



Supportive environments for risk reduction and health promotion

Role of Parents and Families

..... Many of the things we need, can wait. The children cannot.....

..Right now is the time his bones are being formed, his blood is being made and his senses are being developed. To him we cannot answer “Tomorrow”. His name is “Today”.

Gabriela Mistral, 1948



Childhood is a journey.....
.....not a race



*We borrow this world from children....
We owe it back to them*

- Mahatma Gandhi

Child Friendly Schools ???

Quality learners: healthy, well-nourished, ready to learn, and supported by their family and community

Quality content: curricula and materials for literacy, numeracy, knowledge, attitudes, and skills for life

Quality teaching-learning processes: child-centred; (life) skills-based approaches, technology

Quality learning environments: policies and practices, facilities (classrooms, water, sanitation), services (safety, physical and psycho-social health)

*And **gender-sensitive** throughout*

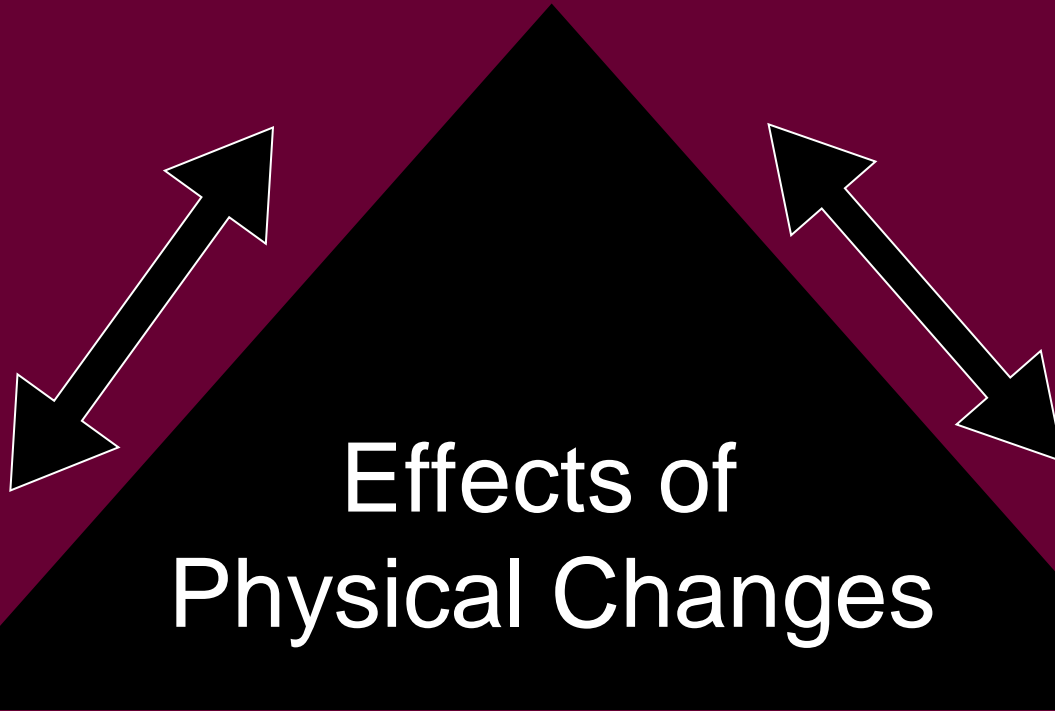
The New Age Parenting & Families...

From Child Care To Adolescent Care....

- ❖ **From health to wellbeing.**
- ❖ **From learning to experiencing.**
- ❖ **From answering to questioning.**
- ❖ **From observing to participation.**

