / adults select an appropriate role model. This role model will be a more effective if the child sees them as:

- o someone with similar values
- o more powerful
- o warm and loving
- o liked and respected

Reward any positive behaviour that this role model carries out. The child is then more likely to copy behaviours which are rewarded.

Try to ensure that the role model’s behaviour is noticeable, that your rewards are noticeable and that the behaviours can be easily copied.

Antisocial behaviour can be learned through observation e.g. Parent hitting parent.

Child may be rewarded for antisocial behaviour e.g. Becoming the centre of attention.

Children are rewarded/punished for behaving in gender appropriate ways by parent & peers

Role of the media reinforces gender differences

Role of models to imitate reinforces gender differences

Language - Children do imitate their parents, accents are strongly influenced by that which they most hear.

Children can extract grammatical rules; Run – runned Mouse – mouses

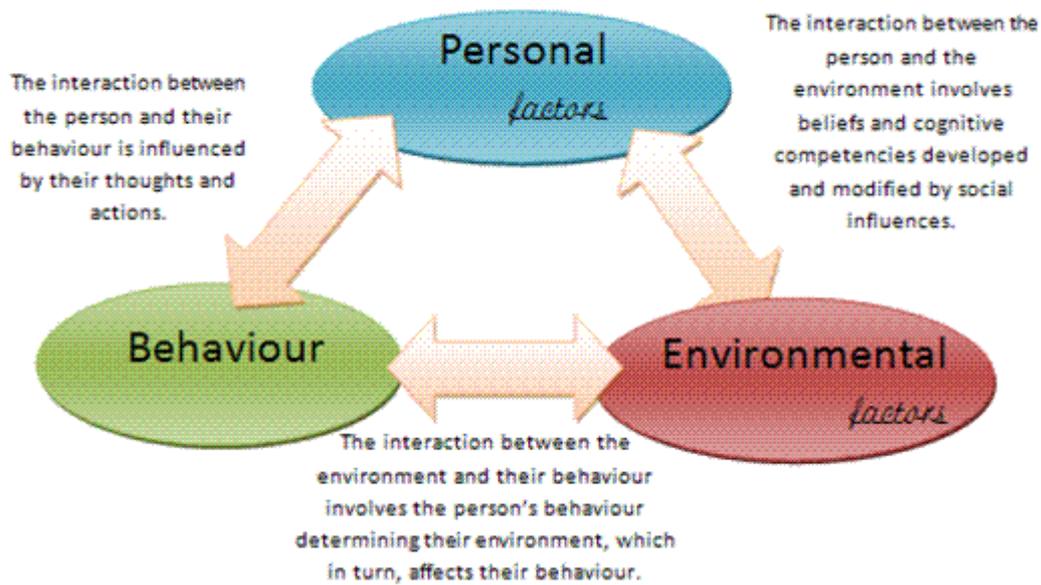
You must understand the following:

- Reinforcement
- Modelling
- Extracting cognitions
- Agents of socialisation
- Bandura’s study

For the exam you need to be able to:

- Describe and evaluate the theory
- Apply the theory to the acquisition of language, attachment
- Explain how the theory is used to explain pro and antisocial behaviour

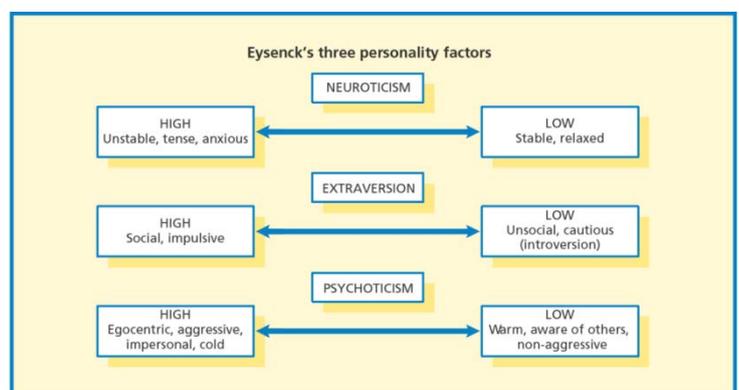
Explain how the theory is used in the development of sex differences in behaviour/gender roles



