



課碼(Workshop): 2:15 PM – 3:25 PM

教室(Room #): 202

講員(Speaker): Dr. Michelle Hong

授課語言: English

題目(Topic): **Understanding Mental Health in Children**

專題簡介: Emotions play such a crucial part in a child's world, and in order to understand why children behave and act the way they do, it's important to understand why and how they experience their emotions. This presentation will aim to further your understanding of emotions, the role they play in a child's life, and what you can do to help.



# Understanding Mental Health in Children

Michelle Hong, PsyD

ABC Conference

September 14, 2019

What do you want to learn  
from this presentation?

# Outline

- What are emotions
- Biblical examples of emotions
- Purpose of emotions
- When emotions become maladaptive
- Diagnostic criteria for anxiety and depression
- What to do



# Emotions

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- A conscious mental reaction usually accompanied by physiological and behavioral changes in the body
- Also known as
  - Mood
  - Feelings
  - Affect

# Primary Emotions

- 6 primary emotions (+/- 2)



- Universally agreed upon emotions: happiness, sadness, fear, anger

# Primary Emotions

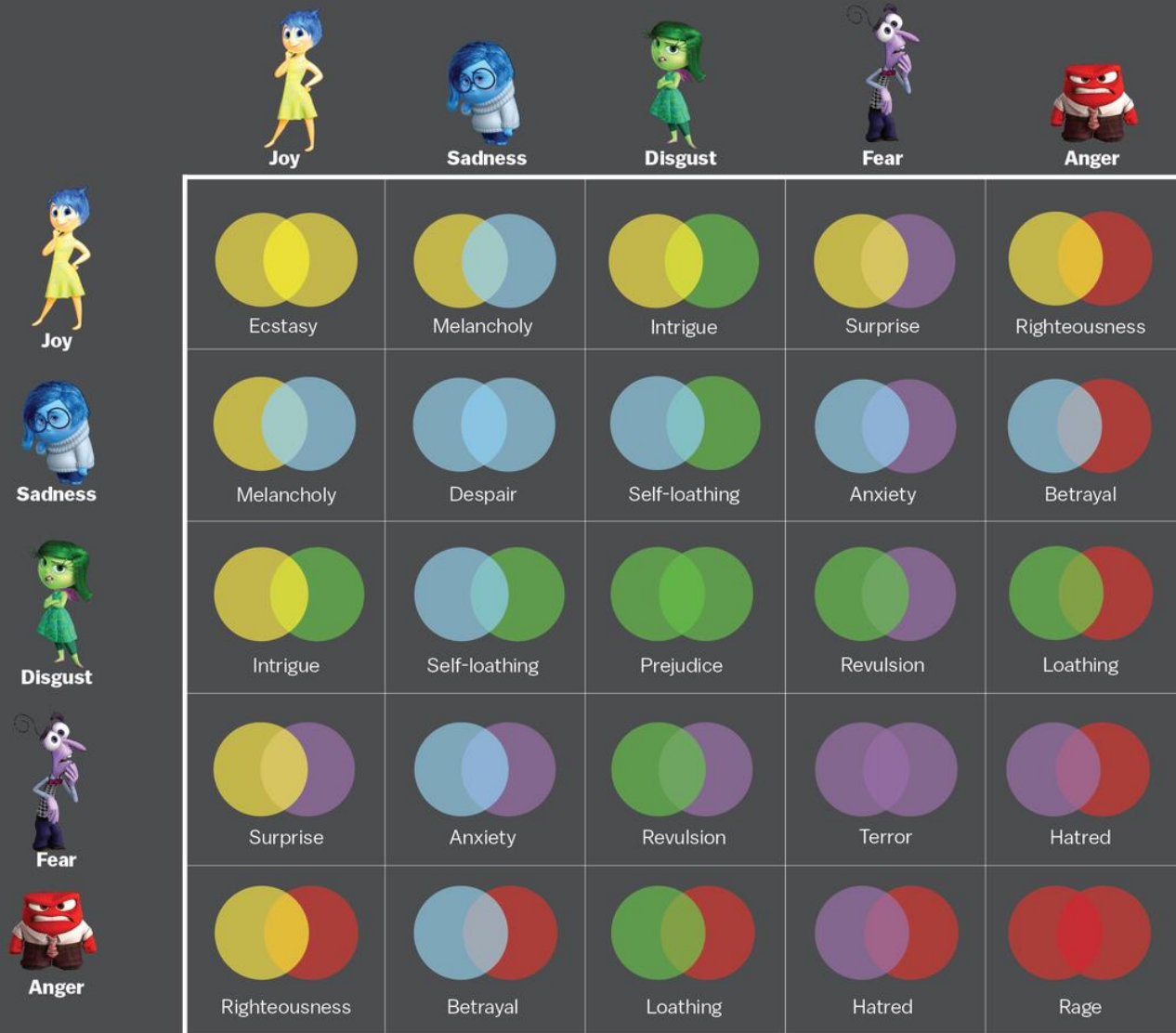
- Debated: disgust, surprise, shame, interest/love





