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ABSTRACT

In an effort to inform the debate on the effect of health care on children's readiness to learn, a study was conducted of the perceptions of 250 kindergarten through grade 3 teachers and 250 teachers in fourth through sixth grades concerning the relationship between their students' health and academic performance. Interviews were conducted via telephone, and teachers were selected from suburban/small town schools (n=300), urban schools (n=110), and rural schools (n=90). Results of the survey include the following: (1) 94% of the respondents agreed that children's overall health was very important to school performance; (2) overall, teachers estimated that 12% of their students from the previous year had health problems hindering their academic performance, while teachers in urban areas reported 18%; (3) 64% of all respondents reported more children with health problems than in previous years, while 71% of rural teachers reported more health problems; (4) with respect to the barriers to adequate health care, 71% of the teachers cited the cost of care, 64% cited the lack of adequate insurance, and 57% cited the failure to understand the value of preventative care; (5) the most commonly cited possible actions to ensure adequate care included educating parents about issues and practices (29%), ensuring that schools provide services and available professionals (22%), and making health care affordable (21%); and (6) in terms of helpful practices, 97% of the teachers said they teach students about good health, and 87% reported that their schools provided nutritious meals. Tables of detailed findings and the survey instrument are appended. (AC)

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**HEALTH CARE AND A CHILD'S ABILITY TO LEARN:  
A SURVEY OF ELEMENTARY SCHOOL TEACHERS**

Conducted for:

The American Academy of Pediatrics

September, 1992

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## **BACKGROUND AND PURPOSE**

Increasing access to health care and improving the educational success of the nation's children are two issues at the top of the domestic agenda in this election year. And more than just sharing a place on the national priority list, the two are inextricably linked. One important aspect of the lack of adequate access to health care for all children is its negative effect on the U. S. educational system. Much has been written by national education leaders and others about the effect of poor health and nutrition on a child's "readiness to learn." The Carnegie Foundation's report, Ready to Learn: A Mandate for the Nation is an example.

This research was designed to provide classroom teachers in elementary schools across the country an opportunity to offer their perspective on this issue: to give us their perceptions of their students health and well-being and how that affects a child's ability to learn and perform at school.

## **SAMPLE AND METHOD**

A total of 500 elementary school teachers participated in the survey. All were classroom teachers in grades kindergarten through sixth grade. The sample included:

- 250 teachers of grades K-3, 250 teachers of grades 4-6
- 300 teachers at suburban/small town schools (designated simply as suburban in the report), 110 teachers at urban schools, and 90 teachers at rural schools. Quotas were established for teachers in these three school settings based on national data from the National Center for Education Information

Interviews were conducted via telephone and lasted approximately fifteen minutes. All interviewing, coding and data tabulation were conducted by Millward/Brown, Inc., an independent research company specializing in large-scale consumer surveys.

Results of the survey are accurate to within +/- 4.5 percentage points at the 95% confidence level for the total sample. For comparisons between sample subgroups, the size of difference needed to attain statistical significance varies depending on the size of the subgroup, the absolute level of response to the question, etc. Only differences that are statistically significant are discussed in the report.

A copy of the complete questionnaire used in the survey is presented in the appendix to this report.

## OVERVIEW

### Teachers Rate Health as Very Important to School Performance

- Elementary school teachers almost unanimously agree that a child's overall health and fitness are very important to his or her performance in school.
  - 94% of teachers surveyed said that overall health and fitness are very important to a child's school performance.
  - Only 6% said they are only somewhat important, and no one said health and fitness are not very or not at all important to a child's performance in school.
- Most (66%) agree that ability to concentrate is the aspect of school performance most negatively affected by poor health.

### Poor Student Health is Widespread and Viewed as a Growing Problem

- The findings of this survey suggest that poor student health is widespread, and growing.
  - Nine out of ten teachers interviewed reported that they had at least one student last year whom they felt had emotional or physical health problems that significantly hindered their classroom performance.

Overall, these teachers estimated that, on average, 12% of the students they taught last year had such problems. But among teachers in urban settings, the estimate was higher. Teachers in urban schools reported an average of 18% of the previous year's classes as having health problems that significantly affected their ability to learn.
  - Nearly two-thirds (64%) of the teachers interviewed said they are seeing more students with health problems now than in the past, and very few (5%) say they are seeing fewer who have health problems.

The proportion who say they are seeing more children with health problems now than in the past is highest among teachers in rural settings (71% of such teachers said they are seeing more children with health problems). Perhaps because conditions have historically been worse in urban areas, teachers in urban settings are somewhat less likely than others to say they are seeing more children with health problems (56%), and more likely to say they are seeing no change in children's health status.

- When asked which of a list of health problems are experienced by students at the school at which they teach, six of eleven were cited by more than half of the survey's respondents. Most often cited were:

- psychological and emotional problems (92%)
- unhealthy lifestyle habits (78%)
- family violence and abuse (78%)

Also cited by more than half of respondents were poor nutrition (71%), violent behavior (63%) and lack of regular health care (58%). Three other problems, untreated illnesses, untreated vision or hearing problems and drug or alcohol abuse were mentioned by substantial minorities (48%, 45% and 36% respectively). Only two items on the list, lack of immunization against childhood diseases and AIDS, were mentioned by relatively few (11% and 5%, respectively).

### **Cost, Lack of Insurance Most Common Barriers to Care**

- When asked which of several problems prevent parents of students in their schools from seeking health care for their children, teachers most often cited cost of care (mentioned by 70%) and lack of adequate insurance (64%). Lack of understanding of the value of preventive care was third most frequently cited, mentioned by 57% of the teachers interviewed.

Teachers in urban and rural settings, compared to those in suburban settings, more frequently mentioned all the barriers asked about. For example, while 37% of suburban teachers reported that service barriers (such as long waits, inconvenient hours, intimidating procedures) were problems for parents of students in their schools, 54% of those in urban schools and 56% of those in rural schools cited service barriers as problems. And while only one-quarter of suburban teachers cited lack of knowledge about where to go for care as a problem, nearly half (46%) of teachers in urban schools did so.