Biological Perspective

Eysenck

Trait theorists such as Eysenck saw personality as a collection of traits. They suggested we have underlying characteristics which determine our behaviour and make that behaviour possible to predict. We can predict behaviour in all situations



Settings most relevant – Children and young people, social care, health care community justice

Key strategies include – Medication

Key ideas –

What do we mean by ‘personality’? The term ‘personality’ is generally used to refer to relatively stable characteristics of a person that make their behaviour consistent across situations (but many other definitions are possible, depending on the approach being taken). Hans Eysenck (1964) put forward a theory of criminal behaviour based on a very influential theory of personality he had earlier devised and which he continued to develop throughout his career. Although this theory is usually referred to as a personality theory of offending, it is important to appreciate that Eysenck’s theory conceives of criminal behaviour as the outcome of interactions between processes occurring at several different levels of explanation.

Introversion- being quiet and reserved, Extraversion- being outgoing and sociable, Neuroticism- being moody and anxious, and stable- being emotionally stable.

Eysenck’s Three Dimensions of Personality

British psychologist Hans Eysenck developed a model of personality based upon just three universal traits:

1. **Introversion/Extraversion:**Introversion involves directing attention on inner experiences, while extraversion relates to focusing attention outward on other people and the environment. So, a person high in introversion might be quiet and reserved, while an individual high in extraversion might be sociable and outgoing.
2. **Neuroticism/Emotional Stability:** This dimension of Eysenck’s trait theory is related to moodiness versus even-temperedness. Neuroticism refers to an individual’s tendency to become upset or emotional, while stability refers to the tendency to remain emotionally constant.
3. **Psychoticism:** Later, after studying individuals suffering from mental illness, Eysenck added a personality dimension he called psychoticism to his trait theory. Individuals who are high on this trait tend to have difficulty dealing with reality and may be antisocial, hostile, non-empathetic and manipulative

Put into practice – In nurseries the EYW’s must make sure they allow children to channel their aggression appropriately e.g. kicking a ball against a wall. One of the possible outlets for aggression is sport. This is called channelled aggression, if it is not accompanied by anger. We know through the biological perspective that children with downs syndrome (chromosome 21) are friendly, easy to get along with, caring, loving and approval seeking. EYW’s should try to manage a child with a predisposition to anger by reinforcing positive social behaviour and not reinforcing aggression.

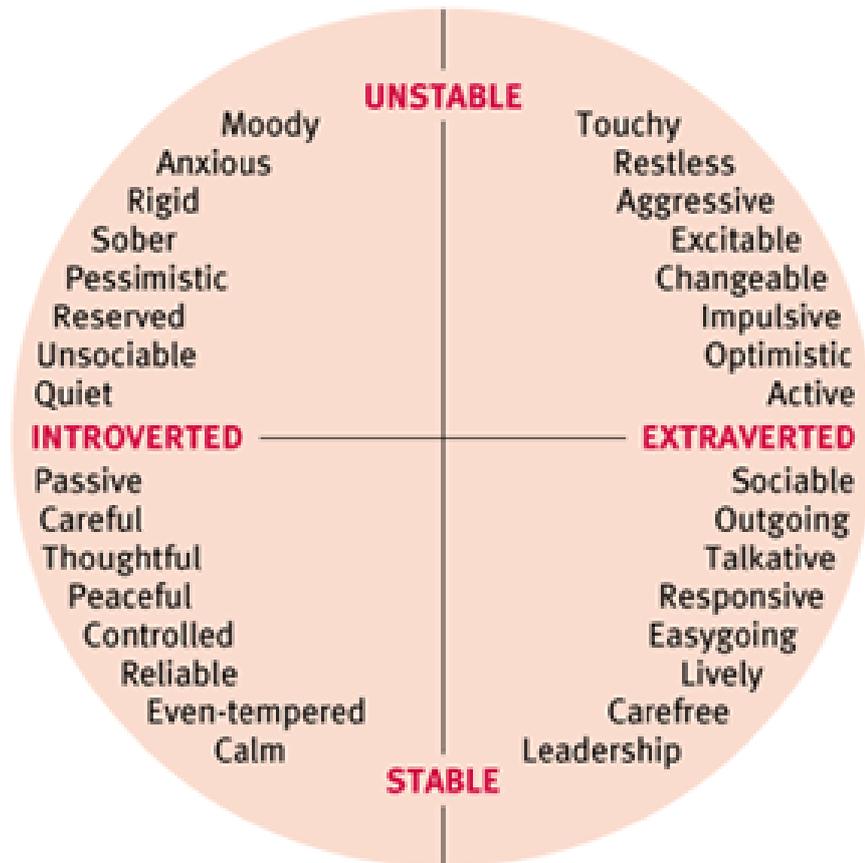
The care worker should consider that the client’s behaviour may be due to low blood sugar level, illness or stress. A client’s behaviour is influenced by their personality so some actions may simply be due to their inherited traits. A service user may act neurotic and have a moody, changeable, and restless response to life events and will therefore show less optimism when it comes to taking part in activities. When a resident is getting aggressive (which some are biologically pre-determined to be according to Eysenck), make sure there are no aggressive environmental cues about i.e. another resident that ‘winds them up’

