

Background and Strategies

Moderator: Ms. Suchada Sakornsatian
Deputy Director of Mental Health Technical Development
Bureau, Ministry of Public Health, Thailand.

Panelists: Dr. Prawate Tantipiwatanaskul
Senior Advisor
Department of Mental Health, Ministry of Public Health,
Thailand

Dr. Prasong Sungkachai
Supervisor Education
Office of Education, Phuket Province, Thailand

The first panel focused on four issues:

1. Background and rationale behind the programs.
2. Strategies used in developing and implementing the school-based counseling program.
3. Steps in calling for collaboration between ministries, both at the ministerial and school levels.
4. Assessment in identifying any appropriate structure and training needs.

Moderator Ms. Suchada Sakornsatian outlined the framework of the first panel discussion, saying it will cover lessons learned from the development of Thailand's school-based counseling programs. Early attempts at having teachers counsel students were unsuccessful, she said, because they were not systematic. The approach, however, was incorporated into the current school-based counseling program, which began in the year 2000. This program is systematic and has been marked by good cooperation between the Ministries of Education and of Public Health. Technology, networks and training have all been developed. She then turned the discussion over to Dr. Prawate and Dr. Prasong, who described the program's development from the perspectives of each ministry.

Dr. Prasong Sungkachai (Presentation 1-01)



In his presentation, Dr. Prasong of the Ministry of Education explained that Thailand has a new law which stipulates that counseling must be provided to children who need it. He went on to explain the structure of the Thai government, and that four ministries – the Ministry of Interior, the Ministry of Social Welfare and Human Development, the Ministry of Justice and the Ministry of Education – share responsibility for protecting the welfare of children. The four ministries are represented on the National Committee for the Protection of Children. It is the Ministry of Education and the Ministry of Public Health, however, which are responsible for counseling services, and Dr. Prasong said there is good cooperation between the two ministries.

Among the duties of the National Committee for the Protection of Children are the following:

- Providing feedback to the Prime Minister on how the national policy is working.
- Ensuring each ministry establishes policies for the welfare and development of children.
- Developing budgets to support the programs and policies.
- Systemizing and operationalizing work on development of children within each ministry.
- Establishing staff posts for the programs.
- Establishing monitoring and evaluation mechanisms.
- Establishing provincial committees for the welfare and development of children.
- Involving ministry officials, governors, district officials and members of non-governmental organizations and the private sector in the programs.

Under the law that mandates provision of counseling to children, Dr. Prasong said there are ten prohibitions that must be observed. They are:

1. Do not abuse children physically or mentally.
2. Don't prohibit children's access to health care services
3. Don't force or entice children into activities that are not appropriate.
4. Don't advertise in the media to get children under your care. Everything must go through the government system.
5. Children are prohibited from doing work that is difficult or that poses a risk to health and well being.
6. It is prohibited to have children beg on the streets or involved in other activities detrimental to their health and well being.
7. It is prohibited to abuse the children.
8. Do not allow children to be involved in gambling or entering establishments where they are barred because of their age.
9. Do not involve children in sex or sex-work-related activities.
10. Prohibit the sale of cigarettes and alcohol to children.



**Dr. Prawate
Tantipiwatanaskul
(Presentation 1-02, 1-03)**



In his presentation, Dr. Prawate of the Ministry of Public Health said that counseling is just one part of providing care to children, and so he preferred to talk about broader concepts. Counseling, he said, is linked to promotion and prevention activities that make up what Thailand calls “student care and support systems.” The key idea is to find a system that builds up the Lifeskills of students so they can prevent problems before they occur. A second issue is how to get them into the system so they can get help as early as possible if there is a problem. Counseling has more to do with the second issue.

Thailand went through a series of crises that led to the development of a child care and support system. The system evolved in steps. During the first phase, which covered the years 1967-1990, health care professionals began visiting schools where they tried to talk to teachers and give lectures to students, parents and teachers. While they gained knowledge about the problems children were facing, there was no system to help them. If students had a problem they were sent to hospitals.

