

SCORE: 7/15

Poverty directly affects a child's socioemotional development. "Theories of the effects of poverty on proximal processes in the Microsystem of the family have the most research support, but processes in other Microsystems such as the peer group and school and in other levels of the ecological environment may also explain the relation between economic deprivation and children's socioemotional functioning" (Eamon, 2001, p256).

This process is expected to be activated when poverty exists in the immediate environment of a child. The causal process is explained in these steps: 1. A family lives in an environment where poverty exists with limited resources. 2. This increases parental stress which negatively impacts on the socioemotional development of the child. 3. A poor child experiences peer rejection. 4. As a result, a poor child is less likely to attend school due to lack of resources such as clothes, school materials, etc. 5. The negative influences in their environment due to poverty results in the child then dropping out of school. 6. The child enters into risky activities. 7. The child suffers from poor health condition. When a child drops out of school, his or her socioemotional development is put at risk and he or she is more likely to repeat the same behaviors as their family.

Need to have defined the key terms in this process here.