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Betsy Kindall ([00:08](#)):

I'm Betsy Kindall.

Nicole Fairchild ([00:10](#)):

I'm Nicole Fairchild.

Stacy Moore ([00:11](#)):

And I'm Stacey Moore.

Nicole Fairchild ([00:12](#)):

And this is Arkansas Aware, a project to advance wellness and resiliency in education.

Betsy Kindall ([00:21](#)):

All right, everybody, welcome back. So last week we kind of introduced the topic of depression. We went through the diagnostic criteria. We are your handy dandy -

Stacy Moore ([00:32](#)):

DSM five interpreters.

Betsy Kindall ([00:34](#)):

Right, exactly.

Nicole Fairchild ([00:35](#)):

Handy dandy.

Betsy Kindall ([00:36](#)):

Right, so, and we did do some application about what it might look like in students. But today we want to talk about the fact that there are some different nuances to depression, some different kinds of depression. So we might see a seasonal depression. We might see depression that's related to, what do I want to say, giving birth? What do I want to say?

Nicole Fairchild ([00:57](#)):

Postpartum.

Betsy Kindall ([00:57](#)):

Postpartum. And, and then there's sort of dysthymia, which just kind of a low grade depression. And then it's maybe a separate topic to some degree, but bipolar disorder is one side of the polar opposite is depression. And the other polar opposite is mania. And with that particular disorder, there's cycling between this low, low depression and this high, high mania.

Betsy Kindall ([01:25](#)):

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And so, what we thought might be kind of useful to talk about and think about, since we're smack in the middle of winter here, is the seasonal depression aspect. That there really is research that shows us that seasonal depression it happens for some people and some people might realize it or over the course of time realize that they just tend to feel a little bluer or sadder during the winter months.

Nicole Fairchild ([01:56](#)):

Yeah, my aunt lives in Alaska. And, you know, we tend to visit her in the summer for the obvious reasons. And it's daylight all the time and they have blackout shades, but in the winter, obviously it's a rough, you know, there is the diagnosis, especially there.

Betsy Kindall ([02:13](#)):

Yeah.

Nicole Fairchild ([02:14](#)):

When it's dark for, you know, 20 something hours of the day. And even when it is light, it's not full light. It's like dusk. I mean, it's rough.

Nicole Fairchild ([02:23](#)):

I also follow some folks on Instagram, you know, just influencers, who it's just fascinating to watch or on, you know, even TikTok. It's fascinating to watch folks who live in places like that, who it's dark all the time and what they do to kind of combat that. And even here I have a friend who, you know, when it's rainy or in the winter months, she really, really struggles. And my own daughter who is 19, you know, she struggles and she's even done the vitamin D supplements. And she's like, it is not the same. It's like my body just craves the sunlight and I feel happier, you know, it, she recognizes that it totally impacts her emotions.

Nicole Fairchild ([03:08](#)):

So, you know, I think that there's something real about that. And we can, you know, we can, I mean, I kind of giggle at her sometimes when she says that, but I also recognize that, number one, I'm really proud of her for at least seeing that in herself and doing things to help her with that because she's like, you know, I'm down. I'm I know, I, I feel down when the weather is like this.

Betsy Kindall ([03:32](#)):

Yeah.

Stacy Moore ([03:33](#)):

And, it makes me think Betsy of, of the different, the changes in winter, like what, what could possibly, because sunlight definitely, we need the, we need the energy, we need the vitamin D, that kind of things. But then I think about what else is different. And, and one thing that I noticed in one of my friends is that getting outside, you know, just, I mean, could be the sunlight too with that, but, but our inside activities increase and our outside for the most part. Like some of us still have to go work cattle and horses and feed animals.

Nicole Fairchild ([04:01](#)):

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Sure, bust ice yeah.

Stacy Moore ([04:02](#)):

Yeah and do those types of things, but it's totally different than it is in summer, spring, fall where we're more inclined to be inside for longer hours of time, without the sunlight.

Betsy Kindall ([04:14](#)):

I think what you're saying is so real. And I think that, while it's easy to say, I think it's important to do also is to get outside every single day.

Stacy Moore ([04:24](#)):

Yes. Because it's cold. I mean, like, you know, in different parts -

Nicole Fairchild ([04:26](#)):

Even when it's freezing.

Stacy Moore ([04:27](#)):

Yeah, different parts of the nation are in different climates. And so it might be different, but you know, here when we have, we do have winter and it is cold. And even, you know, if you think about how does that impact me going outside and walking.

