



THE IMPACT OF THE COVID-19 CRISIS BE ON CHILDREN'S MENTAL HEALTH

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Abstract

The impact of pandemic COVID-19 is observed in every sector round the world. The education sectors of India also as world are badly suffering from this. It has enforced the planet wide lock down creating very bad effect on the students' life. Around 32 crore learners stopped to manoeuvre schools/colleges, all educational activities halted in India. The outbreak of COVID-19 has advised us that change is inevitable. It has worked as a catalyst for the tutorial institutions to grow and choose platforms and techniques, which haven't been used before. The education sector has been fighting to survive the crises with a special approach and digitising the challenges to scrub away the threat of the pandemic. This paper highlights some measures taken by Govt. of India to supply seamless education within the country. Both the positive and negative impacts of COVID-19 are discussed and a few fruitful suggestions are pointed to hold out educational activities during the pandemic situation.

Introduction

What Could the Impact of the Covid-19 Crisis Be on Children's Mental Health

This is indeed an unprecedented time for all folks, especially for youngsters who face a huge disruption to their lives. Children are likely to be experiencing worry, anxiety and fear, and this will include the kinds of fears that are very almost like those experienced by adults, such as a fear of dying, a fear of their relatives dying, or a fear of what it means to receive medical treatment. If schools have closed as a part of necessary measures, then children may not have that sense of structure and stimulation that's provided by that environment, and now they have less opportunity to be with their friends and obtain that social support that's essential permanently mental well-being.

Being reception can place some children at increased risk of, or increased exposure to, child protection incidents or make them witness to interpersonal violence if their house is not a safe place. This is something that is very concerning. Although all children are perceptive to vary, young children may find the changes that have taken place difficult to know, and both young and older children may express irritability and anger. Children may find that they need to be closer to their parents, make more demands on them, and, in turn, some parents or caregivers could also be under undue pressure themselves.

Simple strategies which will address this will include giving children the love and a spotlight that they have to resolve their fears, and being honest with children, explaining what's happening during a way that they will understand, albeit they're young. Children are very perceptive and can model the way to respond from their careers. Parents also got to be supported in managing their own stressors in order that they will be models for his or her children.

Helping children to seek out ways to precise themselves through creative activities, and providing structure within the day – if that's possible – through establishing routines, particularly if they're not going to school anymore, can be beneficial. Mental health and psychosocial support services should be in situ, and child protection services got to adapt to make sure that the care remains available for the youngsters of families who need it.

School in Various Settings This Fall, One Thing Is for Certain

Students to be prepared to deal with a number of issues caused by the coronavirus pandemic, chief among them being impacts to student mental health. If they're lucky, teachers have a team of support staff within the sort of school counsellors and psychologists to assist the students, but however, much of the work will fall to teachers to assist keep students during a headspace where they're ready to learn. As the people that spend the foremost time with students, teachers must incorporate support for psychological state into their classrooms.

Acknowledge the Change

This academic year will look differently for several students than any before it. Many students are going to be going back to high school virtually, and people that are going back face to face could also be required to require extra safety precautions like mask-wearing and sitting far away from others.

Teachers can and will name the differences and recognize that this example isn't what most folks expected once we imagined fall 2020 within the past. Many teachers will have inclusive policies that do not require videos to be on. They may not be ready to see their students, but students are going to be watching and taking their cues from how teachers respond and discuss these topics. Weave emotion into early lessons and supply opportunity to call feelings, albeit individually. This acknowledgment lets students know that



it's okay to debate what they're browsing and signals that they're not alone in having feelings about what went on and what is happening now.

Recognize Disappointment

Along with Acknowledging That Things have changed, it's important to acknowledge that with unfulfilled expectations comes disappointment and loss. Whether it's cancelled culmination ceremonies, graduations, summer experiences, or starting a replacement academic year face to face, students have omitted on tons of important transition markers in the past few months. While it's the teacher's role to urge students excited about upcoming learning and therefore the wonderful work to be done this year, negative feelings and what has been lost should be addressed to permit students to process the experiences and orient towards the longer term.

Address Grief

As teachers address loss, grief should be specifically called out and addressed. Hundreds of thousands of individuals worldwide have died as a result of COVID-19, and few children are left unaffected by the death of a beloved, continued news and social media coverage of what's happening, or maybe by messaging from schools about risk and safety concerns. Teachers should understand that grief may show up differently in kids and adolescents, and recognize the differences between students processing grief during a healthy way and people who might require further intervention from a mental health professional.

According to the National Association of School Psychologists (NASP) (2015), children may display grief through:

- Regressive behaviours
- Social withdrawal
- Anger at the deceased
- Decreased verbalization, attention and concentration, academic performance, or attendance
- Increased anxiety, irritability, aggression, or high-risk behaviours
- Guilt
- Depression
- Somatic complaints, including stomachs and headaches
- Sleep or eating disturbances
- Repeated re-telling of the event

For the foremost part, these symptoms are representative of healthy processing and will tend space and support to be expressed, especially within the first few weeks and months of school as students adjust.

However, teachers should especially look out for those that express suicidal ideation, excessively imitate lost loved ones, are unable to focus thanks to thoughts of the deceased, or exhibit the symptoms listed above for an extended period of your time.

Provide Means for College Kids to Precise Themselves in Multiple Ways

Given that students are comfortable expressing themselves in several ways, it's important that teachers provide different activities to assist students process their thoughts and feelings during this point. For some, discussing in small groups are going to be best, while others might feel easier writing during a chat box for a gaggle or during a personal journal, drawing, or creating another sort of art to process what's happening.

The most important a part of supporting student psychological state during this point is providing space and time to try do so. While incorporating additional psychological state supports into classroom routines may desire an imposition to already bulging lesson plans, working to deal with and process feelings now will cause students who are more ready and available for learning down the road.

Importance of Behavioral Problems

Although the speed of COVID-19 infection among young children and adolescents is low, the strain confronted by them poses their condition as highly vulnerable. Many cross-sectional studies are conducted to research the impact of COVID-19 and lock down on children and youth. The results of these studies show that the nature and extent of this impact depend on several vulnerability factors such as the developmental age, educational status, pre-existing mental health condition, being economically underprivileged or being quarantined thanks to infection /fear of infection. Studies show that young children show more clinginess, disturbed sleep, nightmares, poor appetite, inattentiveness, and significant separation problems.

The containment measures like school and activity centres closures for long periods together expose the youngsters and youth to the debilitating effects on educational, psychological, and developmental attainment as they experience loneliness, anxiety, and uncertainty. Compulsive use of internet gaming and social media puts them at higher risk. Children and adolescents with psychological state conditions aren't wont to variation within the environment. Hence there might be an exacerbation in symptoms and



behavioural problems. The children who receive training, therapy, and other treatments are at high risk of being derailed from therapy and special educations.

Conclusion

Economically underprivileged children are particularly susceptible to exploitation and abuse. Children quarantined are at high risk for developing higher risk for mental health-related challenges. There is a requirement to ameliorate children and adolescent's access to psychological state services by using both face to face also as digital platforms. For this collaborative network of oldsters, psychiatrists, psychologists, pediatricians, community volunteers, and NGOs are required. There is a requirement for 'tele psychological state compatibility' and be accessible to the general public at large. This would be crucial to stop during and post-pandemic mental challenges within the most vulnerable and underprivileged section of the society. The focus of the health care system and policymaking should be prevention, promotion, and interventions like the general public psychological state system to satisfy the psychological state needs of the population at large by taking the regional contextual parameters under consideration.

References

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