



RAISING EMOTIONALLY HEALTHY CHILDREN

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WORLD HEALTH ORGANIZATION

- Worldwide 10-20% of children and adolescents experience mental disorders. Half of all mental illnesses begin by the age of 14 and three-quarters by mid-20s.
- Neuropsychiatric conditions are the leading cause of disability in young people in all regions
- https://www.who.int/mental_health/maternal-child/child_adolescent/en/



NATIONAL SURVEY OF CHILDREN'S HEALTH DATA PUBLISHED ONLINE IN *JAMA PEDIATRICS* (2016)

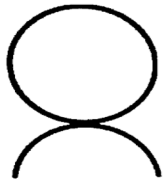
- One in six U.S. children between the ages of 6 and 17 has a treatable mental health disorder such as depression, anxiety problems or attention deficit/hyperactivity disorder (ADHD).
- The analysis also found that nearly half of children with these disorders did not receive counseling or treatment from a mental health professional such as a psychiatrist, psychologist or clinical social worker.
- <https://www.aafp.org/news/health-of-the-public/20190318childmentalillness.html>



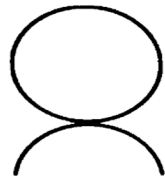
Mental Health of Children and Young People in England, 2017 Study

One in eight 5 to 19 year olds had a mental disorder in 2017

One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017.

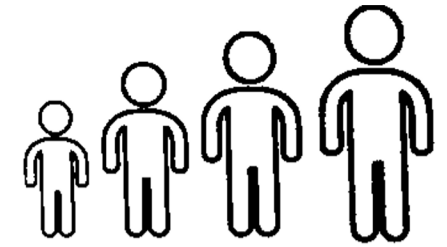


One in twenty (5.0%) 5 to 19 year olds met the criteria for two or more individual mental disorders at the time of the interview.



Mental disorders were identified according to International Classification of Diseases (ICD-10) standardised diagnostic criteria, using the Development and Well-Being Assessment (DAWBA). To count as a disorder, symptoms had to cause significant distress to the child or impair their functioning. All cases were reviewed by clinically trained raters.