Betsy Kindall ([04:39](#)):

Yeah.

Stacy Moore ([04:40](#)):

So then you're talking about exercise. So is it impacting how much I'm moving my body and getting exercise? So I think you're right. Like I've seen YouTube videos and stuff like videos and, and people that, you know, suggest put on your coats, put on your boot and your gloves and get outside. And I will, I will be the first testify. I feel so much better when I do that.

Nicole Fairchild ([04:59](#)):

I do. And, but boy, leading up to that, there is a level of, oh, I don't know if I want to do this.

Stacy Moore ([05:05](#)):

Oh, getting up at five o'clock, thinking, I really want to go run right now in this coldness? I think I'll stay in my warm bed.

Betsy Kindall ([05:13](#)):

Yeah, for sure.

Stacy Moore ([05:14](#)):

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So you think about that, you think about sunlight, you think about exercise, you think about movement and then can we just give a nod to there's a difference in social connections and family coming off of the holidays.

Betsy Kindall ([05:25](#)):

Oh, for sure.

Nicole Fairchild ([05:26](#)):

Oh yeah.

Stacy Moore ([05:27](#)):

So, you know, if you think about how much more time you're with family or bringing up grief or bringing up, here's a celebration, you know, our first celebration without them. Or conflicts in family and relationships. And so we're all indoors.

Betsy Kindall ([05:41](#)):

Yeah.

Stacy Moore ([05:42](#)):

Even though I think it was warm this Thanksgiving, wasn't it?

Betsy Kindall ([05:45](#)):

And Christmas, good grief.

Stacy Moore ([05:46](#)):

And Christmas. But, for the most part, you're, you're reevaluating, you're revisiting, you're in that with our social connections, which we know is an important part of our mental health.

Nicole Fairchild ([05:55](#)):

And then you're left with it. And so it's no wonder that we see the highest suicide rates in March and April.

Betsy Kindall ([06:01](#)):

Yes.

Nicole Fairchild ([06:02](#)):

Right?

Stacy Moore ([06:03](#)):

Yeah.

Nicole Fairchild ([06:03](#)):

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I also think for those few that are out there that are thinking, okay, well that's not me because on a rainy day, there's nothing I like better than a rainy day, snuggled up with a good book. I can totally relate to that. So, and I think that's okay. That doesn't mean any one thing or another, but, or maybe for me, it just gives me the excuse to do those things.

Betsy Kindall ([06:28](#)):

Well and I think it would be different if it rained every day for three months.

Nicole Fairchild ([06:30](#)):

Oh, for sure.

Stacy Moore ([06:31](#)):

Seattle. I've never been there, but I hear. You know, I wonder -

Betsy Kindall ([06:35](#)):

Yeah, the Pacific North West.

Stacy Moore ([06:36](#)):

Yeah, when it rains a lot.

Betsy Kindall ([06:38](#)):

Well, I'm thinking about this too, for young people. So, kids are not going to have the insight to say, it's just that I really need some more sunshine in my life.

Nicole Fairchild ([06:48](#)):

Or I need to go outside, sometimes they can't even say that.

Betsy Kindall ([06:51](#)):

No, I mean, they don't have the insight to know that, and yet it may still be affecting their bodies in a pretty significant way. But here's the other thing I'm thinking about, I'm remembering back to the days that I did a lot of home visits. And if you've ever been to a student's house, you have a different level of empathy and understanding about what may be going on with this young person. And y'all, I can't tell you how many houses I went in, where there were blankets over every window, and the entire house was like a cave either because there was the adult in the home.

Stacy Moore ([07:24](#)):

Or poor ventilation.

Betsy Kindall ([07:25](#)):

Yeah, but the adult in the home was doing things they didn't want other people to see, or they themselves were depressed or were having migraines or whatever, and didn't want the light. And so, I, it was striking to me how many kids lived in pretty much utter darkness at home, a lot.

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Nicole Fairchild ([07:45](#)):

That's fascinating.

Stacy Moore ([07:47](#)):

Which also makes you think about, do they have heat? Do they have -

Nicole Fairchild ([07:50](#)):

That's what when you say poor ventilation, in the poor parts of the country is what I was thinking.

Stacy Moore ([07:54](#)):

Well and food and heat and financial, because we know with Christmas, sometimes that can, that can cause financial burdens or...