# Every possible emotional overlap in Inside Out

*Joy and Sadness make melancholy. But what do the other emotions add up to?*

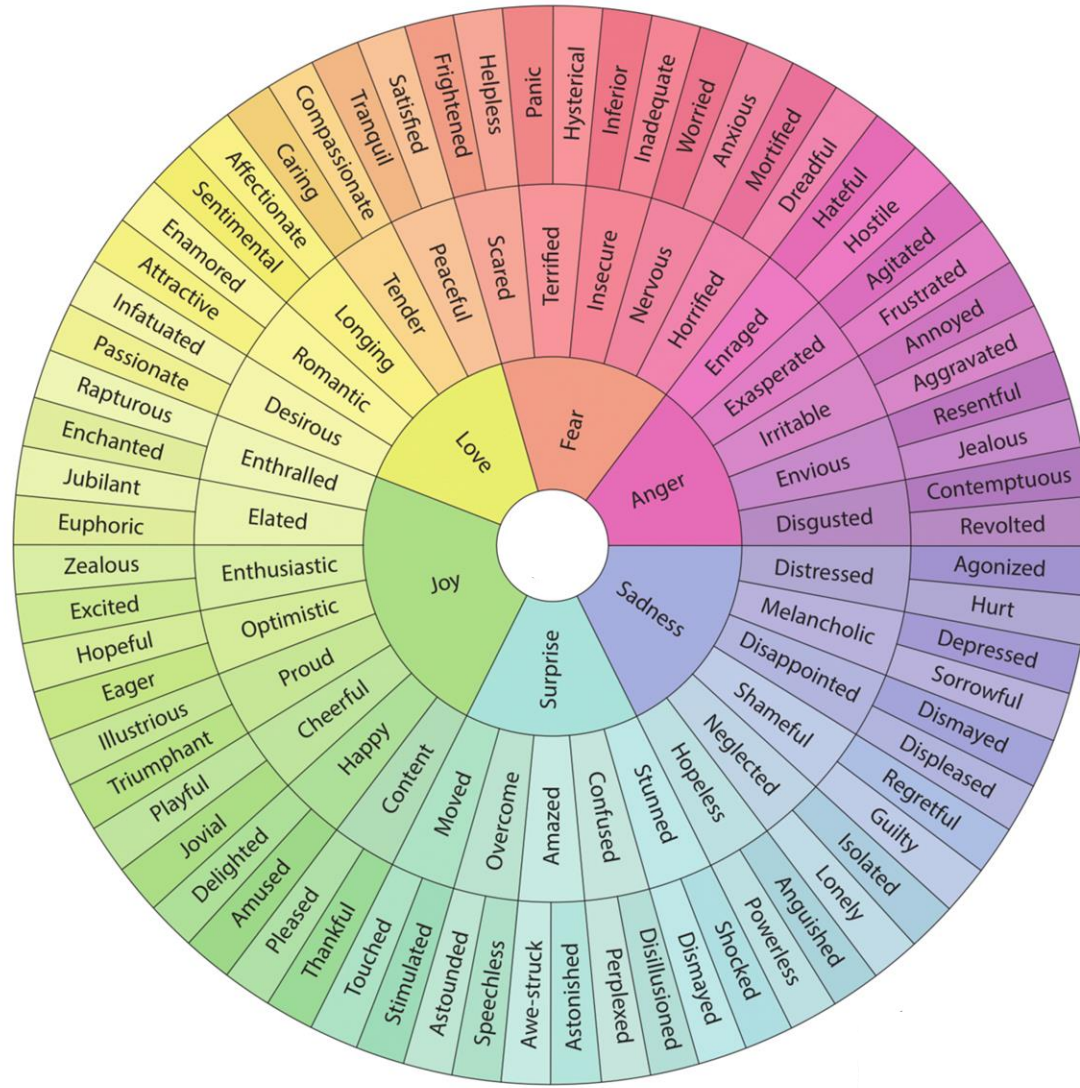




The background of the slide features several thin, curved lines in shades of gray, some solid and some dashed, creating a sense of motion or flow. On the left side, there is a blue graphic element consisting of a horizontal bar and a larger square below it, with a small triangular pointer at the bottom center of the square.

