



A Center Brief

Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research-Base



This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 Phone: (310) 825-3634; Toll free (866) 846-4843; Fax: (310) 206-8716; E-mail: smhp@ucla.edu
Website: <http://smhp.psych.ucla.edu>

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175) of the U.S. Department of Health and Human Services.

ADDRESSING BARRIERS TO STUDENT LEARNING & PROMOTING HEALTHY DEVELOPMENT: A USABLE RESEARCH-BASE

School systems are not responsible for meeting every need of their students.

But when the need directly affects learning, the school must meet the challenge.

Carnegie Council
Task Force (1989)

As schools evolve their improvement plans in keeping with higher standards and expectations and increased accountability, most planners recognize they must include a comprehensive focus on addressing barriers to student learning and promoting healthy development.¹⁻¹⁵ This awareness finds support in an extensive body of literature. It is illustrated by a growing volume of research on the value of schools, families, and communities working together to provide supportive programs and services that enable students to learn and teachers to teach.¹⁶⁻²² Findings include improved school attendance, fewer behavior problems, improved inter-personal skills, enhanced achievement, and increased bonding at school and at home.²³

Given the promising findings, state and local education agencies all over the country are delineating ways to enhance social, emotional, and behavioral performance as an essential facet of improving academic performance. Among the many initiatives underway are those designed to enhance systems of learning supports to better address barriers to learning and promote healthy development. These initiatives are building on a body of research that clarifies the importance of and bases for comprehensive approaches. This brief highlights the research base for key elements of a comprehensive approach.

About the Research Base

At the outset, we note that research on comprehensive approaches for addressing barriers to learning is still in its infancy. There are, of course, many “natural” experiments underscoring the promise of ensuring all youngsters access to a comprehensive, multifaceted continuum of interventions. These natural experiments are playing out in every school and neighborhood where families are affluent enough to purchase the additional programs and services they feel will maximize their youngsters’ well-being. It is obvious that those who can afford such interventions understand their value. And, not surprisingly, most indicators of well-being, including higher achievement test scores, are correlated with socio-economic status. Available data underscore societal inequities that can be remedied through public financing for comprehensive programs and services.

Most *formal* studies have focused on specific interventions. This literature reports positive outcomes (for school and society) associated with a wide range of interventions. Because of the fragmented nature of available research, the

findings are best appreciated in terms of the whole being greater than the sum of the parts, and implications are best derived from the total theoretical and empirical picture. When such a broad perspective is adopted, schools have a large research base to draw upon in addressing barriers to learning and enhancing healthy development.²⁴

The research-base is highlighted below by organizing examples into the six areas of concern: (1) enhancing classroom teachers' capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development, (2) enhancing school capacity to handle transition concerns confronting students and families, (3) responding to, minimizing impact of, and preventing crisis, (4) enhancing home involvement, (5) outreaching to the community to build linkages and collaborations, and (6) providing special assistance to students and families.

(1) Enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development. When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches for promoting social emotional development). Outcome data related to such matters indicate that they do make a difference.

- Many forms of *prereferral intervention programs* have shown success in reducing learning and behavior problems and unnecessary referrals for special assistance and special education.²⁵⁻³¹
- Although only a few *tutoring programs* have been evaluated systematically, available studies report positive effects on academic performance when tutors are trained and appropriately used.^{32-38, 126-27}
- And, of course, *programs that reduce class*

size are finding increases in academic performance and decreases in discipline problems.³⁹⁻⁴³

(2) Enhancing school capacity to handle the variety of transition concerns confronting students and their families. It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years, a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and in learning. Thus, schools must plan, develop, and maintain a focus on the variety of transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before and after school programs to enrich learning and provide recreation in a safe environment, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education), welcoming and social support programs, school-to-career programs, and programs to support moving to post school living and work. Interventions to enable successful transitions have made a significant difference in how motivationally ready and able students are to benefit from schooling. For instance:

- Available evidence supports the positive impact of *early childhood programs* in preparing young children for school. The programs are associated with increases in academic performance and contributes to decreases in discipline problems in later school years.^{44-49, 128-30}
- There is enough evidence that *before- and after-school programs* keep kids safe and steer them away from crime, and some evidence suggesting such programs can improve academic performance.^{50-53, 131}
- Evaluations show that well-conceived and implemented *articulation programs* can successfully ease students' transition between grades,⁵⁴⁻⁵⁶ and preliminary evidence suggests the promise of programs that provide *welcoming and social support* for children and families transitioning into a new school.^{57, 58}
- Initial studies of programs for transition *in and out of special education* suggest the interventions can enhance students' attitudes about school and self and can improve their academic performance.⁵⁹⁻⁶¹

- Finally, programs providing *vocational training and career education* are having an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.⁶²⁻⁶⁶

(3) Responding to, minimizing impact, and preventing crisis. The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided as necessary and appropriate so that students can resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address school safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, curriculum approaches to preventing crisis events (violence, suicide, and physical/sexual abuse prevention). Current trends are stressing school- and community-wide prevention programs. Most research in this area focuses on

- programs designed to ensure a *safe and disciplined school environment* as a key to deterring violence and reducing injury
- *violence prevention and resiliency curriculum* designed to teach children anger management, problem-solving skills, social skills, and conflict resolution.

In both instances, the evidence supports a variety of practices that help reduce injuries and violent incidents in schools.^{67-85, 132-35}

(4) Enhancing home involvement. In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (a) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (b) help those in the home meet basic

obligations to the student, (c) improve systems to communicate about matters essential to student and family, (d) strengthen the home-school connection and sense of community, (e) enhance participation in making decisions essential to the student's well-being, (f) enhance home support related to the student's basic learning and development, (g) mobilize those at home to problem solve related to student needs, and (h) elicit help (support, collaborations, and partnerships) from the home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site). A few examples illustrate the growing research-base for expanded home involvement.