Exam technique

“Identify and explain two examples from the background information

Identify means – take the answer from the text

Explain- give a reason



Behavioural Perspective (role of reinforcement, conditioning)

Skinner

All behaviour is learned and our behaviour develops through the consequences that follow. We are shaped by our environment – products of what happens to us.

Settings most relevant – Children and young people, social care, health care community justice

Key strategies include – behaviour therapy, behaviour modification, token economy

Key ideas –

Classical conditioning:

Skinner researched his theory by using rats and pigeons. He found that they learned to press a lever that offered them food and learned to avoid a lever that punished them. He gradually trained them to distinguish between the colours of lever too using a method that is called the 'Skinner Box'. This is a disciplined account of our common-sense experience of learning by association (or "contiguity", in the jargon), although

that is often much more complex than a reflex process, and is much exploited in advertising. Note that it does not depend on us *doing* anything.

Operant Conditioning

In operant conditioning, schedules of reinforcement are an important component of the learning process. When and how often we reinforce a behaviour can have a dramatic impact on the strength and rate of the response.

Positive reinforcement = rewarding, we are likely to repeat this behaviour.

Negative reinforcement = unpleasant, we learn to avoid this.

Rewards/reinforcements are still relevant to the theory in the concept of intrinsic reinforcements or intrinsic rewards – these are internal to the individual and may be expressed as pride, satisfaction or the simple enjoyment that follows achievement. Skinners reinforcements could therefore be described as extrinsic.

- Some antisocial behaviours bring direct rewards e.g. stealing
- Some are reinforced by ‘respect’ from others
- Parents may reinforce aggressive behaviour
- Disruptive behaviour brings attention

Language - Skinner argued that children learn language based on behaviorist reinforcement principles by associating words with meanings. Correct utterances are positively reinforced when the child realizes the communicative value of words and phrases. For example, when the child says ‘milk’ and the mother will smile and give her some as a result, the child will find this outcome rewarding, enhancing the child's language development

Put into practice – Boys are praised for assertive behaviour

Girls are praised for more caring behaviour

Girls & Boys receive differential treatment

BUT some parents take great care to avoid differentiating treatment, yet gender differences still remain – this suggests biological factors must be considered.

Language -

Infant is rewarded by gaining attention for early vocalisations (babbling)
After a while parents give less attention to babbling
This motivates the child to vary the babbling and they may accidentally produce more recognisable sounds
Again, the child gains reward (attention) and again this reduces over time.
The child modifies the sounds until ‘SHAPING’ process results in recognisable sounds.
Imitation is also rewarded.

Classical Conditioning	Operant Conditioning
Acquisition	Acquisition

Extinction	Extinction
Spontaneous recovery	Spontaneous recovery
Stimulus generalization	Stimulus generalization
Association between stimuli and responses	Reinforcement
Based on involuntary reflexive behavior	Based on voluntary behavior

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Psychodynamic Perspective

Freud

Freud believed that the human personality is organized through three major systems: The Id, The Ego, The Superego

Settings most relevant – Children and young people, social care, health care community justice

Key strategies include – psychoanalysis

Key ideas –

Stage & Age	Source of Libido and Pleasure	Conflict	Consequences of Fixation
ORAL 0-1	The mouth. The child enjoys feeding, sucking, swallowing,	Forceful Feeding Deprivation Early weaning	Smoking, chewing pens & fingernails, etc. Overeating & drinking. Sarcasm & verbal hostility.