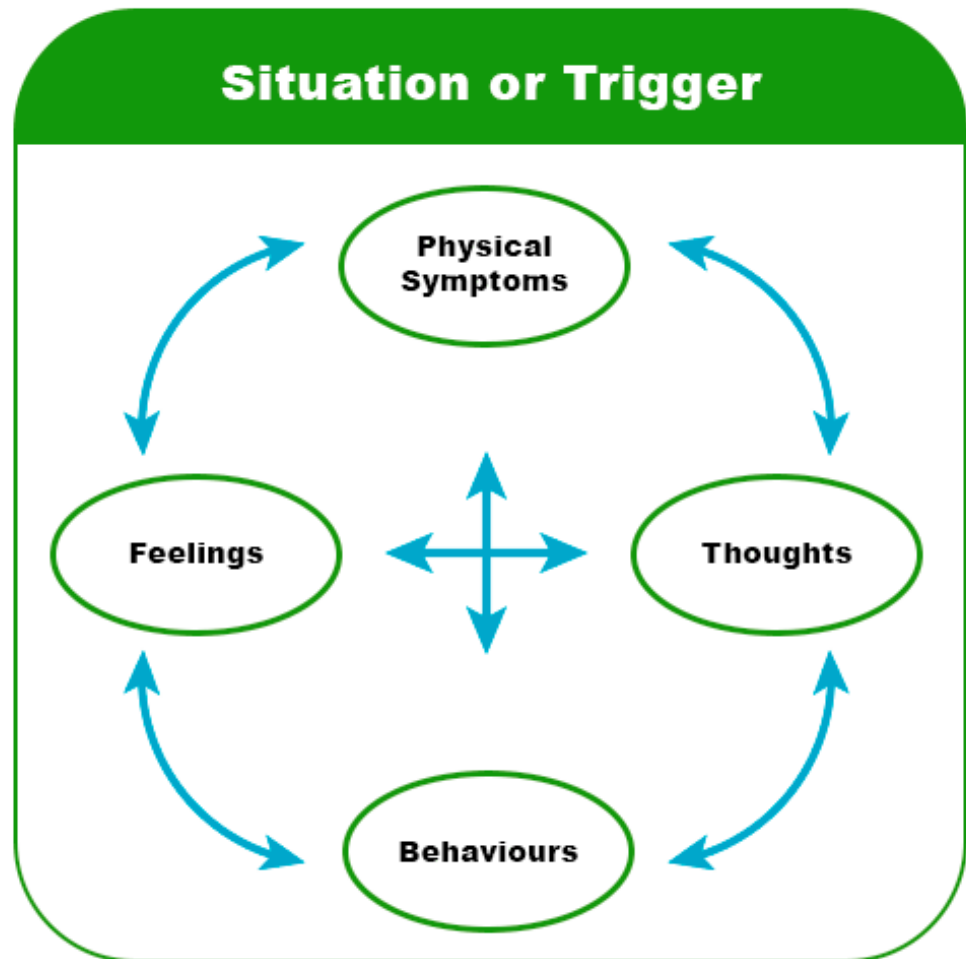
## Secondary Emotions

- Emotional reaction to an emotion
- Primary emotions can also be a secondary emotion
- For example
  - Feeling angry (secondary) when someone scares you (primary)
  - Feeling jealous (secondary) because you're worried (primary) that you're going to lose something



Our emotions  
affect and are  
affected by:

- Environment
- Thoughts
- Behaviors
- Physical symptoms



# Purpose of Emotions



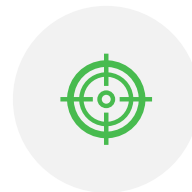
HELP US ORGANIZE  
RATIONAL  
THINKING



GUIDE OUR  
PERCEPTIONS OF  
THE WORLD,  
INFLUENCE OUR  
MEMORIES, AND  
AFFECT MORAL  
JUDGMENT



ORGANIZE OUR  
SOCIAL LIVES



MOTIVATE ACTION  
AND ARE ALSO  
GOALS THAT WE  
SEEK TO ACHIEVE



MOST OF WHAT WE  
DO IS INTENDED TO  
INDUCE PLEASANT  
EMOTIONS, OR  
AVOID  
UNCOMFORTABLE  
EMOTIONS

# Purpose of Emotions

## Happiness/Joy

- Pleasurable feeling
- Creates urge to be playful

## Sadness

- To get our needs met
- Seek comfort

## Anger

- Ensures justice; protects against exploitation
- Protects relationships

## Fear

- Protects us from harm
- Maintains balance and cooperation

## Disgust

- Keeps us safe from poisonous things (physically and emotionally)

## Biblical Examples of Emotions

- John 11:35 “Jesus **wept.**”
- Mark 3:1-5 “Again he entered the synagogue, and a man was there with a withered hand. <sup>2</sup> And they watched Jesus, to see whether he would heal him on the Sabbath, so that they might accuse him. <sup>3</sup> And he said to the man with the withered hand, “Come here.” <sup>4</sup> And he said to them, “Is it lawful on the Sabbath to do good or to do harm, to save life or to kill?” But they were silent. <sup>5</sup> **And he looked around at them with anger, grieved at their hardness of heart,** and said to the man, “Stretch out your hand.” He stretched it out, and his hand was restored.”
- Ephesians 4:25-26 “Therefore, having put away falsehood, let each one of you speak the truth with his neighbor, for we are members one of another. **Be angry and do not sin;** do not let the sun go down on your anger”

# Labeling Emotions

- Positive vs Negative emotions
  - Joy, love, contentment, excitement
  - Sadness, anger, jealousy
- The problem with labeling emotions as “positive” or “negative” is that it confines those emotions to either a good or bad thing
- Thus, we assume all “positive” emotions are good and all “negative” emotions are bad
- All emotions have a purpose
- Something God-given cannot be bad



Experiencing and expressing  
emotions are not inherently  
bad.