- *Adult education* is a proven commodity in general and is beginning to be studied in terms of its impact on home involvement in schooling and on the behavior and achievement of youngsters in the family. For example, evaluations of adult education in the form of *family literacy* are reporting highly positive outcomes with respect to preschool and kindergarten children, and findings on family literacy report positive trends into the elementary grades.^{86, 136}
- Similarly, evaluations of *parent education* classes indicate the promise of such programs with respect to improving parent attitudes, skills, and problem solving abilities; parent-child communication; and in some instances the child's school achievement.^{87-90, 137} Data also suggest an impact on reducing children's negative behavior.⁹¹⁻⁹⁹
- More broadly, programs to *mobilize the home in addressing students' basic needs* effect a range of behaviors and academic performance.^{100, 138}

(5) Outreaching to the community to build linkages and collaborations. One aim of outreach to the community is to develop greater

involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and

enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and individuals with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students— especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly – including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity.

(Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

The research-base for involving the community is growing.

- A popular example are the various *mentoring and volunteer programs*. Available data support their value for both students and those from the community who offer to provide such supports. Student outcomes include positive changes in attitudes, behavior, and academic performance (including improved school attendance, reduced substance abuse, less school failure, improved grades).¹⁰¹⁻¹⁰⁵
- Another example are the efforts to outreach to the community to develop *school-community collaborations*. A reasonable inference from available data is that school-community collaborations can be successful and cost-effective over the long-run.¹⁰⁶⁻¹¹⁰ They not only improve access to services, they seem to encourage schools to open their doors in ways that enhance recreational, enrichment, and remedial opportunities and family involvement. A few have encompassed concerns for economic development and have demonstrated the ability to increase job opportunities for young people.

Another aim of outreach to the community is to collaborate to enhance the engagement of young people to directly strengthen youngsters, families, and neighborhoods. Across the country a dialogue has begun about how to both promote youth development and address barriers to development and learning. In this respect, increasing attention has been paid to interventions to promote healthy development, resiliency, and assets. There is widespread agreement that communities should coalesce resources and strengthen opportunities for healthy, holistic development and learning in responsive environments.

- **Responsive and Caring Environments –** Engagement is fostered if the environment (1) creates an atmosphere where youngsters feel welcome, respected, and comfortable, (2) structures opportunities to develop caring relationships with peers and adults, (3) provides information, counseling, and expectations that enable them to determine what it means to care for themselves and to care for a definable group, and (4) provides opportunities, training, and expectations that encourage contributing to the greater good through service, advocacy, and active problem solving with respect to important matters.¹⁴⁰
- **Facilitating Holistic Development –** Research has focused on interventions to provide for (1) basic needs – nutrition, shelter, health, and safety, (2) effective parenting and schooling using appropriate structure and expectations, and (3) more opportunities for recreation, enrichment, and creativity and for community, civic and religious involvement. Findings indicate that features of positive developmental settings include: physical and psychological safety; appropriate structure; supportive relationships; opportunities to belong; positive social norms; support for efficacy and mattering; opportunities for skill building; integration of family, school, and community efforts.¹⁴¹

After evaluating programs designed to promote youth development, Catalano and his colleagues report:

“Effective programs address and range of positive youth development objectives yet shared common themes. All sought to strengthen social, emotional, cognitive and/or behavioral competencies, self-efficacy, and

family and community standards for healthy social and personal behavior.... The youth competency strategies varied among program from targeting youth directly with skills training sessions, to peer tutoring conducted by at-risk youth, to teacher training that resulted in better classroom management and instruction. The evidence showed an associated list of important outcomes including better school attendance, higher academic performance, healthier peer and adult interactions, improved decision-making abilities, and less substance use and risky sexual behavior.”¹⁴²

(6) Providing special assistance for students and families. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. School-owned, based, and linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full services schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the

current contribution and future promise of work in this area. For example:

- The more *comprehensive approaches* not only report results related to ameliorating health and psychosocial problems, they are beginning to report a range of academic improvements (e.g., increased attendance, improved grades, improved achievement, promotion to the next grade, reduced suspensions and expulsions, fewer dropouts, increased graduation rates).¹¹¹⁻¹²⁰
- A rapidly increasing number of *targeted interventions* are reporting positive results related to the specific problems addressed (e.g., reduced behavior, emotional, and learning problems, enhanced positive social-emotional functioning, reduced sexual activity, lower rates of unnecessary referral to special education, fewer visits to hospital emergency rooms, and fewer hospitalizations).^{121-125, 139}

Concluding Comments

Taken as a whole, the research-base for initiatives to pursue a comprehensive focus on addressing barriers to student learning and promoting healthy development indicates a range of activity that can enable students to learn and teachers to teach. The findings also underscore that addressing major psychosocial problems one at a time is unwise because the problems are interrelated and require multifaceted and cohesive solutions. In all, the literature both provides models for content of such activity and also stresses the importance of coalescing such activity into a comprehensive, multifaceted approach.