### **Placing Responsibility for Ensuring Access to Care**

- Not surprisingly, nearly all teachers (95%) believe that individual families must shoulder at least partial responsibility for ensuring that children have access to adequate health care. But most view a variety of other groups as responsible for sharing in this effort. And while health care professionals (cited by 88%) and state governments (cited by 86%) are the groups most frequently mentioned, all the other groups asked about were considered to bear at least partial responsibility by more than half of respondents:

- Educators (81%)
- Federal government (78%)
- Local governments (77%)
- Community groups (71%)
- Employers in the community (67%)

Teachers in urban, rural and suburban settings differ somewhat in the extent to which they view these groups as bearing responsibility for ensuring child access to health care. Those in both rural and urban settings are more likely than suburban teachers to cite federal and state governments, and those in urban settings are more likely than others to say that educators, local governments, community groups, and employers should bear at least some responsibility.

- When asked which of the same list of groups should bear **primary** responsibility, teachers again single out individual families (chosen by 58% of respondents). The federal and state governments are second and third most likely to be chosen as having primary responsibility for ensuring child access to care, chosen by 27% and 16% of respondents, respectively.

### **Teacher Assessments of Appropriate Actions and Roles in Ensuring Child Health**

#### **Most Needed Actions**

- When asked what they, personally, feel is the most important thing that should be done to ensure that all children have the health care necessary to allow them to learn effectively, teachers most frequently cited the following:
  - Educating parents about health care issues and practices (29%)
  - Ensuring that schools provide services such as health screenings and on-site health care professionals, programs and treatment (22%)
  - Making health care affordable/accessible (21%)
  - Government action to reform the health care system (20%)

#### **Appropriate Roles**

- While teachers most often cite parent education as the key step toward ensuring that children are healthy enough to learn effectively, they do not necessarily view this task as a responsibility of schools. When asked to outline what they feel the ideal role of schools should be in improving children's overall health, they are more likely to focus on schools' responsibilities to educate students via curricula devoted to health practices and via more/better physical education classes (52%), to serve as liaisons to help identify children with health problems and connect them with appropriate health services, (29%), and to provide services such as meals and health screenings (22%).

- **Teachers' opinions on the ideal role of the school in improving children's health tend to mirror the things they say their schools are currently doing to foster better health among students. Most teachers say their schools are doing a number of things to promote better health among students:**
  - 97% say they teach students about good health
  - 87% report that their school offer nutritious breakfasts and lunches
  - 85% say their schools sponsor student health screenings
  - 73% report there are health professionals on staff, although those in rural and urban settings are slightly less likely to report this

Still, only 56% say their schools offer daily physical education classes, and only 27% have school-sponsored immunization programs.

### **What Physicians Could Do to Help**

- **When teachers were asked which of several activities they feel are among the most important things for physicians in local communities to do to help ensure that children are healthy enough to learn, supporting public policies to increase children's access to care was the action most frequently chosen (by 93%). Conducting pre-attendance health screenings at school was cited by 90%, followed by consulting with schools on health topics (72%).**



## DETAILED FINDINGS

## **DIMENSIONS OF THE PROBLEM**

### **Importance of Health to School Performance**

Elementary school teachers almost unanimously agree that a child's overall health and fitness are very important to his or her performance in school.

- 94% of teachers surveyed said that overall health and fitness are very important to a child's school performance.
- Only 6% said they are only somewhat important, and no one said health and fitness are not very or not at all important to a child's performance in school.

No significant differences exist in opinions of the importance of health and fitness to school performance among teachers at different grade levels, school settings (urban, rural, suburban), or areas of the country.

Most (66%) agree that ability to concentrate is the aspect of school performance most negatively affected by poor health.

### **Poor Health as a Problem for Educators**

The findings of this survey suggest that poor student health is widespread, and growing.

- Nine out of ten teachers interviewed reported that they had at least one student last year whom they felt had emotional or physical health problems that significantly hindered their classroom performance. Again, results were consistent among teachers across grade levels, school settings and areas of the country.

Overall, teachers estimated that, on average, 12% of the students they taught last year had such problems. But among teachers in urban settings, the estimate was higher. Teachers in urban schools reported an average of 18% of the previous year's classes as having health problems that significantly affected their ability to learn.

- Nearly two-thirds (64%) of the teachers interviewed said they are seeing more students with health problems now than in the past, and very few (5%) say they are seeing fewer who have health problems.

The proportion who say they are seeing more children with health problems now than in the past is higher among teachers in rural settings (71% of such teachers said they are seeing more children with health problems) than among those in suburban or urban schools. Perhaps because conditions have historically been worse in urban areas, teachers in urban settings are somewhat less likely than others to say they are seeing more children with health problems (56%), and more likely to say they are seeing no change in children's health status.

Teachers of grades 4-6 and those in the East/Northeast and West are also somewhat more likely than others to say that they're seeing more children with health problems now than in the past.

**IMPORTANCE OF OVERALL HEALTH AND FITNESS  
TO CHILDREN'S SCHOOL PERFORMANCE**

	<u>Total Sample</u> (N=500)
Very important	95%
Somewhat important	5%
Not very important	--
Not at all important	--

Q. In your experience, how important is a child's overall health and fitness to his or her performance in school?

**IMPORTANCE OF OVERALL HEALTH AND FITNESS  
TO CHILDREN'S SCHOOL PERFORMANCE**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Very important	94%	95%	96%	94%	96%
Somewhat important	6%	5%	4%	6%	4%
Not very important	--	--	--	--	--
Not at all important	--	--	--	--	--

Q. In your experience, how important is a child's overall health and fitness to his or her performance in school?

**IMPORTANCE OF OVERALL HEALTH AND FITNESS  
TO CHILDREN'S SCHOOL PERFORMANCE**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Very important	93%	93%	96%	100%
Somewhat important	7%	7%	4%	--
Not very important	--	--	--	--
Not at all important	--	--	--	--

Q. In your experience, how important is a child's overall health and fitness to his or her performance in school?

**ASPECT OF SCHOOL PERFORMANCE MOST  
NEGATIVELY AFFECTED BY POOR HEALTH**

**Total Sample  
(N=500)**

Concentration	66%
Cognition	17%
Discipline	17%
Social Skills	16%

- Q. In your experience, which one of the following aspects of a child's performance is most negatively affected by poor health?