In second phase, which lasted from 1990-200, health care professionals attempted to crystallize what they had learned and published a manual on how to deal with children’s’ problems. The manual could be used by teachers, not just experts or specialists. Updating and revising the manual is still considered the work of the health sector and not a school responsibility. Nonetheless, because of the manual and training programs, care and support were implemented more broadly than when only mental health professionals were involved.

The present phase, which began in 2000, is the phase of education reform. It has been a time of more confusion because of changing processes. Outside events, however, helped lead to support for

developing a comprehensive care and support system. Those events were a series of suicides among high school and university students. The public demanded something be done. This was an opportunity for those who wanted to develop a care and support system, and they seized it. High-ranking public officials finally saw the need for such a system and came on board. There was clear political will. And, there was also strong leadership in both the Ministries of Education and of Public Health. They agreed to work together.

The process is still ongoing, and there is continual improvement. The system is not viewed as a separate or isolated system, but has been linked into the quality assurance system used in Thai schools. If a school doesn't have this system, or can't pass a school assessment, it will not get money from the budget. Financing implications attract concern from the minister. Every administrator wants to pass the assessment, so they all want to have a system in place.

Scaling up has been handled differently by each ministry because of the different ways they work. The Department of Education started with 400 school zones, and then expanded very fast. It was a vertical program that used administrative mechanisms to push the system to cover as many areas as fast as possible. The Department of Mental Health focused on selected areas and secured funding for three years for selected sites. It selected 12 provinces and asked for volunteers. It had 79 schools the first year, and provided training and manuals. In the second year the department found that even in schools providing the program properly there were still some students that couldn't be cared for because their needs were beyond the expertise of the teachers and counselors. Linking the programs with services in the health sector is essential. If you don't link up with the health sector you will find a number of students who need help but have no place to get it.

Despite the advancements, Dr. Prawate said Thailand had not been successful enough in developing the care and support infrastructure. That is partially because the whole health care infrastructure is in a state of flux and confusion as a result of implementing the government's 30-baht medical care program, which guarantees health care for all Thai citizens at a maximum cost of 30 baht (75 cents) per doctor's visit.

Additional points made by Dr. Prawate included:

- Some health care providers have been reluctant to implement the program because while the entire health care system is being reformed they feel they have too much to do already.
- The second decade of life is when children have unique needs usually concerned with drugs and sex, but they also face many other issues, such as accidents.
- Behavior during this time of life usually has lasting implications. If

someone starts smoking when they are 15, they have a tendency to smoke when adults.

- When we think about prevention we should think how to stop this behavior during second decade of life.
- Children don't want to come to hospital to talk about these problems. School-based counseling provides the service at a point close to their daily life. It normalizes the seeking of information and reduces stigma.
- Challenges include a lack of personnel and how to get students more involved in developing the system to meet their needs.
- There is still no system for vocational schools. This is a concern because of continual violence among vocational schools students.
- Schools need to get parents and members of the community involved in the classroom on a regular basis, not just when there are problems. This creates an atmosphere of collaboration.
- The system is two-tiered; both counselors and teachers are trained how to spot problems and help students.
- Students having academic problems often develop other problems.

DISCUSSION



During the question and answer session, participants were curious to know if the suicides that helped spark the movement towards school-based counseling were the result of mental problems or if other factors were involved. Dr. Prasong said it was combination of both. Thailand was still dealing with an economic crisis, and so there were additional stress factors that had played a role in what happened to each student.

Mr. Carl raised the issue of monitoring and evaluation. Many programs focus on children at risk because it is easier to see results with them. But how do you monitor and evaluate prevention? How do you know when you've had success? Dr. Prawate agreed that it was more difficult to evaluate results for these kinds of programs, which in turn made it more difficult to get support for them even though they have high value. They have to be looked at from a harm reduction perspective, rather than a primary care perspective. Some tools that could be used are the Strength Difficulty Questionnaire (SDQ) and Emotional Intelligence Quotient (EQ) tests. But it also helps to have one teacher monitor a student for several years and compile a profile of him in the system. The profile consists of the student's behavior, living situation, academic record and emotional assessment. This question of how to monitor and evaluate is a critical one, Dr. Prawate said. You need good justification to get money from government budgets. A few years from now the budgeting process will be stricter and so the question will be more and more relevant.

