

Oregon Department of Education Health Standards

School counselors, nurses, and psychologists often work in relative isolation from other building professionals when students' social and emotional learning is concerned. The CDC Coordinated School Health Program describes how school personnel can work together. ODE and PPS Health Standards provide excellent social and emotional learning standards upon which school counseling interventions can be based. These standards are below.

SOCIAL/EMOTIONAL LEARNING, SUICIDE PREVENTION:

- Explain how to build and maintain healthy family and peer relationships
- Classify personal stressors at home, in school, and with peers
- Describe how social environments affect health and well-being
- Explain the causes, effects and symptoms of depression
- Identify resources at home, school, and in the community for managing family and relationship problems
- Identify school and community resources that can help a person who is depressed or contemplating suicide
- Practice strategies for managing and reducing stress, anger and conflict
- Demonstrate the ability to take the perspective of others in a conflict situation
- Identify influences that contribute to positive and negative self-image
- Demonstrate pro-social communication skills
- Demonstrate the steps in problem solving, anger management and impulse control
- Set a goal to reduce/cope with life stressors in a health-enhancing way

ANTI BULLYING:

- Examine how violence, aggression, bullying and harassment affect health, safety
- Recognize diversity among relationships including disability, gender, race, sexuality, and body size
- Advocate respect for diversity
- Design a campaign for preventing violence, aggression, bullying & harassment
- Identify resources at home, school, and in the community for managing family and relationship problems
- Demonstrate pro-social communication skills
- Explain pro-social behaviors and explain how they may prevent violence (e.g., helping others, being respectful of others, cooperation, consideration).

At present, high school health teachers are our first tier in positive behavioral supports. Health teachers provide universal interventions to all students in pro-social skills and social/emotional learning. If students do not respond to these universal interventions, school counselors, nurses and psychologists are required to provide secondary interventions. If these interventions are not successful, special education team members might be required to provide assessment and tertiary interventions.