



Tips for school psychologists from: National Association of School Psychologists



Appropriate resources and information needed to follow through on these tips are contained in the **National Eating Disorders Association Educator and Parent Toolkits**. According to the National Association of School Psychologists, school psychologists should:

- Model healthy attitudes (balanced eating and exercise for health rather than appearance)
- Assist teachers in including healthy body and eating disorder prevention into their curricula
- Know how to approach individuals at risk for an eating disorder
- Refer at-risk students for screening and evaluation as permitted by the student assistance program
- Know how to communicate this information to parents
- Be knowledgeable about making referrals to appropriate community treatment resources
- Learn about the current best practices for eating disorders to support the student and family during the recovery process
- Be aware of the medical complications associated with eating disorders
- Provide support to students in recovery returning to the school setting. Act as a:
 - school contact for treatment team;
 - student advocate (e.g., help student negotiate scheduling conflicts between school and doctor appointments; educate teachers about side effects of student's medication);
 - supportive in-school counselor (e.g., relaxation techniques, supportive and reflective listening, short-term solutions focused or problem solving techniques for in-school issues); and
 - consultant to faculty, administrators, and staff.
- For students in recovery, work with treatment team and school to ensure the reintegration plan takes the student's medical, psychological, and academic needs into account. Upon re-entry, student may need
 - supportive counseling ;
 - medical monitoring;
 - release from physical education classes;
 - meal monitoring ; and
 - communication with treatment team and family.
- Help the school devise a reduced workload for student, alternative assignments for physical education requirements, extended time on assignments/tests, peer tutoring, copies of class notes from missed days, and access to a quiet study location, as needed
- Work with administrators to create a healthy school environment (zero-tolerance of appearance-based teasing and bullying, encourage appropriate school personnel to evaluate school lunches to ensure inclusion of healthy options, **schedule in-services on eating disorders**)
- Promote alternative assignments for class activities that may be triggers for an eating disorder student (weighing-in, co-education swim class, calorie counting in nutrition class)

KEY SOURCE:

www.nasponline.org/publications/cq/cq345eatingdisorders.aspx