Another participant asked if teachers complained about filling out the forms used as assessment tools. The panelists said that at first they did. However, it didn't take long for them to realize the usefulness of the tools. Since then there haven't been complaints. Teachers have come to

understand that they have two responsibilities: to provide learning for the students, and also to take care of them as people.

Those at the seminar also were interested in whether the teachers were receiving special training on counseling and whether or not counselors also had to teach. The panelists said that teachers receive only a three-day training course in counseling and that counselors do have teaching responsibilities, but they only teach five hours a week. They also said that in Thailand the term “school counselor” meant someone who advises students on career choices, while “school psychologist” covered a much broader range of services. Not all teachers have been trained at this point, but Thailand is working towards that goal. While there was some debate over whether or not the training teachers are receiving is sufficient, panelists said that the most important thing was that the training had changed the attitude of teachers. Teachers now believe that helping students with Lifeskills problems is part of what they should and must do. That change in attitude was more important than any specialized training.

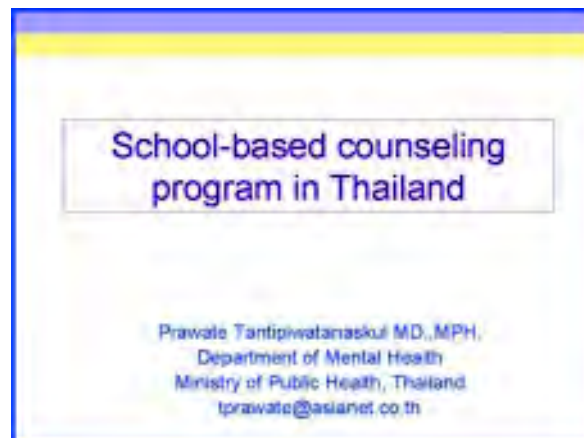
One participant wanted to know how to develop a model counseling program. Also, how can you create culture where students will ask for counseling if they need it. Panelists said that if a teacher is handling between 20 and 25 students it was natural that they would spot problems developing among the children. It's part of the process of interacting, and in that situation a student wouldn't have to request counseling. That is good because then there is less stigma, which is a barrier to seeking counseling.

There are two tiers of counseling in the schools, according to the panelists. The first tier consists of teachers and the help they provide. If that is not enough, then there is the second tier which consists of school counselors. The counselors act as supervisors of the teachers, but it is more of a collaborative approach rather than a top-down one. If the problems are beyond what the counselor can handle, they can refer the student to outside services linked to the school. In Thailand they have come to expect that 20% of students in each school will be classified as “at risk” while 10% will have mental problems.

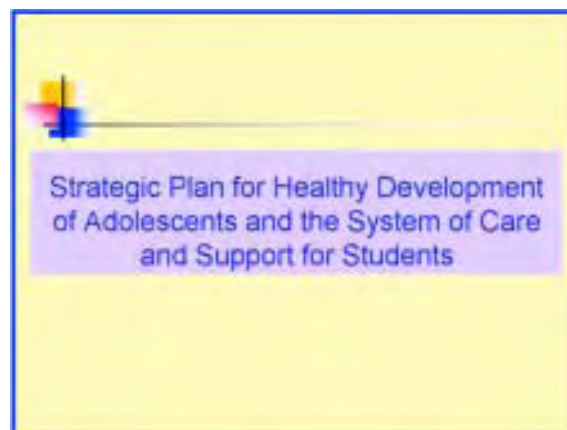
Most important is the acceptance that education is more than just academics. Education is also preparing young people to develop fully as adults. The processes used in the school quality assessments require indicators, and that requirement spurred continuous improvements. The mechanisms used to evaluate and monitor the students fit into the quality systems used for school assessments. That gives teachers and administrators a common goal of achieving school quality assurance and providing school-based support and care.

At first, teachers complained about the workload. They were told, however, that they must look after the students because there are many problems in society. To do that they didn't always need to use formal counseling sessions. There are lots of times when teachers can meet with students: During lunch break, before class and during home visits.

