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Guest Editor:

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Individual and Environmental Factors in Internalizing Disorders in Children and Adolescents

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Background: Literature has emphasized the role of biopsychosocial factors in internalizing disorders; however, the role of developmental competencies of a child have not been explored much in this context, and relevant individual and environmental factors need to be explored in a more holistic manner.

Aims: The current study aimed to understand the interrelationships and paths among temperament, developmental competencies, parenting practices, psychosocial adversities, and internalizing disorders.

Methods: The sample consisted of 200 children and adolescents aged seven to 18 years, with equal number of those with and without an internalizing disorder, and one of their parents. Psychopathology, temperament, interpersonal competence, emotion regulation, executive function, self-concept, adaptive behaviour, parenting practices, life events, family environment and abnormal psychosocial situations were measured using standardized tools. Path analysis was conducted to understand the interrelationships among these variables and paths to internalizing disorder.

Results: Direct paths to internalizing disorders were found from rhythmicity, interpersonal competence, self-concept, adaptive behaviour, emotion regulation, corporal punishment, family cohesion and subjective stress related to life events. Sociability, family cohesion, subjective stress from life events and corporal punishment had indirect paths through interpersonal competence. Through self-concept, sociability, rhythmicity, interpersonal competence, adaptive behaviour and average positive parenting had indirect paths to internalizing disorder. Sociability also had an indirect pathway through emotion regulation.

Conclusions: The path model highlights the importance of temperament, developmental competencies, parenting practices, and psychosocial adversities in the development of an internalizing disorder. It throws light on the significance of the biopsychosocial approach.

Well-Being at School for Children With Down Syndrome: A Cross-Informant Approach

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Background: It is increasingly recognised that children's well-being at primary school has implications for both academic success and social outcomes. However, the well-being of young neurodiverse pupils is rarely examined.

Aims: Using a recently developed child- and parent-report measure of well-being at school (How I Feel About My School scale, HIFAMS; Allen et al., 2018), the current study examines: (a) the factor structure of self-reported well-being for children with Down syndrome (DS), (b) the cross-informant consistency of school well-being as rated by parents and children, and (c) the association between school well-being and emotional and behavioural problems for primary school children with DS.

Methods: Sixty-three primary school children with DS (M_{age} = 9.0 years, SD = 1.4, 54% female) and their parents completed the 7-item HIFAMS school well-being questionnaire. Parents also completed the Strengths and Difficulties Questionnaire (SDQ; Goodman, 2001) to assess their child's emotional and behavioural problems. Children completed the British Picture Vocabulary Scale (BPVS; Dunn et al., 2009) and Raven's Colored Progressive Matrices (RCPM; Raven et al., 1990).

Results: We expect the factor structure of the HIFAMS for children with DS to broadly mirror that found for neurotypical children. Based on Allen et al. (2018) we expect low levels of consistency across child- and parent-report of the HIFAMS, though we predict that low levels of parent-rated school well-being will be associated with greater behavioural and emotional problems.

Conclusions: The current findings have important implications for how we understand and assess well-being for neurodiverse children.

Can an Evidence-Based Approach Meet the Socio-Emotional Difficulties of Children Indicated With Developmental Language Disorder (DLD)?

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Background: A meta-analysis of children starting school at the bottom 10th percentile on tests of verbal language, reported a two-fold increase in reaching clinically concerning levels of socio-emotional outcomes later in life. Yet, little is known about supporting the socio-emotional needs of low language proficiency children, with even less known about evidence-based approaches.

Aims: To present (1) An evidence-based model for language and socio-emotional outcomes (2) Session-by-session intervention materials. (3) Feasibility ratings of this intervention among Singaporean children indicated with DLD, measured on the of Child Outcome Rating Scales (CORS).

Methods: Aim 1: A narrative review of relevant research studies. Aim 2: Create evidence-based cognitive behavioural interventions to be suitable for DLD. Aim 3: Administration of the intervention (in aim 2) to children indicated with developmental language disorder (target n = 21). Calculation of CORS means and standard deviations in SPSS.

Results: (1) Language and 'Third' Factors are proposed to contribute to poorer socio-emotional outcomes. Emotional (dys)regulation, adversity from peer rejection and academic achievement are possible mediators. (2) Existing studies suggest cognitive-behavioural components of emotional awareness, emotional tolerance, cognitive restructuring, exposure are effective, though their suitability among DLD remains unclear. (3) Analyses are underway. It is expected that CORS will reveal sessions which need further improvement.

