

Raising Healthy Children

Enhancing the development of children

A lecture for parents developed by Frantz et al., 2020 for the RISE project*



Picture retrieved from <https://pixabay.com/de/photos/familie-hand-im-freien-irland-1636615/>.



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*Note: Only non-PLH holders were involved in the development of the lecture to ensure independence of authors.





Session Overview

- **Topic 1:** Child development in stages
- **Topic 2:** Potential risk factors for child emotional or behavior problems
- **Topic 3:** Resources and protective factors
- **Topic 4:** Tips: What parents can do to promote child's development

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<https://pixabay.com/de/photos/kinderturm-bausteine-klötzchen-1864718/>.



1. Child development in stages

- Milestones in physical, cognitive, emotional, and social development of children
- Milestones apply to most children of an age group BUT each child is different and may reach stage earlier or later than other children
 - ➔ Large variability between children

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Department of Social Development and UNICEF. (2008). *Parental/Primary caregiver capacity building training package*. Available at: https://www.unicef.org/southafrica/SAF_resources_parents.pdf (Accessed: 16 March 2020).



2 years



Relational

Attached to parents and siblings
Plays alongside other children

Social

Tries hard to be independent
Not able to share with others
Imitates language and behavior of trusted adults

Cognitive

Understands simple time concepts
Follows simple requests
Plays "pretend"
Uses 2 word-sentences

Emotional

Consistently demands attention
Not yet able to manage feelings
Tantrums when frustrated

Physical

Runs, walks stairs
Uses a zipper, builds tower of 4-6 bricks
Able to eat solid foods

Picture 1: Retrieved from <https://pixabay.com/de/photos/kinder-junge-see-wasser-spielen-1440526/>; Picture 2: Retrieved from <https://pixabay.com/de/photos/kind-seifenblasen-kinder-spa%C3%9F-1241817/>

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3 years



Relational
 Still attached to parents, siblings
 Begins to develop relationship to other children and caretakers
 Transitional objects

Social
 Tries to copy adults
 Plays imaginary games
 Joins in with other children's play

Cognitive
 Creates imaginary scenarios & friends
 Thinks concretely, processes information through senses
 Uses complete sentences, asks many questions

Emotional
 Struggles to control emotions
 Develops the ability to control emotions with the help of parents

Physical
 Catches objects
 Holds crayon with control, draws face
 Begins to control body functions
 Eats with spoon and fork

Picture 1: Retrieved from <https://pixabay.com/de/photos/m%C3%A4dchen-kinder-tulpen-niederlande-739071/>; Picture 2: Retrieved from <https://pixabay.com/de/photos/kinder-dreirad-spielzeug-1217246/>

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4-5 years



Picture 1: Retrieved from <https://pixabay.com/de/photos/m%C3%A4dchen-vater-portr%C3%A4t-augen-1641215/>; Picture 2: Retrieved from <https://pixabay.com/de/photos/m%C3%A4dchen-kinder-kleinkind-jugend-3402351/>

Relational

More independent from caregivers
Begin to develop relationships, e.g., recognize peers as friends

Social

Socializes with peers
Plays with other children

Cognitive

Learns about world through play
Curious about self and surroundings
Understands what is good and bad, able to follow simple rules