CD-ROM - Presentation 1-02



CD-ROM - Presentation 1-03





PANEL DISCUSSION II

Sharing of good practices and lessons learned

Moderator: Dr. Prawate Tantipiwatanaskul
Senior Advisor
Department of Mental Health
Ministry of Public Health

Panelists: Ms. Jongkol Subsomboon
Manager
Education Quality Research and Development
Learning, Research, and Development Institute
Bangkok

Ms. Suranee Dhasithorn - Director and
Ms. Arunee Chanduaykit
Satri Wat Apsornsawan School
Bangkok

Ms. Ratchanee Supapong
Director
Chomsurang Upatham School
Ayutthaya Province

Mr. Sathit Chanachai
Director
Yangchumnoi School
Sri Saket Province

The five panelists described four different aspects of counseling programs:

1. Setting up the school-based counseling program and referral system.
2. Forming a team and conducting training sessions for teachers.
3. Steps and activities implemented under the school-based counseling program.
4. Participation of young people, parents and community networks.

**Ms. Jongkol
Subsomboon
(Presentation 1-04)**



Ms. Jongkol Subsomboon, former Director of the Satri Wat Apsornsawan School for girls, was part of the pilot project for the school-based counseling and referral program. Ms. Jongkol said the reason she joined the program was that she saw that it could help improve the way teachers and schools deal with students. It would require a dramatic change in the culture of teachers and schools. Before the program began, each teacher was responsible for between 50 and 60 students. If a student had an emotional or behavioral problem, they were dumped on the school counselor. However, small schools had no counselors, and so there was no way to deal with the problems.

The concept of the program is that every teacher is a guidance counselor. The first challenge for Ms. Jongkol was to sell the teachers on the program. If they perceived it as an additional task, it would be burdensome and teachers wouldn't give their all. As project leader, Ms. Jongkol had to make them understand that this new role was a critical one.

Ms. Jongkol helped accomplish this by reducing the number of students each teacher was responsible for to between 20 and 25. She made efforts to bring parents on board. Meetings between parents and teachers helped build better relationships. One way this was achieved was through home visits by teachers. Many teachers thought home visits would not be possible, especially in urban areas, because they would be time consuming. Ms. Jongkol sought out volunteers who were willing to go first. They came back, shared success stories and encouraged others to go forward and participate.

The other point is that nearly all schools have home visit programs now. So it's not impossible. As a leader, she had to find ways to help teachers understand the program's direction and get them on the same page. So when the model developed by Department of Mental Health was brought into the system it had to be matched to the school infrastructure or system. She tried to get them to understand the broad concept and get down to the details later. There were questions about how to screen, help, and promote better behavior. We had to develop tools for the teams to help support the teachers.

Most of the teachers are not trained in psychology, so they can handle the basic program but nothing deeper. In the past, when faced with a student with troubled behavior, they brought them to the discipline team. That team had a more punitive attitude and didn't help much. Now, the system has changed. Homerooms are run by counselors, and that is when and where Lifeskills are taught.

The system included regular meetings between teachers where they discussed students and how they were doing. For example a math teacher may find this student is good at math, but the art teacher only knows that he's poor at art. No one teacher has a complete picture of the student. When they share information and experiences, they realize students' strengths and weaknesses. They accept them more. So it also affects teachers in a positive way.

If the system is running well the relationship between the school, parents and community organizations runs better. When this happens, the community organizations stop talking about just their kids and start talking about how to improve the school. They look at other factors aside from academic performance. Parents volunteer to become special instructors. So it creates a better relationship between school and

community, and increases involvement from the community.

The system creates a better relationship between students and teachers. In some places they start calling teachers father and mother. Sometimes teachers get small notes from students saying it has made them happier and changed their life. They aren't just coming to learn, but to learn how to live their life and get along with others. They may not have a happy life at home, but they have a happy life in school. This carries over into other areas. We are helping them to have a better future.

