ABOUT THE SURVEY AND LISTENING SESSION GUIDES

These guides were created to help you collect student and community input from your school or district as a part of the AIM-XL DIY process: A planning process for the creating a comprehensive health and wellness plan to implement the Whole School, Whole Community, Whole Child Model in a school or district. All prompts and structures included are optional, and are provided to encourage schools to be deliberate in their planning and implementation of evidence-based practices aligned with the WSCC model.

These guides were developed by the **Center for Rural School Health & Education** at the Morgridge College of Education, University of Denver. Send questions or comments to Ben Ingman at benjamin.ingman@du.edu or Carla Loecke at carla.loecke@du.edu. Enjoy getting student and community input!

HOW TO USE THE GUIDES

1. **Make a copy** of this file and save it to your drive [see a tutorial on how to do this [here](https://www.youtube.com/watch?v=3AR9JEjiBl0).] Now the guide will be yours to edit!
2. **Review the guides** to familiarize yourself with how surveys and listening sessions work.
3. **Make a plan** for using these tools to get student and community input in your school.
4. **Create a summary report** of what you learned using the student and community input report template below. This report can help you distill the key messages for your taskforce.
5. **Share your findings** with members of the taskforce using this report, and encourage others to use the input from others in creating a plan that has relevance for students in your school and broad buy-in and support from the community.

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# SURVEYS

Surveys offer a way to get the quick opinions of many people in your community, and can offer results that are easy to interpret (e.g., a rank ordering of health problems for students in the school).

## GUIDELINES FOR A SUCCESSFUL SURVEY

* Create a survey using web-based platforms (e.g, survey monkey) or paper and pencil and and share widely
* Try to get as many people from as many different stakeholder groups as you can to take the survey. Don’t limit the survey distribution to people you know well.
* Reach out to school staff for their help in getting staff, students, and parents to take and return the surveys.
* Offer a small incentive for returning surveys.

##

## SURVEY CHECKLIST

| **TASKS** | **DONE?** |
| --- | --- |
| **BEFORE****1. Create the survey** with a list of school health component areas and student health problems identified by your Taskforce. |  |
| **2. Develop an incentive plan.** A small incentive can encourage greater response rates. Consider providing incentives for either individuals, schools, grade levels, classrooms, or use a raffle structure (survey completion enters individuals into a drawing for a prize). |  |
| **3. Contact Taskforce volunteers, school principals and community leaders to enlist their help** in getting parents, students, teachers, and staff to complete the survey. |  |
| **4. Identify location/s and community events** where you will be able to access many community members and ask them to take your survey (i.e., supermarket; parent-teacher night; spots games; religious gatherings; classes) |  |
| **DURING****5. Ask a wide range of stakeholders to complete surveys.** You will need **at least 20** completed surveys in order to report back to the Taskforce. Aim for an even number of responses from different subgroups (i.e., students, parents/family members). |  |

## SURVEY GUIDE

[School district’s name] has convened a Taskforce to create a comprehensive health and wellness plan to address the most important health problems in our district. Please complete this 5-question survey to help us determine which student health problems and school health component areas to focus on as we develop this plan.

1. **Select 1 option below that best describes your role in your school district and community.**

| [ ] Student | [ ] Parent/Family member | [ ] District Staff |
| --- | --- | --- |
| [ ] School Leader | [ ] School Teacher | [ ] School Staff |
| [ ] Healthcare Provider | [ ] Community Member | [ ] Other |

**2) Indicate how important it is for our school district to focus on each student health problem (check 1 box for each health problem):**

| **Health Problems** | **Importance** |
| --- | --- |
| **Extremely**(5) | **Very**(4) | **Moderately**(3) | **Slightly**(2) | **Low**(1) | **Not at all**(0) |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| [enter health problem] | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

**3) List any additional health problems that are just as (or more) important than those included above:**

**4) Indicate how important it is for our school district to focus on each of the following school health component areas:**

| **Areas** | **Importance** |
| --- | --- |
| **Extremely**(5) | **Very**(4) | **Moderately**(3) | **Slightly**(2) | **Low**(1) | **Not at all**(0) |
| Health Education | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Physical Education & Physical Activity | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Nutrition Environment & Services | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Health Services | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Social & Emotional Climate | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Counseling, Psychological, & Social Services | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Physical Environment | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Employee Wellness | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Family Engagement | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |
| Community Involvement | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  | [ ]  |

**5) Include any additional comments for the Taskforce here:**

Thank you for your time. If you have any questions about this survey or [enter district’s name]’s comprehensive health and wellness planning process, please be in touch.

[name, title; email; phone #]

# LISTENING SESSIONS

Listening sessions are meetings of 6-9 people for the purposes of discussing a particular topic in depth. These sessions offer you a chance to hear what students and others in the community have to say about student health and health promoting practices.