References Cited

1. Adelman, H.S. & Taylor, L. (1997). Addressing barriers to learning: Beyond school-linked services and full service schools. *American Journal of Orthopsychiatry*, 67, 408-421.
2. Adelman, H.S. & Taylor, L. (1998). Reframing mental health in schools and expanding school reform. *Educational Psychologist*, 33, 135-152.
3. Adelman, H.S. & Taylor, L. (2000). Looking at school health and school reform policy through the lens of addressing barriers to learning. *Children Services: Social Policy, Research, and Practice*, 3, 117-132.
4. Allensworth, D., Wyche, J., Lawson, E., & Nicholson, L. (Eds.), (1997). *Schools and health: Our nation's investment*. Washington, DC: Nat. Academy Press.
5. Carnegie Council on Adolescent Development's Task Force on Education of Young Adolescents (1989). *Turning Points: Preparing American Youth for the 21st Century*. Washington, DC: Author.
6. Center for Mental Health in Schools (1998). *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning*. Los Angeles, CA: Author.
7. Center for Mental Health in Schools (1999). *Policymakers guide to restructuring student support resources to address barriers to learning*. Los Angeles: Author (at UCLA).
8. Comer, J. (1988). Educating poor minority children. *Scientific American*, 259, 42-48.
9. Dryfoos, J. (1998). *Safe passage: Making it through adolescence in a risky society*. New York: Oxford University Press.
10. Hargreaves, A.(Ed.). (1997). *Rethinking Educational Change with Heart and Mind* (1997 ASCD Yearbook). Alexandria, VA: ASCD.
11. Kirst, M.W., & McLaughlin, M. (1990). Rethinking children's policy: Implications for educational administration. In B. Mitchell & L.L. Cunningham (Eds.), *Educational leadership and changing context of families, communities, and schools: 89th yearbook of the National Society for the Study of Education*. (Part 2, pp. 69-90). Chicago: University of Chicago Press.
12. Knitzer, J., Steinberg, Z., & Fleisch, B. (1990). *At the schoolhouse door: An examination of programs and policies for children with behavioral and emotional problems*. NY: Bank Street College.
13. Marx, E. & Wooley, S.F. with Northrop, D. (Eds.), *Health is academic: A Guide to coordinated school health programs*. Teachers College Press.
14. Schorr, L.B. (1988). *Within our reach: Breaking the cycle of disadvantage*. New York: Doubleday.
15. Schorr, L.B. (1997). *Common purpose: Strengthening families and neighborhoods to rebuild America*. New York: Anchor Press.
16. Adler, L., & Gardner, S. (Eds.), (1994). *The politics of linking schools and social services*. Washington, DC: Falmer Press.
17. Center for Mental Health in Schools (1999). *School-community partnerships: A guide*. Los Angeles: Author (at UCLA).
18. Center for Mental Health in Schools (1999). "Policymakers" guide to restructuring student support resources to address barreirs to learning. Los Angeles: Author (at UCLA)
19. Kretzmann, J. (1998). *Community-based development and local schools: A promising partnership*. Evanston, IL: Institute for Policy Research.
20. Lawson, H., & Briar-Lawson, K. (1997). *Connecting the dots: Progress toward the integration of school reform, school-linked services, parent involvement and community schools*. Oxford, OH: The Danforth Foundation and the Institute for Educational Renewal at Miami University.
21. Melaville, A. & Blank, M.J. (1998). *Learning together: The developing field of school-community initiatives*. Flint, MI: Mott Foundation.
22. Sailor, W. & Skrtic, T.M. (1996). School/community partnerships and educational reform: Introduction to the topical issue. *Remedial and Special Education*, 17, 267-270, 283.
23. See the compilation of research data gathered by the Center for Mental Health in Schools (2000). *A sampling of outcome findings from interventions relevant to addressing barriers to learning*. Los Angeles: Author (at UCLA)
24. Iowa Department of Educaion (no date). *Developing Iowa's future – every child matters: Success4*. Des Moines: Author.
25. Bry, B.H. (1982). Reducing the incidence of adoles-cent problems through preventive intervention: One and five year follow-up. *American Journal of Community Psychology*, 10:265-276.
26. Fuchs, D., Fuchs, L. S., and Bahr, M. W. (1990). Mainstream assistance teams: Scientific basis for the art of consultation. *Exceptional Children*, 57, 128-139.
27. O'Donnell, Julie, Hawkins, J. David, Catalano, Richard F., Abbot, Robert D., & Day, Edward (1995). Preventing school failure, drug use, and delinquency among low-income children: Long-term intervention in elementary schools. *American Journal of Orthopsychiatry*, 65, 87-100.
28. Nelson, J.R., Carr, B.A., & Smith, D.J. (1997). Managing Disruptive Behaviors in School Settings: The THINK TIME Strategy. *Communique*, 25, 24-25.
29. Shure, M.B. *Interpersonal Problem Solving and Prevention: Five Year Longitudinal Study*. Prepared for Department of Health and Human Services, Public Health Service, NIMH, 1993.
30. Smith, L.J., Ross, S.M., & Casey, J.P. (1994). *Special education analyses for Success for All in four cities*. Memphis: University of Memphis, Center for Research in Educational Policy.
31. Sugai, G., & Horner, R.H. (1999). Discipline and behavioral support: Preferred processes and practices. *Effective School Practices*, 7, 10-22.
32. Cohen, P. A., Kuklik, J. A., & Kuklik, C-L. C. (1982). Educational outcomes of tutoring: A meta analysis of findings. *American Educational Research Journal*, 237-248.