	putting things in mouth, etc		
ANAL 1-3	The anus. The child derives pleasure from expelling or withholding faeces.	Toilet training: Too harsh or Too lax	Anal retentive: obsessive, tidiness, neatness, intolerance, and passive aggression Anal expulsive: sloppiness, disorganised, defiant, recklessness & excessive generosity
PHALLIC 3-5	The penis or clitoris. The child derives pleasure from masturbation.	Abnormal family set up leading to unusual relationship with mother or father	MEN: feelings of anxiety & guilt about sex. Fear of castration. Vanity, self obsession and narcissism. WOMEN: feelings of inferiority and envy. (Penis Envy and Oedipus)
LATENCY 5-puberty	Sexual drives are repressed.	Interacting with same sex peers	Fixation does not happen at this stage.
GENITAL Puberty-death	The genitals. The adult derives pleasure from masturbation and sexual intercourse.	Establishing intimate relationships with opposite sex	Fixation at this stage is what should happen, and indicates a well-adjusted adult.

The first theory of development, ground breaking. the first theory to focus on the importance of childhood experiences shaping our development. The importance of the unconscious was recognised which may help explain certain behaviours such as repressed memories.

Freud explained individual differences in moral behaviour down to moral beliefs of parents varying. Moral behaviour is also influenced by the strength of the individuals id & superego

BUT – Freud ignored the role of everyone but the father – boys who don't have fathers still develop morals!! There is no evidence that woman are morally weaker. Studies show warm supportive fathers have better morally developed sons rather than fathers who are feared.

Freud proposed that during the Phallic stage the child identifies with the same sex parent – There is evidence that children often grow up with their parent's interests.

Implies that the role of the parents is vital to healthy development. Also implies that parents should try and avoid conflict during breastfeeding/weaning & toilet training.

Freud's theory is supported by Bowlby's theory of attachment which describes attachment to a parent happening during early feeding (oral stage) where the infant associates the pleasure of feeding with the person that feeds them.

BUT – there is evidence that infants do not necessarily attach to the feeder, rather attachment in a maturational process. Freud suggested moral belief are acquired by the superego during the phallic stage when the child begins to identify with the same sex parent.

BUT children brought up without a same sex parent still display gender differences

Assumptions of the psychodynamic approach

The unconscious plays a role in behaviour children develop through stages. Failure to resolve each stage leads to problems in later life.

Freud's theory of the psyche

The psyche (personality) has 3 components

- Id
- Ego
- Superego

There are 3 levels of consciousness

- Unconscious
- Pre-conscious
- conscious

Put into practice –

This perspective can also be used to explain phobias. Carers should take into consideration any form of distress shown by the individual e.g. a service user may have a tendency to be aggressive to service providers. We need to be careful not to make assumptions about services users – their behaviour may be due to earlier childhood experiences. A resident who is anally retentive i.e. hates mess, is obsessively tidy and is punctual will not be able to help this. A resident, who is messy and disorganised, likewise may not be able to help it. Freud would suggest that those residents who settle happily into their new home are not experiencing any inner turmoil. Carers should encourage clients to express their emotions, to talk through their issues and face them.

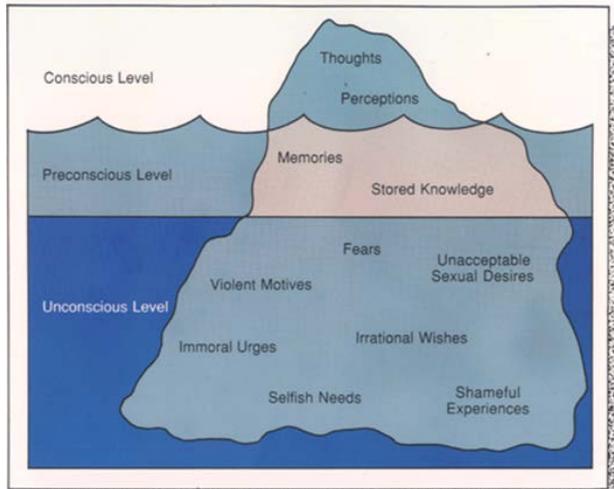
The care worker should recognise that the client cannot control their unconscious conflicts or urges and so should not take their behaviour personally. Service providers will need to be aware that individuals behave the way they do because of fixation. Service providers may be needed to help some service user's deal with threatening events. The elderly take great comfort in others being interested in their life and what they have experienced.