**ASPECT OF SCHOOL PERFORMANCE MOST  
NEGATIVELY AFFECTED BY POOR HEALTH**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Concentration	66%	66%	64%	69%	62%
Cognition	18%	16%	20%	16%	18%
Discipline	16%	19%	17%	18%	18%
Social Skills	17%	15%	21%	13%	21%

Q. In your experience, which one of the following aspects of a child's performance is most negatively affected by poor health?

**ASPECT OF SCHOOL PERFORMANCE MOST NEGATIVELY  
AFFECTED BY POOR HEALTH**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Concentration	72%	72%	58%	64%
Cognition	14%	16%	17%	20%
Discipline	13%	18%	20%	20%
Social Skills	18%	15%	14%	20%

Q. In your experience, which **one** of the following aspects of a child's performance is most negatively affected by poor health?



**INCIDENCE OF PHYSICAL/EMOTIONAL HEALTH PROBLEMS  
AMONG ELEMENTARY SCHOOL STUDENTS**

	<u>Total Sample</u> (N=500)
Percent had students last year with health problems that significantly hindered classroom performance	90%
Percent of students with such problems:	
<10%	68%
11-32%	22%
33% or more	8%
Average percent	12%

- Q. Thinking of the class you taught this past year, were there any students in your class whom you felt had emotional or physical health problems at some point during the year that significantly hindered their classroom performance?
- Q. What percent of the students in your class last year had emotional or physical health problems at some point in the year that significantly hindered their class performance? Please give us your best estimate.

**INCIDENCE OF PHYSICAL/EMOTIONAL HEALTH PROBLEMS  
AMONG ELEMENTARY SCHOOL STUDENTS**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percent had students last year with health problems that significantly hindered classroom performance	89%	91%	86%	91%	94%
Percent of students with such problems:					
<10%	68%	68%	59%	71%	70%
11-32%	21%	24%	24%	21%	24%
33% or more	9%	7%	16%	6%	6%
Average percent	12%	12%	18%	11%	11%

- Q. Thinking of the class you taught this past year, were there any students in your class whom you felt had emotional or physical health problems at some point during the year that significantly hindered their classroom performance?
- Q. What percent of the students in your class last year had emotional or physical health problems at some point in the year that significantly hindered their class performance? Please give us your best estimate.

**INCIDENCE OF PHYSICAL/EMOTIONAL HEALTH PROBLEMS  
AMONG ELEMENTARY SCHOOL STUDENTS**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Percent had students last year with health problems that significantly hindered classroom performance	90%	92%	88%	94%
Average percent of students with such problems:	14%	12%	11%	16%

- Q. Thinking of the class you taught this past year, were there any students in your class whom you felt had emotional or physical problems at some point during the year that significantly hindered their classroom performance?
- Q. What percent of the students in your class last year had emotional or physical health problems at some point in the year that significantly hindered their classroom performance. Please give us your best estimate.

**INCIDENCE OF CHILDREN WITH HEALTH PROBLEMS  
NOW VERSUS IN THE PAST**

Total Sample  
(N=500)

Percent who say they are seeing:

<u>More</u> children with health problems now	64%
<u>Fewer</u> children with health problems now	5%
<u>No change</u> in the number of children with health problems	28%
DK	3%

- Q. Thinking about the overall emotional and physical health of the children you have taught over the years, would you say you are seeing more children with health problems now than in the past, fewer children with health problems now than in the past, or are you seeing no change in the number of children with health problems?

**INCIDENCE OF CHILDREN WITH HEALTH PROBLEMS  
NOW VERSUS IN THE PAST**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percent who say they are seeing:					
<u>More</u> children with health problems now	61%	68%	56%	65%	71%
<u>Fewer</u> children with health problems now	6%	4%	6%	5%	2%
<u>No change</u> in the number of children with health problems	31%	26%	34%	27%	26%
DK	2%	3%	4%	3%	1%

- Q. Thinking about the overall emotional and physical health of the children you have taught over the years, would you say you are seeing more children with health problems now than in the past, fewer children with health problems now than in the past, or are you seeing no change in the number of children with health problems?

**INCIDENCE OF CHILDREN WITH HEALTH PROBLEMS  
NOW VERSUS IN THE PAST**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Percent who say they are seeing:				
<u>More</u> children with health problems now	69%	63%	59%	71%
<u>Fewer</u> children with health problems now	2%	5%	5%	9%
<u>No</u> change in the number of children with health problems	25%	31%	34%	14%
DK	4%	1%	2%	6%

Q. Thinking about the overall emotional and physical health of the children you have taught over the years, would you say you are seeing **more** children with health problems now than in the past, **fewer** children with health problems now than in the past, or are you seeing no change in the number of children with health problems?

## **SPECIFIC HEALTH PROBLEMS AND BARRIERS TO CARE**

### **Health Problems Teachers cite as Experienced by Students at Their Schools**

When asked which of a list of health problems are experienced by students at the school at which they teach, six of eleven were cited by more than half of the survey's respondents. Most often cited were:

- psychological and emotional problems (92%)
- unhealthy lifestyle habits (78%)
- family violence and abuse (78%)

Also cited by more than half of respondents were poor nutrition (71%), violent behavior (63%) and lack of regular health care (58%). Three other problems, untreated illnesses, untreated vision or hearing problems and drug or alcohol abuse were mentioned by substantial minorities (48%, 45% and 36% respectively). Only two items on the list, lack of immunization against childhood diseases and AIDS, were mentioned by relatively few (11% and 5%, respectively).