Conclusions: For the first time, an evidence-based model, intervention, and results of its feasibility are presented to close the gap in supporting the socio-emotional needs of children with DLD.

Predictors of Outcomes Among Children With Special Educational Needs in Singapore: Insights From a Three-Year Longitudinal Study

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Background: Although studies frequently focus on a specific group of children with a specific diagnosis, and assumed aetiology, this is frequently not what is observed in practice where co-morbid diagnoses are not uncommon.

Aims: This study seeks to identify predictors of academic, adaptive, and quality of life outcomes among a sample of children with special educational needs (SEN) attending primary and special schools in Singapore.

Methods: Participants included 731 children with SEN across 76 primary and 14 special schools. Parents or caregivers of these children and their teachers for each year of data collection were asked to complete surveys. The children in the study were recruited within the first three years of formal education. Diagnoses included autism spectrum disorder, attention deficit hyperactivity, intellectual disabilities, specific learning disorder, hearing loss etc. About a third were reported with more than one diagnosis. Data from participants was collected via direct testing, as well as parent and teacher surveys.

Results: The findings from multiple regression analyses across outcomes indicate that the predictors differed according to the outcomes. Academic outcomes were mainly predicted by non-verbal intelligence, adaptive functioning predicted by social emotional regulation and problems, and quality of life, by parent rated executive functioning as well as family related factors.

Conclusions: This study highlights the importance of taking on a broad-based and holistic approach to support in inclusive/special education for children with special educational needs. It also highlights the importance of working with families. Further directions for investigation will be discussed.

Cognitive Behaviour Therapy (CBT) for Children With Reading Difficulties: A Case Study

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Background: Children with reading difficulties are at risk for vicious cycles of struggles, failure, demoralization, lack of interest in school, emotional difficulties such as anxiety and frustration, behavioural problems, and psychosocial maladjustments. The cycles of academic struggles lead to further academic failure, psychosocial, and behavioural problems. These risk factors are developmentally cumulative across grades starting early in preschool and primary school. Interventionists such as educational therapists of children with specific learning disabilities are faced with challenges in providing holistic solutions that focus on both the academic and cognitive-behavioural needs of children. Cognitive behaviour therapy (CBT) is an under-explored approach when conducting educational therapy for children with specific learning disability (SLD).
Aims: To present (1) The application of CBT strategies with children with specific learning disabilities. (2) A case study on the use of CBT approach with a child with reading difficulties.
Methods: Aim 1: A narrative review of relevant research studies. Aim 2: A case study approach on the application of CBT to a child with reading difficulties.
Results: (1) CBT is a promising approach for addressing cognitive-behavioural issues faced by children with reading difficulties. (2) The case study provides recommendations and details to service providers such as educational therapists on the support of children with reading difficulties.
Conclusions: The benefits of CBT and its feasibility as a viable approach by educational therapists are presented to close the research-practice gap for supporting the cognitive-behavioural needs of children with reading difficulties.

The Moderating Effect of Reward Feedback-Elicited Late Positive Potential (LPP) on the Associations Between Perceived Stress and Internalizing Symptoms in Late Childhood

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Background: Internalizing problems increase substantially during late childhood, which are known to be associated with elevated levels of perceived stress as they transition into adolescence. One neurobiological mechanism by which stress contributes to the development of internalizing psychopathology is the reward system. While considerable research has investigated the neural correlates of reward processing in relation to psychopathology, little work has examined the reward feedback-elicited late positive potential (LPP) and its association with internalizing psychopathology.
Aims: The present study examined the role of feedback-elicited LPP in the relationship between perceived stress and symptoms of social anxiety and depression in late childhood.
Methods: A community sample of 115 9-to-12-year-old children (66 girls, M/SD=11.00/1.16 years) completed an EEG task of the reward feedback paradigm (the Doors Task) and completed questionnaires on perceived stress and symptoms of social anxiety and depression.
Results: As expected, a potentiated LPP was found towards loss relative to win feedback, and a difference wave of LPP (loss-win) was calculated as an indicator of the evaluation and reappraisal processes following unsuccessful performance (i.e., loss). The LPP difference wave was found to moderate the associations between perceived stress and internalizing symptoms. Specifically, the stress-symptoms associations were strengthened in children with an attenuated difference LPP, which may indicate suboptimal capacities to evaluate and reappraise negative outcomes.
Conclusions: Our findings provided novel evidence on the functional significance of feedback-elicited LPP during a reward paradigm and its role in buffering the deleterious effects of perceived stress on internalizing psychopathology in late childhood.