Rates of mental disorder were higher in older age groups

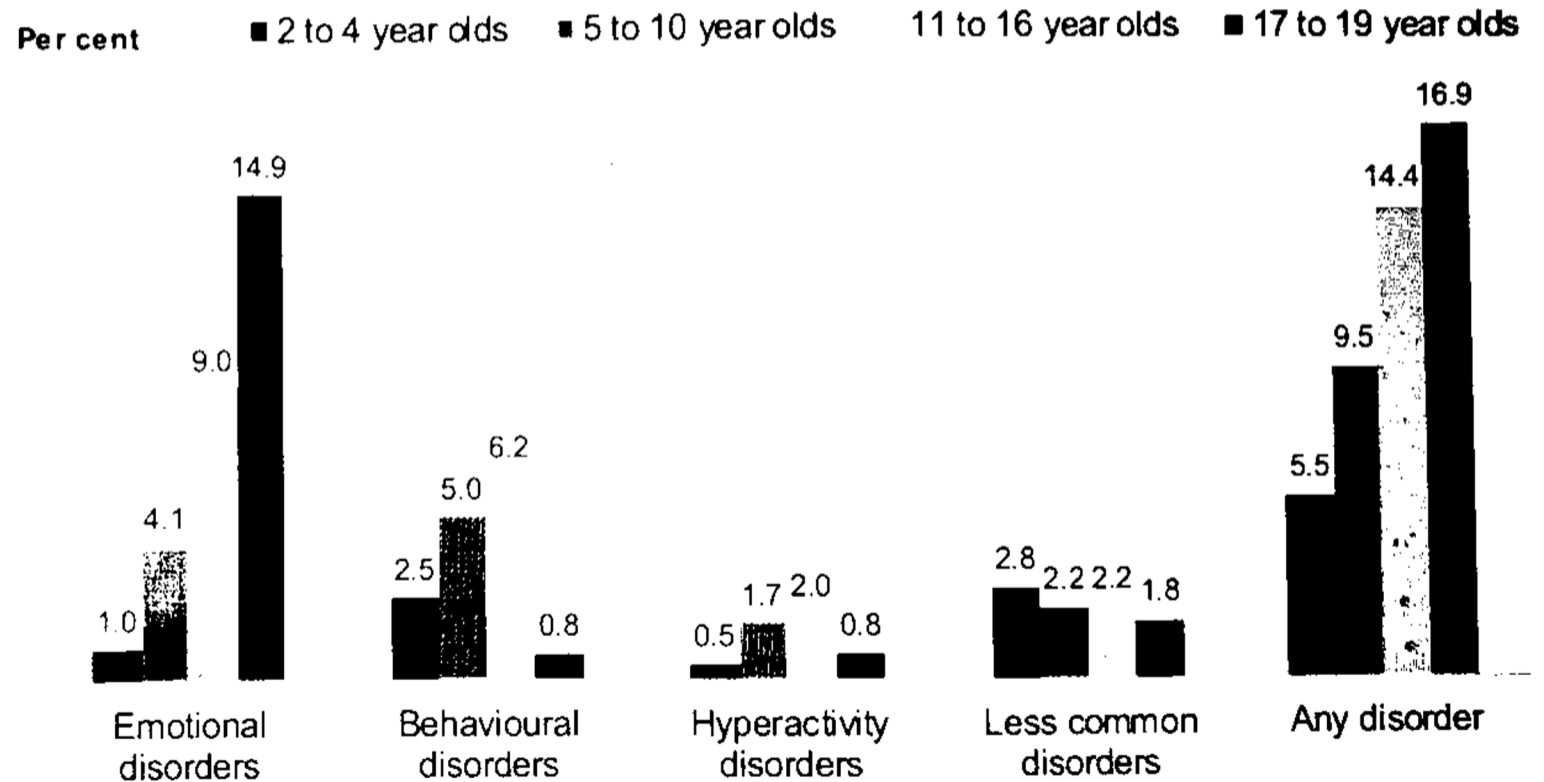


Young people aged 17 to 19 were three times more likely to have a disorder (16.9%) than preschool children aged 2 to 4 (5.5%).

Different disorders were prominent at different stages of childhood. For example, rates of emotional disorder were highest in 17 to 19 year olds. While rates of behavioural and hyperactivity disorders were highest in children aged 5 to 16.

Caution is needed, however, when comparing rates between age groups due to differences in data collection. For example, teacher reports were available only for 5 to 16 year olds.

Rates of different types of disorder in 5 to 19 year olds by age



Preschool children: one in eighteen 2 to 4 year olds had a disorder

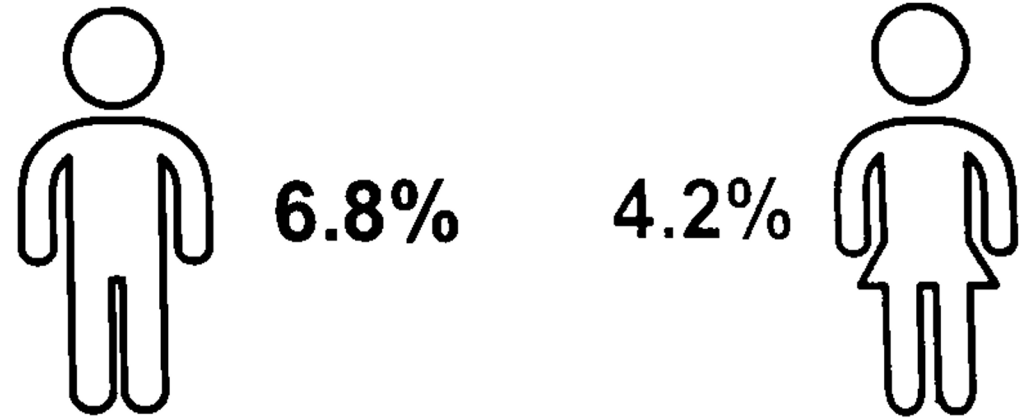
The early years are a critical time of rapid development

These Experimental Statistics are England's first estimates of disorder prevalence in 2 to 4 year olds based on high quality assessments with a national, random sample.