## GUIDELINES FOR A SUCCESSFUL LISTENING SESSION

* Reach out to school staff for their help in recruiting staff, students, and parents to take part in the listening session.
* Try to ensure that it isn’t just the ‘usual suspects’ taking part in the session. Invite people from groups who might often be left out of these types of processes (LGBTQ students, ethnic minorities, parents of students with disabilities, etc).
* Find and reserve a private space that will comfortably seat 7-10 people. Avoid loud public spaces, or settings that might be intimidating to students or parents.
* Provide food, drinks, and/or a small incentive to thank people for taking part in the session.
* Check with the district to see if consent forms are required for student participants and follow their guidelines.
* Take careful notes or record the session.
* Review what participants say to detect common themes, concerns, or ideas that the Taskforce should know about.

##

## LISTENING SESSION CHECKLIST

| **TASKS** | **DONE?** |
| --- | --- |
| **BEFORE****1. Prepare session materials.** Get 3x5 or 5x7 index cards and create 2 sets: On one set, write each of the heath problems identified by your Taskforce at the end of Assess (one health problem per card). On the other set, list the 9 School Health Component Areas (ie. General health policies and practices, Nutrition, etc.).  |  |
| **2. Develop an incentive plan.** Provide food or some other incentive to thank people for their time and encourage them to participate. Consider serving food before or after the session itself because food can distract people from participating and answering questions. |  |
| **3. Identify all of the groups that your Taskforce needs to hear from** (i.e., elementary students, middle school students, high school students, parents, school staff, healthcare providers, community leaders, and individuals who represent special populations like LGBTQ, ELL, and students with special needs). Check with your school or district to see if you will need to use consent forms for students.  |  |
| **4. Develop a recruitment plan.**  Contact Taskforce volunteers, school principals and community leaders to help you recruit parents, students, teachers, and staff. Aim for 6-8 participants in each session.  |  |
| **5. Determine how many sessions you need to schedule and select dates and times.**  Make sure that the dates you choose for your listening sessions do not conflict with any existing community events or functions. |  |
| **6. Reserve meeting space.** Reserve a location where 7-9 people can sit comfortably and have a conversation. Choose a quiet location that's easy to access, free of distractions, where participants are able to sit facing each other around a table.  |  |
| **7. Advertise the listening sessions.** Include the following in your advertisement: purpose of the sessions; date and time; location; expected time commitment; and incentives, if you are offering them.  |  |
| **8. Recruit participants.**  Keep track of the names and contact information of interested people in a tracking form. |  |
| **9. Select and invite participants.** |  |
| **10. Send reminders prior to the session/s.** Include meeting purpose, date, time, and incentives. |  |
| **11. Gather materials for the session:** Food or drink, incentives, consent forms, participant list, notecards with health problems and health component areas, markers, Listening Session Guide, recording device, pens/pencils, notebook, copies of the survey for all participants. |  |
| **12. Prepare for listening session/s.** Create cards and surveys before the meeting. Look over the questions several times before the session. Have a participant list handy so that you will be able to note who attended. Set up the room so that there is one table that the group can sit comfortably around. Set up recording device.  |  |
| **DURING****13. Conduct listening session/s.** * Greet participants and engage in small talk outside of the topics to be discussed to make them feel comfortable.
* Follow the Listening Session Guide to structure the session.
* Keep discussions on topic, move the group forward as needed, and be sensitive to the energy in the group. Try to ensure that all have the opportunity to speak, but don't force anyone to speak if they are uncomfortable discussing a given topic.
* Keep track of time so that you don’t run over.
 |  |
| **AFTER****14. Listen to each recording.** Take note ofimportant trends or notable things that are said about each topic discussed.  |  |
| **15. Enter survey responses into a tracking form.**  |  |
| **16. Complete the Student and Community Input Report.** Use the template on google drive. Share it with your AIM-XL Facilitator at least one week before your Identify meeting. |  |

##

## LISTENING SESSION GUIDE

Follow this guide to conduct your listening sessions.

The script is written in plain text like this. **[Directions are bold inside brackets like this.]**

### Welcome & Overview

* Welcome to this conversation about health problems in [insert name of district].
* Our district is creating a comprehensive health and wellness plan to improve the health of our students. We have convened a Taskforce from the district and community who want to know what you think about health in our district.
* During this session I will be asking you questions about health problems in our school district. I hope we can have an open and honest conversation with each other.
* My job is to ask questions, listen closely, take notes, and help us end on time. Your job is to answer questions and respond to each other. There are no “wrong” answers here. After our discussion, I will share what I heard from you with the Taskforce, which will help us determine what to focus on in our plan. This conversation should last 30-60 minutes.

### Ethical Considerations

* I will not use any of your names when reporting back to the Taskforce - everything that you say in this room will be kept confidential. I also ask that you do not repeat anything that others say during this session. Members of the Taskforce should be the only people who hear about our conversation.
* I will be recording this session so that I can capture exactly what you say in my report to the Taskforce.
* You do not have to participate in this session if you don’t want to. If you do not wish to answer a question, you can skip it; and you can choose to end your participation and leave at any time.
* Do you all agree to take part in this session? Do you agree to being recorded?

### Ground Rules

* Before I begin asking questions I would like to set a few norms for conversation to help our discussion go smoothly:
* 1) Please make sure that only one person is speaking at a time. Try not to interrupt and don’t engage in side conversations.
* 2) Please treat everyone’s ideas with respect. Listen to what others have to say without criticizing them or their ideas. It’s okay to disagree - that will help us have a lively conversation.