Adolescents ... EVERYTHING HAPPENING ALL AT ONCE

**Psychological (and
emotional) growth**

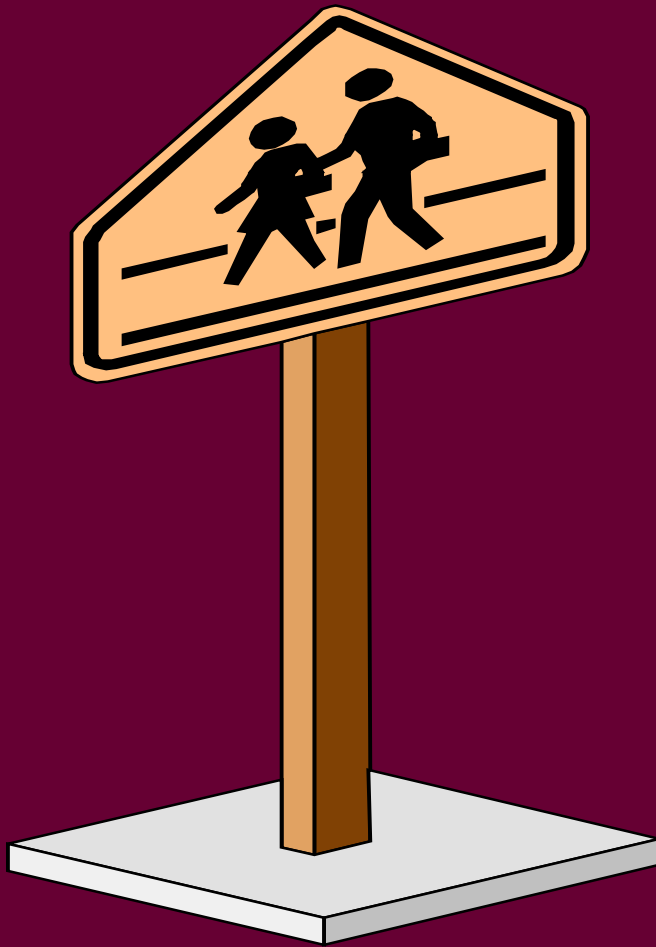


**Social
Maturation**



**Educational
Development**

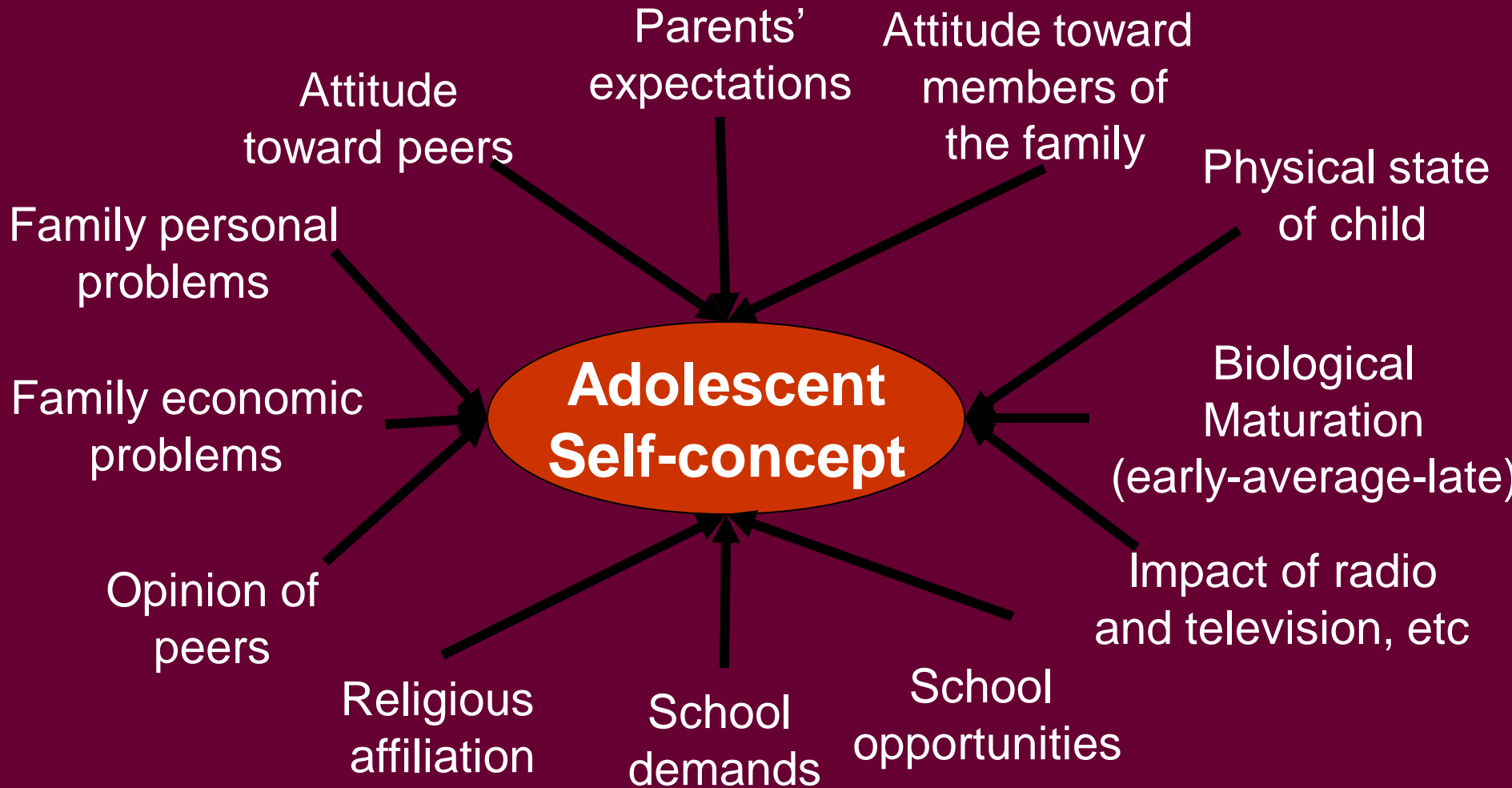
Five Polarities of Adolescence vis a vis the Family



1. Rebellion for adult control... need for direction
2. Wish for closeness... fear of intimacy
3. Push and test limits... see limits as sign of caring
4. Sexually mature... cognitively not ready to experience sexuality

