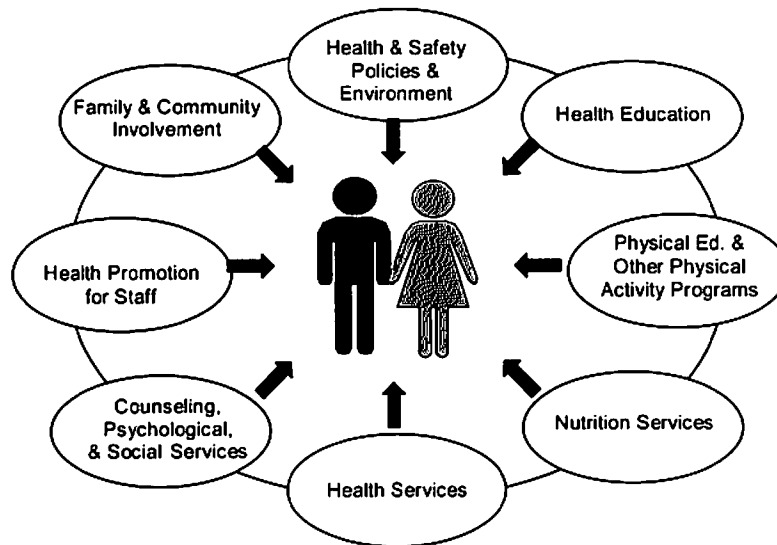


Module 6: School Counseling, Psychological, and Social Services

Instructions for Module Coordinator

Habits and practices related to health and safety are influenced by the entire school environment. That's why the School Health Index has eight different modules, which correspond to the eight components of a coordinated school health program in the figure below.



Instructions for completing the module

1. Work with the site coordinator to organize a team to complete the module's documents. Below are some suggested members of the Module 6 team.

School counselor
School psychologist
School social worker
School nurse
Assistant principal

Parent(s)
Student(s)
Community-based social services provider
Health care provider
Special education team leader

2. Make a photocopy of the module Discussion Questions (pages 5-9) for each Module 6 team member. Make at least one photocopy of the module Score Card (page 3) and the module Planning Questions (pages 11-12).
3. Give each Module 6 team member a copy of the Module 6 Discussion Questions. Use the copies of the module Score Card and the Planning Questions to record the team's work. Put the originals of these documents away in case you need to make more photocopies.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

4. At a Module 6 team meeting:
- Discuss each of the Module 6 Discussion Questions and its scoring choices.
 - Decide how to collect any information you need to answer each question accurately.
 - After you have all the information you need, arrive at a consensus score for each question. Answer each question as accurately as possible. The School Health Index is **your** self-assessment tool for identifying strengths and weaknesses and for planning improvements; it should not be used for evaluating staff.
 - Record the scores (0-3) for each question on the module Score Card and calculate the overall Module Score.
 - Use the scores written on the module Score Card to complete the Planning Questions at the end of the module.
 - Use the results from the third Planning Question to identify the one, two, or three highest priority actions that you will recommend to the School Health Index team for implementation this year.
 - Use the answers to the Planning Questions to decide how you will present your results and recommendations at the follow-up School Health Index team meeting.

We wish you success in your efforts to improve the health and safety of young people!

Module 6: School Counseling, Psychological, and Social Services

Score Card
(photocopy before using)

Instructions

1. Carefully read and discuss the Module 6 Discussion Questions (pages 5-9), which contains questions and scoring descriptions for each item listed on this Score Card.
2. Circle the most appropriate score for each item.
3. After all questions have been scored, calculate the overall Module Score and complete the Module 6 Planning Questions located at the end of this module (pages 11-12).

		Fully in Place	Partially in Place	Under Develop- ment	Not in Place
CC.1	Health and safety promotion for students and families	3	2	1	0
CC.2	Collaborate with staff	3	2	1	0
CC.3	Establish strong links with community resources	3	2	1	0
S.1	Identify and refer students who are victims or perpetrators of violence	3	2	1	0
PA.1	Identify and refer students with health problems affected by physical activity	3	2	1	0
N.1	Identify and refer students with health problems affected by nutrition	3	2	1	0

COLUMN TOTALS: For each column, add up the numbers that are circled and enter the sum in this row.

(If you decide to skip any of the topic areas, make sure you adjust the denominator for the Module Score (18) by subtracting 3 for each question eliminated).

TOTAL POINTS: Add the four sums above and enter the total to the right.			
MODULE SCORE = (Total Points / 18) X 100			%

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 6: School Counseling, Psychological, and Social Services

Discussion Questions

CC.1 Health and safety promotion for students and families

Does the school's counseling, psychological, or social services provider promote the health and safety* of students and their families by addressing each of these topics?

- ✓ promoting physical activity
- ✓ promoting healthy eating
- ✓ preventing tobacco use
- ✓ stopping tobacco use
- ✓ preventing unintentional** injuries
- ✓ preventing violence*** and suicide
- ✓ managing asthma

**Staff can promote health and safety in a number of ways, including*

- ✓ distributing educational materials
- ✓ individual advice or counseling
- ✓ small group or classroom discussions
- ✓ presentations

***Unintentional injuries may result from motor-vehicle crashes, drownings, poisonings, fires, falls, sports-and recreation-related events, and unintentional firearm-related events.*

****Violence is the threatened or actual use of force against oneself, another person, or a group; it includes aggression, bullying, assault, homicide, suicide, child maltreatment, rape, and dating and intimate partner violence.*

3 = Yes, addresses all seven of these topics.

2 = Addresses five or six of these topics.

1 = Addresses one to four of these topics.

0 = Addresses none of these topics, or the school does not have a counseling, psychological, or social services provider.

