**Multifaceted** **Risk and Preventive Factors Associated with Childhood Emotional Disorders**

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Increasing numbers of study have reported the high frequency and negative associations of emotional disorders in children and adolescents (Zahn-Waxler et al. 2000; Lam et al. 2005; Paulussen-Hoogeboom et al. 2007; Office for National Statistics, UK, 2008; Rapport et al. 2010). Recent studies have examined a number of adjustment problems that are linked to mental health problems including anxiety, depression, post-traumatic stress, and obsessive-compulsive symptoms (Dufton et al. 2009; Fulda et al. 2009; Peter & Roberts, 2010). Childhood and adolescent mental health problems have been shown to be at risk of other psychosocial difficulties. These include negative child-parent interactions (Paulussen-Hoogeboom et al. 2008), poor relationships with peers (Dill et al. 2004; Qualter et al. 2010), and lower academic achievements (Rapport et al. 2010). A further area with well-examined association with emotional problems is substance use (Lam et al. 2005; Lien et al. 2009; Kabiru et al. 2010).

Although recent efforts have enhanced professionals understanding of the negative effects of emotional disorders, understanding how risk factors vary among multifaceted personal, familial, and social networking characteristics such as different socio-demographic, familial, educational, substantial and friendship variables, is of importance of identifying children and adolescents at risk for emotional disorders and identifying effective prevention methods of intervention.

Given the importance of identifying multifaceted risk factors for childhood and adolescent emotional disorders, in this present study, using the Mental Health of Children and Young People in Great Britain, it is attempted to identify factors that affect children and adolescents experiencing mental health needs and to identify how these factors vary among different socio-demographic levels, household-marital status, educational attainment, substantial levels, family functioning, friendship scores, social aptitude scores, and professional/ non-professional help.