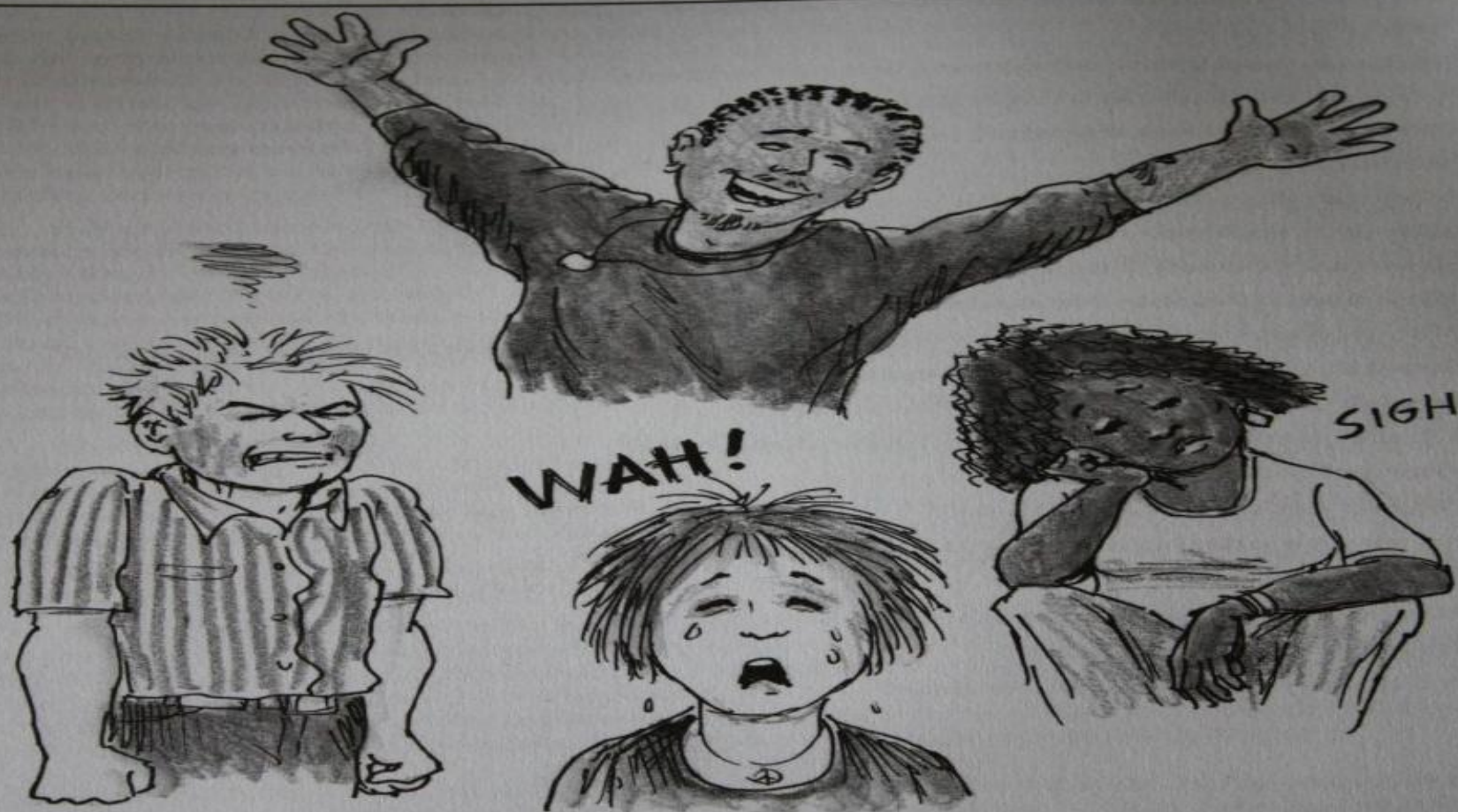
The Self Concept Influences

From Protection to Dysfunction





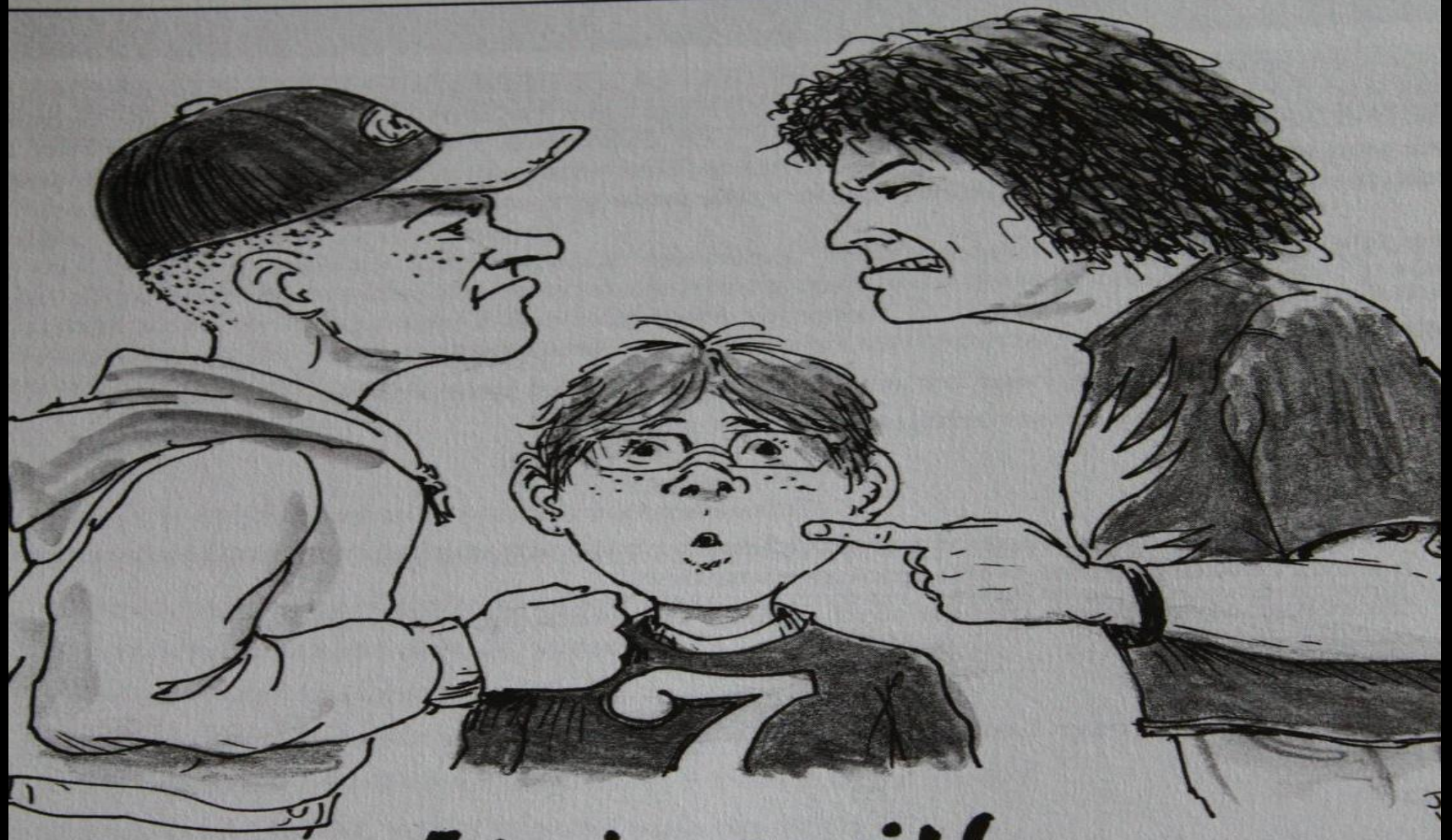
“Education Is Not Preparation For Life. Education Is Life Itself....Progressive And Experiential.”