The extent to which individual problems were cited varied somewhat among particular groups of teachers:

- Teachers at rural and urban schools are more likely than teachers at suburban schools to mention most of the problems asked about. The proportions of rural and urban teachers mentioning each problem tend not to differ significantly, with a few notable exceptions: teachers at rural schools are much more likely than either suburban or urban teachers to cite poor nutrition and untreated illnesses as problems experienced by their students, while AIDS, mentioned by only 3% of rural and suburban teachers, is cited by 13% of urban teachers.
- Teachers of grades 4-6, compared to teachers of grades K-3, tend to cite a number of the listed problems more often, particularly unhealthy lifestyle habits, lack of regular health care and drugs/alcohol abuse.
- Finally, results also suggest some regional differences, with teachers in the West significantly more likely than teachers in the South to report virtually all the health problems asked about. In general, teachers in the East and Midwest fall between these two extremes.

Teachers were also asked, on an unaided basis, what they feel is the single most important health issue facing the children in the school at which they teach. While there were some differences in rankings across sample subgroups, the top three issues cited by teachers across the board were psychological and emotional problems, family problems, and poor nutrition.

### **Barriers to Care**

Across the board, teachers reported that cost of care (mentioned by 70%) and lack of adequate insurance (64%) are the primary barriers preventing parents of students in their schools from seeking health care for their children. Lack of understanding of the value of preventive care was third most frequently cited, mentioned by 57% of the teachers interviewed.

All the barriers asked about were more frequently cited by teachers in urban and rural settings compared to those in suburban settings. For example, while 37% of suburban teachers reported that service barriers were problems for parents of students in their schools, 54% of those in urban schools and 56% of those in rural schools cited service barriers as problems. And while only one-quarter of suburban teachers cited lack of knowledge about where to go for care as a problem, nearly half (46%) of teachers in urban schools did so.

Assessments of barriers to care by teachers in the East, Midwest and South tend not to differ significantly. Teachers in the West, however, were significantly more likely than those in the East and South to cite Lack of adequate insurance, and more likely than those in the East and Midwest to cite service barriers.



**HEALTH PROBLEMS FACED BY ELEMENTARY  
SCHOOL STUDENTS (AIDED)**

Total Sample  
(N=500)

Cite as problem experienced by  
percent of students at their school:

Psychological/emotional problems	92%
Unhealthy lifestyle habits	78%
Family violence or abuse	78%
Poor nutrition	71%
Violent behavior	63%
Lack of regular health care	58%
Untreated illnesses	48%
Untreated hearing/vision problems	45%
Drugs/alcohol abuse	36%
Lack of immunization against childhood diseases	11%
AIDS	5%

- Q. I'm going to read you a list of health problems that children can experience. Please tell me which are problems experienced by students in the school at which you teach.

**HEALTH PROBLEMS FACED BY ELEMENTARY  
SCHOOL STUDENTS (AIDED)**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percent cite as problem experienced by students at their school:					
Psychological/emotional problems	92%	92%	90%	92%	96%
Unhealthy lifestyle habits	74%	82%	82%	74%	87%
Family violence or abuse	75%	80%	82%	74%	83%
Poor nutrition	71%	71%	73%	66%	86%
Violent behavior	60%	66%	71%	58%	71%
Lack of regular health care	54%	62%	66%	50%	73%
Untreated illnesses	50%	47%	52%	43%	62%
Untreated hearing/vision problems	42%	48%	56%	38%	54%
Drugs/alcohol abuse	32%	40%	44%	29%	49%
Lack of immunization against childhood diseases	12%	10%	16%	7%	18%
AIDS	5%	5%	13%	3%	3%

- Q. I'm going to read you a list of health problems that children can experience. Please tell me which are problems experienced by students in the school at which you teach.

**HEALTH PROBLEMS FACED BY ELEMENTARY  
SCHOOL STUDENTS (AIDED)**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Psychological problems	94%	92%	91%	96%
Unhealthy lifestyle habits	78%	81%	71%	90%
Family violence or abuse	78%	83%	68%	90%
Poor nutrition	71%	72%	65%	81%
Violent behavior	60%	67%	54%	84%
Lack of regular health care	60%	54%	53%	72%
Untreated illness	48%	48%	45%	59%
Untreated hearing/vision problems	45%	40%	42%	59%
Drugs/alcohol abuse	35%	40%	26%	52%
Lack of immunization against childhood diseases	12%	14%	9%	7%
AIDS	9%	4%	3%	6%

Q. I'm going to read you a list of health problems that children can experience. Please tell me which are problems experienced by students in the school at which you teach.

**TEACHERS OPINIONS ON THE SINGLE MOST SERIOUS  
HEALTH ISSUE FACING CHILDREN AT THEIR SCHOOLS**

Total Sample  
(N=500)

Psychological/emotional problems	30%
Family problems	26%
Poor nutrition	22%
Unhealthy life style habits	10%
Drugs/alcohol	9%
Lack of health care	6%
Violence/abuse	3%
Specific illnesses/conditions	16%
DK	4%
None	1%

Q. What do you believe is the single most serious health issue facing the children in your school?

**TEACHERS OPINIONS ON THE SINGLE MOST SERIOUS  
HEALTH ISSUE FACING CHILDREN AT THEIR SCHOOLS**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Psychological/emotional problems	29%	31%	26%	34%	21%
Family problems	31%	20%	22%	25%	33%
Poor nutrition	20%	25%	26%	19%	28%
Unhealthy life style habits	10%	10%	13%	9%	10%
Drugs/alcohol	12%	7%	17%	5%	13%
Lack of health care	5%	6%	6%	6%	6%
Violence/abuse	3%	3%	4%	2%	4%
Specific illnesses/conditions	18%	15%	14%	16%	19%
DK	4%	4%	3%	4%	6%
None	1%	1%	2%	1%	--