Other points made by Ms. Jongkol included:

- In small schools with students from different villages, students may be assigned to take care of students in different grades but the same geographic area.
- In bigger schools they may organize bigger students to take care of smaller students.
- The school has some flexibility in designing the program.
- Teachers initially didn't trust evaluation tools such as SDQ. But after using the tool, they found it provided a better evaluation of normal, at risk and problem students.
- Schools have a lot of information on the students, but it hasn't been put into a system and so it isn't used.
- It's important not to put too much demand on the data teachers must collect or they won't do it and won't use it. Don't give the teachers too much to do.
- If the system is running well the relationship improves between the school and the community. When this happens the community starts talking about how to improve the school. Parents volunteer to become special instructors.
- The system needs monitoring and evaluation mechanisms.
- Usually, at the end of the semester teachers monitor themselves on whether they have succeeded or not, and if there are any barriers to what they are trying to do.
- They also look at the system and see if there are changes to the system that should be made that will be more conducive to reaching the students and giving them support and learning for life.
- The student care and support system is not a panacea to solve every problem. But it changed the attitudes of teachers to deal with students in a holistic way. It lays out a system so each child will be taken care of in a systematic way.



**Ms. Suranee Dhasithorn
and
Ms. Arunee Chanduaykit
(Presentaion 1-05)**



Implementing a school-based care and support system involves many teams. Ajarn (teacher) Suranee began the second presentation by saying she took over the role of running the leadership team when Ms.Jongkol retired. All the teams in the care and support system work under the leadership team chaired by the school's director. The leadership team also includes the deputy director and counselors. Underneath the leadership team is a facilitator team. Most of the teachers are members of facilitator teams. Each grade has its own working team. So all teachers in the school are involved in the program.

The leadership team conceptualizes the project within the school and assigns responsibility and oversees the work. This team is a link between the school and the Ministry of Education. It receives the policy and adapts it into practice. It deals with details such as budgets. Once an action plan for implementing the program is formulated, the leadership team becomes the prime mover, the one responsible for running the programs. As part of the monitoring process, teams cross evaluate each other. The facilitator team from grade seven, for instance, will evaluate the performance of the team for grade eight. Afterwards, adjustments to the program may be made.

The second team, the facilitators, is the link between the policy-making leadership team and the working groups or teams. They are like a technical working team. The teams consists of the deputy director, who is responsible for student affairs, the head of each grade level and school counselors. This system requires strong leadership and clear

understanding from the leadership team of the school so they can communicate and motivate all teachers in the school. The facilitator team has to be very clear in practical terms so they can play a supportive role to the working teams. This is the team that consults and advises the many working groups at each grade. It was the first team that was trained. In the seven pilot schools where we trained in an intensive way, we trained the facilitators first so they knew how to use the tools and implement quality assurance, so they knew how to help working teams.

The working teams have to be trained in problem-solving communications. This requires clear leadership so each working team can solve their own problems. They have to create a culture where everyone is responsible, helpful and willing to share and give. The culture of teams helps create a good atmosphere that permeates the system.

To make this system work, you have to use your heart, your hands and your head. You use your hearts for motivation, your heads to share our thinking and our hands to do it together. But, you have to have the heart before all can work together as a team. If a junior colleague makes a suggestion a senior colleague must listen, which is not the norm in Thai culture. It should also be fun – not stressful or a demand from someone from the top – if you want everyone to work together.

Other points made by Ms. Suranee and Ms. Arunee included:

- Every teacher has been trained in the micro-skills of communication. Listening and answering are taught to all school teachers.
- Team members have to be mature enough to express different opinions without getting defensive because they think they're being criticized.
- It's very important that the leadership team provides ongoing support to all involved and opportunities for them to show others what they're doing.
- It's also important to create a network among parents, students and teachers. Sometimes information on risky behavior comes from other students.
- Children need to be cared for by parents, teachers and other children.
- The school must not demand financial support from parents every time they meet. Instead, they should try to create a shared vision of what they can do for their children.
- Children must have one person who believes in them.
- The role of the facilitator team is critical. They must be trained very intensively. Even when the school director changed, the facilitator team was the core that kept the program going.

- It's a good idea to invite lecturers and trainers from both inside and outside the school system to give more specialized knowledge under the umbrella of the system.