Living with *Emotionality*



Living with *Identity*



Living with Peers

The Indian Scenario



- ❖ India – youth & adolescents constitute 45% of nearly 1200 million population
- ❖ 10-13 % of < 18 yrs suffer from disorders of behavior, learning and development.
- ❖ ICMR - Mental & Adolescents Behavioral Disorders in children – 12.8%
- ❖ WHO – Serious Emotional Disturbances in young people – 15%

Revisit the challenge.....

- Family environment and parental factors have been scientifically proven to have **causal** and **interactional** relationship in several health challenges faced by adolescents such as :
 - Mental health disorders
 - Self injurious behaviours & suicide
 - Aggression and violence
 - Risky sexual behaviours
 - Body image and healthy behaviours
 - Substance misuse and abuse

And the list goes on....

Centrality of Family

- The family is the first line of defense especially for children.
- Family is a major factor in children's survival, health, education, development, and protection.
- It is also a major source of nurturance, emotional bonding and socialization.
- Family provides vital link between continuity and change.

E-addiction in children linked to mental illness

Overuse Of Gizmos Causing 'Net-Use Disorder': Experts

Melbourne: Children addicted to using electronic devices may suffer from "internet-use disorder", a newly discovered and serious mental illness, according to a new study. Psychologists argue video game and internet addictions share the characteristics of other addictions, including emotional shutdown, lack of concentration and withdrawal symptoms if the gadgets are removed.

The formal inclusion of this new addiction in a worldwide psychiatric manual has been welcomed by Australian psychology professionals in response to a wave of "always-on" technology engulfing kids, the 'Sydney Morning Herald' reported.

"With kids, gaming is an obvious issue. But overall, technology use could be a potential problem," said Mike Kyrios, professor of Psychology. Other fallout can include devastating impacts for children and families as social interaction and even food are neglected in favour of the virtual worlds the children inhabit.

Australian experts contributed to the Australian Psychological Society's submission to the international manual, supporting the inclusion of an addiction focused



TECH TROUBLE: Psychologists argue video game and internet addictions share the characteristics of other addictions, including emotional shutdown, lack of concentration and withdrawal symptoms if the gadgets are taken away.

on internet gaming. The inclusion acknowledges risks posed by over-use of seemingly benign technologies, classifying internet-use disorder alongside other mental disorders that need further research before becoming a recognized mental illness that can be formally diagnosed.

Kyrios said once more research is invested in the disorder,

it would allow health professionals to diagnose children with addictive behaviours from technology overuse and treat them appropriately, including strategies to change their obsessive over-reliance on being connected.

He said children with underlying obsessive compulsive disorders could be at risk from technology overuse. **EN**

shamed again

CRIME AGAINST WOMEN



Victims of sexual assault getting younger, predators more brutal

DANGEROUS TREND Experts say there is no fear of the law or law enforcement agencies, ask parents to remain vigilant

Jatin Anand

jatin.anand@hindustantimes.com

NEW DELHI: The brutal sexual assault on a five-year-old — referred to as Gudiya by the police — is part of a series of such heinous crimes against children. These dastardly crimes have witnessed a drop in the age of the victims and a rise in the brutality that accompanied the sexual assault.

"Though general criminal tendencies exist in every society, there are sections of population which see more of such tendencies when compared to other sections," said Dr. Nimesh Desai, director, Institute of Human Behaviour and Allied Sciences (IHBAS).

"While rural-urban migration, the prevalence of pleasure-seeking and the culture

shock that is a characteristic of transitional societies are major factors when it comes to such brutal cases, the socio-economic repression of the accused also plays a major part," said Dr Desai.

According to Dr. Desai, the lack of fear that the law and law enforcement agencies inspire in criminals and the bizarre tendencies that overtake the criminal mind from time to time are responsible for some of the most shocking cases of sexual assault to have been reported recently.