33. Cooper, R., Slavin, R.E., & Madden N.A. (1998). Success for All: Improving the quality of implementation of whole-school change through the use of a national reform network. *Education and Urban Society*, 30, (3), 385-408.
34. Giesecke, D., Cartledge, G., & Gardner III, R. (1993). Low-achieving students as successful cross-age tutors. *Preventing School Failure*, 37, 34-43.
35. Martino, L. R. (1994). Peer tutoring classes for young adolescents: A cost-effective strategy. *Middle School Journal*, 25, 55-58.
36. Ross, S.M., Nunnery, J., & Smith, L.J. (1996). *Evaluation of Title I Reading Programs: Amphitheater Public Schools. Year 1: 1995-96*. Memphis: University of Memphis, Center for Research in Educational Policy.
37. Rossi, R. J. (1995). *Evaluation of projects funded by the School Dropout Demonstration Assistance Program: Final evaluation report, Volume I: Findings and recommendations*. Prepared by: American Institutes for Research, P. O. Box 1113, Palo Alto, CA 94302.
38. Slavin, R.E., Madden, N.A., Dolan, L., Wasik, B.A., Ross, S.M., Smith, L.J. & Dianda, M. (1996). Success for All: A summary of research. *Journal of Education for Students Placed at Risk*, 1, 41-76.
39. Egelson, P., Harman, P., and Achilles, C. M. (1996). *Does Class Size Make a Difference? Recent Findings from State and District Initiatives*. Washington, DC: ERIC Clearinghouse. ED 398644.
40. Molnar, A., Percy, S., Smith, P., and Zahorik, J. (December 1998). *1997-98 Results of the Student Achievement Guarantee in Education (SAGE) Program*. Milwaukee, WI: University of Wisconsin-Milwaukee.
41. Pritchard, I., (1999). *Reducing Class Size What Do We Know?* National Institute on Student Achievement, Curriculum and Assessment, Office of Educational Research and Improvement, USDOE.
42. Robinson, G. E. and Wittebols, J H. (1986). *Class size research: A related cluster analysis for decision-making*. Arlington, VA: Education Research Service
43. Wright, E.N., Stanley M., Shapson, G.E., and Fitzgerald, J. (1977). *Effects of class size in the junior grades: A study*. Toronto: Ontario Institute for Studies of Education.
44. Cryan, J., Sheehan, R., Weichel, J., and Bandy-Hedden, I.G. (1992). Success Outcomes of Full-day Kindergarten: More Positive Behavior and Increased Achievement in the Years After. *Early Childhood Research Quarterly*, 7, 187-203.
45. Gomby, D.S., Lerner, M.B., Stevenson, C.S., Lewit, E.M., and Behrman, R.E. (1995) Long-term outcomes of early childhood programs: Analysis and recommendations. *The Future of Children*, 5, 6-24.
46. Even Start: *Evidence from the past and a look to the future. Planning and evaluation service analysis and highlights*.
<http://www.ed.gov/pubs/EvenStart/highlights.html>.
47. Head Start (1997). *First progress report on the head start program performance measures*. Prepared for: Admin. on Children, Youth and Families, Head Start Bureau, by Caliber Associates, Ellsworth Associates, Westat, Mathematica Policy Research,
http://www2.acf.dhhs.gov/programs/hsb/html/final_report.html
48. Karweit, N. (1992). The kindergarten experience. *Educational Leadership*, 49, 82-86.
49. Yoshikawa, H. (1995) Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency. *The Future of Children*, 5(3), 51-75.
50. Lattimore, C.B., Mihalic, S.F., Grotmeter, J.K., & Taggart, R. (1998). *Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program*. Boulder, CO: Center for the Study and Prevention of Violence.
51. Posner, J.K., and Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.
52. Safe and Smart: Making After-School Hours Work for Kids (1998). See:
<http://www.ed.gov/pubs/SafeandSmart/>
53. Seppanen, P.S, and others. (1993). *National study of before- and after-school programs: Final report*. eric-web.tc.columbia.edu/abstracts/ed356043.html
54. Felner, R.D., Ginter, M. & Primavera, J. (1982). Primary prevention during school transitions: Social support and environmental structure. *American Journal of Community Psychology*, 10, 277-289.
55. Greene, R.W., & Ollendick, T.H. (1993). Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school. *Journal of Community Psychology*, 21, 162-176.
56. Hellem, D.W. (1990). Sixth grade transition groups: An approach to primary prevention. *Journal of Primary Prevention*, 10(4), 303-311.
57. Felner, R.D., Brand, S., Adan, A.M., Mulhall, P.F., Flowers, N., Sartain, B., & DuBois, D.L. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups and extensions of the School Transitional Environment Project (STEP). In L.A. Jason, K.E. Danner, & K.S. Kurasaki, (Eds.) *Prevention and school transitions: prevention in human services*. NY: Haworth Press,.
58. Jason, L.A., Weine, A.M., Johnson, J.H., Danner, K.E., Kurasaki, K.S., & Warren-Sohlberg, L. The School Transitions Project: A comprehensive preventive intervention. *Journal of Emotional and Behavioral Disorders*, 1, 65-70.
59. Blalock, G. (1996). Community transition teams as the foundation for transition services for youth with learning disabilities. *Journal of Learning Disabilities*, 29, 148-159.
60. Smith, G. & Smith, D. (1985). A mainstreaming program that really works. *Journal of Learning Disabilities*, 18, 369-372.