Freud emphasised that childhood experiences contribute towards the individual's adult personality. Toddlers need to be treated as individuals and should be given the opportunity to do things for themselves, otherwise this will cause them to develop feelings of inadequacy and self-doubt. Children should be praised a lot so that they feel a sense of self-worth. Freud believed that unresolved issues in the early stages of development could affect a person's ability to cope with later life. Books and toys will aid in preparing children for big events in their lives e.g. going into hospital or going on a long distance flight. This approach may be used in a setting to explain why a child is behaving in a particular way. Early experiences within first 4 years of family life greatly influence personality development. Fixation at any one stage can affect adult personality.

Freud's theory of the personality



PERS 5 Freud's View of the Human Mind: The Mental Iceberg



© by Ailyn and Bacon

Dynamic equilibrium

Exams are approaching. Should you



Do no revision and socialise



Do nothing but revision, having no rest or relaxation



Revise with a realistic revision timetable

Humanistic Perspective

Maslow

Humanistic "theories" of learning tend to be highly value-driven and hence more like prescriptions (about what ought to happen) rather than descriptions (of what does happen).

■ They emphasise the "natural desire" of everyone to learn. Whether this natural desire is to learn whatever it is you are teaching, however, is not clear.

■ It follows from this, they maintain, that learners need to be empowered and to have control over the learning process.

■ So the teacher relinquishes a great deal of authority and becomes a facilitator.

Settings most relevant – Children and young people, social care, health care community justice

Key strategies include – person centred therapy, encounter groups

Key ideas

- Positive instincts to fulfill human potential.
- Theories based on study of successful, healthy people
- Albert Schweitzer, Eleanor Roosevelt.
- Strong motivating force to do good.
- Be the best that they could be.
- Self-actualization