Q. What do you believe is the single most serious health issue facing the children in your school?

**TEACHER OPINIONS ON THE SINGLE MOST SERIOUS  
HEALTH CARE ISSUE FACING CHILDREN AT THEIR SCHOOLS**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Mid. est</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Psychological/emotional problems	34%	27%	36%	19%
Family problems	24%	28%	24%	28%
Poor nutrition	22%	24%	15%	36%
Unhealthy life style habits	6%	13%	9%	13%
Drugs/alcohol	8%	6%	11%	11%
Lack of health care	5%	5%	5%	10%
Violence/abuse	1%	3%	3%	6%
Specific illnesses/ conditions	16%	20%	16%	10%
SK	3%	5%	5%	1%
None	--	1%	3%	--

Q. What do you believe is the single most serious health issue facing the children in your school?

## BARRIERS TO CARE

Total Sample  
(N=500)

Percentage cite as a problem for parents  
of children in their school:

Cost of care	70%
Lack of adequate insurance	64%
Lack of understanding of the value of preventive care	57%
Service barriers (e.g. long waits, inconvenient hours or locations, intimidating procedures)	44%
Lack of knowledge about where to go for care	32%

- Q. I'm going to read you several problems that may stop parents from seeking health care for their children. Please tell me whether you think each is a problem for parents of children in the school at which you teach.

## BARRIERS TO CARE

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percentage cite as a problem for parents of children in their school:					
Cost of care	69%	72%	72%	65%	87%
Lack of adequate insurance	63%	64%	69%	57%	79%
Lack of understanding of the value of preventive care	61%	54%	67%	48%	76%
Service barriers (e.g. long waits, inconvenient hours or locations, intimidating procedures)	42%	46%	54%	37%	56%
Lack of knowledge about where to go for care	34%	31%	46%	25%	40%

- Q. I'm going to read you several problems that may stop parents from seeking health care for their children. Please tell me whether you think each is a problem for parents of children in the school at which you teach.



## BARRIERS TO CARE

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Percent cite as a problem for parent's of children in their school:				
Cost of care	68%	70%	69%	78%
Lack of adequate insurance	60%	65%	60%	75%
Lack of understanding of the value of preventive care	60%	54%	56%	65%
Services barriers (e.g. long waits, inconvenient hours or locations, intimidating procedures	40%	40%	47%	54%
Lack of knowledge about where to go for care	34%	27%	33%	41%

- Q. I'm going to read you several problems that may stop parents from seeking health care for their children. Please tell me whether you think each is a problem for parents of children in the school at which you teach.

## **PLACING RESPONSIBILITY FOR ENSURING ACCESS TO CARE**

Not surprisingly, nearly all teachers (95%) believe that individual families must shoulder at least partial responsibility for ensuring that children have access to adequate health care. But most view a variety of other groups as responsible for sharing in this effort. And while health care professionals (cited by 88%) and state governments (cited by 86%) are the groups most frequently mentioned, all the other groups asked about were considered to bear at least partial responsibility by more than half of respondents:

- Educators (81%)
- Federal government (78%)
- Local governments (77%)
- Community groups (71%)
- Employers in the community (67%)

Teachers in urban, rural and suburban settings differ somewhat in the extent to which they view these groups as bearing responsibility for ensuring child access to health care. Those in both rural and urban settings are significantly more likely than suburban teachers to cite the federal government, and those in urban settings are more like than others to say that local governments and employers should bear at least some responsibility.

When asked what groups should bear **primary** responsibility, teachers again single out individual families (even those in urban settings, although they are somewhat less likely to do so than others) but are more likely to feel that pass the buck to the federal, as opposed to state or local, governments should also bear primary responsibility.

**WHO SHOULD BEAR PRIMARY RESPONSIBILITY FOR ENSURING  
CHILDREN'S ACCESS TO HEALTH CARE**

	<u>Total Sample</u> (N=500)
Percent who should bear primary responsibility:	
Individual families	58%
Federal government	27%
State governments	16%
Local governments	10%
Community groups	5%
Employers	4%
Health care professionals	4%
Educators	4%

Q. Which groups do you feel should bear primary responsibility for ensuring that children have access to adequate health care?

**WHO SHOULD BEAR PRIMARY RESPONSIBILITY FOR ENSURING  
CHILDREN'S ACCESS TO HEALTH CARE**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percent who should bear primary responsibility:					
Individual families	53%	63%	50%	61%	60%
Federal government	25%	30%	29%	25%	32%
State governments	18%	15%	17%	15%	20%
Local governments	9%	11%	6%	10%	14%
Community groups	4%	6%	4%	6%	1%
Employers	4%	4%	4%	3%	4%
Health care professionals	4%	4%	2%	5%	3%
Educators	5%	3%	2%	6%	2%

Q. Which groups do you feel should bear primary responsibility for ensuring that children have access to adequate health care?

**WHO SHOULD BEAR PRIMARY RESPONSIBILITY FOR  
ENSURING CHILDREN'S ACCESS TO HEALTH CARE**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Percent say should bear primary responsibility:				
Individual families	55%	58%	63%	56%
Federal government	36%	23%	22%	33%
State governments	16%	16%	14%	22%
Local governments	13%	8%	8%	10%
Community groups	6%	3%	5%	4%
Employers	3%	3%	6%	1%
Health care professionals	3%	4%	3%	9%
Educators	6%	4%	3%	3%

Q. Which groups do you feel should bear primary responsibility for ensuring that children have access to adequate health care?

## **TEACHER ASSESSMENTS OF APPROPRIATE ACTIONS AND ROLES IN ENSURING CHILD HEALTH**

### **Most Needed Actions**

When asked what they, personally, feel is the most important thing that should be done to ensure that all children have the health care necessary to allow them to learn effectively, teachers most frequently cited the following:

- Educating parents about health care issues and practices (29%)
- Ensuring that schools provide services such as health screenings and on-site health care professionals, programs and treatment (22%)
- Making health care affordable/accessible (21%)
- Government action to reform the health care system (20%)

Teachers in rural settings were particularly likely to mention parent education and school provision of services as important steps. Those in the West were more likely than others to call for improving the affordability/accessibility of health care, and (along with those in the East) to call for government reform of the health care system.