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# Labeling Emotions



Positive = pleasant



Negative =  
unpleasant,  
uncomfortable,  
difficult

# Re- Labeling Emotions

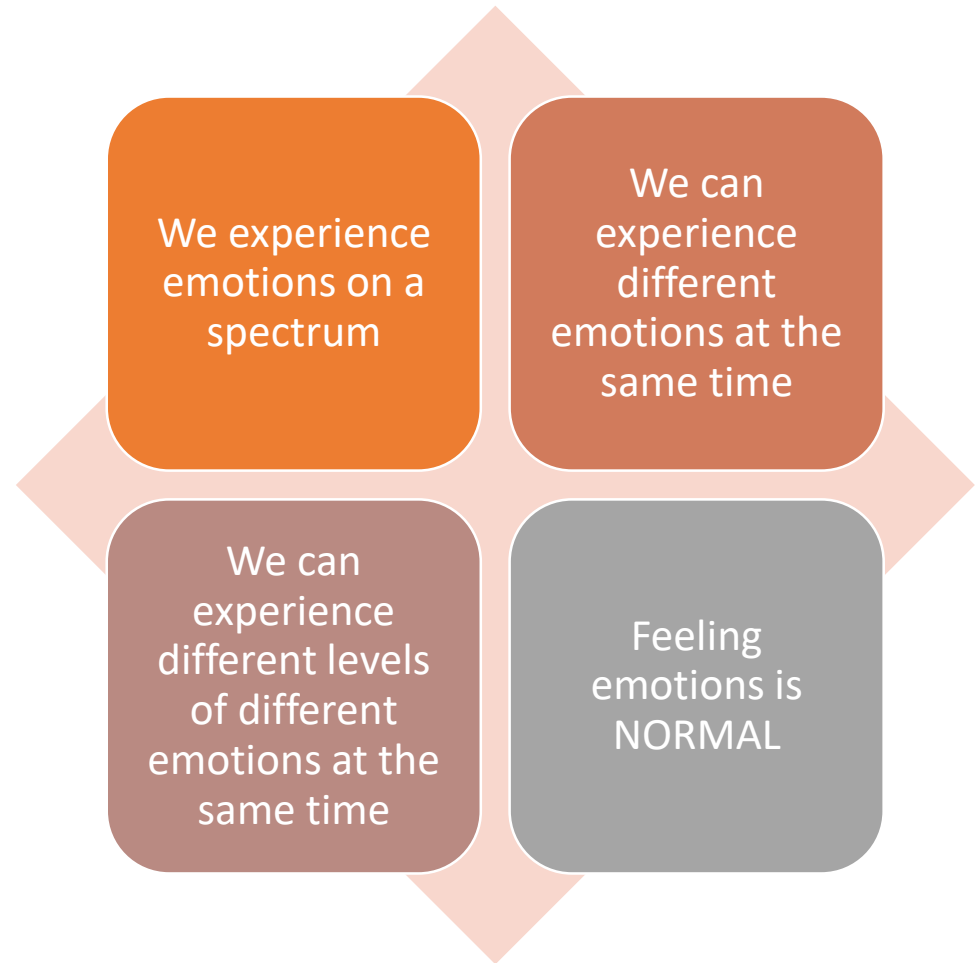


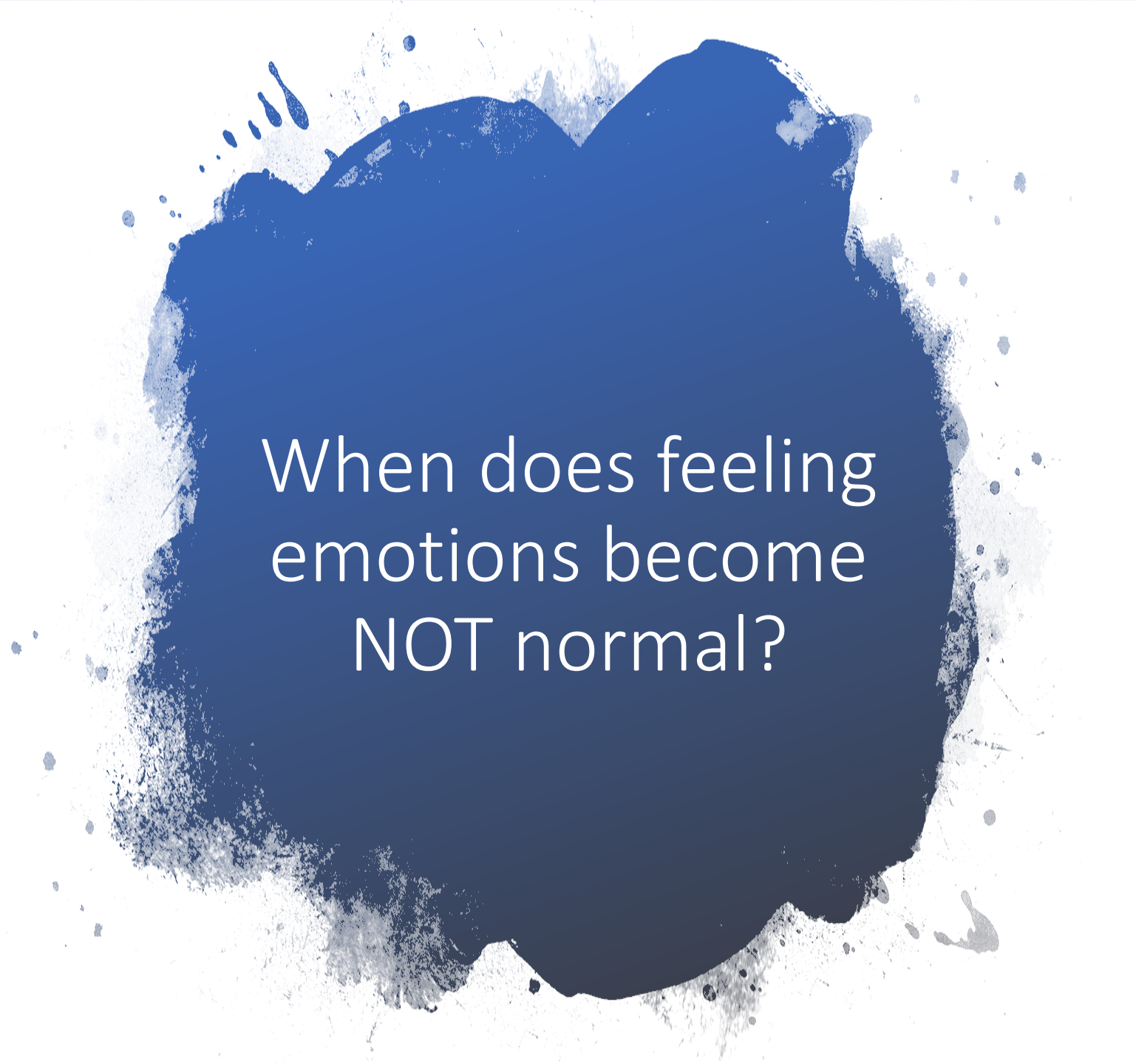
Adaptive = emotions that are healthy and move us toward positive growth



Maladaptive emotions = emotions that are unhealthy (too much or directed in a negative way) that leads to harm, either for ourselves or for others

# Our Emotional Experiences





When does feeling  
emotions become  
NOT normal?