Overview

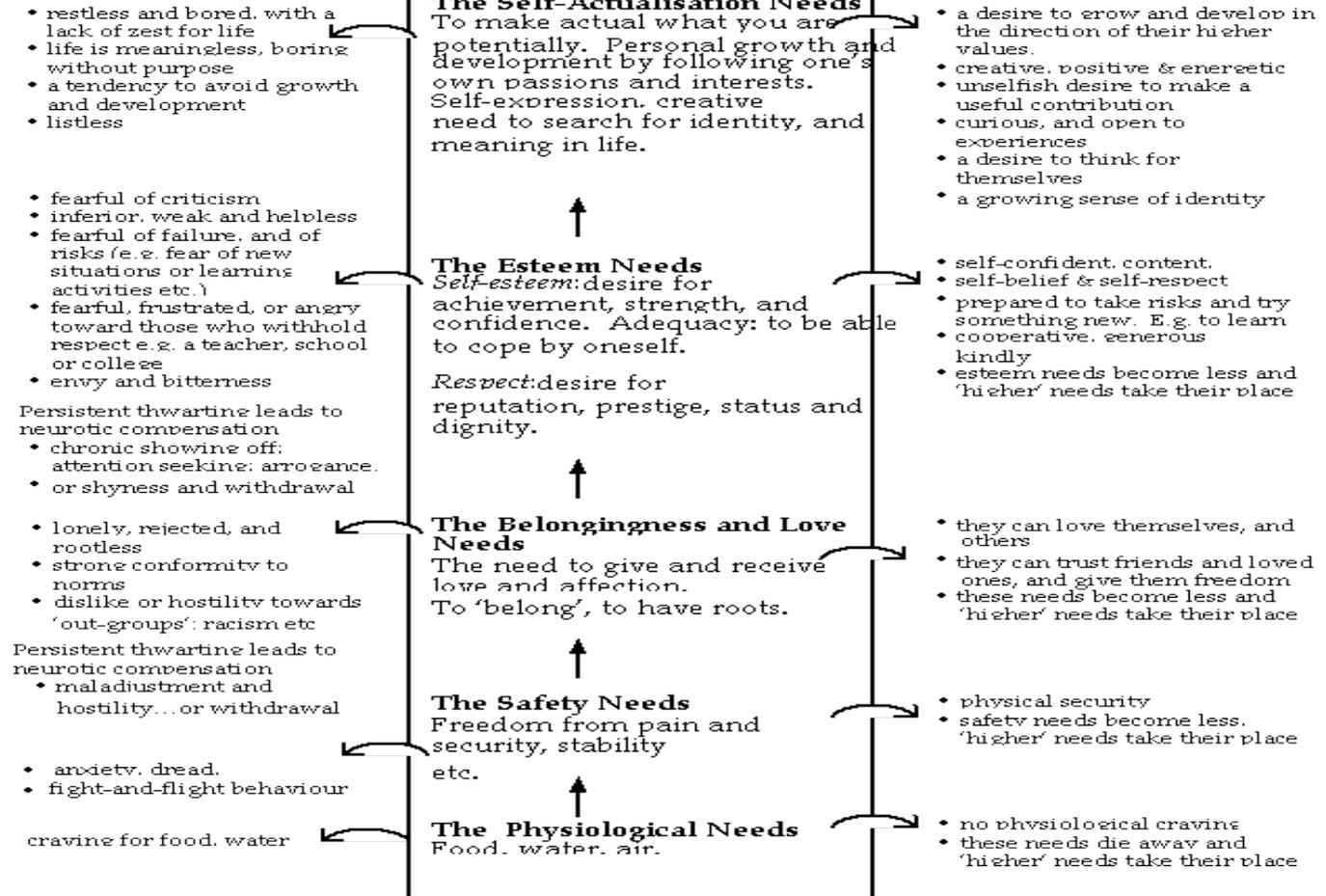
- Focus on individual/self - highly value-driven
- Emphasises 'natural desire' of everyone to learn
- Learning is not an end in itself – it is the means to progress towards the pinnacle of self-development – Maslow's 'self-actualisation'
- A child learns because he/she is inwardly driven, and derives their reward from the sense of achievement that having learned something affords
- Intrinsic rewards – rewards from within oneself – e.g. satisfaction of a need
- Students should be able to choose what they want to learn – students will be motivated to learn a subject if it's something they need and want to know – students' learning to be self-directed



Maslow's Hierarchy of Needs

*If the need is not met
the person feels....*

*If the need is met
the person feels....*



Maslow said these needs are rather like vitamins in that

- we can never be healthy without them
- a long term deficiency causes 'disease'
- there are no substitutes for them. That is, a child who is aggressive or attention seeking can only be 'cured' of this behaviour by getting their esteem and belonging needs met, punishment can never produce a long term 'cure'.

Evaluative Issues

- Highly dependent upon capabilities of teacher – subjective Put into practice –Third Level, Love: Friends, Family, Spouse, Lover
Maslow stated that once the hypothetical man was fed, sheltered and safe, he would respond with affection toward those around him.
He noted that this was especially true of children, who would give their trust to adults who saw to their well-being.
Fourth Level, Self-Esteem: Achievement, Recognition, Mastery, Respect
The representative man has his physical needs satisfied, he feels safe and he is loved. Now he has a need to make a place for himself in the world by getting a job, earning awards or mastering a trade. He wants to be respected by his peers.
Between age 9 months and age 2, a baby makes tremendous strides toward mastering his world. A secure baby explores his world, confident that his achievements will be admired.

