



School and Activities

Behavioral, emotional, and developmental conditions can hamper children's ability to succeed in school and to participate in activities alongside their peers. This section reviews a number of indicators of children's activities in and out of school, compared to children without emotional, behavioral, or developmental conditions.

It is important to note that, while the differences between the populations of children with and without these conditions may be stark, these differences may not be attributable exclusively to the effects of the conditions. Variation in children's family circumstances, including income and family structure, and community characteristics, such as neighborhood amenities, may also contribute to children's school performance and opportunities for activities outside of school.

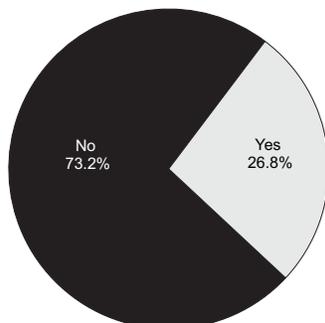


Repeating a Grade and School Engagement

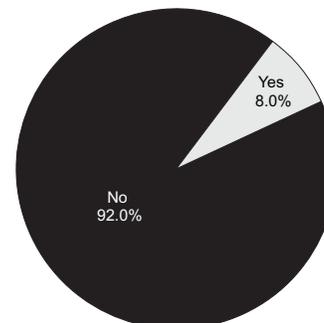
Overall, 10.6 percent of children aged 6-17 years have repeated a grade since starting kindergarten (data not shown). Among children with at least one emotional, behavioral, or developmental condition, this proportion is 26.8 percent. Of those with one condition, 22.2 percent had repeated a grade; for those with two conditions, 29.7 percent had repeated a grade; and 38.2 percent of children with three or more conditions had done so (data not shown). Among children with no emotional, behavioral, or developmental conditions, 8.0 percent had repeated a grade.

Likewise, 80.5 percent of children aged 6-17 years are reported by their parents to be adequately engaged in school, meaning that their parents reported that they usually or always care about doing well in school and do all required homework. Among children with at least one emotional, behavioral, or developmental condition, this proportion was 54.6 percent. For those with one condition, this proportion was 59.7 percent; for those with two conditions, 51.1 percent; and for those with three or more conditions, 42.5 percent. Among children with no emotional, behavioral, or developmental conditions, it was 84.5 percent (data not shown).

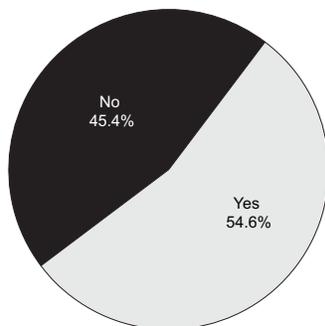
Children Aged 6-17 Years with Emotional, Behavioral, or Developmental Conditions Who Have Repeated a Grade



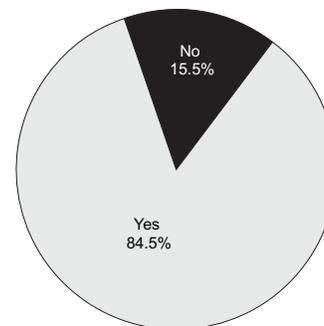
Children Aged 6-17 Years without Emotional, Behavioral, or Developmental Conditions Who Have Repeated a Grade

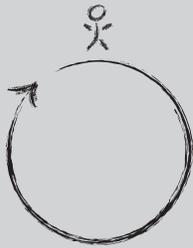


Children Aged 6-17 Years with Emotional, Behavioral, or Developmental Conditions Who Are Engaged in School



Children Aged 6-17 Years without Emotional, Behavioral, or Developmental Conditions Who Are Engaged in School



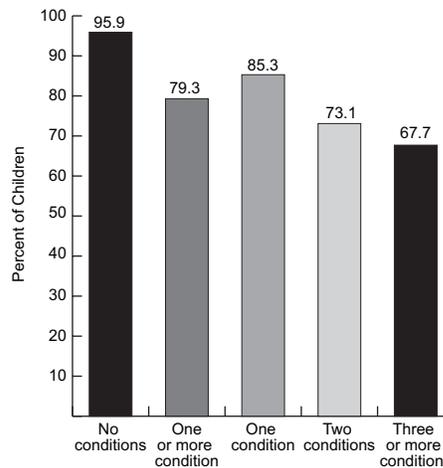


Social Skills

Children begin developing positive social skills at an early age, a process that will influence their relationships with others throughout their lives. Parents of children aged 6-17 years were asked if their children had never, rarely, sometimes, usually, or always exhibited each of the following behaviors in the past month: showed respect for teachers and neighbors; got along well with other children; tried to understand other people's feelings; and tried to resolve conflict with classmates, family, or friends. Overall, 93.6 percent of children aged 6-17 years were reported to usually or always exhibit two or more of these social skills (data not shown).