It is in this category that cases such as that of a two-and-a-half-year-old who was sexually assaulted at southwest Delhi's Najafgarh on Thursday and that of a 12-year-old mentally-challenged girl assaulted in north Delhi's Timarpur on

April 10, fall.

"It's not as if such cases were not reported to us, or dealt with by us, in the past," claimed a senior police officer. "The difference is that these are now making a dent in the society's consciousness."

"Young children serve as easy target for sexual predators for obvious reasons. But if there's one thing which is worrisome, it is the brutality which accompanies sexual assault these days. Brutality is replacing passion-driven murders," the officer conceded. Police claimed that since most of these crimes are being reported from 'personal spaces' such as homes, vigilant parents and children trained enough to be able to distinguish between a 'good' and a 'bad' touch are the need of the hour.

UNSAFE AT HOME, AND OUTSIDE

The number of rape cases has gone up, so have incidents of children being brutalised



RAPE CASES IN DELHI

Number of rape cases registered between January 1 and March 31 in two years

2012	152
2013	393

PAST CASES INVOLVING MINORS

APRIL 17: A five-year-old kindergarten student was sodomised, allegedly by his school teacher at a private school in east Delhi's Govindpura near Jagatpuri.

APRIL 16: A three-year-old girl was raped by her neighbour in southwest Delhi's Najafgarh. The accused, however, was caught by some passersby after they heard the girl scream.

APRIL 14: A 10-year-old girl was sexually assaulted inside a parked chartered bus by its driver.

APRIL 1: An eight-year-old girl was kidnapped and raped at knife-point by her former neighbour in south Delhi's Sangam Vihar.

ILLUSTRATION: ABHIMANYU

Set aside ₹50 lakh a year to prevent suicides, IITs told

Govt Order To Cover IIMs, NITs As Well

M Ramya | TNN

Chennai: All central government funded technical institutions (CFTIs) in the country, including the IITs, IIMs and NITs, have been advised to set aside Rs 50 lakh a year to provide counselling services and conduct activities to ensure the mental health of their students.

A task force, constituted by the ministry of human resource development to study the increasing occurrences of suicides among students enrolled at the IITs and other such campuses in the country, made the recommendation to Union human resources development minister Pallam Raju and minister of state Shashi Tharoor earlier this week.

The task force, headed by professor M Anandakrishnan, designed a questionnaire for the CFTIs to assess the existing mental health needs, understand the magnitude of the problem and ascertain the resources. Of the 86 CFTIs asked to fill the questionnaire, only 26 responded. Of this, more than half do not have a full time counsellor



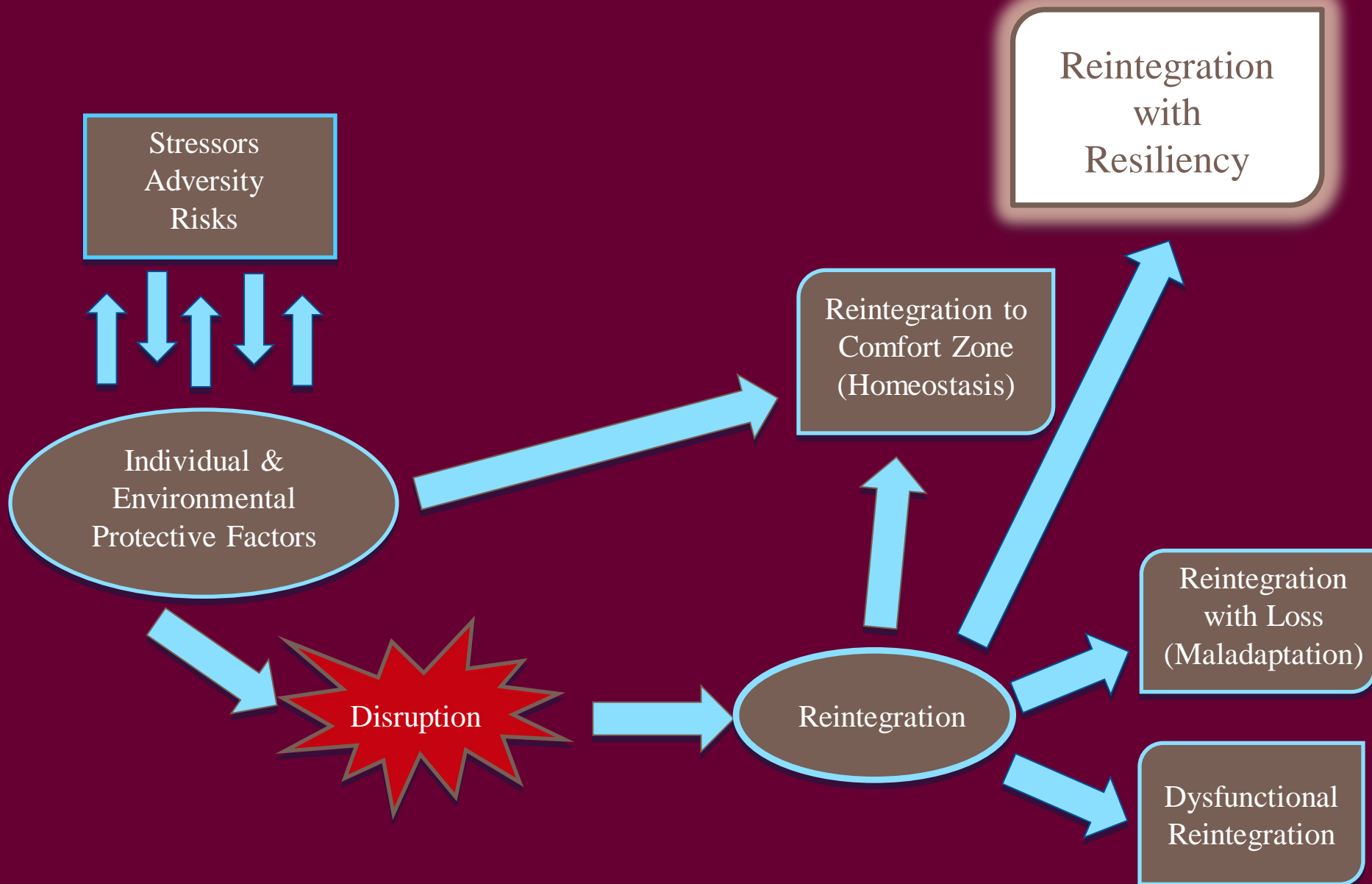
and only 10 have scope for students to self-declare mental health problems.