Life Events – a few examples

life event	positive		negative	
Starting school - expected	p	exercise at part of lessons	p	-
	I	learn new things, qualifications	I	may struggle with some learning
	E	do well in school, feel happy, high self-esteem	E	if find work hard, lack confidence, low self esteem
	S	meet new people, make friends	S	may not find close friends, may be bullied
	f		f	
Work - expected	p	earn a salary to pay for house, food, clothes etc.	p	may become tired from work
	I	learn new things in the job	I	job may be boring and lack challenge
	E	if successful, get promotion, high self esteem	E	may lack confidence in own ability, lead to low self-esteem, lack of confidence, unhappiness
	S	meet new people	S	work colleagues may not be friendly
	f	Wages	f	May earn less than benefits
Marriage / civil ceremony Expected	p	two salaries to buy house, food etc...,	p	Less money for basic needs
	I	married people tend to work harder as want to provide for the other one/ begin family	I	with working hard, may devote too much time to work
	E	feel loved and love- high self esteem	E	if marriage does not work out, stress, depression, low self-esteem
	S	always got somebody to talk to, more friends...	S	may lose contact with some friends as spend more time with wife/husband
	f	Money shared / double income	f	Cost of wedding, loss of benefits, leads to debt
Retire- Ment Expected	p	can relax, no need wake up early	p	less money to survive on reducing warmth etc
	I	time to pursue new hobbies and interests	I	can stop learning new things if don't go out
	E	can relax, happier,	E	may lack confidence as no longer working
	S	can meet new people through clubs	S	may lose contact with friends
	f	No travel costs to work	f	Lower income
Birth Child Expected / unexpected	p	toys/clothes to share- save money	p	need bigger house, more food, clothing...
	I	child can learn how to look after younger sibling	I	parent less time to devote to interests/ job
	E	pride in having a new sibling	E	stress, tiredness... low self esteem
	S	another person to play/ love/ support	S	parent has less chance to socialise
	f		f	
Death of partner Unexpected	p	-	p	partner may not look after him/herself properly
	I	partner may force self to join club to meet new people	I	may stop going out to clubs...
	E	partner may force self to meet new people	E	upset, depression, low self esteem
	S	partner may force self to meet new people	S	nobody to be with 24 hours a day
	f	Widow pension	f	Loss of income, money for funeral
Serious accident Unexpected	p	state support financially whilst recuperating	p	pain, suffering, long lasting effects
	I	may have learned new things, developed new interests whilst recuperating	I	may need to give up work, clubs...
	E	may come out of accident a stronger person	E	may lack confidence, unhappy, low self esteem
	S	may have met new friends through experience	S	may have lost contact with friends during recuperation
	f	Compensation	f	Loss of earnings
Moving house	p	Improved lifestyle	p	Strain in lifting
	I	In control to manage	I	Struggle to manage budget or plans
	E	Fresh start	E	Overwhelming, stress

Expected	S	New friends, neighbours	S	Loss of old friends / neighbours
	f	May be improved if down sizing	f	Cost of moving

Life Choices

A life choices may have both potential benefits or risks on health, well-being and opportunities, including: substance use, for example smoking and alcohol consumption, diet, participation in physical activities involvement in community-based activities, work-life balance, antisocial behaviour and truancy

Impacts: (for both life events and choices)

- physical, e.g. disturbed eating or sleeping patterns
- intellectual, e.g. skills acquisition, or difficulty in concentrating
- emotional, e.g. enhanced happiness, anxiety, grief or depression
- social, e.g. loss or change of social opportunities and interactions, becoming withdrawn and isolated, changes in income
- Financial, e.g. a reduced income.

Recap - Life Stages think about strategies for different age ranges:

Infancy 0-3 years, Childhood 4-10 years, Adolescence 11-18 years, Adulthood 19-64 years

Later Adulthood 65+ years

Settings –

- Health: hospitals, GP surgery and other primary healthcare providers, healthcare provided at home (e.g. by a district nurse), hospices.
- Social Care: day care centre settings, residential and nursing homes, sheltered housing, foster homes.
- Children and young people: child minders, nurseries, playgroups, primary schools, secondary schools, pupil referral units, colleges.
- Community justice: prisons, remand centres, young offenders' institutes.

Illness or health conditions

You need to know the impact of these on health and well-being:

- hereditary conditions: genetic/chromosomal, e.g. Tourette's syndrome, sickle cell disease, Down Syndrome, cystic fibrosis
- genetic predisposition, e.g. multiple sclerosis, spina bifida, autism
- combination of genetic and environmental, e.g. ADHD, obesity, diabetes 1 and 2, mental health disorders
- age-related, e.g. osteoporosis, cardiovascular disease, stroke, Alzheimer's, osteoarthritis

You are not expected to have a detailed knowledge of health conditions but you should understand the impact of such illnesses/conditions on an individual's health and well-being.

Others from Unit 2 – asthma, leukaemia and cancers, coronary heart disease and cardiac arrest, STI's

Psychological Well Being

Health / ill health will have an impact on an individual's:

- self-esteem (i.e. how they value themselves),
- self-image (how they view themselves in comparison to others)
- self-concept (what they think others believe about them and what they believe about themselves)

Social effects of ill health on individuals & their families

Ill health can have a negative effect for clients e.g.