One in eighteen (5.5%) preschool children were identified with at least one mental disorder around the time of the interview.

Behavioural disorders were evident in 2.5% of preschool children, consisting mostly of oppositional defiant disorder (1.9%). Autism spectrum disorder (ASD) was identified in 1.4% of 2 to 4 year olds. Other disorders of specific relevance to this age group were also assessed, of which sleeping (1.3%) and feeding (0.8%) disorders were the most common.

Among 2 to 4 year olds, boys were more likely than girls to have a disorder



Primary school years: one in ten 5 to 10 year olds had a disorder

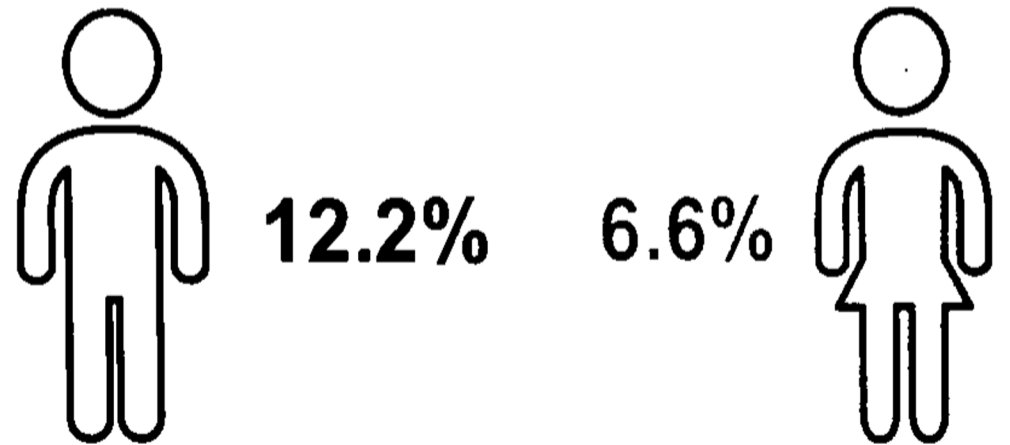
Primary school is a major stage in early childhood.

About one in ten (9.5%) 5 to 10 year olds had at least one disorder. And about one in thirty (3.4%) met the criteria for two or more mental disorders around the time of the interview.

Behavioural disorders (5.0%) and emotional disorders (4.1%) were the most common types in this age group.

At this age, rates of emotional disorder were similar in boys (4.6%) and girls (3.6%). However, other types of disorder were more than twice as likely in boys as girls. For example, 2.6% of 5 to 10 year old boys were identified with a hyperactivity disorder, compared with 0.8% of 5 to 10 year old girls.

Among 5 to 10 year olds, boys were about twice as likely as girls to have a disorder



Secondary school years: one in seven 11 to 16 year olds had a disorder

The move to secondary school coincides with the start of adolescence.

About one in seven (14.4%) 11 to 16 year olds were identified with a mental disorder. And one in sixteen (6.2%) met the criteria for two or more mental disorders at the time of the interview.

Emotional disorders were the most common type at this age, present in 9.0% of 11 to 16 year olds. This was followed by behavioural disorders (6.2%).

While at this age boys and girls were equally likely to have a disorder, they tended to have different types of disorder. Girls were more likely than boys to have an emotional disorder (10.9% compared to 7.1%), while boys were more likely than girls to have a behavioural disorder (7.4%, compared with 5.0%) or a hyperactivity disorder (3.2% compared with 0.7%).