CD-ROM - Presentation 1-05



Ms. Ratchanee Supapong (Presentation 1-06)



Chomsurang Upatham School is a secondary girl's school containing grades seven through 12. There are 2,901 students and 149 teachers. The ratio is about one teacher to 20 students, but that figure includes the administrators, so in fact there is about one teacher for every 25 students.

In her presentation Ms. Ratchanee described the conceptual framework of the care and support system run by the school. The conceptual framework is designed to help students become smart, good and happy so they will be productive members of society. Three main groups play a role in this system: teachers, students and parents. The school has to provide teachers with training, and give them clear roles and responsibilities. They are trained in the care and support system, and to be able to work as a team. Every teacher's responsibility is to act as a school advisor; as someone who takes care of students. They are asked to know their students individually.

The second group is the students. They will have the chance to learn about themselves and be responsible in tasks assigned. One of the assigned responsibilities is to create a student council that represents them and helps create better relationship between students and teachers.

Parents are the third group. They have classroom meetings where they talk about children in the same class. Parents are also provided training in how to understand youths, and how to take care of their own children.

They are asked to cooperate when they have meetings between themselves and with teachers. This sends a message that taking care of children is a joint responsibility. The school and parents form a network.

In terms of teacher training, the school has a program that teaches them how to use the system's tools, such as questionnaires. They are also trained in adolescent psychology. Fortunately, one of the psychologists in their province of Ayutthaya became interested in the program and asked to join. He comes to the school every week for half a day to provide training and treatment programs.

A key step in implementing the program in each grade level is to choose a teacher to oversee the program who teaches that grade level so they not only know students in their home room but from their classes. That teacher provides counseling and joins activities both in school and outside school. They organize classroom meetings with parents and students in which they describe the strengths and weaknesses of each student. Through these meetings the parents will understand their own child and also give input to teachers.

Last year the school was able to achieve home visits for 25% of students. Thanks to more financial support, this year teachers were able to visit 75% of student's homes. They got a clearer picture of each student's life, especially the disadvantaged children, as they got a look at their environment and their home.

The parents' role is to attend classroom meetings – and it's important. It's when they meet the teacher, participate in the network and get training from psychologists in how to handle their teenager. The network has three levels: class, grade and school. Each level has a chairman. They help the school formulate the policy and development direction. This involvement is part of the policy announced by the Ministry of Education.

Important points made by Ms. Ratchanee included:

- The program's activities are designed to improve the learning environment and give an opportunity for children to better understand themselves.
- Good health is important for learning, so health activities are part of the program. Students are classified into normal, overweight and underweight groups. There is also a group for those that are suffering from disease. Appropriate activities are designed for each group.
- Schools are required to have a student club.
- Classroom learning has changed from a lecture type to more project- and activity-based lessons, both inside and outside school. Students have some say in what they want to learn. They also

have exhibitions to share what they learn.

- The school takes care of the financial aspect of a student's education. It searches for scholarships and teaches students how to find part time jobs to earn money after hours.
- The school has a meditation class for 15 minutes every morning. Spiritual and moral development are important. Students make donations and pay respect to parents and teachers.
- Activities are designed to prepare children for life outside of school, including activities involving sex education. Activities also cover sports and music.

CD-ROM - Presentation 1-06



Mr. Sathit Chanachai (Presentation 1-07)



In his presentation, Sathit Chanachai, education supervisor for the Yangchumnoi School in Sri Saket province, focused on developing a community network. Yangchumnoi School is located in Isan, or the Northeast.

In attempting to implement a school-based care and support system, Mr. Sathit said that it quickly became apparent that individuals alone could not make it a success. The goals of the program could only be achieved and made sustainable through a partnership, or network, that includes teachers, parents and other members of society. This network will not spring to life on its own. The school must be proactive. Teachers must go out into the community and encourage those who could help to become part of the system.

At Yangchumnoi they let the students create their own activities. A student committee is appointed and members plan events and activities with an eye towards caring for and developing the school. Getting students involved, giving them a voice and responsibilities, has made Yangchumnoi a popular school to attend. This, in turn, has made it a popular school to visit. Some days as many as three groups will visit the

school to observe and learn about its programs. It's the students who give them tours and do the presentations. This role for the students has been expanded. Some, called "Youth DJs", go out into the community to inform the community about the program and how it is improving education. This helps drum up support.

