



# Childhood Mental Illness Encountered in Daily Life

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Mini Min... Children with mental illness may interfere in how well they are doing, and children with some diagnosed mental illness may interfere in their development and coping, and their quality of life. Identifying mental illness is a continuous process and specific mental illness is to understand how well children are doing. Empirical evidence shows that children with the earliest psychological experience in terms of over the past few decades grow from both in relation to their primary caregiver and play an increasingly active role in their interactions as they increase.

Children gradually develop their self-identity. This development of the self starts to begin within the nature of forming social relationships and then leads to an increasingly well-defined experience of the self. Stern describes this as a trajectory that begins with the "emerging self" in the first few weeks of life and gradually develops the concept of a "core self" into a "reflexive self." In a narrative of self-identity, this is different from others. From the second year of life, you will expect the child to use symbolic words and communicate verbally with others. As development into a "self" will progress. From now on, one will develop the ability to understand one's experience in relation to others, in a form that can be spoken for (explicitly) or in a self-narrative organization. In parallel with the development of the self towards the self as a target, the intuitive potentials associated with the development is an interplay of biological disposition and infant development. Parents tend to be sensitive and responsive towards their children, which leads to increased attention from the child.

In the first year of life of a child, there is an unregulated exchange process, each of which is directly processed least emotion expressions and reflexively receives each other's intentions. Infants display immediate response assessment of the child's intent expressed through communication. An emotion exchange process called intersubjectivity. This is for children to be able to interpret their behavior and the behavior of others based on their mental state to them (mentalization). There are several determinants of dysregulation in important developmental systems such as food intake, motor function, and emotions. On the infant side, immaturity of biological and social functions, temperament characteristics, and organic risk factors (e.g., gastroesophageal reflux, brain disease) can play a role.

Regulatory disorders in important developmental systems such

determinants. On the child's side, the immaturity of biopsychosocial functions, a difficult temperament, and organic risk factors (e.g., gastroesophageal reflux, atopy, brain diseases) can play a role [16]. On the parents' side, problematic internal representations of the child [17] can be a risk. What results is often a disturbance of interactions involving reassurance, feeding, and/or going to sleep [18]. The younger

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