Among 11 to 16 year olds, boys and girls were equally likely to have a disorder



14.3%

14.4%



Transitioning to adulthood: one in six 17 to 19 year olds had a disorder

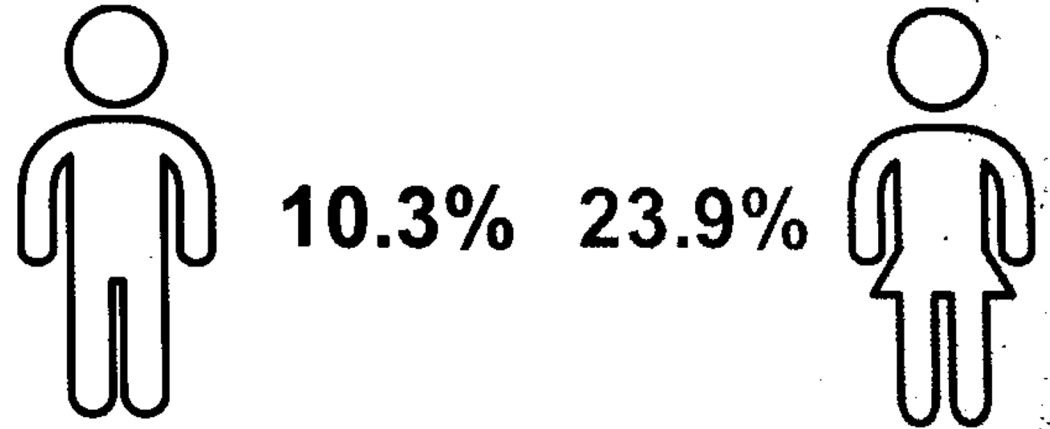
Adolescence is an extended period of change.

About one in six (16.9%) 17 to 19 year olds had a mental disorder. And one in sixteen (6.4%) met the criteria for more than one mental disorder at the time of the interview.

Emotional disorders were the most common type in this age group, present in 14.9% of 17 to 19 year olds. 13.1% were identified with an anxiety disorder and 4.8% with depression. The other disorder types (behavioural, hyperactivity, and other less common disorders) all had an overall prevalence of less than one in fifty at this stage.

Among boys, the likelihood of having a disorder was highest at age 11 to 16. In girls, however, the disorder rate was highest in those aged 17 to 19. These differences in the pattern of association between age and presence of disorder were due in part to differences in the types of disorder boys and girls had.

Girls aged 17 to 19 were more than twice as likely as boys that age to have a disorder



CHARACTERISTICS OF EMOTIONALLY HEALTHY CHILDREN

- They can initiate.
- They live in reality
- They have empathy.
- They are resilient in hard times.
- They develop techniques to help them deal with strong emotions.
- They are truthful and humble.



10 IMPORTANT HABITS OF EMOTIONALLY HEALTHY FAMILIES

Natasha Sharma

1. **Set clear boundaries** – how they treat each other, speak to each other.
2. **Practice kindness and compassion.**
3. **Be intelligent with conflict resolution.**
4. **Express emotions intelligently** – practice emotional self-regulation.



5. **Don't play favorites** – each person's worthiness is viewed as equal.
6. **Celebrate individual accomplishments & embrace the differences** – don't compete with one another.
7. **Function as a team.**
8. **Promote and practice acceptance—of self and others** -- know that they are not perfect.





9. **Know what you can and cannot control** – aware of circumstances that you can't control, so back away.
10. **Have a shared value system** – gives them a sense of belonging.

LIFE COUNSELING SOLUTIONS' HABITS OF EMOTIONALLY HEALTHY FAMILIES

- Join a faith community
- Put marriage as top priority
- Listen
- Say “No”
- Share meals together
- Do not label, name call, or blame
- Laugh and pray
- Spend time together
- Limit time with TV/ internet.

<https://lifecounselingsolutions.com/2014/10/orlando-family-counseling-2/>



TIPS ON PROMOTING CHILDREN'S EMOTIONAL HEALTH





1. Provide Love and Support for Your Child

- Value his/her gifts and talents.
- Express your love, tenderness, and kindness through hugs and kisses, telling him he is special.
- Enjoy your child's uniqueness.
- Show your child respect.



2. Stay Connected with Your Child

- **Keep communication open and talk together.**
- **Let your child know he/she can talk about anything with you.**
- **Share their joys as well as talk about their challenges and sorrows.**
- **Talk about school, friends, activities.**

3. Listen to Your Child

- Put aside doing your own things and listen.
- Listen to your child's viewpoints.
- Be sensitive to their feelings as you listen to their joy, struggles, frustration, etc.
- Listen before you judge.
- Listen empathetically.



