



# Platforms for Mental Health Promotion For CHO/SN





# SOME QUESTIONS TO BEGIN WITH

1. Does family play a part in mental health?
2. Do parents have any role in their children's mental health?
3. Is school a good place to start mental health promotion?
4. Are some sections of the society more vulnerable to mental illnesses?



# LEARNING OBJECTIVES

1. Understand the various platforms for mental health promotion
2. Describe the role of positive and healthy parenting in mental health promotion
3. Describe caregiver stress and support to caregivers
4. Understand the role of school as a platform for mental health promotion
5. Define the role of yoga and self-care in mental health promotion
6. Describe mental health issues in vulnerable groups





# HEALTHY FAMILY

## What is Healthy Family?

- Enjoy each other's company
- Are important to each other
- Appreciate each other for what they are
- Engage in activities together
- Appreciate individual differences
- Know how to solve conflict
- Respect each other

## What are Healthy Family rules?

- Safe, caring, loving atmosphere
- Consistent, self-disciplined parents
- Children encouraged to have & express feelings
- Mistakes are expected and forgiven
- Mistakes seen as child's natural learning process
- Children valued as unique people
- Children encouraged to help formulate family rules





# POSITIVE PARENTING

The way parents treat their children affects the children deeply.





# POSITIVE PARENTING

Why should parents be sensitized about mental health?

- Parents' behaviour affect child's mental health
- Parents need to sensitize their children regarding mental health
- Guidance in taking care of child with mental health issues



# HEALTHY VS UNHEALTHY PARENTING

- Shows interest in child's development
- Allows child to experience normal cycle of frustration, persistence and self-accomplishment
- Doesn't give importance to child's personal preference
- Unaware about psychosocial needs of the child
- Responds to child's illness quickly
- Gives more importance to own problems over child's
- Helps child to do tasks independently





- Never allowing child to risk or fail and learn
- Balances discipline with love, logic and fairness
- Maintains environment of mutual respect
- Always rescues child from every situation
- Supports healthy peer relationships
- Shows extreme emotional response to child
- Restricts child from socializing





# FAMILY MEMBERS OF MENTALLY ILL PERSON

Family members' behavior has positive or negative impact on the person with mental health disorder;

- Not understanding the illness
- Calling the person lazy or anxious, ill-treating
- Over-protecting the person





# CAREGIVER (FAMILY MEMBERS) STRESS

Family members also feel stress while taking care of persons with mental health disorders;

- Long duration of care
- Relapses
- Caregiving is demanding in many ways
- Negative impact on work, leisure and relationships





# SUPPORT TO FAMILY MEMBERS

- Listen carefully
- Give reassurance and information
- Tell them where to get professional help Assure your support
- Encourage the family to maintain own interests and other social contacts
- If available, provide information on support groups for family members in the area
- Suggest self-help strategies





# SCHOOL AND MENTAL HEALTH

**20-30% students may be affected with psychosocial problems**  
**3-12% students may have a mental disorder**

Why are schools a good place to start mental health promotion?

- One of the strongest **social and educational institutes** available
- Offer a **great influence** over the children, family and the community
- **Protect children from potential hazards** that affect their psychosocial well-being and development
- Teachers often **recognize development disabilities earlier**
- **Interventions can reach children easily** with the help of teachers





# RECOGNIZING DEVELOPMENTAL DISABILITY: PRESCHOOL (3-5 YRS)



## Normal development

- Shows curiosity and interest;
- Vigorous enjoyment of new skills;
- Imitative and imaginative (e.g., play may involve an imaginary friend);
- Attached to transitional object (blanket, thumb, doll, etc.);
- Curious about gender differences;
- May sometimes express anger using words.

## May need special attention

- Excessively timid or passive;
- Has many fears or nightmares;
- Shows no interest in other children;
- Is frequently out of control (acting like this occasionally is normal);
- Has chronic, severe problems with eating, sleeping, toilet training, separating from parents.



# RECOGNIZING DEVELOPMENTAL DISABILITY: SCHOOL-GOING (6-11 YRS)

## Normal development

- Enjoys interaction with peers; makes friends easily;
- Recognizes the need for rules; shows self-esteem and self-confidence;
- Feels good about accomplishment;
- Has a vivid imagination, and in play, often stages dramatic scenes using favorite toys.

## May need special attention

- Has low self-esteem; is anxious and fearful;
- Excessively quiet and withdrawn; seems depressed;
- Lacks motivation; is angry, aggressive and destructive;
- Has problems with bed-wetting;
- May have problems in school (hyperactivity, bad conduct).





# RECOGNIZING DEVELOPMENT DISABILITY: EARLY TEEN (12-15 YRS)

## Normal development

- Self-confident, sense of pride
- Enjoys close interaction with peers of both sexes
- Feels responsible for his own behavior and health
- Participates in activities outside of school
- Energetic, enthusiastic, idealistic; cooperative and considerate.

## May need special attention

- Low self-esteem
- Lacks friends
- Performs poorly in school
- Unduly anxious and fearful
- Aggressive in acting out behaviors (lies, steals, temper outbursts, destructive, injures people or animals)
- Chronically ungovernable – stays out late, gets into trouble.





# RECOGNIZING DEVELOPMENTAL DISABILITY: LATE TEEN (16-18 YRS)



## Normal development

- Self-confident; has a sense of pride, competence;
- Enjoys close interaction with peers of both sexes;
- Feels responsible for his own behavior and health;
- Participates in activities outside of school;
- Energetic, enthusiastic, idealistic; cooperative and considerate.

