EDUCATORS’ HELP TIPS FOR LEARNERS SUFFERING FROM DEPRESSION

by:

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Being and feeling sad is a negative yet normal part of life. People usually used to become sad for some reasons like experiencing failure, dismay, heartbreaks, misunderstandings among friends and family, and more.

Gavin (2016) explains that when sadness lingers for weeks, months, or even longer, and eventually affects individuals ability to function normally, it might be depression. She describes that depression, especially for learners, usually a result of several factors, and is significantly correlated with significant events, stress, chronic illness, and being bullied.

On research findings of Moluvhedzi et al. (2017), revealed that teachers were not fully knowledgeable about children’s depression. They concluded that these children should receive sustained environmental support from the parents and teachers.

According to the National Institute of Mental Health in America, an estimated 3.1 million adolescents aged 12 to 17 years had at least one major depressive experience within the past year which represents a little more than one out of ten teenagers; and most affected by the increased risk for depression includes girls, LGBTQ+ youth, and learners with disabilities (Kelly, 2020).

Rozema (2014) enumerated the behaviors that depressed learners may exhibit: expressionless face, no smiles, quick to become tearful, reports lots of aches and pains, lose their appetite, refrain the stuffs they used to enjoy, become irritable and moody, have trouble sleeping, express feelings of hopeless, worthless, or guilt, avoid peers at recess.
and lunch, demonstrate low self-esteem, try to hurt themselves or talk of suicide, and have trouble concentrating.

Since depression can bring broad negative effects on learners’ academic work and comfort in school, schools need to provide strategies to increase the success among these learners. According to Crundwell and Killu (2010), here are strategies to help learners with depression: (a) provide frequent feedback on academic, social and behavioral enactment; (b) teach the learners how to set goals and self-monitor; (c) impart problem-solving skills; (d) coach the learners to organize, plan, and execute tasks needed in school through the use of scheduling; (e) develop changes and adjustments in responding to learner’s fluctuations of mood, and ability to focus; (f) offer learner the chances to involve in shared communications; (g) habitually check whether if learner has suicidal thoughts; and (h) build a home–school communication system to share information on the learner’s academic, social, and emotional behavior and any progresses regarding medication or side effects.

Furthermore, Sanchez (2020) suggests practical tips that may apply in and out of the classroom: (1) keep records of observations – clear, detailed information; (2) develop support strategies – motivate these learners to somehow relieve their burden; (3) create a pleasant vibe in the classroom – ensure harmony, peace and cleanliness to avoid the feeling of threat or pressure; (4) build a support network – companion with they can feel free and safe to open up their problems; (5) encourage the learner to stay in touch with friends, talk formally and calmly, and walk with a friend to reduce the feeling of being left out.

References:


