

## Recognition of Mental Health Issues in a School Setup

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### Abstract

Mental health in education is the impact that mental health (including emotional, psychological, and social well-being) has on educational performance. Mental health issues can pose a huge problem for students in terms of academic and social success in school. Education systems around the world treat this topic differently, both directly through official policies and indirectly through cultural views on mental health and well-being. These curriculums are in place to effectively identify mental health disorders and treat it using therapy, medication, or other tools of alleviation.

We can varies types of mental school set up which is mental health children living friendly as well as creating personal development environment, the Individualized Education Plan (IEP), Eligibility,Screenings, Preventive measures, Changes in class and school climate and Advanced training for teachers.

For mental health we should promotion and provision which rehabilitation mental health issus solved in the school set up.

Keywords: Mental health, Provision, Rehabilitation, Promotion Etc.

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### INTRODUCTION

Healthy Schools is rooted in comprehensive school health (CSH) which is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated, and holistic way. CSH helps educators, health practitioners, school staff, students, and others work together to create an environment that makes their school the best place possible to learn, work, and play. CSH is not limited to the classroom – it addresses the whole school environment with actions in four interrelated pillars that provide a strong foundation for healthy schools: As given below-

- Social and physical environment
- Teaching and learning
- Partnerships and services
- Healthy school policy

## What is Mental Health?

The Public Health Agency of Canada defines mental health as “the capacity of each and all of us to feel, think, act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and spiritual well-being that respects the importance of culture, equity, social justice, interconnections, and personal dignity.”

## Mental Health Issues in School Setup

- ✓ Identification of the issues
- ✓ Specialist healthcare is not sufficiently accessible
- ✓ Prevention of the cure
- ✓ Fear of having a mental disorder and being stigmatized
- ✓ Uncertainty among children and parents about whether the behavioral or mood changes actually require treatment
- ✓ Little or no awareness of available healthcare services
- ✓ Language barriers or cultural obstacles in families from a migration background.
- ✓ Behavioural Issues at School
- ✓ The Individualized Education Plan (IEP)
- ✓ Eligibility
- ✓ Screenings
- ✓ Preventive measures
- ✓ Changes in class and school climate
- ✓ Advanced training for teachers.

## What is Mental Health Promotion?

Mental Health Promotion is about creating environments that promote and sustain positive mental health for everyone. Activities and interventions are designed to enhance protective factors and minimize risk factors (individual, family-related, environmental and economic in nature). Schools are an ideal setting in which to promote mental health for children and youth, providing an opportunity to reach large groups of children during their formative years of cognitive, emotional, and behavioral development.

### SPEAR

**Safety...Personal...Development...EmotionalManagement...Academic...Relationship**

## Research Shows that School Based Mental Health Promotion Programs

- ☒ Increase mental well being
- ☒ Enhance regulation of emotions
- ☒ Enhance coping and problem solving skills
- ☒ Increase engagement, achievement and attendance
- ☒ Enhance empathy and respect for diversity
- ☒ Decrease bullying and aggression

## Whole School Approach to Mental Health Promotion

<p>Social and Physical Environment</p>	<ul style="list-style-type: none"> <li>• Allow and encourage students to participate in decision-making.</li> <li>• Foster an atmosphere of trust, tolerance, co-operation and empathy.</li> <li>• Have a welcoming, student-centered environment (e.g. sofas, decorative plants, student artwork, quotes and photos on display).</li> <li>• Showcase student achievement and unity.</li> </ul>
<p>Teaching and Learning</p>	<ul style="list-style-type: none"> <li>• Provide students with an enhanced understanding and appreciation of diversity.</li> <li>• Incorporate culturally-relevant themes into instructional practices and activities.</li> <li>• Offer students the chance to learn and practice social skills.</li> <li>• Accommodate individual learning needs and preferences</li> </ul>
<p>Healthy School Policy</p>	<ul style="list-style-type: none"> <li>• Ensure that all students and staff members are held accountable for upholding and modeling rules pertaining to respectful behavior.</li> <li>• Have policies that contribute to the physical and emotional safety of all students.</li> <li>• Accommodate the learning and social needs of all students, including those with exceptionalities.</li> <li>• Offer ongoing professional development related to positive mental health.</li> </ul>
<p>Partnerships and Services</p>	<ul style="list-style-type: none"> <li>• Interact with the home regarding student learning issues.</li> <li>• Collaborate with families in the design of school improvement and learning initiatives.</li> <li>• Adopt policy to ensure collaboration with community and government organizations.</li> </ul>

### Capacity Building of Health and Wellness Ambassadors

A cascade model of training will be followed. The National Level training will be conducted jointly by trainers from Ministries of Health & Education. The National Level Master Trainers will train, four State level trainers (State Council of Educational Research and Training (SCERT), Department of Health/State Institute of Health and Family Welfare) at National level. These State trainers will then train three trainers per district at the State level. The three district level trainers will be from the District Institute of Education and Training (DIET) and those from the Department of Health may be Medical Officer and Counselor. They will train three trainers per block, at the district level, who can be Block Medical Officer, RBSK doctor and Block Resource Centre (BRC) Coordinators. The block level trainers will train two teachers per school (Health and Wellness Ambassadors) at block level. All these trainings will be for five days' duration with 30 participants per batch. The block trainers will also conduct a two-day orientation, for all the school principals of their respective block

### Provision of Services

- ❖ **Weekly Iron Folic Acid Supplementation** through 6–19 years of age will follow the existing guidelines in the schools. These services will continue to be delivered, through high school teachers.
- ❖ **Deworming:** To combat parasitic worm infections, the Government of India has declared 10th August and 10th February as fixed days to provide **Albendazole tablets** for deworming school-age children. During NDD, Albendazole 400 mg chewable tablets will be administered to children at government, government aided, and private schools.
- ❖ **Menstrual Hygiene Management:** Sanitary napkins may be provided in the schools for adolescent girls as per MHS guidelines.
- ❖ **Health Screening:** Under RBSK, identification of 30 diseases including malnutrition and anemia with appropriate referrals. Identification of children with refractive errors may be done and spectacles provided.
- ❖ **Physical and Mental Fitness:** Classes on yoga and meditation through Health & Wellness Ambassadors may be promoted on the lines of “International Yoga Day” to inculcate the habits of yoga and meditation among children since their childhood.
- ❖ **Research:** Provisions may be made for research and studies on health, wellness, and nutrition for children to assess the impact of the program. Other preventive services in the form of regular age-appropriate vaccination of children through local health staff are being considered

## **CONCLUSION**

Children’s mental health and the benefits of incorporating this understanding into the school culture, both with students and teachers as well as with administrators.

It is becoming increasingly crucial that mental health awareness efforts are brought into the school system, and that teachers and administrators incorporate this awareness and acceptance into the general school culture. Beginning with the incorporation of mental health understanding in teacher training programs and moving into prevention and intervention programs in schools, teachers may become more aware and responsive to the social-emotional needs of their students.

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