Feeling too much or too little of certain emotions can lead to problems

# Purpose of Emotions

## Happiness/Joy

- Pleasurable feeling
- Creates urge to be playful

## Sadness

- To get our needs met
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## Anger

- Ensures justice; protects against exploitation
- Protects relationships

## Fear

- Protects us from harm
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## Disgust

- Keeps us safe from poisonous things (physically and emotionally)

# Happiness/Joy



Negative;  
Depressive



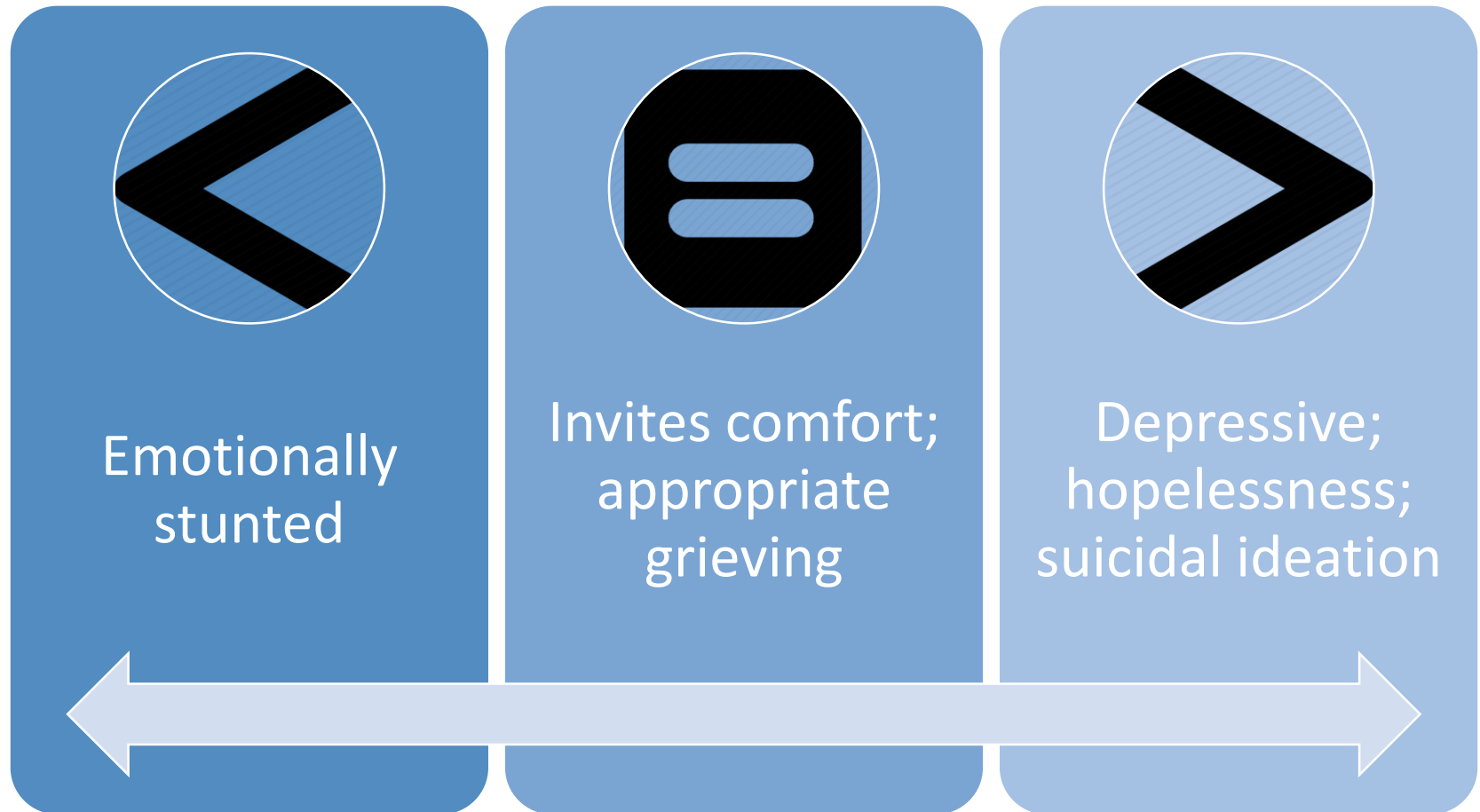