Reading Practices of Parents With Children With Developmental Difficulties

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Aims: (1) To describe shared book reading habits between parents and children with developmental difficulties in Singapore. (2) To identify modifiable factors associated with better reading habits.

Methods: A cross-sectional anonymous questionnaire-based study (N=157, median age 4 years). Inclusion criteria was: (1) Child age < 7 years; (2) Child with any developmental/behavioral difficulties; and (3) Parent understanding of English. Information on parent-child reading habits, challenges faced, and family demographics were collected. Descriptive statistics and logistic regression were used for analysis.

Results: 25% of parents read daily to their child, 36% read frequently (2-5 times per week), and 20% did not read. More than half (51%) of parents spent less than the recommended 10 minutes in shared book reading. Challenges reported included difficulty managing child's attention, inadequate time for reading, and child's disinterest in reading. Predictors of lower reading frequency included (1) Child social difficulties (B=0.48, p=0.03); (2) Parents reporting challenges (B=0.21, p<0.001); and (3) Lower parental education (B=2.27, p=0.04). Children with reading difficulties (B=0.32, p=0.02) spent less time reading while child's social difficulties (B=1.93, p=0.05) and parents reporting challenges (B=2.92, p < 0.01) predicted higher time spent reading.

Conclusions: Shared book reading in children with developmental difficulties are below recommended norms. Supporting parents to engage their child in reading promotes healthy child development.

The Well-Being of Maltese Children

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Background: The acceptance of children's rights as human rights (UN Convention on the Rights of the Child, 1990) has been an important development in understanding and supporting children's wellbeing and played a crucial role in the development of the indicators of children's wellbeing. The Covid-19 Pandemic has further underlined the importance of advancing knowledge about children's wellbeing to inform policy and practice.

Aims: This study seeks to examine Maltese children's wellbeing on a number of indicators and identify their strengths and areas for development in the various aspects of their lives, including home and family (attachment, safety, care, voice), neighbourhood (spaces to play, safety, lack of violence), friends (relationships, lack of bullying), school (teachers, peers/bullying, learning), leisure time (opportunity for play, exercise and creative activities; use of social media), economic wellbeing (material possessions, poverty), civic participation, children's rights and subjective wellbeing (sense of satisfaction with self, others, life).

Methods: A representative sample of 376 participants of children and young people in Malta, aged between 7 and 15 years, completed a questionnaire to explore their subjective wellbeing in the various aspects of their lives as described above.

Results: The presentation will present the findings of the study and their implications

Conclusions: [DATA IS STILL BEING ANALYSED]

"I Just Want Someone who Won't Freak out When I Tell Them Stuff": A Qualitative Investigation Into Care-Leavers' Experiences of Accessing Mental Health Support

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Background: Most young people who grow up 'in care' have experienced abuse, neglect, or family dysfunction. They are five times more likely to be diagnosed with a mental health problem in childhood than the general population. It is imperative that the mental health needs of this group are addressed, to mitigate some of the poor life outcomes which are well-documented in this group (e.g., homelessness, criminal justice system contact, unemployment). There is some evidence that care-experienced people experience structural barriers when accessing mental

health support, as well as psychological barriers due to unappealing treatment options or apprehension with discussing past trauma.

Aims: This research aims to improve our understanding of the barriers and facilitators for accessing mental health support in young people who grew up 'in care'.

Methods: With a sample of nine care-experienced people aged 18-25, we used qualitative interviews and Interpretative Phenomenological Analysis to investigate lived experiences of help-seeking for mental health support. We investigated the entire help-seeking journey, from recognising that external support may be required, through to engagement with mental health support services.

Results: Analysis is still underway but provisionally, themes centre around: (1) personal perceptions of mental health, and openness to talking about past trauma, (2) autonomy versus external pressure to access support, (3) stigma and fear around the reactions of others, and finally, (4) practical, environmental, and personal facilitators for accessing and engaging with support.