## May need special attention

- Has low self-esteem;
- Lacks friends;
- Performs poorly in school;
- Anxious and fearful;
- Aggressive in acting out behaviour;
- Withdrawn and depressed





# YOGA IN MENTAL HEALTH PROMOTION

- Yoga reduces mental tension.
- Yoga makes body fit and flexible.
- Yoga improves relationship of individual with himself and with society.
- Yoga helps manage problems of obesity, Blood pressure and Sugar (Diabetes), yoga reduces depression and stress (mental tension).

Before breakfast, lunch or evening snacks. At least 3 hours after full meal.

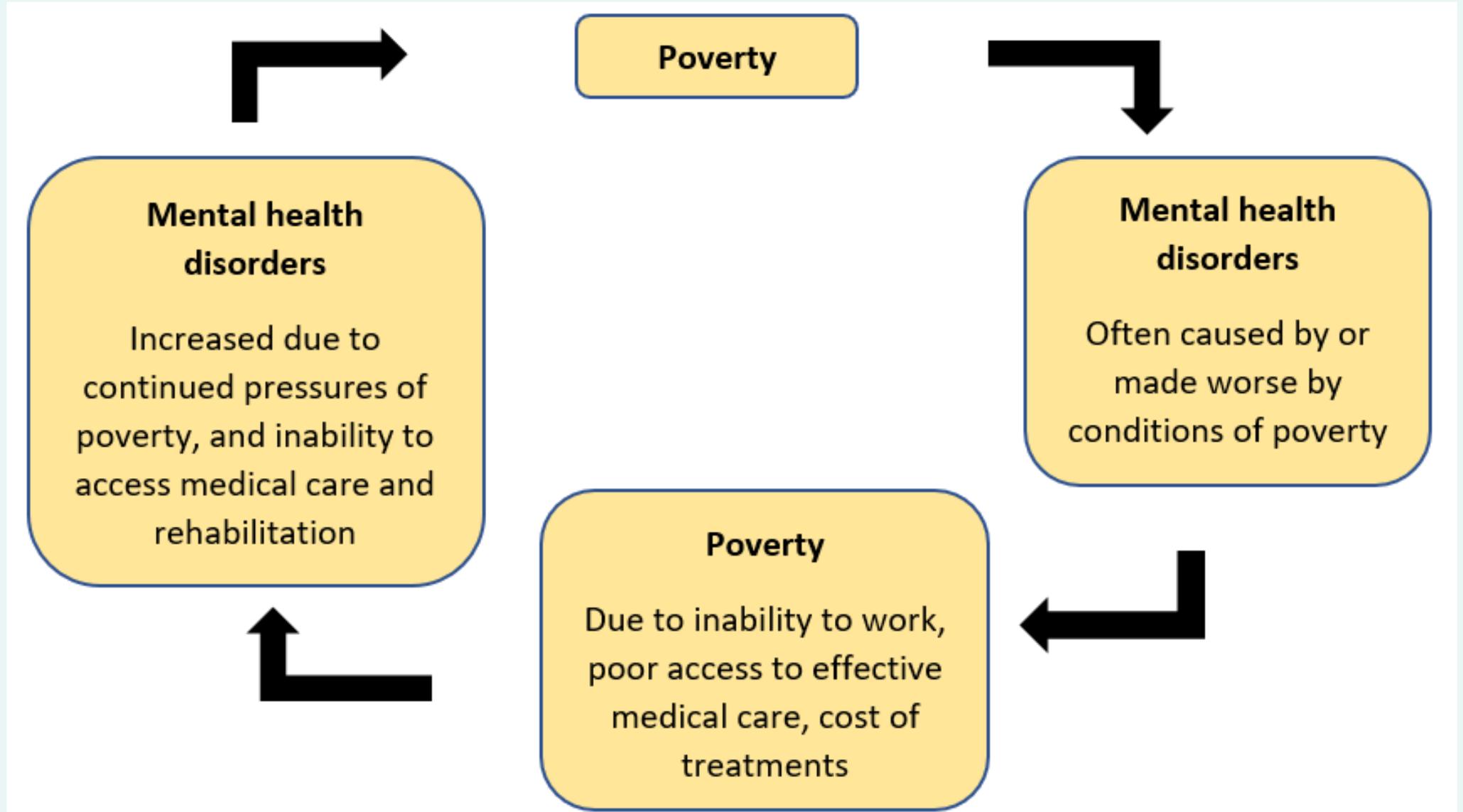
Minimum 20 minutes per day, twice a day, five times in a week ***as a part of daily lifestyle.***

# SELF-CARE IN MENTAL HEALTH PROMOTION

- Healthy lifestyle,
- Adequate sleep,
- Good nutrition,
- Regular physical activity,
- Relaxation techniques,
- Talk to loved ones,
- Avoid tobacco and alcohol use



# MENTAL HEALTH DISORDERS AND VULNERABLE GROUPS IN THE COMMUNITY





## How is gender related to mental health?

- Domestic violence and rape
- Less control over household finances
- Women may not be able to independently access treatment
- Norms in the community prevent women from travelling alone to a clinic
- Reluctance to spend money on treatment for women
- More prone to mental illness following stress like child birth, menopause

**Men do not discuss their problems with friends and find solutions as much as women do**





## What can be done to promote mental health for men and women?

Two actions to help promote mental health for men and women include:

1. Empowering men and women to make decisions that influence their own lives.
2. Educating people about the need for equal rights for men and women.





# Thank You