### **Appropriate Roles**

But while teachers most often cite parent education as the key step toward ensuring that children are healthy enough to learn effectively, they do not necessarily view this task as a responsibility of schools. When asked to outline what they feel the ideal role of schools should be in improving children's overall health, the majority (52%) say that the school's role should be to educate its students, via curricula devoted to health practices and via more/better physical education classes.

Secondarily, teachers say that the ideal role for schools is as a liaison to help identify children with health problems and connect them with appropriate health services (29%), or as a provider of services such as meals, and health screenings. Only 16% of teachers say that an ideal role for schools is in educating parents. Teacher attitudes about the ideal role for schools in improving children's health do not tend to differ significantly by grade level, school setting or region, although Midwestern teachers, even more than others, focus on educating students, while teachers in the East are somewhat more likely to cite the school as a referral source or liaison.

Teachers' opinions on the ideal role of the school in improving children's health tend to mirror the things they say their schools are currently doing to foster better health among students. When asked which of a list of things their schools are doing to promote student health, most mentioned a number of things:

- 97% say they teach students about good health
- 87% report that their school offer nutritious breakfasts and lunches
- 85% say their schools sponsor student health screenings
- 73% report there are health professionals on staff, although those in rural and urban settings are slightly less likely to report this

Still, only 56% say their schools offer daily physical education classes, and only 27% have school-sponsored immunization programs. Teachers at urban schools and in the East were least likely to say that their schools offer daily physical education classes, and those in the West least likely to cite school-sponsored immunization programs.

### **What Physicians Could Do to Help**

When teachers were asked which of several activities they feel are among the most important things for physicians in local communities to do to help ensure that children are healthy enough to learn, supporting public policies to increase children's access to care was the action most frequently chosen (by 90%). Conducting pre-attendance health screenings at school was cited second most often, followed by consulting with schools on health topics (72%).

**MOST IMPORTANT STEPS NEEDED TO ENSURE THAT CHILDREN  
HAVE HEALTH CARE NECESSARY FOR EFFECTIVE LEARNING**

	<u>Total Sample</u> (N=500)
Educate Parents	29%
<u>Schools Provide Services (NET)</u>	22%
Screenings	9%
Professionals on site	7%
On-site programs/treatment	6%
Make healthcare affordable/accessible	21%
Government action to reform system	20%
Expand services available	14%
Schools act as liaison/referrer	13%
Educate students	10%
Parents take more responsibility	8%
Miscellaneous	5%
DK	4%

Q. Overall, what do you, personally, feel is the most important thing that should be done to help ensure that all children have the health care necessary to allow them to learn effectively?



**MOST IMPORTANT STEPS NEEDED TO ENSURE THAT CHILDREN  
HAVE HEALTH CARE NECESSARY FOR EFFECTIVE LEARNING**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Educate Parents	33%	25%	29%	27%	36%
<u>Schools Provide Services (NET)</u>	21%	23%	19%	19%	33%
Screenings	7%	11%	9%	8%	11%
Professionals on site	7%	7%	6%	6%	11%
On-site programs/treatment	5%	7%	7%	5%	9%
Make healthcare affordable/ accessible	21%	20%	27%	19%	20%
Government action to reform system	20%	20%	16%	22%	18%
Expand services available	14%	14%	14%	13%	16%
Schools act as liaison/referrer	16%	10%	13%	13%	17%
Educate students	9%	11%	6%	9%	17%
Parents take more responsibility	5%	11%	6%	10%	7%
Miscellaneous	5%	5%	6%	4%	7%
DK	4%	3%	4%	4%	3%

Q. Overall, what do you, personally, feel is the most important thing that should be done to help ensure that all children have the health care necessary to allow them to learn effectively?

**MOST IMPORTANT STEPS NEEDED TO ENSURE THAT CHILDREN  
HAVE HEALTH CARE NECESSARY FOR EFFECTIVE LEARNING**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Educate parents	27%	31%	28%	30%
<u>Schools provide services</u>	19%	24%	22%	22%
Screenings	7%	8%	12%	9%
On-site professionals	8%	10%	5%	4%
On-site programs/ treatment	7%	6%	7%	3%
Make health care affordable/ accessible	16%	21%	20%	33%
Government action to reform system	29%	16%	10%	30%
Expand services available	12%	14%	15%	14%
Schools act as liaison/ referrer	14%	16%	12%	10%
Educate students	10%	11%	7%	13%
Parents take more responsibility	8%	8%	9%	6%
Miscellaneous	6%	5%	4%	4%
DK	3%	3%	5%	1%

Q. Overall, what do you personally feel is the most important thing that should be done to help ensure that all children have the health care necessary to allow them to learn effectively?

## IDEAL ROLE FOR SCHOOLS TO PLAY IN IMPROVING CHILDREN'S HEALTH

	<u>Total Sample</u> (N=500)
<u>Educating Students (NET)</u>	52%
About health practices	45%
More/better physical educations	24%
Liaison/Referral Source	29%
<u>Service Provider (NET)</u>	22%
Meals	9%
On-site health professionals	6%
Health screenings	4%
On-site programs/treatment	2%
Other	3%
Educate parents	16%
Important/major role	4%
Provide "role model"	2%
Provide safe environment	1%
Educate community/public	1%
None	3%
DK	1%

