

STUDENT MENTAL HEALTH: POST-PANDEMIC

by:
Princess M. Oabina

Some children battled with emotions and social routines after returning from distant learning and responding to adults' worry amid a national disaster. In some cases, students withdraw. Others may misbehave or seek attention. Less exposure to trustworthy adults, excellent peer support, and structured days have led to higher worry and poor coping methods for students.

It may take time to identify the children's emerging challenges, especially those related to skills and routines teachers and parents take for granted. Knowing the students' needs is crucial to teaching. Schools can address students' emotional (and intellectual) needs by using the following strategies:

Plan beneficial professional development days. The first teacher meeting of the year should be a "welcome back, get excited" gathering. The agenda should be purposeful and productive because all teachers can contribute. Student well-being will make all beginning-of-year initiatives more successful.

Prioritize trauma-informed teaching. Trauma response teaches children that their classroom and school are safe settings. As teachers help students rebuild and satisfy their hierarchy of wants, their engagement in school and learning will grow.

Use social and emotional learning courses and initiatives. Social and emotional learning (SEL) isn't just for school counselors. Every classroom needs this skills-based program. Educators may ensure SEL is taught with accuracy and alignment by using curricula and technologies that teach and practice soft skills. If programs fulfilled social-

emotional criteria, children would have more practice and grow more resilient, empathic, and progressive.

In the end, the most essential thing is to simply listen and figure out what the actual problem is. We have the potential to properly educate our children if we have a connection that is positive and built on trust with one another.

References:

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