Pallam Raju suggested that the counselling services could be made a component in the accreditation process and that special weightage be given to the provision.

The task force has suggested that the government set up an empowered committee on the lines of the Raghuvaran committee on ragging "as it cannot be assumed that they will be followed by all CFTIs with the same degree of rigour and seriousness".

The survey revealed that over the last two years 12 students committed suicide and 18 others attempted it. As many as 872 students have been referred for counselling in these institutions. Relationship issues, personal problems, mental stress and family problems were reported as reasons for the suicides.

Resiliency Model... The IQ- EQ Debate



Adapted from Richardson, Neiger, Jensen & Kumpfer, 1990

Family involvement process

- We must not forget that the Role of Family doesn't end by just leaving the child at the doorstep of the school or any other Institution.
- School and family definitely need to work in partnership for smooth transition of adolescents towards their adulthood and therefore families of adolescents must be involved in the school process.

HEALTHY Parenting of adolescents

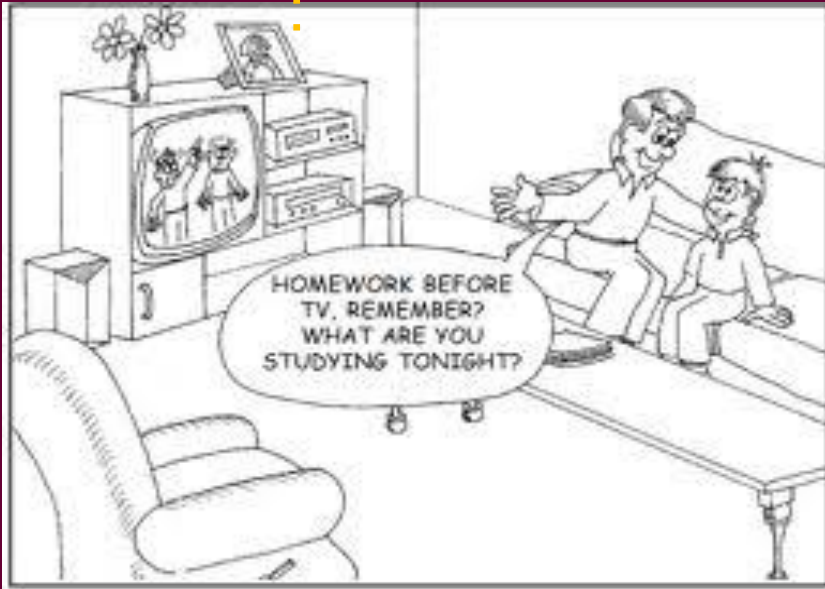
Different parenting styles are associated with different patterns of adolescent development.

Many studies suggest that an **authoritative style**, which is responsive, warm, and firm but **democratic**, is associated with more positive educational outcomes than an **authoritarian style**, which is characterized by strictness and unilateral parental decision making.



Responsibility for LEARNING OUTCOMES

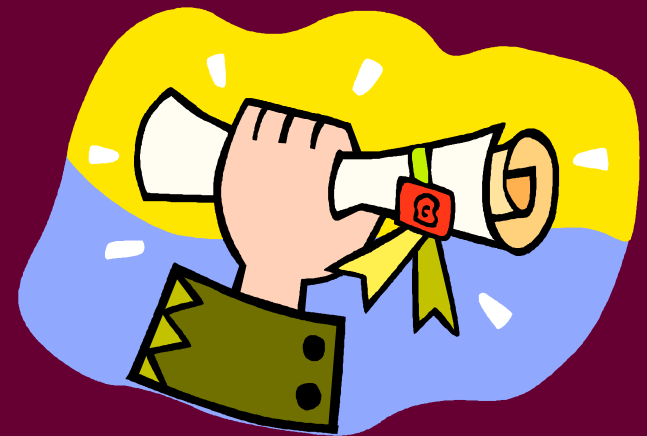
Homework Management



Educational Expectations:



Parent and community involvement that is linked to improving student learning has a greater effect on achievement than more general forms of involvement.