Conclusions: Final conclusions have not yet been drawn but have the potential to illuminate the structural and psychological barriers for accessing mental health support. This has important implications for social care professionals, as well as healthcare professionals across primary and secondary health services. We describe how current practice can be adjusted to better accommodate the needs of this group, with the aim of closing the current need-provision disparity which impacts this highly vulnerable group of young people.

The Association Between Adolescents' Online Behaviours and Mental Health and Loneliness

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Background: Screentime use has risen rapidly amongst adolescents over the last decade, as has the rates of common mental disorders. Despite the empirical evidence to the contrary, this has raised wide-spread concerns about direct links between the general screentime or social media use and adolescent mental health.

Aims: This study aimed to describe how and what adolescents do online and how that relates to their mental health and loneliness.

Methods: Using SEM path analysis, we explored co-occurring associations between self-reported mental health symptoms (RCADS-25), loneliness (UCLA-SF3), and various screentime related activities in a sample of 14,726 adolescents (aged 12-16 years) in the OxWell'21 student survey. Moderation analyses per gender, age, and self-harm history were also conducted.

Results: Social media use in general related positively to social media before sleep, exposure to self-harm content, seeking help online, posting regretful content, meeting internet strangers and negatively to parental rules. Only self-harm content, help online, regretful posts in turn related to higher RCADS and UCLA. Meeting internet strangers related to higher RCADS only. Weak direct links between time on social media and UCLA were only present in younger participants, whereas weak direct links between time on social media and RCADS was only present in adolescents without self-harm history.

Conclusions: Due to its cross-sectional nature the current study cannot reveal cause or direction of the examined associations. Yet, it shows that what adolescent do online, rather than when and how much time they spend on social media, relate to mental health symptoms and loneliness.

What do Young People say About Mental Health? Key Findings From a Mixed Method Study

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Background: Mental health has been a major concern among university students globally. Despite experiencing mental health issues, a substantial number of university students do not seek professional help.

Aims: This study aimed to explore mental health's associated factors and perceptions on mental health help-seeking among university students in Malaysia.

Methods: A cross-sectional study using online questionnaire and in-depth interviews using semi-structure interview guide were conducted among the students from a Malaysian public university.

Results: A total of 426 university students participated in the cross-sectional study. Depression Anxiety and Stress Scale 21 (DASS-21) scores were found significantly higher among students who had decreased interest in studies, poor social ties, unsatisfied academic results and family issues. A

total of 16 informants participated in the interview phase. Three themes were identified: (1) mental health information, (2) barriers to mental health help-seeking and (3) facilitators to mental health help-seeking. Internet and social media were the most popular mental health resources. Stigma was the most significant personal barrier to help-seeking. Other barriers included lack of knowledge of available mental health services, self-reliance and lack of trust. High costs, long waiting time, transportation and poor mental health services were the structural barriers. In contrast, students stated that non-judgmental, free-of-charge, confidential mental health services with flexible appointments would encourage them to seek help.

Conclusions: Academic, social and family factors were identified to be main contributing factors. Understanding barriers and facilitators to mental health help-seeking among university students can help to improve mental health support and develop strategies to encourage students to seek help.

Atypical Anorexia Nervosa in Adolescents

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Background: Adolescents with atypical anorexia nervosa (AAN) presents with significant weight loss and may be severely malnourished leading to clinical instability. They have features that will meet DSM-5 criteria of anorexia nervosa (AN). However, despite the significant weight loss, their weight is within or above the normal weight range for age and gender. There is concerning delay in recognition of AAN as the individuals have premorbid overweight or obesity and may receive positive feedback, reinforcing their anorexic behaviours and cognitions. Often, their level of distress is overlooked and may not be clinically screen for AAN. The challenge for healthcare providers extends more than just recognizing AAN, once diagnosed setting treatment goal weights can be difficult when weight loss is desirable in an obese adolescent and may have been viewed as a positive health outcome. It had been shown that individuals with premorbid obesity also have more severe eating disorder and higher anxiety and depression scores. Despite being within normal range or overweight, medical treatment is the same as AN with increasing caloric intake that will indefinitely result in some weight gain.

Aims: This presentation aims to discuss the features, presentation, assessment and outline the management of an adolescent with AAN.

Conclusions: Early diagnosis and treatment may improve overall outcome. It is important to recognize features of an eating disorder in any adolescent with weight loss despite having normal or higher weight for age or BMI centiles.