- Education – low attendance, low academic achievement/ fewer opportunities i.e. further education or employment
- Employment – High levels of sick leave may affect promotion prospects,
- Income- salary affected, sick pay a lot less than normal salary (financial hardship, benefits etc)
- Leisure activities – less able to participate / afford social activities thus affecting social, emotional, physical & intellectual health
- Relationships – possible breakdown of relationships or pressure put on existing relationships both family and friendships groups

Strategies –know how these are used to support clients

You need to know how the following strategies and techniques can be used to support clients:

- biological treatments – drugs, meditation and relaxation, sensory rooms (see notes HSC01, 2, 9)
- person-centred therapy and encounter groups (see notes Unit HSC02)
- behaviour therapy, behaviour modification, token economy (see notes HSC09)
- modelling, social skills training and family therapy (see notes HSC09)
- simple and complex sensory motor, verbal and imaginative play with peers and adults, cognitive behavioural therapy.

Medication / Drugs – Eysenck

Eysenck's emphasis on biological basis of personality consistent with biological therapies

A medication is a substance that is taken into or placed on the body that is used to cure a disease or condition. For example, antibiotics, medications for condition or to relieve symptom, to relieve pain or as a vaccinations are given to prevent diseases.

Meditation and relaxation –

Meditation is simply the practice of focusing your attention on a particular object — generally something simple, like a word or phrase, a candle flame or geometrical figure, or the coming and going of your breath.

Sensory rooms – A sensory room is a special room designed to develop people's sense, usually through special lighting, music, and objects. It can be used as a therapy for children with limited communication skills. Multi-sensory equipment is a vital and effective part in the treatment of sensory disorders with children and adults alike.

Person-Centred therapy – Maslow

The goal of the Person-centred therapy / counselling is best described in process terms -movement towards actualization. Person-centred therapy assumes that all human beings want to and are capable of realizing their potential. It assumes that this is a universal human goal that is not culture bound or culture dependent.

Encounter groups - Maslow

These are a group of people who meet, usually with a trained leader, to increase self-awareness and social sensitivity, and to change behaviour. The group is usually small and unstructured and chooses its own goals.

Behaviour therapy - Skinner

Behaviourism assumes that all behaviour is learnt from the environment and symptoms are acquired through classical conditioning and operant conditioning.

Behaviour modification - Skinner

Behaviour modification is a therapeutic technique based on the work of Skinner. Skinner developed a theory of operant conditioning, which states that all behaviour is governed by reinforcing and punishing stimuli. Behaviour modification uses a scheduled approach that rewards desired behaviour and "punishes"

undesirable behaviour. This technique continues to be used in therapy and is used in many psychological settings.

Token economy - Skinner

The Token Economy System is a way to reward positive behaviour. The system is set up by the teacher and tends to work better when used with the entire class. The teacher provides a token (play money, coin, card, etc.) when a student is caught with good behaviour.

Modelling - Bandura

Individuals that are observed are called models. In society children are surrounded by many influential models, such as parents within the family, characters on children's TV, friends within their peer group and teachers at school. These models provide examples of behaviour to observe and imitate, e.g. masculine and feminine, pro and anti-social etc.

Social skills training - Bandura

Social skills training (SST) is a form of behaviour therapy used by teachers, therapists, and trainers to help persons who have difficulties relating to other people.

Family therapy

Family Therapy, also known as Systemic Therapy, is an approach that works with families and those in close relationships, regardless of whether they are blood related or not, to foster change.

Simple and complex sensory motor, verbal and imaginative play with peers and adults - Paiget

Sensory play: playing with objects that have different types of smells or sounds or texture (soft, hard, smooth, rough, wet, dry, slimy, furry etc.). This type of play helps children understand and interpret sensory information from their environment.

Cognitive behavioural therapy

Cognitive Behavioural Therapy (CBT) combines cognitive and behavioural therapies. The approach focuses on thoughts, emotions, physical feelings and actions, and teaches clients how each one can have an effect on the other. CBT is useful for dealing with a number of issues, including depression, anxiety and phobias.