61. Wang, M.C. & Birch, J.W. (1984). Comparison of a full-time mainstreaming program and a resource room approach. *Exceptional Children*, 51, 33-40.
62. Biller, E.F. (1987). *Career decision making for adolescents and young adults with learning disabilities: Theory, research and practice*. Springfield, IL: Charles C. Thomas.
63. Hackett, H. & Baron, D. (1995). Canadian action on early school leaving: A description of the national stay-in-school initiative. *ERIC Digest*. ED399481.
64. Miller, J.V., and Imel, S. (1986). Some current issues in adult, career, and vocational education. In E. Flaxman. (Ed.), *Trends and issues in education*. Washington, DC: Council of ERIC Directors, Educational Resources Information Center, Office of Educational Research and Improvement, U.S. Department of Education, 1987. ED 281 897.
65. Naylor, M. (1987). Reducing the dropout rate through career and vocational education. Overview. *ERIC Digest* ED 282094.
66. Renihan, F., Buller, E., Desharnais, W., Enns, R., Laferriere, T., & Therrien, L. (1994). Taking stock: An assessment of The National Stay-In-School Initiative. Hull, PQ: Youth Affairs Branch, Human Resources Development Canada.
67. Altman E. (1994). *Violence Prevention Curricula: Summary of Evaluations*. Springfield, Ill: Illinois Council for the Prevention of Violence.
68. Bureau of Primary Health Care (no date). *Healing Fractured Lives: How Three School-Based Projects Approach Violence Prevention and Mental Health Care*. Washington, DC: U.S. DHHS. Carter, S.L. (1994). Evaluation report for the New Mexico center for dispute resolution. *Mediation in the Schools Program, 1993-1994 school year*. Albuquerque: Center for Dispute Resolution.
69. Davidson, L.L., Durkin, M.S., Kuhn, L., O'Connor, P., Barlow, B., & Heagarty, M.C. (1994). The impact of the Safe Kids/Health Neighborhoods Injury Prevention Program in Harlem, 1988-1991. *American Journal of Public Health*, 84, 580-586.
70. Embry, D.D., Flannery, D.J., Vazsonyi, A.T., Powell, K.E., & Atha, H. (1996). PeaceBuilders: A theoretically driven, school-based model for early violence prevention. *American Journal of Preventive Medicine. Youth Violence Prevention: Description and Baseline Data from 13 Evaluation Projects (Supp.)*, 12 (5), 91-100.
71. Farrell, A.D. & Meyer, A.L., & Dahlberg, L.L. (1996). The effectiveness of a school-based curriculum for reducing violence among urban sixth-grad students. *American Journal of Public Health*, 87, 979-984.
72. Farrell, A.D., Meyer, A.L. & Dahlberg, L.L. (1996). Richmond youth against violence; A school based program for urban adolescents. *American Journal of Preventive Medicine*, 12, 13-21.
73. Farrell, A.D. & Meyer, A.L. (in press). Social Skills Training to Promote Resilience in Urban Sixth Grade Students: One product of an action research strategy to prevent youth violence in high-risk environments. *Education and Treatment of Children*.
74. Grossman, D.C., Neckerman, H.J., Koepsell, T.D., Liu, P. Asher, K.N., Beland, K., Frey, K., & Rivara, F.P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school: A randomized controlled trial. *Journal of the American Medical Association*, 277(20), 1605-11.
75. Jason, L.A., & Burrows, B. (1983). Transition training for high school seniors. *Cognitive Therapy and Research*, 7, 79-91.
76. Klingman, A., & Hochdorf, Z. (1993). Coping with distress and self-harm: The impact of a primary prevention program among adolescents. *Journal of Adolescence*, 16, 121-140.
77. Knoff, H.M. & Batsche, G. M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. *School Psychology Review*, 24(4), 579-603.
78. Orbach, I., & Bar-Joseph, H. (1993). The impact of a suicide prevention program for adolescents on suicidal tendencies, hopelessness, ego identity and coping. *Suicide and Life-Threatening Behavior*, 23(2), 120-29.
79. Poland, S. (1994). The role of school crisis intervention teams to prevent and reduce school violence and trauma. *School Psychology Review*, 23, 175-189.
80. Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). *Safe, drug-free, and effective schools for ALL students: What works!* Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.
81. Tolan, P. H. & Guerra, N. G. (1994). *What Works in Reducing Adolescent Violence: An Empirical Review of the Field*. Boulder, CO: Center for the Study and Prevention of Violence
82. Walker, H.M., Colvin, G., Ramsey, E. (1995). *Anti-Social Behavior in Schools: Strategies and Best Practices*. Pacific Grove, California: Brooks/Cole..
83. Walker, H.M., Severson, H.H., Feil, E.G., Stiller, B., & Golly, A. (1997). *First step to success: Intervening at the point of school entry to prevent antisocial behavior patterns*. Longmont, CO: Sopris West.
84. Walker, H.M., Stiller, B., Severson, H.H., Kavanagh, K., Golly, A., & Feil, E.G. (in press). First step to success: An early intervention approach for preventing school antisocial behavior. *Journal of Emotional and Behavioral Disorders*, 5(4).
85. *Even Start: An Effective Literacy Program Helps Families Grow Toward Independence*, NCFL, 1997. National Center for Family Literacy website: www.famil.org/research/research.html
86. Dishion, T.J., Andrews, D.W. (1995). Preventing escalation in problem behaviors with high-risk young adolescents: Immediate and one-year outcomes. *Journal of Consulting and Clinical Psychology*, 63, 538-548.