Do it, Then Feel it: Experiential Learning for Young Adults With Interpersonal Difficulties

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Background: Experiential learning is a learning process whereby participants actively engage in a real environment by being active participants. As part of a psychological intervention for clients with interpersonal difficulties attending follow-up sessions in psychiatry clinic, we invited four clients to be part of organizing committee for a community event involving families and children held in October, 2022.

Aims: The objective is to allow the participants to learn interpersonal skills through the process of planning, organizing and conducting a community event.

Methods: Participants were invited to attend three meetings to plan and organize and eventually conduct the event. After the event, qualitative method through semi-structured interviews were used to interview two of the participants for their feedback regarding their experiences. Interviews were transcribed in verbatim and thematic analyses were used.

Results: Four themes arose from the interviews namely: 1) Feeling good to have given 2) the subtle art of interpersonal skills: THAT I see! 3) feeling respected and belonged and 4) similar interest connected us. Both clients began to work (for the first time in their lives) not long after the event, and both reported that being part of the event increased their confidence to work in a team.

Conclusions: Active participation through the experiential learning have helped both clients to

improve their interpersonal skills. Experiential learning has great potentials in helping young adults with interpersonal difficulties to be more confident in their day-to-day lives.

Interaction Between Mental Health and Perceived Workplace Psychosocial Factors Among Young Workers

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Background: Mental health is a critical issue worldwide, and it affects people of all ages and backgrounds including young workers. The demands of the modern workplace, intensified with personal and societal pressures, create a toxic environment that undermines the young workers' mental wellbeing. Workers' mental health are evidently related to poor perceived workplace psychosocial factors. Mental health issues have negatively impacting worker's productivity and career growth further adversely to the organization and social system.

Aims: To assess mental health status and its relation to perceived workplace psychosocial factors of young workers.

Methods: This cross-sectional study distributed 560 questionnaires (response rate: 61.96%) to workers. The Malay version self-administered questionnaire was used to retrieve information on mental health status (DASS21), workplace perceived psychosocial (Job Content Questionnaire), socio demographic and occupational. Data was managed and analysed using SPSS.

Results: Approximately three out of four young workers sustained with at least one symptoms of poor mental health (76.70%) with most prevalent reported for anxiety (69.20%), and least for depression (53.90%). The study also computed that half of the young workers exposed to poor psychosocial environment of low job control and high job demands. Significant association documented between stress and psychological job demands, likewise between

depression and social support (p<0.05). There was no significant association reported between the anxiety and workplace psychosocial domains.

Conclusion: Poor mental health status was documented among young workers. Significant interaction between psychosocial workplace factors and mental health except for anxiety. This outcome highlights attention shall be given by employers on workers' mental health by offering support further to create a work culture that prioritizes mental wellbeing.

The Effect of Trait Anxiety on Recognition of Threatening Emotional Facial Expressions Among Adolescents

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Background: Face is one of the most prominent parts of human body that can provides information about identity, emotional state, age, gender, health and anxiety. Little is known about the influence of emotional facial image to anxious feeling experienced by adolescents.

Aims: This research explored the effect of trait anxiety among adolescent in recognizing threat from facial expression and their sensitivity toward perceiving the threat.

Methods: An experiment was conducted which based on within and between-group design. The image of facial expression in 2 and 3 dimensions have been manipulated according to the objectives of the research. Participants were recruited through convenient sampling method and pre-screened to classify the anxious and non-anxious individuals. Both groups were asked to answer a set of anxiety questionnaires and to complete a face task to explore the threat perception from face images. The accuracy of performance in recognizing the facial expressions and their sensitivity toward the threat had been measured based on the proportion of 'yes' responses when the participant chooses the target emotions from five morph level. The mean of reaction time had been calculated as a function of sensitivity toward threat stimuli.

Results: The high anxiety groups can identify anger expression accurately than the low anxiety group (exp. 1) and they were more sensitive and use less

time to detect anger expression towards 50% and 75% of morphs level (exp. 2).

Conclusions: It is hoped that this research will increase our understanding of the relationship between anxiety and threat perception and this unique visual stimulus can generate a wealth of another research in Malaysia.

