

## ADDRESSING MENTAL HEALTH PROBLEMS AMONG STUDENTS IN THE NEW NORMAL

*by:*

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Schools have encountered significant hurdles in shifting classrooms to an online format, providing fair access for all students, supporting instructors' and students' educational requirements, and planning in the face of great uncertainty in the wake of the global COVID-19 pandemic. There has been a lot of fear, tension, and grief as a result of the pandemic. These pressures can induce mental health problems in anyone, as well as trigger acute symptoms in people who already have them.

Some of the usual markers used by teachers to identify students with mental health difficulties may not be available. It's likely that some teachers don't meet with students face to face. It's possible that some professors don't have as many drop-in pupils as others.

Some professors may be unable to discern the veiled messages of their students. As a result, teachers may be concerned about how kids are doing or the extent to which they are struggling, especially when it comes to emotional issues.

Furthermore, we all have distinct demands and ways of dealing with difficult events as adults. The same is true for youngsters. Some children will have fared well despite the restrictions and school closures imposed by the COVID-19 pandemic. Others are having a hard time dealing with all of the changes and uncertainties. Some students will return to school feeling stressed, anxious, alone, or bereaved. Transitioning children back to in-person classroom learning, especially after long periods of school closure, necessitates the assistance of the school, instructors, and personnel. In addition to continuing to teach when schools reopen, application of the various skills instructors have been utilized to

assure their kids' learning and emotional well-being while schools were closed, the following suggestions may be helpful:

(1). Pay attention to children's worries. Many children and adolescents' mental health and well-being are negatively impacted by COVID-19 and school cancellations. Teachers must pay attention to kids' issues and display empathy and understanding. Allow your pupils to speak with you one-on-one to reconnect and discuss any concerns that may have emerged while their school was closed. If a youngster says something that worries you, please use the protection or child safeguarding protocols in place.

(2) Evaluate the children's development. Before introducing new academic topics to students, teachers and school personnel should assess their performance. Keep in mind that children may struggle to concentrate at first or require more time to get back into the swing of things. Provide opportunities for children to take breaks, move around, and reconnect with their friends and peers.

(3) Give children accurate information on COVID-19. When children return to school, they may have a variety of thoughts and questions about COVID-19. Children have a strong hunger for and need for reliable knowledge. Use child-friendly and age-appropriate COVID-19 resources available in your country/region that are based on scientific evidence to respond to children's questions.'

While it's important to be aware of what's going on in the world, make sure to emphasize all of the work and processes done to reduce risks in the school's reopening plans. Remember to tell your children about school safety measures, such as what to do if a COVID-19 case is found in the classroom.

(4) Inquire of the children about ways to make the classroom more inviting, safe, and pleasant. Children should help to create a friendly, safe, and pleasant environment in the

classroom. When doing so, follow school safety rules and make use of available material resources. Children can offer suggestions, help decorate the classroom walls with cheery phrases, and work in small groups to help each other catch up on their homework. Let them know that remaining together and supporting one another will help them get through this difficult time. Always remember to express gratitude to youngsters for their efforts and contributions. Teachers may help children feel safe and secure by interacting with them and developing strong relationships with them, as well as implementing daily routines.

(5) Watch for symptoms of kid behavior that interferes with their ability to explore, play, or learn. Keep a watch on your children's conduct for any changes. If you detect substantial changes in a student's behavior that persist over time and prohibit them from functioning or playing, please follow school protocol and/or seek extra support and direction. If a teacher detects that a pupil is struggling, they can provide a lot of assistance. If you believe the child requires specialized care, seek extra assistance and refer them to child welfare organizations, primary care physicians, or mental health specialists.

Finally, if a student is having difficulties learning or concentrating, teachers should continue to provide learning assistance and advice, as well as extra help at a slower pace. Investing time and resources in aiding students with mental health difficulties can help to keep the learning environment safe and secure.

#### *References:*

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