Q. Ideally, what role do you feel schools should play in improving children's overall health and fitness?

## IDEAL ROLE FOR SCHOOLS TO PLAY IN IMPROVING CHILDREN'S HEALTH

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
<u>Educating Students (NET)</u>	54%	50%	48%	54%	51%
About health practices	47%	42%	41%	46%	43%
More/better physical educations	25%	23%	22%	25%	23%
Liaison/Referral Source	30%	29%	34%	27%	31%
<u>Service Provider (NET)</u>	22%	22%	20%	23%	21%
Meals	8%	10%	6%	11%	9%
On-site health professionals	7%	5%	6%	6%	4%
Health screenings	4%	3%	4%	3%	4%
On-site programs/treatment	2%	2%	4%	1%	2%
Other	2%	4%	2%	2%	6%
Educate parents	18%	13%	16%	16%	12%
Important/major role	4%	4%	6%	4%	3%
Provide "role model"	2%	2%	1%	1%	5%
Provide safe environment	*	1%	1%	1%	--
Educate community/public	1%	1%	1%	2%	1%
None	3%	4%	6%	3%	1%
DK	1%	1%	2%	1%	--

Q. Ideally, what role do you feel schools should play in improving children's overall health and fitness?

\* Less than 1%

## IDEAL ROLE FOR SCHOOLS TO PLAY IN IMPROVING CHILDREN'S HEALTH

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
<u>Educating Students (NET)</u>	46%	60%	52%	49%
About health practices	42%	51%	42%	44%
More/better physical education	16%	27%	29%	22%
Liaison/referral source	37%	27%	25%	29%
<u>Service Provider (NET)</u>	25%	22%	22%	17%
Meals	8%	8%	11%	10%
On-site health professionals	5%	7%	5%	6%
Health screenings	7%	1%	5%	1%
On-site programs/treatment	2%	3%	1%	1%
Other	2%	3%	2%	3%
Educate parents	19%	13%	19%	9%
Important/major role	6%	2%	6%	3%
Provide "role model"	--	1%	3%	4%
Provide safe environment	--	--	2%	--
Educate community/public	--	1%	1%	1%
None	2%	4%	3%	4%
DK	1%	1%	--	1%

Q. Ideally, what role do you feel schools should play in improving children's overall health and fitness?

## WHAT SCHOOLS ARE DOING TO FOSTER BETTER STUDENT HEALTH

	<u>Total Sample</u> (N=500)
Teach students about good health practices	97%
Provide nutritious breakfasts or lunches	87%
Have school sponsored health screenings	85%
Have health professionals on site	73%
Require daily physical education classes	56%
Have a school-sponsored immunization program	27%

Q. Which of the following does your school do to foster better health among its students?

**WHAT SCHOOLS ARE DOING TO FOSTER  
BETTER STUDENT HEALTH**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Teach students about good health practices	99%	97%	98%	94%
Provide nutritious breakfasts or lunches	82%	85%	92%	88%
Have school sponsored health screenings	87%	82%	86%	86%
Have health professionals on site	90%	67%	71%	59%
Require daily physical education classes	40%	52%	71%	58%
Have a school sponsored immunization program	27%	31%	29%	14%

Q. Which of the following does your school do to foster better health among its students.

## WHAT SCHOOLS ARE DOING TO FOSTER BETTER STUDENT HEALTH

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Teach students about good health practices	98%	96%	97%	98%	97%
Provide nutritious breakfasts or lunches	87%	86%	84%	86%	91%
Have school sponsored health screenings	85%	84%	83%	85%	84%
Have health professionals on site	72%	73%	70%	75%	69%
Require daily physical education classes	54%	59%	48%	59%	57%
Have a school-sponsored immunization program	22%	32%	30%	25%	31%

Q. Which of the following does your school do to foster better health among its students?



**OPINIONS ON IMPORTANT THINGS FOR PHYSICIANS TO DO TO HELP  
ENSURE THAT CHILDREN ARE HEALTHY ENOUGH TO LEARN**

Total Sample  
(N=500)

Percent cite as one of the most  
important things for physicians to do:

Supporting public policies to increase children's access to care	90%
Conducting pre-attendance health screenings at schools	79%
Consulting with schools on topics such as health and sex education, playground safety, etc.	72%
Conducting health assessments of all students	67%
Conducting pre-participation sports physicals	65%
Creating school-based clinics	51%

Q. Which of the following do you feel are among the most important things for physicians in local communities to do to help ensure that children are healthy enough to learn?

**OPINIONS ON IMPORTANT THINGS FOR PHYSICIANS TO DO TO HELP  
ENSURE THAT CHILDREN ARE HEALTHY ENOUGH TO LEARN**

	<u>Grade Taught</u>		<u>School Setting</u>		
	<u>K-3</u> (N=250)	<u>4-6</u> (N=250)	<u>Urban</u> (N=110)	<u>Suburban</u> (N=300)	<u>Rural</u> (N=90)
Percent cite as one of the most important things for physicians to do:					
Supporting public policies to increase children's access to care	92%	88%	92%	90%	89%
Conducting pre-attendance health screenings at schools	78%	79%	80%	77%	83%
Consulting with schools on topics such as health and sex education, playground safety, etc.	70%	74%	68%	74%	70%
Conducting health assessments of all students	65%	68%	73%	64%	69%
Conducting pre-participation sports physicals	64%	67%	60%	66%	71%
Creating school-based clinics	50%	52%	54%	50%	52%

Q. Which of the following do you feel are among the most important things for physicians in local communities to do to help ensure that children are healthy enough to learn?

**IMPORTANT PHYSICIAN ACTIVITIES TO ENSURE THAT  
CHILDREN ARE HEALTHY ENOUGH TO LEARN**

	<u>Region</u>			
	<u>East/NE</u> (N=119)	<u>Midwest</u> (N=153)	<u>South</u> (N=153)	<u>West</u> (N=69)
Percent cite as one of the most important things for physicians to do:				
Supporting public policies to increase children's access to care	93%	90%	89%	87%
Conducting pre-attendance health screenings at schools	90%	75%	75%	74%
Consulting with schools on topics such as health and sex education, playground safety, etc.	76%	72%	74%	62%
Conducting health assessments of all students	74%	58%	72%	65%
Conducting pre-participation sports physicals	65%	71%	63%	59%
Creating school-based clinics	58%	46%	53%	49%

Q. Which of the following do you feel are among the most important things for physicians in local communities to do to help ensure that children are healthy enough to learn?

