



Addressing Health Barriers to Learning

APPENDIX 2

Actions to Consider for Screening Follow-up

School Response

Once the health screenings have been conducted, the goal is to inform the development of innovative, systematic approaches that will provide a structure for follow-up. There will be students who need glasses or hearing aids, students and their families who need to be connected to the local food bank, and students that potentially need a comprehensive language assessment. This is where it becomes critically important that the school not only be aware of the resources in their immediate and surrounding communities to provide referrals, but that they have a relationship with local healthcare providers and other partners. Consider the following actions in response to screening:

- Relationship with local health providers and other partners that already address one or more HBLs
- Assess student history related to HBLs
- Identify student's insurance status

Healthcare Response

In many parts of the state, access to healthcare providers and health insurance is a significant obstacle for families. Currently, 8.1% of children in Georgia do not have health insurance¹. Students are uninsured and underinsured for a multitude of reasons, such as lengthy paperwork, literacy issues, and difficulty with access, to name a few. The state of Georgia follows the American Academy of Pediatrics Recommendations for Preventive Pediatric Healthcare Periodicity Schedule, which indicates the frequency of well-child visits at each stage of life from birth to age 21². Among the list of assessments to be performed at each age group are vision, hearing, psychosocial/behavioral, depression, lead, and oral health. While the table below provides recommended short and long-term follow-up actions to the previously listed items and remaining HBLs, it is fundamental that connection to primary care be the priority for students. The healthcare sector should consider the following actions in response to screening:

- Develop a relationship with the schools where their patients attend³
- Implement routine screening practices as indicated by the Periodicity Schedule

¹ <http://www.georgiahealthnews.com/2019/10/uninsured-rate-georgia-children-shows-troubling-rise/>

² https://www.aap.org/en-us/Documents/periodicity_schedule.pdf

³ Ibid

- Partner with the school system to conduct local health fairs and/or “doctor days”

Family Engagement/Community Response

At this point, schools have done the groundwork to understand what HBLs are affecting their students on a day-to-day basis. It is important to engage families and the larger community to be part of what comes next. Consider the following actions in response to overall screening findings:

- Utilize overarching results to design local public health campaigns and health education events for parents
- Reach out to community stakeholders and organizations who serve children and families, such as the local Family Connection collaborative, county Department of Family and Child Services – Office of Family Independence (health insurance, food stamps, and other services), county Health Department, federally qualified health center, and others to explore opportunities to address HBLs in the greater community

Health Barrier to Learning	Proposed Short-Term Follow-Up	Proposed Long-Term Follow-Up	Suggested Partners & School Staff Involved
Uncontrolled Asthma	<ul style="list-style-type: none"> • Verify asthma action plans • Refer students with “suspected asthma” for further assessment (primary care, school-based health services, health department) 	<ul style="list-style-type: none"> • Implementation of Senate Bill 126 • Create a plan to make your school an “asthma-friendly school” • Facilitate routine screenings 	<ul style="list-style-type: none"> • Teachers • School nurse • School-based health partners • Georgia Department of Public Health – School Nursing Program • Children’s Healthcare of Atlanta (CHOA) • Georgia Asthma Coalition
Dental Pain	<ul style="list-style-type: none"> • Coordinate regular visits with a mobile dental clinic • Implement GDPH School Sealant Program and/or School Fluoride Program 	<ul style="list-style-type: none"> • Increase family engagement events that include local health information (i.e. dental, primary care physician) 	<ul style="list-style-type: none"> • Georgia Department of Public Health – Oral Health Program • Local dentists and hygienists • Volunteer health providers • Administrators • School nurse • Help a Child Smile
Uncorrected Vision Problems	<ul style="list-style-type: none"> • Organize a vision clinic day to provide eye exams for referred students • Partner with an organization that provides Vision Service Providers (VSP) vouchers for free eyeglasses 	<ul style="list-style-type: none"> • Establish regular screening protocol with organization such as Lion’s Lighthouse or Vision 2 Learn • Increase family engagement events that include local health information (i.e. optometrist, primary care physician) 	<ul style="list-style-type: none"> • Georgia Lion’s Lighthouse Foundation • Lions Clubs • Georgia Department of Public Health Districts • Vision 2 Learn • School nurses • Community volunteers • Parent engagement coordinator
Unaddressed Hearing Problems	<ul style="list-style-type: none"> • Provide applications for Lion’s Lighthouse Sound Waves program 	<ul style="list-style-type: none"> • Train teachers on how to identify hearing impairment • Conduct routine screening events for targeted students • Create a partnership with GADOE State Schools Mobile Audiology Program 	<ul style="list-style-type: none"> • Georgia Lion’s Lighthouse Foundation • Lions Clubs • Georgia Department of Public Health Districts • GADOE State Schools Mobile Audiology Program • School nurses • Community volunteers

Health Barrier to Learning	Proposed Short-Term Follow-Up	Proposed Long-Term Follow-Up	Suggested Partners & School Staff Involved
<p>Persistent Hunger</p>	<ul style="list-style-type: none"> Connect with local food banks Utilize FoodFinderUS mobile app to locate nearest food sources Engage with local churches/ministries who may be able to provide food for students and families 	<ul style="list-style-type: none"> Develop a school health team that collaborates with the community on topics like food insecurity Improve access to school meal programs <ul style="list-style-type: none"> Breakfast, lunch, after school snacks and meals Develop a pantry or backpack program in partnership with a local food bank/organization 	<ul style="list-style-type: none"> Share Our Strength – No Kid Hungry Georgia Food Bank Association Action Ministries Communities in Schools Administrators School nutrition program Parent engagement coordinator Wellness-motivated staff
<p>Language Skill Deficits</p>	<ul style="list-style-type: none"> Determine cut-scores for each group of students screened in order to identify those whose scores fell below the pre-determined norms Conduct full assessment if deemed appropriate Determine trends in scoring of screening by grade/class 	<ul style="list-style-type: none"> Use screening results to enhance and/or adjust classroom practices and instruction Train school personnel to recognize signs of students that indicate problems with language skills Integrate these approaches into multi-tiered systems of support (MTSS) Work with school literacy team to develop effective approaches to teaching literacy and communication skills to students 	<ul style="list-style-type: none"> Administrators School nurses District/school speech language pathologist (SLP) School social workers School counselors Regional Education Service Agencies Georgia Department of Public Health Districts University of West Georgia Department of Communication Sciences and Disorders SEE-KS Framework Get Georgia Reading Campaign Sandra Dunagan Deal Center for Early Language & Literacy
<p>Behavioral and Mental Health Problems</p>	<ul style="list-style-type: none"> Review student results in relation to other health screens 	<ul style="list-style-type: none"> Focus on supports in the classroom Implement school-wide wellness activities 	<ul style="list-style-type: none"> Local community service boards Federally qualified health centers Medical College of Georgia – Department of Psychiatry and Health Behavior

	<ul style="list-style-type: none"> • Identify pre-existing in-school supports • Partner with student support staff to determine appropriate next steps for each child 	<ul style="list-style-type: none"> • Create partnerships with local mental health support practices/organizations • Educate and train staff on how to support and effectively engage students with behavior and emotional problems 	<ul style="list-style-type: none"> • Georgia Department of Behavioral Health and Developmental Disabilities • Administrators • School nurse • School social worker • School counselor • National Alliance on Mental Illness - Georgia • SEE-KS Framework • On the Same Breath Initiative
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