Feel Good;  
Motivated



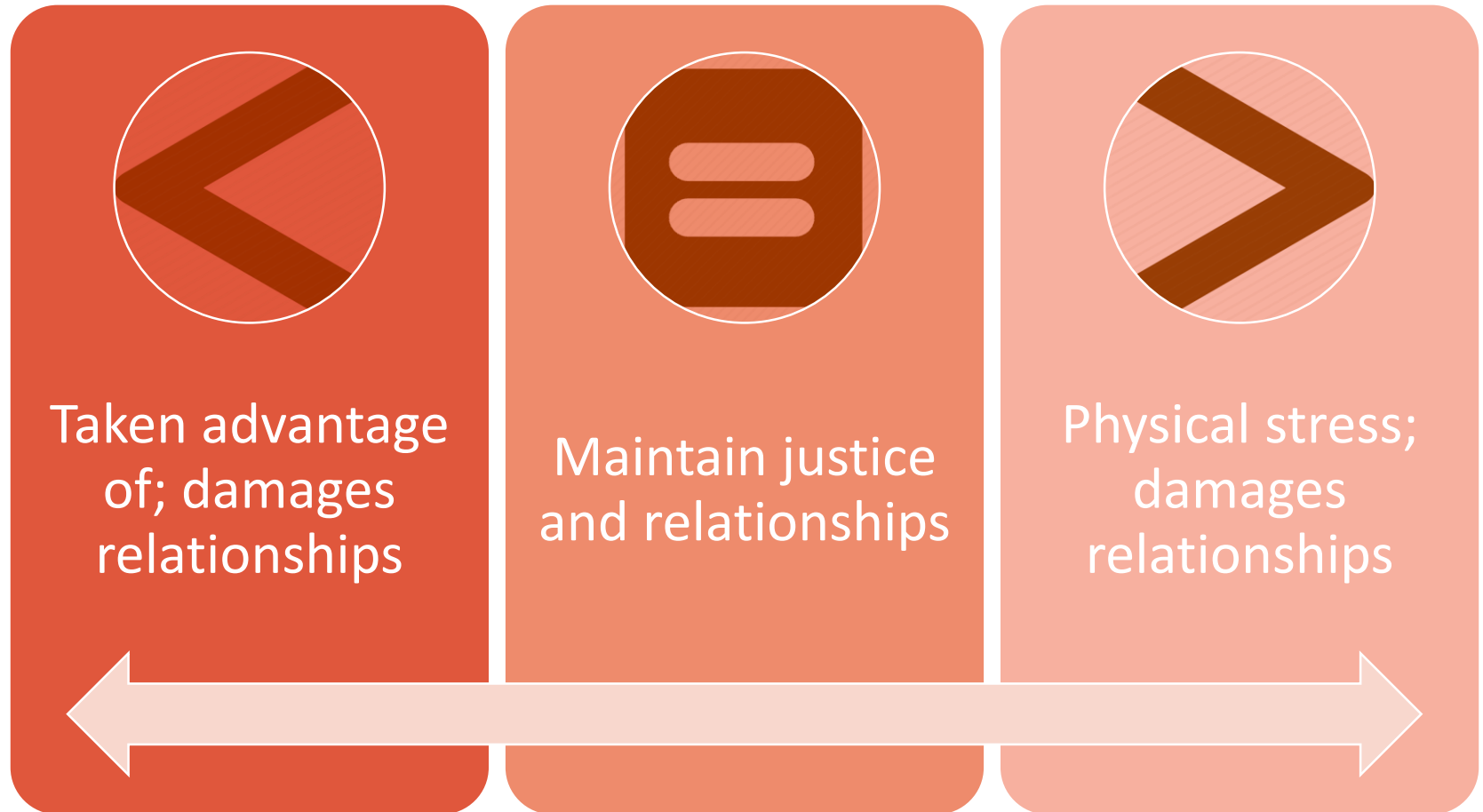
Mania;  
Disingenuous



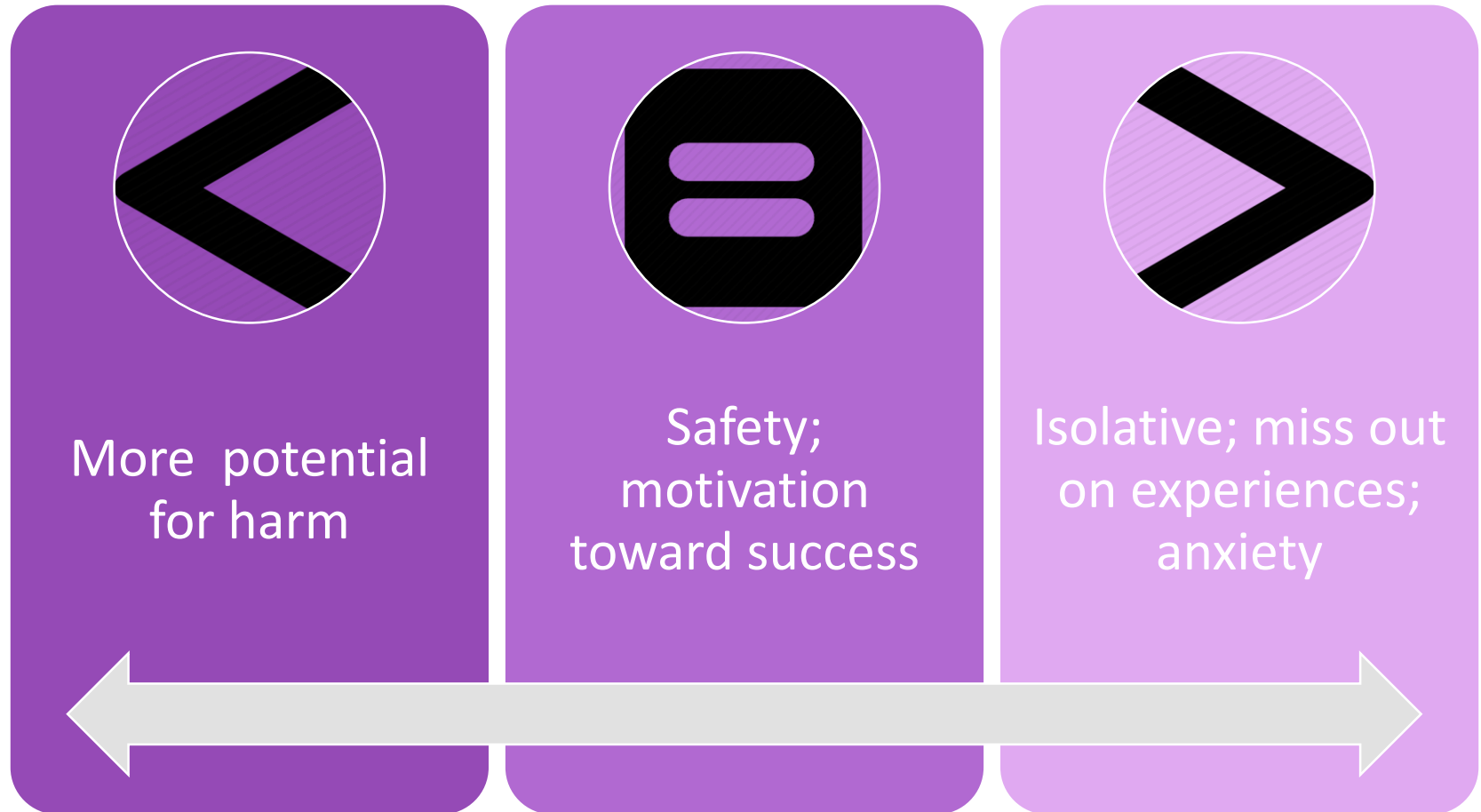
# Sadness



# Anger



# Fear



# Disgust



Physically ill;  
emotionally  
hurt



Safety



Prevents  
healthy  
connections





# Identifying Depression



Persistent and pervasive sadness or irritability



Loss of enjoyment of everyday activities



Negative thinking, hopelessness, suicidal thoughts



Excessive ideas of guilt, remorse or worthlessness



Slowing down: low energy, fatigue, diminished activity,



Sleep disturbance (decrease or increase)