**APPENDIX: QUESTIONNAIRE**



C. Which of the following best describes the area in which you teach?  
(Read list, circle one response).

(Check quotas, if -----  
quotas filled,  
Discontinue OQ)

- |                           |    |      |
|---------------------------|----|------|
| Urban or inner city       | -1 | (11) |
| Suburban or small town    | -2 |      |
| Rural                     | -3 |      |
| (Do not read) Not sure/DK | -R |      |

54

12,13

Today, we are discussing health issues that face children. Because children spend so much time at school, we want to hear your opinions about how they are feeling and how that affects their ability to learn and perform.

1. In your experience, how important is a child's overall health and fitness, to his or her performance in school. Would you say that it is:  
(Read list).

Very important	-4 (14)
Somewhat important	-3
Not very important	-2
or, Not at all important	-1
(Do not read) DK	-R

2. Thinking of the class you taught this past school year, were there any students in your class whom you felt had emotional or physical health problems at some point during the year that significantly hindered their classroom performance?

(Ask Q.3)	Yes	-1 (15)
	No	-2
(Go to Q.4) ---	DK	-R

3. What percentage of students in your class last year had emotional or physical health problems at some point during the year that significantly hindered their classroom performance? (if necessary) Please just give us your best estimate.

_____ %	(16-18)
DK	-R

4. Thinking about the overall emotional and physical health of the children you have taught over the years, would you say that you are:

Seeing <u>more</u> children with health problems now than in the past	-1 (19)
Seeing <u>fewer</u> children with health problems now than in the past	-2
or Seeing no change in the number of children with health problems	-3
DK/Refused	-R

5. What do you believe is the single most serious health issue facing the children in your school?  
(Probe initial response thoroughly) (Accept and probe more than one response if respondent cannot decide.) (If respondent's initial response is a specific illness probe with...)  
Are there any issues other than specific illnesses?

Record on Answer Sheet

6. I'm going to read you a list of health problems that children can experience. Please tell me which are problems experienced by students in the school at which you teach.

Rotate	Yes	No	DK
_____ Poor nutrition	-1	-2	-R (21)
_____ Untreated illnesses	-1	-2	-R (22)
_____ Lack of immunization against childhood diseases	-1	-2	-R (23)
_____ Untreated hearing/vision problems	-1	-2	-R (24)
_____ Psychological or emotional problems	-1	-2	-R (25)
_____ Family violence or abuse	-1	-2	-R (26)
_____ Violent behavior	-1	-2	-R (27)
_____ Drugs/alcohol abuse	-1	-2	-R (28)
_____ Unhealthy lifestyle habits	-1	-2	-R (29)
_____ Lack of regular health care	-1	-2	-R (30)
_____ AIDS	-1	-2	-R (31)

7. In your experience, which one of the following aspects of a child's performance in school are most negatively affected by poor health?

(Read list. Accept more than one response if respondent is unable to choose one).

Cognition	-1 (32)
Concentration	-2
Discipline	-3
Social skills	-4
(Do not read) DK	-R

8. I'm going to read you several problems that may stop parents from seeking health care for their children. Please tell me whether you think each is a problem for parents of children in the school at which you teach.

Would you say that (insert item from list) is a problem for parents of children in your school?

(Read statement for 1st 3 items)

(Then say. . .) How about (item)?

Rotate	Yes	No	DK
_____ Lack of adequate insurance	-1	-2	-R (33)
_____ Cost of care	-1	-2	-R (34)
_____ Lack of knowledge about where to go for care	-1	-2	-R (35)
_____ Lack of understanding of the value of preventive care	-1	-2	-R (36)
_____ Service barriers, such as long waits, inconvenient hours or locations, intimidating procedures	-1	-2	-R (37)





13. Which of the following do you feel are among the most important things for physicians in local communities to be doing to help insure that children are healthy enough to learn?

Do you feel that *(insert item)* is among the most important things for a physician to do?

*(Read statement for 1st 3 items.) (Then say. . .) How about (Item)?*

<i>Rotate</i>	<u>Yes</u>	<u>No</u>	<u>DK</u>
_____ Conducting health assessments of all students	-1	-2	-R (53)
_____ Consulting with schools on topics such as health education, sex education, playground safety, etc.	-1	-2	-R (54)
_____ Creating school-based health clinics	-1	-2	-R (55)
_____ Conducting pre-participation sports physicals	-1	-2	-R (56)
_____ Conducting pre-attendance health screenings at schools	-1	-2	-R (57)
_____ Supporting public policies to increase children's access to health care	-1	-2	-R (58)

14. Overall, what do you personally feel is the most important thing that should be done to help ensure that all children have the health care necessary to allow them to learn effectively?

*(Probe initial response thoroughly) What else should be done? (Probe).*

Record on Answer Sheet

15. Ideally, what role do you feel schools should play in improving children's overall health and fitness?  
*(Probe response thoroughly).*

Record on Answer Sheet

These last questions are for classification purposes only.

C1. Please give us your best estimate of the percent of students in your school whose family's economic level is below the poverty line?

\_\_\_\_\_ % (61-63)  
DK/Refused -R

C2. In what state and zip code is the school at which you taught at last year located?

State: \_\_\_\_\_ (64,65)

(Record on front of interview) Zip code: \_\_\_\_\_ ((66-70)  
Refused -R

C3. May I have your age please? (if necessary) Are you...  
(Read list).

Under 25 years of age -1 (71)  
25-34 years -2  
35-44 years -3  
45-54 years -4  
55-64 years -5  
65 years or older -6  
(Do not read) Refused -R

C4. Sex  
(Record, do not ask.)

Male -1 (72)  
Female -2

C5. Did I correctly dial (phone number)?

73-80

Thank respondent