One key goal of the program at Yangchumnoi is to develop discipline in students so they will become more productive members of society. In that way they will also expand the network as they graduate and become adult members of the community. Activities are used to help develop discipline.

The school teaches students about the value of local wisdom. Naturally, local people take part in these activities. Farmers teach them about agriculture. Those who live near the forests teach them about protecting this valuable resource and the benefits that brings. All these activities were created by the students themselves, including mentoring other students. Studying takes place both inside and outside the classroom. This approach also teaches them about the local culture of the Isan region and motivates them to help preserve it.

The parent's network is very important for the success of all activities. Parents and the community have a role in bringing knowledge to the students. Parents have to be informed, not only about their children's behavior. If any problem occurred, the teachers and the parents will all sit together and solve the problem. The program has been so successful, Mr. Sathit said, that at Yangchumnoi 100% of parents attend the parent's network meetings. They attend of their own free will because they have come to recognize the importance of the network to the education and development of their children.

Another program is "Building Family Relationships." The school invites all family members to come and participate in activities with each other. The activities are designed to help family members better understand each other.

Other aspects of the program described by Mr. Sathit included:

- Home visits are an important part of the program. They allow teachers to know each student individually. Virtually every family has received a home visit.
- During home visits, teachers record everything about a student's home and environment. With this knowledge, teachers better understand the students and are better equipped to try and solve their problems.
- Every Friday, the students wear local costumes to reinforce their awareness of local culture.
- The school is expanding its community network to include healthcare

workers, policemen and local administrators who are invited to visit the school and pass on knowledge to students.

- The school is particularly concerned about the risks faced by adolescent women, so it has organized activities to teach them how to protect themselves from abuse.
- Students are encouraged to go to the local Buddhist temple and participate in activities with monks in order to build morals.
- Various activities are held in order to teach about the dangers of HIV/AIDS and drug addiction. There are also activities to teach road safety, including a campaign to wear helmets when ride motorcycles.
- The school has also started a youth camp which tries to encourage patriotism. This gives students a sense of belonging to society.

CD-ROM - Presentation 1-07



DISCUSSION

During the discussion segment, Mr. Carl noted that the presentations showed many good activities that involve students, communities and parents. The question, however, is how do we know whether or not they are achieving results? It's one thing to have process indicators, (such as number of activities, students participating, etc.) but what indicators are there for behaviors, change in psychological stress, or protection of students? How do teachers know a change is taking place and how do they report on that? That's important, because in mobilizing funding it's necessary to be able to report on results. Donors don't want to see numbers of activities. They want to see results. So which indicators do we use? What do these schools use?

Another participant said that in terms of indicators they look at academic performance, behaviors, health and issues related to economics. Among the tools mentioned were the Strengths and Difficulties Questionnaire and Emotional Intelligence Quotient measurements. They are given at the beginning and end of each year to monitor differences. For those at

risk, additional tools come into play. All tools are used together. But in certain problem cases of petty theft, sexually-related behavior, or casual drug use, the student may be referred to a discussion with a parent-teacher conference. The next step would be a consultation where all can discuss the situation with a school psychologist. If the problem can't be solved, then they are referred to other professional help.

One participant asked, what if a student's behavior is at risk, but it is because of the parent's problems, such as abusive or alcoholic parents? Mr. Sathit said that's the main problem, and it occurs in every society. Children get their patterns of behavior from their parents. So his school, in conjunction with health care personnel, have developed activities that the entire family participates in so they can get to know and understand each other better and develop better communication.

Ms. Jongkol said it is right to involve parents, but you can still teach children to build their own immunization to these behaviors. Even if your parents have a problem you can still follow a different path. You can protect yourself, and differentiate what is bad and what is good.

Ms. Arunee said that her school uses a "parent's zone." They bring parents together and invite an outside instructor to teach them how to be quality parents. They teach them the negative sides of drinking and smoking.