Appetite change; increase or decrease in weight

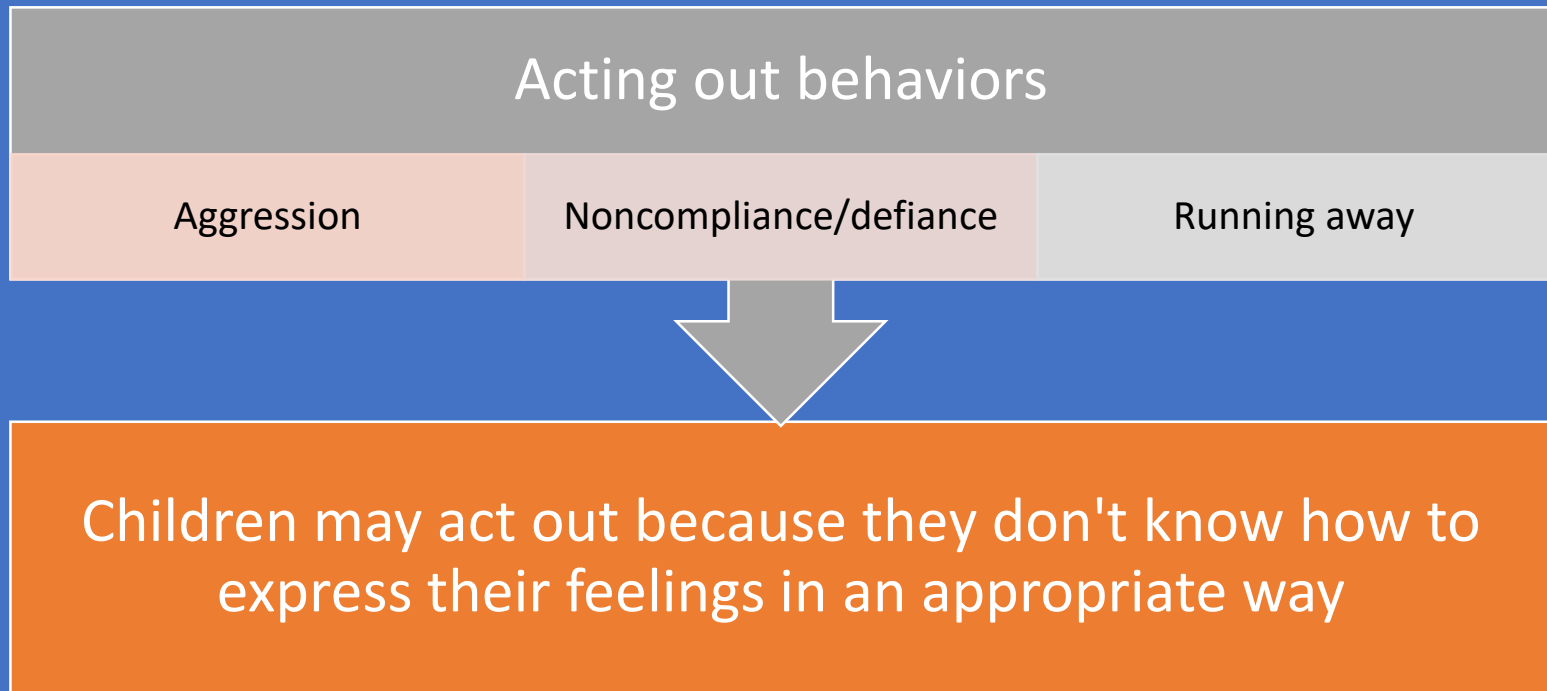


Somatic symptoms



Difficulty concentrating or focusing; indecisiveness

# Identifying Depression

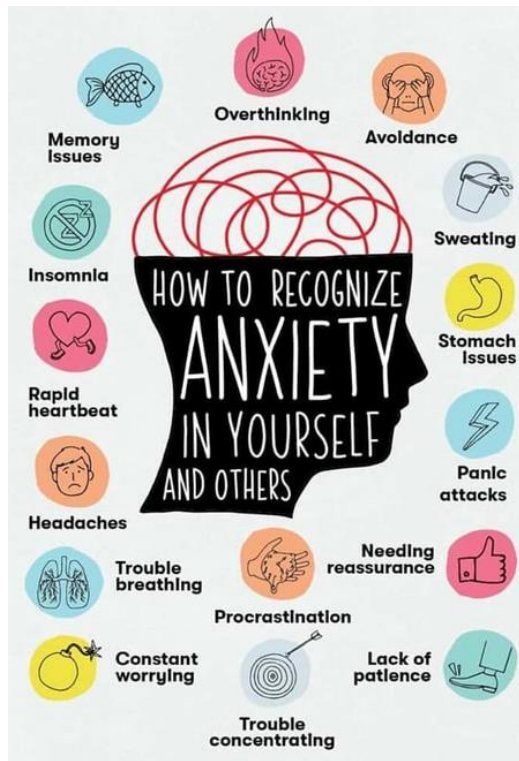




# Identifying Depression

- Every day, most of the day, for at least 2 weeks
- Mood affects their day-to-day activities (like schoolwork, social life, self-care skills)
- Important to consider developmental and environmental factors
  - Teenagers and young children tend to be more emotional because their brains are still developing
  - These symptoms are normal when something sad happens, like a death in the family. This is different from depression.

# Identifying Anxiety



- Emotional Symptoms
- Physical Symptoms
- Behavioral Symptoms

# Identifying Anxiety

## **Emotional Symptoms**

- Excessive and irrational fear and worry
- Feelings of apprehension or dread
- Watching for signs of danger
- Anticipating the worst
- Trouble concentrating or having racing thoughts
- Feeling tense and jumpy
- Irritability



# Identifying Anxiety

## Physical Symptoms

- Pounding heart
- Sweating, shaking
- Headaches
- Dizziness or shortness of breath
- Upset stomach, frequent urination or diarrhea
- Muscle tension or twitches
- Insomnia
- Feeling easily tired



# Identifying Anxiety

## **Behavioral Symptoms**

- Rigidity
- Rituals
- Perfectionistic behaviors
- Isolating
- Avoiding
- Fidgeting







# Identifying Anxiety

- Occurring more days than not
- Mood affects their day-to-day activities (like schoolwork, social life, self-care skills)
- Important to consider developmental and environmental factors
  - Teenagers and young children tend to be more emotional because their brains are still developing
  - These symptoms are normal when something scary/traumatic happens, like a car accident.

# What Can I Do?

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**Validate their feelings.**



**Focus on listening, not lecturing.**



**Confidentiality.**



**Be open to help.**

# Validate their feelings

- Don't try to talk your child out of their feelings.