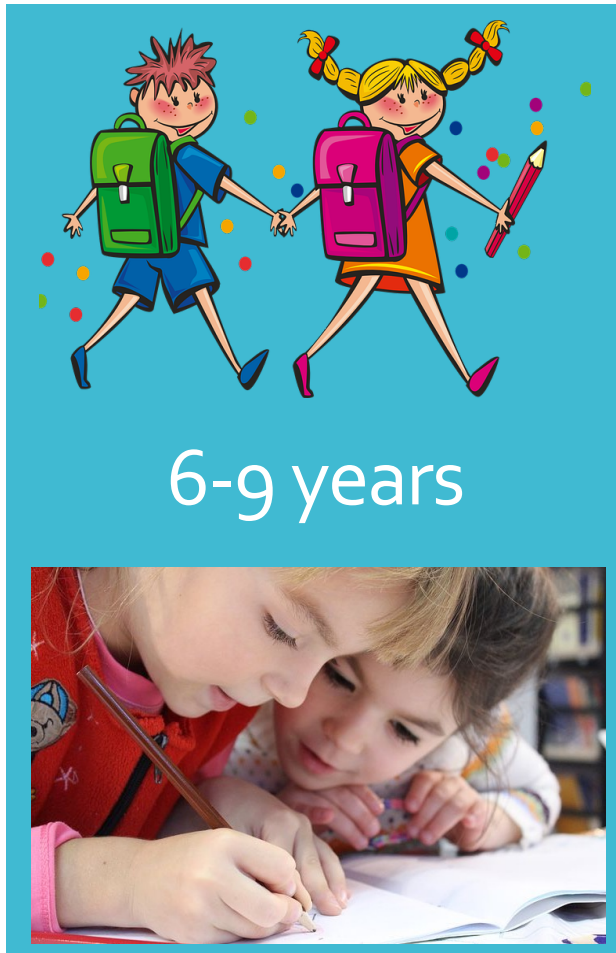
Emotional

Comforts playmates in distress
Needs less physical contact
Still expresses emotions physically but gains more self-control