87. Dishion, T. J., Andrews, D.W., Kavanagh, K., & Soberman, L.H. (1996). Chapter 9, preventive interventions for high-risk youth: The adolescent transitions program. In Peteres, R., & McMahon, R. (Eds.), *Preventing Childhood Disorders, Substance Abuse, and Delinquency*. Thousand Oaks, CA: Sage Publications, 184-218.
88. Lally, J.R., Mangione, P.L., & Honig, A.S. (1988). The Syracuse University Family Development Research Program: Long-range impact on an early intervention with low-income children and their families. In D.R. Powell and Irving E. Sigel (eds.), *Parent Education as Early Childhood Intervention: Emerging Direction in Theory, Research, and Practice. Annual Advances in Applied Developmental Psychology, Volume 3*. Norwood, NJ: Ablex Publish
89. Spoth, R., Redmond, C., Haggerty, K., & Ward, T. (1995). A controlled parenting skills outcome study examining individual differences and attendance effects. *Journal of Marriage and the Family, 57*: 449. ing Corp.
90. Aktan, B.B., Kumpfer, K.L., & Turner, C. (1996). The Safe Haven Program: Effectiveness of a family skills training program for substance abuse prevention with inner city African-American families. *Journal of Drugs in Society*.
91. Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research, 11*, 12-35.
92. Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and student' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal, 32*, 627-658.
93. Berrueta-Clement, J. R., Schweinhart, L. J., Barnett, W. S., Epstein, A. S., Weikart, D. P. (1984). *Changed Lives: The Effects of the Perry Preschool Program on Youths Through Age 19*. Ypsilanti, MI: High/Scope Press.
94. Epstein, Ann S. (1993). *Training for Quality: Improving Early Childhood Programs through Systematic Inservice Training*. Ypsilanti, MI: The High/Scope Press.
95. McDonald, L., Billingham, S., Dibble, N., Rice, C., & Coe-Braddish, D. (January, 1991). Families and Schools Together: An innovative substance abuse prevention program. *Social Work in Education: A Journal of Social Workers in School, 13*, 118-128.
96. O'Donnell, Julie, Hawkins, J. David, Catalano, Richard F., Abbot, Robert D., & Day, Edward (1995). Preventing school failure, drug use, and delinquency among low-income children: Long-term intervention in elementary schools. *American Journal of Orthopsychiatry, 65*, 87-100.
97. Schweinhart, L.J., Barnes, H.V., Weikart, D.P. *Significant benefits: The High/Scope Perry Preschool Study Through Age 27*. Monographs of the High/Scope Educational Research Foundation, Number Ten. Ypsilanti: High/Scope Foundation, 1993.
98. Tremblay, Richard E., Vitaro, Frank, Bertrand, Lluclie, LeBlanc, Marc, Beauchesne, Helene, Bioleau, Helene, & David, Lucille (1992). Parent and child training to prevent early onset of delinquency: The Montreal longitudinal Experimental Study. In Joan McCord & Richard Tremblay (eds.), *Preventing Antisocial Behavior: Interventions from Birth through Adolescence*. New York: Guilford Press.
99. Epstein, J. (1995). School/family/community partnerships: Caring for the children we share. *Phi Delta Kappan, 76*, 701-713.
100. Armstrong, P.M., Davis, P. & Northcutt, C. *Year end and final evaluation reports, Project years 1985-1986 and 1986-1987*. San Francisco School Volunteers, San Francisco Unified School District, San Francisco, California.
101. Carney, J.M., Dobson, J.E. & Dobson, R.L. (1987). Using senior citizen volunteers in the schools. *Journal of Humanistic Education and Development, 25* (3), 136-143.
102. Grossman, J.B. & Garry, E.M. (1997). *Mentoring -- A Proven Delinquency Prevention Strategy*; U.S. Department of Justice - Office of Justice Program - Office of Juvenile Justice and Delinquency Prevention; <http://www.ncjrs.org/txtfiles/164834.txt>
103. Davis, N. (1999). *Resilience: Status of the research and research-based programs*. Substance Abuse and Mental Health Administration Center for Mental Health Services Division of Program Development, Special Populations & Projects Special Programs Development Branch. Phone: 301/443-2844.
104. Michael, B. (1990). *Volunteers in Public Schools*. National Academy Press: Washington, DC. Public/Private Ventures (1994). *Big Brothers / Big Sisters: A study of volunteer recruitment and screening*. Philadelphia: Public/Private Ventures.
105. Cahill, M., Perry, J., Wright, M. & Rice, A. (1993). *A documentation report of the New York Beacons initiative*. New York: Youth Development Institute.
106. Davis, N. (1999). *Resilience: Status of the research and research-based programs*. Substance Abuse and Mental Health Administration Center for Mental Health Services Division of Program Development, Special Populations & Projects Special Programs Development Branch. Phone: 301/443-2844.
107. Melaville, A. & Blank, M. (1998). *Learning together: The Developing Field of School-Community Initiatives*. Washington, DC: Institute for Educational Leadership & National Center for Community Education.
108. Shames, S. (1997). *Pursuing the dream: What helps children and their families succeed*. Chicago: Coalition.
109. Woodruff, D., Shannon, N. & Efimba, M. (1998). Collaborating for success: Merritt elementary extended school. *Journal of Education for Students Placed at Risk, (1)*, 11-22.