4. Accept Your Child's Feelings

- Allow the child to express his feelings—joy, anger, sadness, frustration, etc.
- Validate his feelings. Don't say “you should not get angry.”
- Help your child discover appropriate ways to deal with problems and upsetting situations or negative emotions.
- Don't be afraid to show emotions in front of your kids.



5. Spend Time with Your Child

- Experts tell us that parents who interact regularly with their children develop stronger bonds.
- Have fun times together playing and laughing.
- Spending quality time requires that parents be engaged with your child in activities such as reading, playing, laughing, talking, etc.
- Carve out special times with your child.



6. Discipline with Love

- Show patience with the child's mistakes and inconsistencies.
- Correct misbehavior with kindness and firmness.
- Never raise your voice or shout at them.
- Never correct in anger.
- End your discipline process with a loving renewal experience.

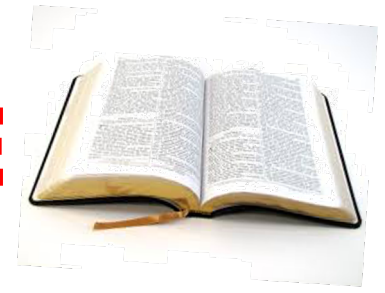


7. Allow Your Child Age-appropriate Decisions, Responsibility, and Independence

- Teach your child how to problem solve and make decisions.
- Allow them opportunity to take on age-appropriate tasks and chores as they learn responsibility.
- As they become teens, provide appropriate limits & guidance as they push for independence.



COUNSELS FROM THE BIBLE



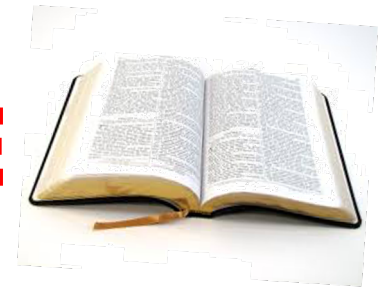
“So then, my beloved brethren, let every man be swift to hear, slow to speak, slow to wrath, for the wrath of man does not produce the righteousness of God.”

James 1:19

“And you, fathers, do not provoke your children to wrath, but bring them up in the training and admonition of the Lord.”

Ephesians 6:4

COUNSELS FROM THE BIBLE



“Fathers, do not provoke your children, lest they become discouraged.”

Colossians 3:21

“But if anyone does not provide for his own, and especially for those of his household, he has denied the faith and is worse than an unbeliever.”

1 Timothy 5:8



6 TESTIMONIES, P. 201

“Teachers are needed, especially for the children, who are calm and kind, manifesting forbearance and love for the very ones who most need it. Jesus loved the children; He regarded them as younger members of the Lord's family. He always treated them with kindness and respect, and teachers are to follow His example.”



CHILD GUIDANCE, PP 245, 246

“Mothers, however provoking your children may be in their ignorance, do not give way to impatience. Teach them patiently and lovingly. Be firm with them.” (245)

“When you are obliged to correct a child, do not raise the voice to a high key.... Do not lose your self-control. The parent who, when correcting a child, gives way to anger is more at fault than the child. (246)



FUNDAMENTALS OF CHRISTIAN EDUCATION, P. 65

“Parents should be much at home. By precept and example they should teach their children the love and the fear of God; teach them to be intelligent, social, affectionate; to cultivate habit of industry, economy, and self-denial. By giving their children love, sympathy, and encouragement at home, parents may provide for them a safe and welcome retreat from many of the world’s temptations.”

“Emotion-coaching is not a panacea. It doesn’t have Harry Potter magic powers to turn your little devil into a little angel. There will still be outbursts. You’ll still need discipline and limits. But with time it’ll build a tighter bond with your child and help them develop a skill that will benefit them the rest of their life.”

John Gottman, Raising an Emotionally Intelligent Child

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