Among children with emotional, behavioral, or developmental conditions, these social skills can be more challenging. Of children with at least one of these conditions, 79.3 percent usually or always exhibited two or more of the four skills. For children with one condition, 85.3 percent consistently demonstrated positive social skills, as did 73.1 percent of children with two conditions and 67.7 percent of children with three or more conditions. Among children without emotional, developmental, or behavioral conditions, 95.9 percent consistently demonstrated two of the four social skills.

Children Aged 6-17 Years with Social Skills, by Number of Emotional, Behavioral, or Developmental Conditions



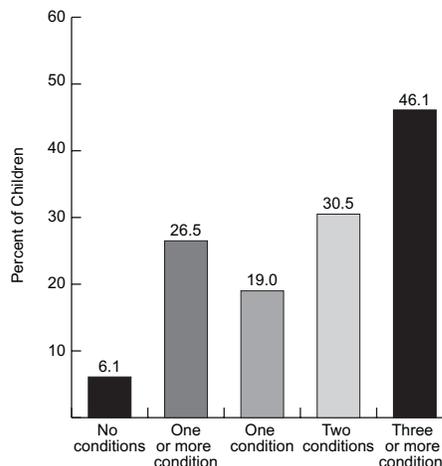


Problem Social Behaviors

Some children have trouble getting along with others. Parents of 6- to 17-year-olds were asked if their children had never, rarely, sometimes, usually, or always exhibited each of the following behaviors in the past month: arguing too much; bullying or being cruel or mean to others; being disobedient; and being stubborn, sullen, or irritable. Overall, 8.9 percent of children aged 6-17 years were reported to usually or always exhibit two or more of these problem behaviors (data not shown).

Among children with emotional, behavioral, and developmental conditions, problem social behaviors are more common. More than one-quarter (26.5 percent) of children with at least one condition usually or always exhibit two or more of the four problem behaviors. For children with one condition, problem behaviors were common in 19.0 percent of children; for children with two conditions, this proportion was 30.5 percent; and among children with three or more conditions, it was 46.1 percent. Among children without emotional, behavioral, or developmental conditions, 6.1 percent consistently exhibit these problem behaviors.

Children Aged 6-17 Years with Problem Social Behaviors, by Number of Emotional, Behavioral, or Developmental Conditions



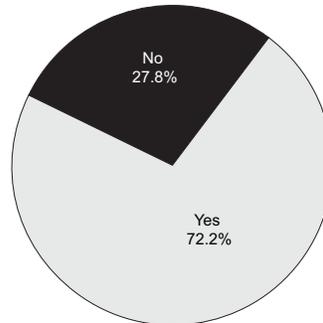


Activities Outside of School

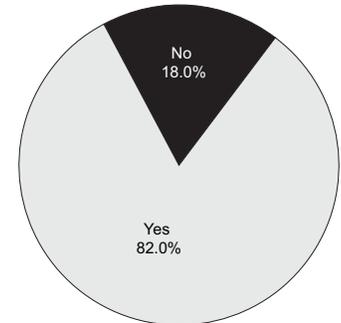
For school-aged children, participation in activities—such as sports teams, lessons, Scouts, religious groups, or Boys' or Girls' Clubs—after school or on the weekends can be an important part of overall development and can provide enrichment and contribute to the development of social skills. Parents of children aged 6-17 years were asked if their children had participated in any of these types of activities in the past year. Overall, 80.7 percent of school-aged children participated in at least one organized activity outside of school (data not shown).

Despite the social and behavioral challenges that children with mental health problems face, they were nearly as likely as children as a whole to participate in activities outside of school. A total of 72.2 percent of children with at least one emotional, behavioral, or developmental condition participated in organized activities. While this percentage is lower for children with multiple conditions, even among children with three or more conditions, more than half (60.8 percent) participated in activities outside of school. Among children without emotional, developmental, or behavioral conditions, this percentage was 82.0.

Participation in Activities Outside of School Among Children Aged 6-17 Years with Emotional, Behavioral, or Developmental Conditions



Participation in Activities Outside of School Among Children Aged 6-17 Years without Emotional, Behavioral, or Developmental Conditions



Participation in Activities Outside of School Among Children Aged 6-17 Years, by Number of Emotional, Behavioral, or Developmental Conditions