Betsy Kindall ([08:02](#)):

Yeah. So, so, and that gets put together with the fact that January, February, and the first part of March are go time at school. So when you think about that in connection with, we're getting ready, we're gearing up, we're applying the things we learned first semester where all of this stuff, and then you've got kids who maybe don't have the insight or the ability to verbalize, coming off of Christmas, what things are like at home. How dark it is, how cold it is, how, I don't know -

Stacy Moore ([08:36](#)):

Yeah, mental health of people in their home during this time. And I don't know that just, that just makes me think about, you know, when, when our kids are, are coming back to school and, and how are they getting their energy out? Are, there is a stress going into the testing as far as we got to, we've got to get caught up. We've got to get this done, right? We've got to get them ready. But are we giving them time for outlets as far as movement? And you talk about the weather, are they getting recesses much?

Nicole Fairchild ([09:05](#)):

Right, because during the winter, the sunlight hours are when they are at school, like there's not go play outside till 8:00 PM, like different times of the year.

Stacy Moore ([09:15](#)):

My son was telling his tutor the other day, he was like, yeah, he was asking him what his favorite season was or if he liked cold weather or something. And he's like, no, because after school you've got an hour and then it's dark.

Betsy Kindall ([09:28](#)):

Yes. Amen.

Nicole Fairchild ([09:30](#)):

I'm with him.

Stacy Moore ([09:30](#)):

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I cannot be outside anymore after that.

Betsy Kindall ([09:33](#)):

Right. So, we've got kids with maybe a lot more pent up energy.

Nicole Fairchild ([09:37](#)):

I don't know. I wonder how much of that impacts kind of the mental wellbeing of our kids right now at this time of the school year.

Stacy Moore ([09:44](#)):

So with that in mind, what things can we as educators keep in mind knowing that they're getting less access to sunlight, especially when they go home, maybe there's some financial, maybe there's mental health. They're not, they're not moving as much. What, what, what sort of things would we say?

Nicole Fairchild ([10:02](#)):

I think modeling is so important.

Stacy Moore ([10:04](#)):

Yes.

Nicole Fairchild ([10:04](#)):

It just is. But not just as an educator, but as a parent. Everything you were just talking about, I was thinking particularly when you talked about visiting homes and how it was all dark, whereas, you know, I am all about opening the blinds and letting the sun in because it feels good. It feels clean. So I think that even in the classroom, we can model some of that behavior, those skills on how to get ourself moving in the right direction. I don't know how better to say that. About how to perk ourselves up or how to do the things to better take care of ourselves. And I think if we model that and teach our students those things, I think that's a good first step.

Betsy Kindall ([10:47](#)):

Sure, sure. And there is some, there is some, what do I want to say, sort of self-management self insight that could just be verbalized to the classroom. Like I know I need this in the wintertime.

Stacy Moore ([10:57](#)):

Yes, exactly.

Betsy Kindall ([10:58](#)):

Is that kind of what you're saying?

Nicole Fairchild ([10:59](#)):

Yeah, yeah. Yeah. I mean, self insight, offering that insight to the whole group and then following through with steps on how to make your classroom feel better and verbalizing that along the way. And that's, that's teaching right there.

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Stacy Moore ([11:14](#)):

And I know that we're very hesitant to, to put more on. But this, this is the thing I think about that is, is as, as a teacher, I would need it just as much as they do.

Betsy Kindall ([11:24](#)):

Oh Lord yes.

Nicole Fairchild ([11:25](#)):

Oh yeah.

Stacy Moore ([11:25](#)):

So I am going to benefit from that deep breathing exercise or from getting on and moving around a little bit or taking a walk. Or getting outside on that sunny day just for a few minutes. Yeah. I'm going to benefit.

Nicole Fairchild ([11:36](#)):

Yes.

Stacy Moore ([11:37](#)):

Not that I mean to be selfish.

Betsy Kindall ([11:38](#)):

No.

Stacy Moore ([11:40](#)):

But it's important.

Betsy Kindall ([11:41](#)):

It is, it is. And you'll be more likely to recognize it if you're recognizing it for yourself too.

Stacy Moore ([11:47](#)):

Yes.

Betsy Kindall ([11:47](#)):

Yeah. I think the other thing that's tricky about depression in students, whether it's seasonal or, or not, is that it's just easy to fly under the radar.

Nicole Fairchild ([11:57](#)):

Yes.

Betsy Kindall ([11:57](#)):

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If they're not causing behavioral problems in the classroom, if they're just quote unquote unmotivated or quote unquote lazy or quote unquote sleepy or whatever, it's really easy for them to fly under the radar.

Stacy Moore ([12:11](#)):

Absolutely.

Betsy Kindall ([12:11](#)):

And we don't, we don't pick the, this one up.