Facilitators, Barriers, and Strategies of Communication in Malaysian School-Age Children With Cleft Lip and Palate (CL/P): Results of In-Depth Online Qualitative Interviews

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Background: Children with CL/P face a multitude of challenges to their psychological well-being due to differences in speech, hearing, and facial aesthetics. Despite the challenges, many children with CL/P have shown remarkable resilience and determination to succeed in school.
Aims: To identify the perceptions of facilitators, barriers, and strategies of communication and strategies in Malaysian school-aged children with CL/P, and their parents and teachers.
Methods: Fourteen non-syndromic children with CL/P aged between 7-12 years old, their parents (n=16) and their teachers (n=10) were recruited via purposive sampling. Individual in-depth interviews were conducted online and evaluated qualitatively.
Results: Facilitators for communication identified by children, parents and teachers were the child's individual predisposition, as well as the teachers' and parents' collaboration for students' success. Barriers that were identified were cleft-related stigmata and poor speech intelligibility, which resulted in psychosocial distress as well as insensitive comments or questions by peers. The children described using passive responses (e.g., ignoring the teaser) as well as active responses (e.g., retorting) to address problematic situations in social communication. Strategies that were described by the parents included empowering themselves and their child. Teachers stated that talking about the management of cleft in class, dealing with teasing and bullying supported the social communication and participation of children with cleft lip and palate.

Conclusions: The results of this study provided information on challenges encountered and coping mechanisms used by Malaysian children with CL/P. This knowledge could be helpful for future targeted interventions to support the communication of children with CL/P to communicate at school.

Screen Time Viewing Patterns and Socio-Emotional Correlates in a Preschool Population in Singapore

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Background: Children's socio emotional skills are linked to resilience. Excessive screen viewing time (SVT) may be associated with poorer socio-emotional competence in children.
Aims: To determine patterns of SVT and association with socio-emotional competence in a preschool population.
Methods: Data was obtained from a cohort study of children with developmental or behavioural conditions. A screen time, demographic questionnaire, and the Devereux Early Childhood Assessment – Clinical (DECA-C) were completed by consenting parents. The DECA-C measures socio-emotional competence.
Results: A total of 225 children (mean age=32.4 months; SD=11.04) were enrolled in the study. SVT was first introduced at 13.8 months (mean) with mean SVT of 135.8 mins and longest daily SVT of 4.44 hours. About a third (32.4%) of children had more SVT in the past. SVT was associated with poorer socio emotional scores on the DECA-C. Higher initiative scores (r=0.156, p=0.02) was associated with later age of SVT introduction. Children with a history of more SVT had higher aggression scores (p=0.04) and more total behavioural concerns (p=0.03). Weekend SVT was associated with higher social withdrawal scores

(p=0.03), poorer emotional control (p=0.039) and more total behavioural concerns (p=0.04).

Conclusions: Screen time is introduced very early in children in this sample with high mean SVT. Given that past screen viewing time was associated with poorer socio emotional competence, clinicians should enquire about previous SVT as well.

An Assessment of the Social and Emotional Needs Among Adolescents in Selected Public Schools in Metro Manila

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Background: As a non-profit organization that aims to provide mental health services across different parts of the Philippines, the Philippine Mental Health Association, Inc. (PMHAI) recognizes the need to enhance the mental health and well-being of the youth during this crucial stage of their development. One of their flagship programs is the Youth Life Enrichment Program (YLEP) which, even during the pandemic, continued to facilitate psychoeducation sessions through virtual means for adolescents to equip them with Social and Emotional Learning (SEL) competencies. SEL has been shown to be effective in increasing academic outcomes and supporting students' overall emotional well-being amidst the pandemic.

Aims: This study sought to assess the social and emotional needs among adolescents in public high schools in Metro Manila, specifically their SEL competencies and mental health status.

Methods: The Social and Emotional Competencies Questionnaire (SEC-Q) was administered to 1,992 students from Grade 7-10 in selected public junior high schools in Caloocan, Manila, Marikina, and Quezon City.

Results: Descriptive statistics showed that moderate to high levels of social and emotional capacities of the students. Qualitative analysis revealed the students' perceived need to enhance their self-management and social awareness that may have been impacted by the COVID-19 pandemic.

Conclusions: The findings provide insights into the youth's socio-emotional needs and mental health concerns while underscoring the need for post-pandemic promotive and preventive interventions to enhance their development of social and emotional competencies and help alleviate their mental health concerns.