110. Botvin, G.J., Mihalic, S.F., & Grotzinger, J.K. (1998). *Blueprints for Violence Prevention, Book Five: Life Skills Training*. Boulder, CO: Center for the Study and Prevention of Violence.
111. Bureau of Primary Health Care: *School-Based Clinics that Work*. Washington, DC: Division of Special Populations, Health Resources and Services Administration, HRSA 93-248P, 1993.
112. Caplan, M., Weissberg, R.P., Grober, J.S., Sivo, P.J., Grady, K., Jacoby, C. (1992). Social Competence Promotion with inner-city and suburban young adolescents: Effects on social adjustment and alcohol use. *Journal of Consulting and Clinical Psychology*, 60, 56-63.
113. Catalano, R.F., Haggerty, K.P., Fleming, C.B., & Brewer, D.D. Focus on Families: Scientific findings from family prevention intervention research. *NIDA Research Monograph*, in press.
114. Dryfoos, J.G., Brindis, C., & Kaplan, D.W. Research and Evaluation in School-Based Health Care. *Adolescent Medicine: State of the Art Reviews*. Vol. 7, No. 2, June 1996. Philadelphia: Hanley & Belfus, Inc.
115. Henggler, S.W. (1998). Multisystemic therapy. In D.S. Elliott (Ed.), *Blueprints for violence prevention*. Boulder, CO: Center for the Study and Prevention of Violence.
116. *Healthy Start Works*. A Statewide Profile of Healthy Start Sites. California Department of Education, Healthy Start and After School Partnerships Office, March 1999. Contact (916) 657-3558.
117. Institute for At-Risk Infants, Children and youth, and their Families: *The effect of putting health services on site, Example 1. A Full Services School Assembly*, Tallahassee, Florida Department of Education, Office of Interagency Affairs, 1994.
118. Stroul, B.A. (September 1993). *From Systems of Care for Children and Adolescents with Severe Emotional Disturbances: What are the Results?* CASSP Technical Assistance Center, Georgetown University Child Development Center, 3800 Reservoir Road, N.W., Washington, DC 20007, (202)687-8635.
119. Warren, C. (1999). *Lessons from the Evaluation of New Jersey's School-Based Youth Services Program*. Prepared for the National Invitational Conference on Improving Results for Children and Families by Connecting Collaborative Services with School Reform Efforts.
120. Alexander, J., Barton, C., Gordon, D., Grotzinger, J., Hansson, K., Harrison, R., Mears, S., Mihalic, S., Parsons, B., Pugh, C., Schulman, S., Waldron, H., & Sexton, T. (1998). *Blueprints for Violence Prevention, Book Three: Functional Family Therapy*. Boulder, CO: Center for the Study and Prevention of Violence.
121. Ellickson, P. L. (1998). Preventing adolescent substance abuse: Lessons from the Project ALERT program. In J. Crane (Ed.), *Social Programs that Really Work*. New York: Russell Sage, pp. 201-224.
122. Gillham, J.E., Reivich, K.J, Jaycox, L.H, & Seligman, M.E.P. (1995). Prevention of depressive symptoms in schoolchildren: Two-year follow-up. *Psychological Science*, 6, 343-351.
123. Lochman, J.E., Coie, J., Underwood, M., & Terry, R. (1993). Effectiveness of a social relations intervention program for aggressive and nonaggressive, rejected children. *Journal of Consulting and Clinical Psychology*, 61, 1053-58.
124. An Evaluation of the Early Mental Health Initiative's Primary Intervention Program and enhanced Primary Intervention Program for the 1994-95 Academic Year. Submitted to the State of California Department of Mental Health, Rochester, NY: Primary Mental Health Project, Inc., Nov. 1995.
125. Prinz, R.J., Blechman, E.A., & Dumas, J.E. (1994). An evaluation of peer coping-skills training for childhood aggression. *Journal of Clinical Child Psychology*, 23, 193-203.
126. Baker, S., Gersten, R., & Keating, T. (2000). When less may be more: A 2-year longitudinal evaluation of a volunteer tutoring program requiring minimal training. *Reading Research Quarterly*, 35 (4), 494-519.
127. Invernizzi, M., Rosemary, C., Juel, C. & Richards, H.C. (1997). At-risk readers and community volunteers: A 3-year perspective. In Lawrence Erlbaum Associates, Inc., *Scientific Studies of Reading*, 1(3), 277-300.
128. Henderson, A.T. & Mapp, K.L. (Eds.) (2002). *A New Wave of Evidence: The Impact of School, Family, and Connections on Student Achievement, Annual Synthesis 2002*. National Center for Family & Community Connections with Schools, Southwest Educational Development Laboratory.
129. Brigman, G.A. & Webb, L.D. (2003). Ready to learn: Teaching kindergarten students school success skills. *Journal of Educational Research*, 96(5), 286-292.
130. Reynolds, A.J., Temple, J.A., Robertson, D.L., & Mann, E.A. (2001). Long-term effects of an early childhood intervention on educational achievement and juvenile arrest. *JAMA: Journal of the American Medical Association*, 285(18), 2339-2346.
131. Ferrin, D. & Amick, S. (2002). San Diego's 6 to 6: A community's commitment to out-of-school time. *New Directions for Youth Development*, 94, 109-117.
132. Symons, C.W., Cinelli, B., James, T.C., & Groff, P. (1997). Bridging student health risk and academic achievement through comprehensive school health programs. *Journal of School Health*, 67(6), 220-227.
133. Nelson, R.J. (2001). Designing schools to meet the needs of students who exhibit disruptive behavior. In Walker, H. & Epstein, M. (Eds.). *Making Schools Safer and Violence Free: Critical Issues, Solutions, and Recommended Practices*. Austin, TX: PRO-ED. Johnson, D.W. & Johnson, R.T. (1996). Conflict resolution and peer mediation programs in elementary and secondary schools: Review of the research. *Review of Educational Research*, 66, 459-506.
134. Rollin, S.A., Kaiser-Ulrey, C., Potts, I., & Creason, A.H. (2003). A school-based violence prevention model for at-risk eighth grade youth. *Psychology in the Schools*, 40(4), 403-415.

135. Jordan, G.E., Snow, C.E. & Porche, M.V. (2000). Project EASE: The effect of a family literacy project on kindergarten students' early literacy skills. *Reading Research Quarterly*, 35(4), 524-546.
136. Epstein, J.L., Simon, B.S., & Salinas, K.C. (1997). Involving parents in homework in the middle grades. Baltimore, MD: Johns Hopkins.
137. Gorman-Smith, D., Tolan, P.H., Henry, D.B., Leventhal, A. (2002). Predictors of participation in a family-focused preventive intervention for substance use. *Psychology of Addictive Behaviors*, 16(Suppl 4), S55-S64.
138. Gottfredson, D.C. & Wilson, D.B. (2003). Characteristics of effective school-based substance abuse prevention. *Prevention Science*, 4(1), 27-38.
139. Pittman, K., Irby, M., Tolman, J., Yohalem, N., & Ferber, T. (2001) *Prevention problems promoting development, encouraging engagement: Competing priorities or inseparable goals?* Washington, DC: The Forum for Youth Investment.
140. Eccles, J. & Gootman, J. (Eds.) (2002) *Community Programs to Promote Youth Development*. Washington, DC: National Academies Press.
141. Catalano, R., Berglund, M., Tyan, J. , Lonczak, H., Hawkins, J.D., (1998) *Positive Youth Development in the United States: Research Findings on Evaluations of Positive Youth Development Programs* (<http://aspec.hhs.gov/hsp/PositiveYouthDev99/>)