CC.2 Collaborate with staff

Does the school's counseling, psychological, or social services provider collaborate with other school staff* to promote student health and safety in at least three or more of the following ways?

- ✓ providing professional-development training on the health and academic benefits of physical activity, healthy eating, not using tobacco, preventing unintentional injuries and violence, and managing asthma
- ✓ developing policy
- ✓ developing curricula or units/lessons
- ✓ developing and implementing school-wide activities

**Examples of other school staff include: classroom teachers, instructional assistants, physical education teachers, health education teachers, food service staff, school nurses, health assistants, recess supervisors, coaches, administrators, secretaries, facility and maintenance staff, bus drivers, school resource officer, and before- and after-school staff.*

3 = Yes, there is collaboration in at least three ways.

2 = There is collaboration in two ways.

1 = There is collaboration in one way.

0 = There is no collaboration, or the school does not have a counseling, psychological, or social services provider.

CC.3 Establish strong links with community resources

Has the school established strong links with school district services and community resources and identified referral providers for all seven of these services?

- ✓ counseling after a student death, suicide threat, suicide attempt, or terrorist attack
- ✓ counseling victims of child abuse or neglect, intimate partner violence, sexual assault, or other violence
- ✓ counseling those who witness violence at home, at school, or in the community
- ✓ services for learning or emotional disabilities
- ✓ training in anger management
- ✓ mental health services, particularly for depression and for students who have lost relatives or close friends
- ✓ case management for students with poorly controlled asthma

3 = Yes, strong community links have been established for all seven of these services.

2 = Strong community links have been established for four to six of these services.

1 = Strong community links have been established for one to three of these services.

0 = Strong community links have not been established.

S.1 Identify and refer students who are victims or perpetrators of violence

Does the school's counseling, psychological, or social services provider have a system for identifying students who are at risk* of being victims or perpetrators of violence, and refer them to the most appropriate school-based or community-based services?

**Indicators of students at risk of being victims or perpetrators of violence include*

- | | |
|---|--|
| ✓ victims of child abuse or neglect | ✓ observers of violence at home, at school, or in community |
| ✓ victims of dating violence | |
| ✓ victims of sexual assault | ✓ violent offenders |
| ✓ victims of bullying or harassment | ✓ suicide attempters |
| ✓ victims of other serious violence | ✓ those with special health care needs or mobility impairments |
| ✓ survivors of serious unintentional injuries | ✓ those with learning or emotional disabilities |
| ✓ weapon carriers | ✓ users of alcohol or drugs (especially heavy users) |
| | ✓ poor academic achievers |

3 = Yes, identifies and refers students to the most appropriate services.

2 = Identifies and refers students, but does not always refer them to the most appropriate services.

1 = Identifies students, but sometimes does not refer them to appropriate services.

0 = Does not identify students at risk, or the school does not have a counseling, psychological, or social services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

PA.1 Identify and refer students with health problems affected by physical activity

Does the school's counseling, psychological, or social services provider identify students with health problems affected by physical activity*? Are those students referred to the most appropriate school-based or community-based services?

**Examples of health problems affected by physical activity include asthma, diabetes, and overweight/obesity.*

3 = Yes, identifies and refers students to the most appropriate services.

2 = Identifies and refers students, but does not always refer them to the most appropriate services.

1 = Identifies students, but sometimes does not refer them to appropriate services.

0 = Does not identify students with these problems, or the school does not have a counseling, psychological, or social services provider.

N.1 Identify and refer students with health problems affected by nutrition

Does the school's counseling, psychological, or social services provider identify students with health problems affected by nutrition*? Are those students referred to the most appropriate school-based or community-based services?

**Examples of health problems affected by nutrition include anemia, diabetes, eating disorders, food allergies, and overweight/obesity.*

3 = Yes, identifies and refers students to the most appropriate services.

2 = Identifies and refers students, but does not always refer them to the most appropriate services.

1 = Identifies students, but sometimes does not refer them to appropriate services.

0 = Does not identify students with these problems, or the school does not have a counseling, psychological, or social services provider.

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

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Module 6: School Counseling, Psychological, and Social Services

Planning Questions
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The Module 6 Planning Questions will help your school use its School Health Index results to identify and prioritize changes that will improve policies and programs to improve students' health and safety.

Planning Question 1

Look back at the scores you assigned to each question. According to these scores, what are the strengths and the weaknesses of your school's counseling, psychological, and social services related to students' health and safety?

Planning Question 2

For each of the weaknesses identified above, list several recommended actions to improve the school's scores (e.g., have school counselors actively promote healthy eating to students and their families).

Continued on next page

SCHOOL HEALTH INDEX – ELEMENTARY SCHOOL

Planning Question 3. List each of the actions identified in Planning Question 2 on the table below. Use the five-point scales defined below to rank each action on five dimensions (importance, cost, time, commitment, feasibility). Add the points for each action to get the total points. Use the total points to help you choose one, two, or three top priority actions that you will recommend to the School Health Index team for implementation this year.

Importance	How important is the action to my school? 5 = Very important 3 = Moderately important 1 = Not important
Cost	How expensive would it be to plan and implement the action? 5 = Not expensive 3 = Moderately expensive 1 = Very expensive
Time	How much time and effort would it take to implement the action? 5 = Little or no time and effort 3 = Moderate time and effort 1 = Very great time and effort
Commitment	How enthusiastic would the school community be about implementing the action? 5 = Very enthusiastic 3 = Moderately enthusiastic 1 = Not enthusiastic
Feasibility	How difficult would it be to complete the action? 5 = Not difficult 3 = Moderately difficult 1 = Very difficult

Module 6 Actions	Importance	Cost	Time	Commitment	Feasibility	Total Points	Top Priority Action?