HOW TO HELP LEARNED HELPLESS STUDENTS

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When an educator understands the student’s condition of pessimistic explanatory system or learned helplessness, it can be easier to provide teaching appropriate to their condition. It is important to understand that because of the perceived lack of control of the negative event, a learned helpless child is reluctant to seek assistance or help when he is having difficulty performing an academic task. They are unsuccessful in utilizing learning strategies, and they do not know how to take on in tactical task behavior to solve academic problems.

For instance, learned helpless juvenile do not discern that if they make a plan, use a checklist, and/or make drawings, it will be effortless for them to solve a multistep math word problem. Success alone (e.g. answering correctly the multistep problem), is not going to alleviate the helpless idea or embellish their self-confidence; bear in mind that these young people attribute their specific accomplishments to good fortunes or chance.

According to Eccles, Wigfield, and Schiefele (1998), trying to convince a learned helpless child that she can succeed, and asking her just to try hard, will be futile if we do not teach the child particular learning and compensatory strategies that she can apply to improve her performance when facing a difficult task. The authors postulate that the important part in giving assistance to a learned helpless child defeat this flawed explanatory pattern is to give strategy retraining (coaching her strategies to use, and teaching particularly when she can use those strategies), so that we offer the child important ways to cure achievement problems; clasped with attribution retraining, or constituting and upholding a success notion.
When we instruct a learned helpless child to use learning strategies, we are providing her the tools she needs to develop and maintain the perception that she has the resources to turn around failure. Ames (1990) highly recommended that, in combination with the learning strategies, we help the learned helpless child develop individualized short-term goals, e.g., “I will make checklist to correctly solve a two-steps word problem in math.” When the child knows and implements learning techniques and scheme, she will be able to experience development toward her individualized objectives.

References:


https://verywellmind.com

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