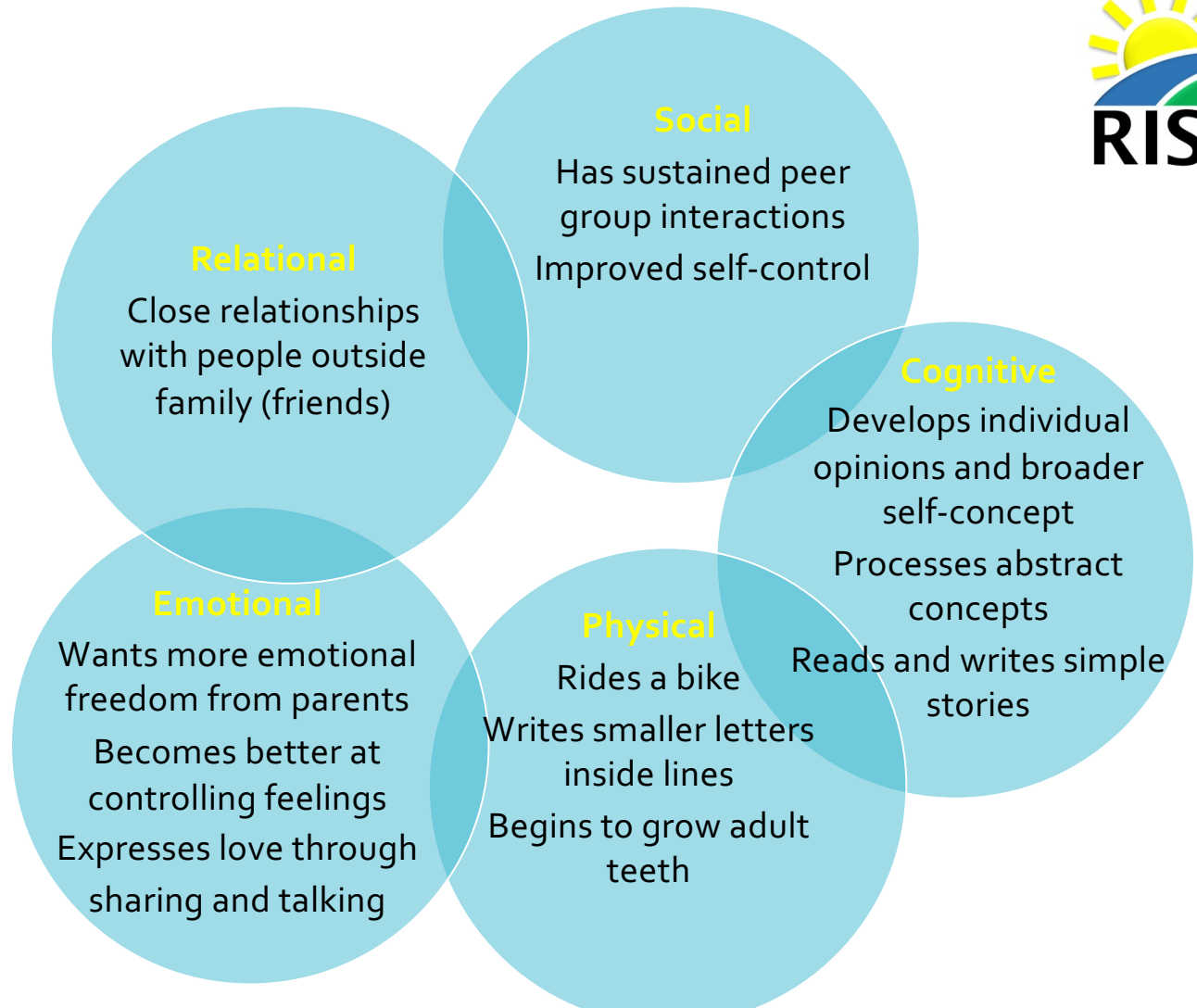
Physical

Balances, ties shoelaces
Fastens/unfastens bottoms
Climbs, skips, hops
Gains resistance to germs

American Psychological Association. ACT Factsheets and Handouts. Available at <https://www.apa.org/act/resources/fact-sheets/>. Bornstein, M. H.; Lamb, M. E. Developmental Psychology (1999). An Advanced Textbook. Mahwah, N.J.: Lawrence Erlbaum Associates, Inc, 4th ed. Department of Social Development and UNICEF. (2008). Parental/Primary caregiver capacity building training package. Available at: https://www.unicef.org/southafrica/SAF_resources_parents.pdf (Accessed: 16 March 2020).; US Department of Health and Human Services. Centers for Disease Control and Prevention. CDC's developmental milestones. <https://www.cdc.gov/ncbddd/actearly/milestones/index.html>.



6-9 years



Picture 1: Retrieved from <https://pixabay.com/de/vectors/junge-mädchen-hand-in-hand-kinder-160168/>, Picture 2: Retrieved from <https://pixabay.com/de/photos/kinder-mädchen-bleistift-zeichnung-1093758/>

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Child Development TAKE HOME MESSAGE

- Each child is unique and may develop faster/slower than other children
- Play is important for child's development (with caregivers and other children)
- Talking with children, telling stories, rhymes and songs are important in developing language and communication skills
- Adequate nutrition and exercise is important for the physical development
- Awareness and monitoring of milestones can help to identify possible delays in order to initiate early support



What are potential risk factors for child emotional and behavior problems?

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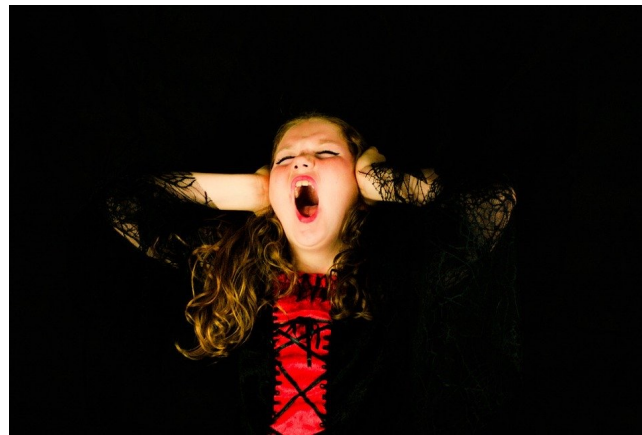


Child mental health problems

- It is normal that children sometimes misbehave
- If child emotional and behavior problems affect quality of life of child and or family: might be helpful to seek help before problems get worse

Potential risk factors

- Child's cognitive abilities
- Child's personality traits, temperament



Picture 1: Retrieved from <https://pixabay.com/de/photos/schrei-kinder-m%C3%A4dchen-menschen-1819736/> Picture 2: Retrieved from <https://www.piqsels.com/de/public-domain-photo-ffymz>

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Potential risk factors



- Lack of sleep



- Unhealthy eating

Picture 1: <https://pixabay.com/de/photos/baby-mädchen-schlafen-kinder-1151348/>. Picture 2: <https://pixabay.com/de/photos/kind-essen-mais-gesundheit-bengel-559415/>

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Potential risk factors

- Poverty, unemployment, cramped living conditions
- Lack of social support
- Divorce, single parenting

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BMA Board of Science (2013). *Growing up in the UK – Ensuring a healthy future for our children. Chapter 7: Emotional and behavior problems.* Available at: http://bmaopac.hosted.exlibrisgroup.com/exlibris/aleph/a23_1/apache_media/5BHGl2CPEIGNRJXM8TV5AR58BGD252.pdf Frantz & Heinrichs (2014) Umgebungsgebundene Förderung: Eltern als Zielgruppe. In: *Entwicklungsförderung im Kindesalter.*



Potential risk factors

- Drug and alcohol use in the family
- Mental or chronic disease of one parent
- Conflicts between parents
- High stress level of parents
- Imprisonment of a family member

Picture 1: Retrieved from <https://pixabay.com/de/illustrations/streit-mann-frau-kinder-4661515/> Picture 2: Retrieved from <https://pixabay.com/de/photos/depression-psychische-gesundheit-824998/>

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Picture retrieved from
<https://pixabay.com/de/photos/mann-hand-schlagen-gewalt-kind-349265/>

Potential risk factors



- Parent-child relationship: Lack of emotional support/bonding
- Inconsistence parenting behavior
- Harsh punishment (e.g., physical punishment)
- Family communication and conflicts in the family
- Sexual abuse
- Insecure attachment

BMA Board of Science (2013). *Growing up in the UK – Ensuring a healthy future for our children. Chapter 7: Emotional and behavior problems.* Available at: http://bmaopac.hosted.exlibrisgroup.com/exlibris/aleph/a23_1/apache_media/5BHGl2CPEIGNRjXM8TV5AR58BGD252.pdf Frantz & Heinrichs (2014) Umgebungsgebundene Förderung: Eltern als Zielgruppe. In: Entwicklungsförderung im Kindesalter.



Potential protective factors and resources



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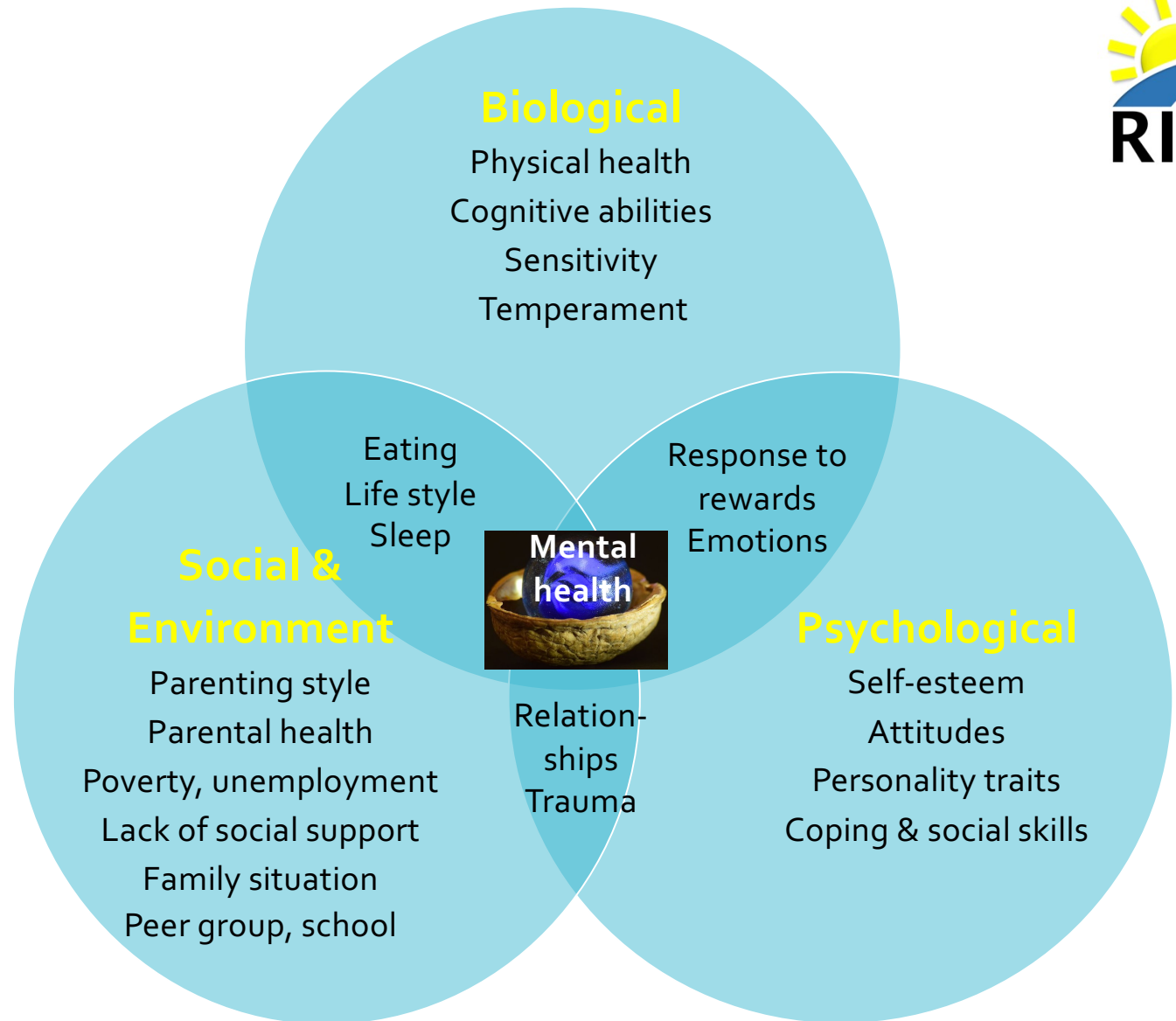