A. For Additional analysis of the impact of classroom focused programs See:

1. Safe and sound: An educational Guide to Social and Emotional Learning (SEL) Programs.
<http://www.casel.org/pub/safeandsound.pph>
2. WHAT WORKS Clearinghouse: Interventions for preventing High School Dropout.
Dropout Prevention abstract.
<http://ies.ed.gov/ncee/wwc/reports/dropouts/abstract.asp>

B. For Additional Analysis of the impact of Transition Programs See:

1. Durlak, J.A., & Weissberg, R.P. (2007) *The Impact of after-school programs that promote personal and social skills*. Chicago, IL: Collaborative for Academic, Social and Emotional Learning.
This Document may be retrieved from: <http://www.casel.org>
2. Highly Mobile Children: Addressing Educational Challenges.
http://www.serve.org/nche/ibt/educ_mobile.php

C. For Additional analysis of the impact of Crisis Assistance and Prevention Progress see:

1. The effective use of universal School-Based Programs for the Prevention of the Violent and Aggressive Behavior.
<http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5607al.htm>
2. Best Practices Registry (BPR) For Suicide Prevention
http://www.sprc.org/featured_resources/bpr/index.asp

D. For Additional analysis of the impact of Home/Parent Involvement see:

1. Building the Future of Family involvement.
Harvard Family research Project.
<http://hfrp.org>
2. Results of Family and Community Involvement for Student Success in School International Network of Partnerships Schools, John's Hopkins University
<http://www.csos.jhu.edu/p2000/publications/research.htm>

E. For Additional analysis of the impact of community Outreach for involvement and support, See:

1. Communities in Schools.
<http://www.cisnet.org>
2. National Service-Learning Clearinghouse.
<http://www.servicelearning.org>

F. For Additional analysis of the impact of Family Assistance Program And Services, see:

1. School-based Mental Health: An Empirical Guide For Decision-Makers.
By Krista Kutash, Albert J. Duchnowski, and Nancy Lynn.
<http://rtckids.fmhi.usf.edu/rtcpubs/study04/default.cfm>
2. A Guide to Beneficial Psychotherapy.
American Psychological Association, Division 12.
http://www.apa.org/divisions/divs12/rev_est/

Where's It Happening? Examples of New Directions for Student Support & Lessons Learned

This document describes major examples of trailblazing and pioneering efforts that are playing a role in designing new directions for student support. The work is being carried out at school, district, & state levels. We provide examples of broad-based systemic designs and initiatives, and examples and lessons learned from some specific innovations reported in recent years. Other examples will be added as soon as they are identified and relevant descriptive materials are gathered.

To download the report, click [here](#). To view materials from the sites included, select the relevant link below.

To order a hard copy version of the report, contact the Center.

IOWA: A particularly important document exemplifying New Directions thinking is seen in the recent design for a system of learning supports developed by the State Department of Education in Iowa entitled: "*Developing Our Youth: Fulfilling a Promise, Investing in Iowa's Future - Enhancing Iowa's Systems of Supports for Learning and Development.*" Click [here](#) to download a Brief Summary of the document. Click on "Iowa" below for the full document. Click [here](#) to go to the Learning Supports section of the Iowa Collaboration for Youth Development. Click [here](#) to see excerpts from the Executive Summary of an American Institutes for Research (AIR) evaluation that gathered data related to Iowa's first implementation steps.

Compendium of Initiative Materials

After reading the overview about a particular place (see above [report](#)), take a look at the related materials provided by each.

Examples of Broad-based Systematic Designs and Initiatives

- [Urban Learning Center Design](#) (a comprehensive school reform model included as part of a federal initiative)
- [Hawaii](#) (at state, district, school levels)
- Iowa (state department of education initiative)
 - [Iowa Design for a "System of Learning Supports"](#)
 - [Implementing Learning Supports: An Action Framework](#)
- Ohio (state department of education)
 - [A Comprehensive System of Learning Supports Guidelines](#)
- Berkeley, CA (at district and school levels)
 - [Universal Learning Supports System](#) (Board Policy-5030 & District Guidelines) - February, 2008
 - [Documents previously prepared by the Berkeley Integrated Resources Initiative](#) (January 2007)
- [Harrisburg, PA](#) (at district and school levels)

- [Madison, WI](#) (at district and school levels)
- [St. Paul, MN](#) (at district and school levels)
- California
 - [Proposed legislation for a comprehensive pupil learning supports system](#)
 - [Prevention and Early Intervention School Initiative, Mental Health Services Act](#)
- [Multnomah, OR](#) (at district and school levels)
- New York (state department of education)
 - [Making a Case for Supportive Learning Environments](#) (Supportive Learning Environment standards)
 - Also See: [Toward Safe and Supportive Learning Environments](#)
- Minnesota (Department of Education)
 - [Learning Support Topics](#)

Examples of Places Where Specific Innovations Have Been Reported in Recent Years

- [California](#) (at the state level)
- [Washington](#) (at the state level)
- [Los Angeles, CA](#) (at district and complex levels)
- [Detroit, MI](#) (at district and school levels)
- [Somerset County, MD](#) (at the school level)
- [Richland 2, Columbia, SC](#) (at the district level)

Example of a Formal Proposal for Moving in New Directions

(e.g., proposal to a Superintendent, Student Support Director, Principal, Board, etc. about Integrating a Comprehensive Approach for Addressing Barriers to Learning into School Improvement Planning)

Click [here](#) to download this report which provides a draft of a design proposal that emphasizes integrating a comprehensive approach for addressing barriers to learning into school improvement planning.

Two recent books to aid the New Directions for Student Support Initiative

*[The School Leader's Guide to Student Learning Supports:
New Directions for Addressing Barriers to Learning](#)*

*[The Implementation Guide to Student Learning Supports:
New Directions for Addressing Barriers to Learning](#)*

[About the National Initiative for New Directions for Student Support](#)