**[Turn on recorder and place it in a central location near all participants.]**

### State the date and the group included in your listening session

Example: “Today is [insert date] and I am speaking with teachers from the [Name] School District.”

### Activity 1: Discussing Student Health Problems

* I’m going to pass out one card to each of you and I want you to think about how this health problem affects students in our school district.

[**Pass out one card per person. Hold on to the extra cards. Give participants 1-minute to think. Then ask participants to turn to their neighbor and share the card they have and what it’s making them think about for 2-minutes. After 5 minutes, reconvene the group and ask for a volunteer to start the conversation. Use these prompts to guide the conversation about each card. Repeat until every card has been discussed.]**

* [To volunteer]: What health problem is listed on your card?
* [To volunteer]: How does this health problem affect students in our school district?
* [To group]: What do the rest of you think?
* [To group]: Does anyone have anything to add on this health problem before we move on?

**[After every participant has discussed his/her card, show the remaining cards and ask the same prompts until all cards have been discussed]**

* Are there any other major health problems for students in our district that we did not discuss today?

**[Write new health problems down on blank cards as they are introduced by the group. Ask the questions above for each new card]**

### Activity 2: Discussing School Health Component Areas

* I’m going to pass out one card to each of you and I want you to think about what this school health component area looks like in our school district.

[**Pass out one card per person. Hold on to the extra cards. Give participants 1-minute to think. Then ask participants to turn to their neighbor and share the card they have and what it’s making them think about for 2-minutes. After 5 minutes, reconvene the group and ask for a volunteer to start the conversation. Use these prompts to guide the conversation about each card. Repeat until every card has been discussed.]**

* [To volunteer]: What is listed on your card?
* [To volunteer]: What does this look like in our school district?
* [To group]: What do the rest of you think?
* [To group]: Does anyone have anything to add on this topic before we move on?

**[After every participant has discussed his/her card, show the remaining cards and ask the same prompts until all cards have been discussed]**

* Are there any other school health components or topics that could influence student health in our district that we did not discuss today?

**[Write new health practice areas down on blank cards as they are introduced by the group. Ask the questions above for each new card]**

### Activity 3: Survey to Rate Health Problems and Practices

* Now we are going to complete a 5-question survey to indicate the importance of student health problems and school health component areas for our school district to focus on. Take the next 5-minutes to complete the survey. After you’ve finished we’ll come back together to discuss again.

**[Make sure participants understand the directions for completing the survey, and distribute the survey and pens/pencils. Give participants ample time to complete it. When everyone has finished, use the following prompts to guide the discussion.]**

* Would anyone like to share how they rated student health problems (question 2) and why?
* [Allow opportunities for discussion]
* Would anyone like to share how they rated school health component areas (question 4) and why?
* [Allow opportunities for discussion]
* Any final comments that you would like to share with one another or relay to the Taskforce?
* Any questions for me about this conversation today?

### Conclude

* We’ve come to the end of our conversation about student health problems and school health component areas in our district. Thank you for joining this conversation. I appreciate being able to hear your perspectives and I am excited to share them with the Taskforce. I will be in touch in upcoming months to share what the Taskforce decided after hearing back from students and community members.

# [DISTRICT NAME] STUDENT AND COMMUNITY INPUT REPORT

Background

We wanted to learn what students and community members thought about student health problems and health promoting practices in the schools to help us decide where to focus our district CHWP. To learn what our community thought, we administered a survey and conducted listening sessions.

*Created by [Wellness coordinator name] on [insert date].*

## SURVEY SUMMARY

How we collected survey data: [insert date and administration details for the survey]

Who participated: [See Survey Question #1. Options: copy and paste graph and table from Survey Monkey; refer readers to a separate Survey Monkey Report; or create a table and/or graph from data.]

Ratings of student health problems: [See Survey Question #2. Options: copy and paste graph and table from Survey Monkey; refer readers to a separate Survey Monkey Report; or create a table and/or graph from data.]

Ratings of school health component areas: [See Survey Question #4. Options: copy and paste graph and table from Survey Monkey; refer readers to a separate Survey Monkey Report; or create a table and/or graph from data.]

Other concerns or comments raised in the survey:

[Insert additional comments or trends in the survey data]

## LISTENING SESSIONS SUMMARY

How we collected listening session data: [insert date and administration details for the survey]

Who participated: [Include the number of students, teachers, and others who participated and the total number of listening sessions]

Discussion of student health problems: [Include quotes, trends, themes, or other findings that emerged on the topic of health problems based on your listening session(s). Consider organizing quotes by topic area or theme.]

* [quotation]
* [quotation]
* [quotation]

Discussion of school health component areas: [Include quotes, trends, themes, or other findings that emerged on the topic of health problems based on your listening session(s). Consider organizing quotes by topic area or theme.]

* [quotation]
* [quotation]
* [quotation]

Other concerns or comments raised in the Listening Session:

[Insert additional comments or trends in the Listening Session]



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