- ***You can acknowledge a person's reality and feelings as true for them, whether or not you agree with it.***
- Validating a child's feelings and affirming a child's feelings are different
- DO NOT say things like
  - Who cares
  - It doesn't matter
  - Get over it
  - Just let it go

# Validate their feelings

- Things you can say:
  - “That’s \_\_\_\_\_”
  - “I’m sorry you’re feeling \_\_\_\_\_”
  - “You seem/sound \_\_\_\_\_”
  - “You must have felt \_\_\_\_\_”

# Focus on listening, not lecturing

It's important for the child to feel HEARD

Resist any urge to criticize or pass judgment. "He who answers before listening – that is his folly and his shame." Proverbs 18:13

Reflect the things you hear them say to you

- "It sounds like you're feeling \_\_\_\_\_ because \_\_\_\_\_"

This shows them that you heard and understood what they said

It's not always helpful to try and fix the problem

# Confidentiality

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Confidentiality is the guarding and respecting of the gift of trust.

Maintaining confidentiality lets the child know you are a safe person to talk to, and increases the likelihood of them returning to talk to you in the future

Maintain safety – if the child is hurting themselves or others, parents need to know about it

The best way to handle this would be to have it be a conversation together with the child

“Two are better than one, because they have a good reward for their toil. For if they fall, one will lift up his fellow.” Ecclesiastes 4:9-11

Know when to reach out to others for help

Asking friends and colleagues for advice

Seeking professional help for the child

Be open to help

# Steps Towards Healing



Feeling Loved and Understood



Social & Spiritual Connection



Coping Skills & Hobbies



Physical Health



Slowing Down



Professional Help



Your Own Health



# Questions?

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## Contact Information

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- Please include [ABC 2019] in the Subject