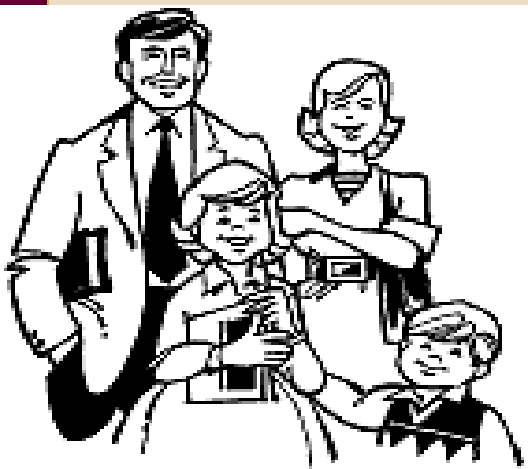
Principle types of Parental & Family Attitudes

Attitude	Characteristic verbalization	Handling of child	Reaction of child
Acceptance & affection	"It is the child that makes the home interesting"	Fondling, play, patience	Security Normal personality development
Overt rejection	"I hate him" "I won't bother him"	Neglect, harshness, avoidance of contact, severe punishment	Aggressiveness, Delinquency, shallowness of affect

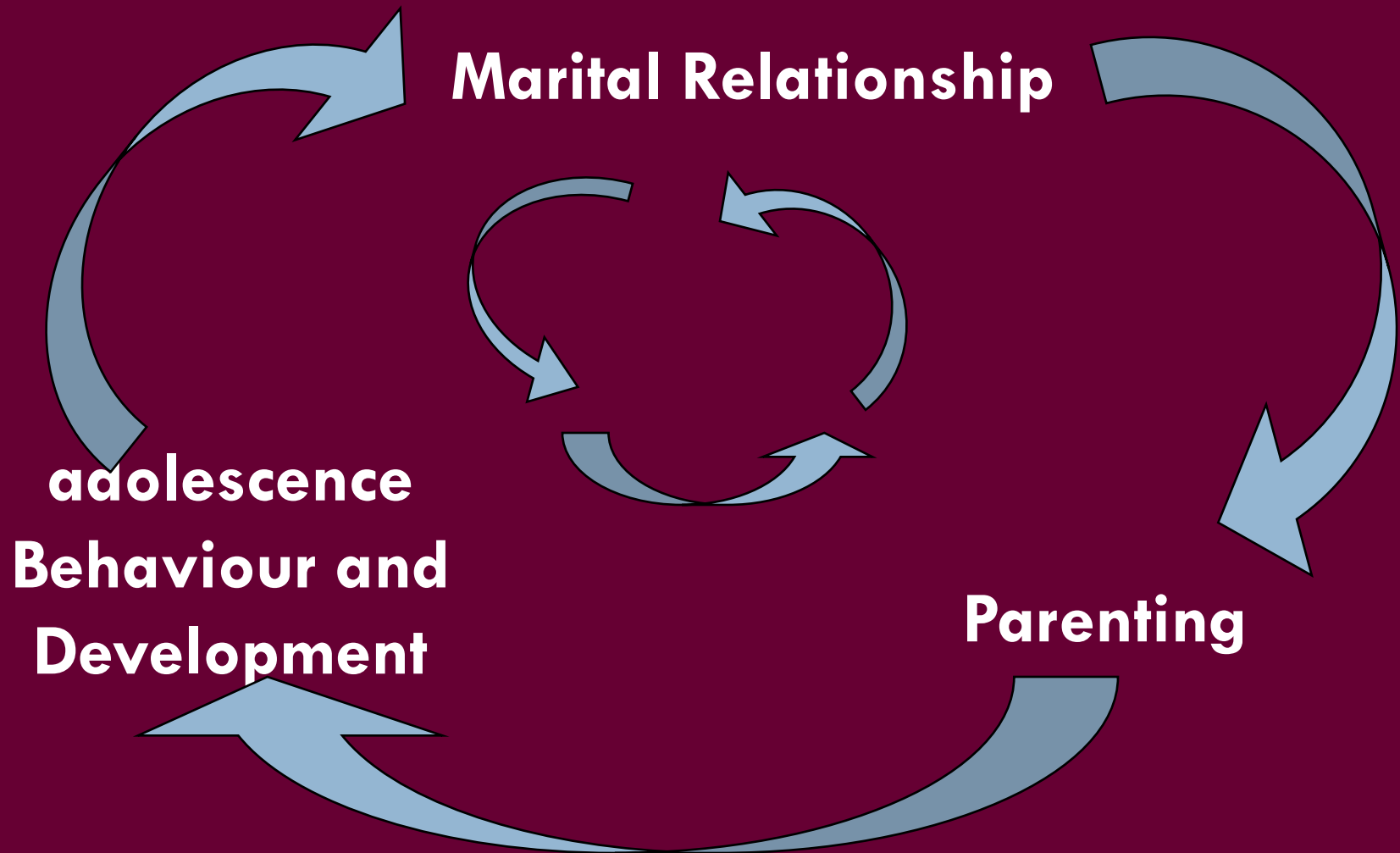


Parental & Family Attitudes... A Thought

Attitude	Characteristic verbalization	Handling of child	Reaction of child
Perfectionism	"I don't want him as he is. I must make him Over"	Disapproval Fault finding coercion	Frustration, lack of confidence, obsessive ness
Overprotection	"Of course, I like him, see how I sacrifice myself for him"	Spoiling nagging over indulgence, or hovering domination	Delay in maturation, protracted dependence on mother "spoilt child" behaviour



Direct and Indirect Interactions Between Parents and Adolescents



Basics of Adolescent Family Life

1. **Love & connect.**
2. **Monitor & Observe.**
3. **Guide & Limit.**
4. **Model & Consult.**
5. **Provide & Advocate.**



Family

- Family is the primary socialization context ,hence extremely influential in child development (Ozcinar 2006).
- Relationship with parents is the strongest factor in moulding a child's personality (Mohanraj and Latha 2005).
- Family environment continues to be of crucial importance throughout adolescence and young adulthood (Van Wel 2000).