Nicole Fairchild ([12:13](#)):

Yeah. And those are the ones that we really, really, really need to recognize.

Betsy Kindall ([12:18](#)):

Yeah. It can be, you know, as with anything early intervention is really the best. But because this is harder to peg and you know, like we've said, even mood swings and adolescence is totally a no normal part of adolescence. And so, because this can be harder to peg, unfortunately patterns can get set, and the hooks of this can go in a little deeper because we just haven't been able to pick it up and -

Nicole Fairchild ([12:46](#)):

But like everything else, it goes back to one thing, rapport, the rapport you build with your students. To know what's happening with them, to understand and care about them and let them know that you do care about them.

Stacy Moore ([12:58](#)):

And to recognize when something's different or something's off. 'Cause I, I do have teachers that that will recognize in their kids something's different, something's going on. You know, can you just check in on them or, or I'm going to check in on them.

Betsy Kindall ([13:11](#)):

And we may or may not know all the stressors that are going on in that particular student's life, but also just having a sensitivity for the fact that. Well, and, you know, I've talked to lots of educators over the years, even about students that have, you know, week on, week off custody situations and how, you know, there are their stress levels or emotions or moods are different, you know, between house or adjusting back and forth week to week. And so some of those things, it, it can be like, okay, well this is just situational and this kid's just dealing with it. And that may be true for some students, but it may be that other students really sink into this kind of symptomology and we've got to be, we've got to be watching for that, you know? So -

Nicole Fairchild ([13:57](#)):

Yeah, I think that's absolutely true.

Betsy Kindall ([13:59](#)):

Yeah, lots of things to consider. So, so for today we want to say get some sunshine and -

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Nicole Fairchild ([14:06](#)):

Get outside and move!

Betsy Kindall ([14:07](#)):

Yeah, help your students get some sunshine. Oh, or get one of those little lights that are sunshine lights.

Betsy Kindall ([14:13](#)):

For those of you that do not know, Nicole has one of those selfie lights in her office, because when we came back after quarantine, she realized it's not the ring light. It's a different light. Okay.

Nicole Fairchild ([14:24](#)):

Although I do have a ring light, cause I got to try to make sure I don't -

Stacy Moore ([14:27](#)):

It's not the same though, right? It doesn't produce the same -

Betsy Kindall ([14:30](#)):

No, it doesn't produce the same lumens, but you got to get like a high lumen light. I do have one of those, that sucker's bright.

Nicole Fairchild ([14:36](#)):

Yes, when you walk by her office it will blind you.

Stacy Moore ([14:40](#)):

Have you used it and can you tell a difference?

Betsy Kindall ([14:42](#)):

I don't know. I don't know, but I do know that when I have, I think it does, I think it probably does make a difference.

Stacy Moore ([14:51](#)):

You think we should do a study?

Betsy Kindall ([14:52](#)):

Okay. Like I'll have to just like -

Stacy Moore ([14:54](#)):

I'm curious.

Nicole Fairchild ([14:54](#)):

Like 30 days.

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Stacy Moore ([14:55](#)):

30 days or yeah even two weeks and subjective rating of mood.

Betsy Kindall ([15:00](#)):

So maybe teachers could put a high lumen light in their cool down corner.

Stacy Moore ([15:05](#)):

While they eat lunch maybe, I don't know. Cool down. I don't know if we want a bright light for cool down -

Nicole Fairchild ([15:10](#)):

Although I have read lots of studies about classrooms with the fluorescents and how they take those suckers out or turn them off and turn on lamps. And it does change the mood of the classroom.

Stacy Moore ([15:20](#)):

And I am all about that.

Nicole Fairchild ([15:21](#)):

I'm all about that. I know Stacy, because I've been in your office when it's very, very dark and you have lamps going.

Stacy Moore ([15:26](#)):

Exactly.

Nicole Fairchild ([15:26](#)):

And I have to say, thank goodness I have a window in my office because I turn my overhead fluorescents off a lot.

Stacy Moore ([15:32](#)):

Yeah.

Nicole Fairchild ([15:32](#)):

Just because it's so they're so harsh.

Stacy Moore ([15:35](#)):

Yeah.

Betsy Kindall ([15:35](#)):

Well it is something to think about. So think about light. Think about lumens. Think about sunshine.

Stacy Moore ([15:40](#)):

And you're going to update us on how this goes?

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Betsy Kindall ([15:41](#)):

Oh sure, you betcha. All right guys, thanks for being with us. We'll see you next time.