



School Mental Health Training



**World Health
Organization**

REGIONAL OFFICE FOR THE **Eastern Mediterranean**

WHO Library Cataloguing in Publication Data

Names: World Health Organization. Regional Office for the Eastern Mediterranean

Title: Mental health in schools: lectures / World Health Organization. Regional Office for the Eastern Mediterranean

Description: Cairo: World Health Organization. Regional Office for the Eastern Mediterranean, [2021] | Includes bibliographical references.

Identifier: ISBN 978-92-9022-567-6 (pbk.) | ISBN 978-92-9022-570-6 (online)

Subjects: School Mental Health Services | Child Development | Health Promotion | Teacher Training | Lecture | World Health Organization

Classification: NLM WA 35

Lecture 2

Normal child development 1





Learning objectives




**development of the
pre-school child**
(social & emotional)



**development of the
school-aged child**
(social & emotional)



**promote healthy
development**





Children change constantly,
beginning on the day they are born

Children develop in multiple
domains, but not always evenly

Understanding child development is
helpful in differentiating typical from
atypical development and behaviour



Reminder



Development is characterized by processes by which individuals uniquely adapt to their environment

Each child is unique, and children even of the same age or socioeconomic background can follow varying developmental trajectories

This training emphasizes the social and emotional development of pre-schoolers, children, and adolescents and what educators can do to support such development



Reminder



Domains of child development



Motor

Divided into

Gross motor development

Functioning of large muscle groups responsible for functions such as walking

Fine motor development

Functioning of small groups of muscles such as those responsible for holding a pencil

Cognitive

Functions such as memory, reasoning, and problem-solving

Language

Divided into

Receptive language development

Ability to understand what others are saying

Expressive

Communicating with others

Social

Ability to establish connections and interact with others

Emotional

Personality traits, e.g. ability to handle frustration

Stages of development





Developmental tasks of pre-schoolers





One year old



Social and emotional milestones

- shy with strangers
- may cry when caregiver leaves
- has preferences, like favourite items or people
- hands you a book when wanting to hear a story
- repeats sounds or actions to get attention
- puts out arm or leg to help with dressing
- plays games such as peek-a-boo and pat-a-cake

Strategies to promote healthy development





One year old



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Strategies to promote healthy development

- play games (e.g. peek-a-boo)
- read and sing with children
- join in their play
- encourage children to play near other children even if they do not play together
- play basic games that involve taking turns
- invite children to do what they can do for themselves (e.g. taking off shoes or putting a book away)



Two years old



Social and emotional milestones

- imitates others, especially adults and older children
- gets excited when with other children
- increasingly independent
- plays mainly beside other children, may start to play with others
- tantrums are a typical way children express their frustration

Strategies to promote healthy development





Two years old



Social and emotional milestones

- imitates others, especially adults and older children
- gets excited when with other children
- increasingly independent
- plays mainly beside other children, may start to play with others
- tantrums are a typical way children express their frustration

Strategies to promote healthy development

- provide consistent and predictable routines so children learn what to expect
- give children warnings before the end of an activity
- encourage children's growing independence by letting them try things on their own
- respond to desired behaviours more than you attend to undesired behaviours
- provide choices (e.g. "Do you want the blue or red paper?")
- help children learn about their feelings by labeling them



3–5 years old



Social and emotional milestones

- interested in new experiences
- cooperates with other children
- increasingly inventive in fantasy play
- increasingly more independent
- often cannot distinguish between fantasy and reality
- more likely to agree to rules at times
- sometimes demanding while sometimes eagerly cooperative
- wants to be like their friends

Strategies to promote healthy development





3–5 years old



Social and emotional milestones

- interested in new experiences
- cooperates with other children
- increasingly inventive in fantasy play
- increasingly independent
- often cannot distinguish between fantasy and reality
- more likely to agree to rules at times
- sometimes demanding while sometimes eagerly cooperative
- wants to be like their friends

Strategies to promote healthy development

- encourage group play, be prepared for disagreements and challenges
- expect child to have simple responsibilities and follow basic rules
- establish limits and adhere to them
- help the child be responsible and discover consequences of behaviour
- provide outlets for emotional expression
- provide opportunities for talking about self and family
- strengthen positive self-esteem
- provide plenty of play space and provide for rest
- read to/with the child



Developmental tasks of primary school-age children





Developmental tasks of

primary school-age children (6–12 years)



As children enter regular school they are expected to

- play next to and with peers, and to respect space
- play games and sports with peers
- work productively with other peers and with staff
- develop their masculine and feminine roles and dress
- develop reading, arithmetic, and writing skills
- exhibit normal everyday skills including eating meals, going to the bathroom alone, and waiting their turn
- develop a sense of right and wrong
- develop increasing autonomy





6–8 years old



Social and emotional milestones

- growing independence
- common fears – problems in the family, failure, rejection
- friends, often from same neighbourhood and sex
- more nurturing to others
- commanding younger children but following after older children
- start seeing the point of view of others more clearly
- define themselves in terms of appearance, activities, possessions
- fewer angry outbursts
- learning how to resolve conflict
- chattering is common
- inner control is being formed
- may still be afraid of the dark or monsters

Strategies to promote healthy development





6–8 years old



Social and emotional milestones	Strategies to promote healthy development
<ul style="list-style-type: none">• growing independence• common fears – problems in the family, failure, rejection• friends, often from same neighbourhood and sex• more nurturing to others• commanding younger children but following after older children• start seeing the point of view of others more clearly• defining themselves in terms of appearance, activities, possessions• fewer angry outbursts• learning how to resolve conflict• chattering is common• inner control is being formed• may still be afraid of the dark or monsters	<ul style="list-style-type: none">• encourage non-competitive games and help set individual goals• give lots of positive attention• let children help define the rules• talk about self-control and making good decisions• talk about why it is important to be patient, share, and respect others' rights



9–12 years old



Social and emotional milestones

- to win, lead or be first is valued (e.g. to be the “boss”, unhappy if they lose a game)
- often attached to an adult other than their parent (teacher, coach)
- quote their new “hero”, try to please the person, and strive for attention from them
- influenced by both peers and family
- feelings get hurt easily and mood swings are normal
- sensitive to negative feedback
- difficulty dealing with failure

Strategies to promote healthy development





9–12 years old



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Strategies to promote healthy development

- teach them to learn from feedback, ask “how could you do that differently next time?”
- always be alert to the feelings associated with what is said
- give positive feedback for successes
- offer activities that help children feel proud of who they are and what they can do
- balance high energy and quiet activities



Thank you