Families in Transition.....

- ThenPatriarchal structure – roles, responsibility, control, and distribution of resources within the family are strictly determined by age, gender(male) and generation.
- Now.....Slow change towards equalitarian interaction among the educated, urban middle classes

NEED TO

- Modify, adjust and adapt to changing social norms, values and structures, and keeping together despite the growing stress and strain.

Towards Empowered Adolescence and Families

LIFE SKILLS

Health & Wellbeing

- **Aware**
- **Responsible**
- **Empowered**



Targeted/ Intensive

(High-risk students)
Individual Interventions

(3-5%)

Selected

(At-risk Students)

Classroom & Small
Group Strategies

(10-15% of students)

- Intensive social skills training
- Individual behavior management plans
- Parent training and collaboration
- Multi-agency collaboration (wrap-around) services

- Intensive social skills training
- Self-management programs
- Parent training and collaboration
- Adult mentors (check-in)
- Increased academic support

Universal

(All Students)

School-wide Systems of Support
(85-90% of students)

- Social Skills Training
- Positive, proactive discipline
- Teaching school behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline

Effective Family - School Partnership

Positive parenting practices to nurture resilience in children

- Being empathic
- Communicating effectively and listening effectively
- Changing negative scripts
- Loving our children in ways that help them to feel special and appreciated
- Excepting our children who they are and helping them to establish realistic expectation and goals
- Helping our children experience success by identifying and nurturing their “Islands of Competence”
- Helping children realize that mistakes are experiences from which to learn.
- Teaching our children to solve problems and make decisions.
- Disciplining in ways that promote self-discipline and self-worth.

Family –School Connectedness

- Communicate the school's behavioral and academic expectations to families through newsletters, parent–teacher–student conferences, and school Web sites.
- Encourage parents to create a supportive learning environment in the home. This includes providing homework guidance, ensuring adequate educational supplies such as computers or books, and assisting their children with time management.
- The school– family liaison can work with the family with special needs child to identify ways to be involved in the classroom and school; organize meetings with the family and relevant staff to discuss student progress and other issues; ensure that the student and family feel welcome in the school; help set academic and behavioral goals; and connect the student and family with community resources.

Family- School connectedness

Offer multiple opportunities for parents to be involved in meaningful school and classroom activities so that they can bring in their diverse skills, and abilities. Examples include assisting in the classroom, coordinating after-school events, collaborating on enrichment activities, participating in a school health team or parent organization, and assisting with linking community resources.

In Conclusion

Adolescents are establishing patterns of behavior and making lifestyle choices that affect both their current and future health. Families, schools, and communities all need to work together to create an environment that facilitates healthy development of children and adolescents.



“Building Wellbeing Ambassadors for the Nation”



The Annual Adolescent Peer Educators' Leadership Course in Life Skills, Values & Wellbeing

Highlights.....

Student Centric Participatory
Insight Provoking Interactive

<i>Workshops - Schedule</i>	<i>Themes</i>
Session – 1	<ul style="list-style-type: none">• Inauguration & Introductory Session on Common Adolescent Issues & Concerns.• Gender Sensitization : Peer Educators Perspective
<u>Session – 2</u>	<ul style="list-style-type: none">• Understanding & Coping with Emotions• Applying Life Skills viz. Anger, Loss & Sadness
<u>Session – 3</u>	<ul style="list-style-type: none">• Enriching Life Competencies with Value Education• Preventing Substance Abuse & Allied High Risk Behaviours
Session – 4	<ul style="list-style-type: none">• Family Bonding & Communication – Emerging Paradigms• Media Literacy & Social Change
<u>Session – 5</u>	<ul style="list-style-type: none">• Adolescent WHIZ Q- the interactive QUIZ• FirstAid CPR in Schools – A Citizen's Responsibility
Convocation Ceremony	<ul style="list-style-type: none">• Convocation Ceremony• Honours, Badges & Certificate distribution

CBSE INTERNATIONAL LIFE SKILLS, SCHOOL HEALTH & WELLBEING SUMMIT

19TH - 22ND APRIL, 2012



Students Charter on Life Skills, Health and Wellbeing Promotion in Schools

(PROVISIONAL)

May-June 2012

**Students Charter on CBSE Life Skills, Health &
Wellbeing Promotion in Schools - 2012**

Adolescent Health and Well Being Parliament



Building the Wellbeing Ambassadors of India

2nd International Life Skills, Values, Gender,
School Health & Wellbeing Summit
16th, 17th & 18th December 2013

Organized by
CARDIFF SCHOOL



lish Medium Shool, Baramati, Pune

Ved Vyasa D.A. V Public School, Vikas Puri, New Delhi

Uttam School for

TTAM SCHOOL FOR GIRLS
GHAZIABAD

VINA PRATISHTHAN
ENGLISH MEDIUM SCHOOL
VIDYANAGRI, BARAMATI, PUNE

THINK LIKE A
PROTON
AND STAY
POSITIVE

WELLBEING...

DOMAINS OF HEALTH

VALITUDE
VALUES
ATTITUDE

His Christmas we will go for
VALUES
ATTITUDE

PANIC
CALM

VEDA VYASA DAV PUBLIC SCHOOL
VIKAS PURI
LIFE SKILLS
THINKING
EMO

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Interface with families and parents







Thank You