Potential protective factors and resources

- Positive relationship to at least one parent (or caregiver)
- Family cohesion
- Authoritative parenting style
 - Warmth, acceptance
 - Clear rules and limits
- Clear structure of the day with regular family routines

In a nutshell: What influences the child's development



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Tips: What can parents do to promote the child's development?

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD: <https://www.unicef.org/media/60931/file/convention-rights-child-text-child-friendly-version.pdf>, German Institute for Human Rights: <https://www.institut-fuer-menschenrechte.de/en/project-childrens-rights-in-development/faqs/which-childrens-rights-are-addressed-in-the-crc/>

Make sure
your child can
enjoy their
rights!

THE UNITED NATIONS CONVENTION ON THE RIGHTS OF THE CHILD: <https://www.unicef.org/media/60981/file/convention-rights-child-text-child-friendly-version.pdf>;



Make sure
your child can
enjoy their
rights!

- **Development and provisional rights**
 - Children have the right to quality of life, medical care, social security, and education
- **Protection rights**
 - Children have to be protected from physical and mental violence, neglect, exploitation and abuse
 - Children get special protection in armed conflict, as refugees or during catastrophes
- **Participation rights**
 - Children can express their opinions freely
 - Children have a right to be heard and to have their views taken into consideration
 - Children have a right to leisure, and to participate in cultural and artistic life

What parents can do

- Selective **positive attention** to each individual child for a short period of time
- **Play** with child: let the child guide the play while you follow
- **Talk** to your child (e.g., about his/her day, activities, feelings)



Department of Social Development and UNICEF. (2008). *Parental/Primary caregiver capacity building training package*. Available at: https://www.unicef.org/southafrica/SAF_resources_parents.pdf (Accessed: 16 March 2020); National Academies of Sciences, Engineering, and Medicine. 2016. *Parenting Matters: Supporting Parents of Children Ages 0-8*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21868>.



What parents can do

- **Positive reinforcement**

- Praise your child to encourage positive behavior
- Use rewards for behavior that is particularly difficult for your child

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Department of Social Development and UNICEF. (2008). *Parental/Primary caregiver capacity building training package*. Available at: https://www.unicef.org/southafrica/SAF_resources_parents.pdf (Accessed: 16 March 2020).
National Academies of Sciences, Engineering, and Medicine. 2016. *Parenting Matters: Supporting Parents of Children Ages 0-8*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21868>.



Asshole! You know exactly that I do not wanna hear this crappy word in our house!

- **Establishing limits**
 - Giving effective instructions
 - Establishing consistent rules and routines
 - Be aware that you are the model

- **Managing difficult behaviors**
 - Redirecting negative to positive behaviors
 - Using ignore for demanding and negative attention seeking behaviors
 - Using consequences for noncompliance
 - Resolving conflicts
- **Again: you are the role model**



How often did I tell you to not beat up people weaker than you!

Thank you for your attention!

If you want further support:

- Country specific Resource A (e.g. counselling service, psychologist, ...)
 - Resource B
 - Resource C



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