

## Bullying As Another *Symptom* of the Need for ESSA Planning to Focus on Transforming Student and Learning Supports

In a recent article, Jim Dillon, a former school administrator, wrote:

The analogy of bullying being like the *invisible canary in a coal mine* is apt for the dilemma facing schools. Bullying, like a canary, should be a signal to staff that something is wrong with the school's climate and culture. Unfortunately, if the signal goes unseen, the problem will continue and probably worsen. ... Bullying, however, is not an isolated problem that emerges from students of questionable character; it is a byproduct *and* a symptom of the climate and culture of the school. To extend the *bullying as canary* analogy: attempts to solve the problem of bullying without exploring it causes is like focusing on the canary rather than dealing with the compromised air that causes it to pass out. ... The problem of bullying will remain entrenched as long as it is treated as a separate and distinct problem that needs 'solving.'  
(<http://smartbrief.com/original/2016/10/bullying-invisible-canary>)

### Bullying: Needed a Comprehensive & Multifaceted Approach

Recognizing bullying as a symptom of the need for systemic changes at a school is critical. Nobody denies school bullying is a major problem, but considerable controversy exists over the best way to address the problem. In a 2011 policy report, we (a) presented a brief analysis and synthesis of the current state of the art, (b) underscored the need to avoid another piecemeal set of policy and practice initiatives, and (c) stressed that the growing emphasis on school bullying provides an opportunity to accelerate development of a unified, comprehensive, and equitable system of student and learning supports.  
(<http://smhp.psych.ucla.edu/pdfdocs/embeddingbullying.pdf>)

The recent publication of *Preventing Bullying Through Science, Policy, and Practice* also underscores the need for a comprehensive and multifaceted approach (National Academies Press – <https://www.nap.edu/catalog/23482/preventing-bullying-through-science-policy-and-practice>). As that report notes:

Composition of peer groups, shifting demographics, changing societal norms, and modern technology are contextual factors that must be considered to understand and effectively react to bullying in the United States. Youth are embedded in multiple contexts, and each of these contexts interacts with individual characteristics of youth in ways that either exacerbate or attenuate the association between these individual characteristics and being a target or perpetrator of bullying. Even the definition of bullying is being questioned, since cyberbullying is bullying but may not involve repetition—a key component in previous definitions of bullying—because a single perpetrating act on the Internet can be shared or viewed multiple times.

Although the public health community agrees that bullying is a problem, it has been prevalence of cyber victimization ranges from 7 to 15 percent of youth difficult for researchers to determine the extent of bullying in the United States. However, the prevalence data that are available indicate that school-based bullying likely affects between 18 and 31 percent of children and youth, and the. These estimates are even higher for some subgroups of youth who are particularly vulnerable to being bullied (e.g., youth who are lesbian, gay, bisexual, and transgender [LGBT]; youth with disabilities). Although these are ranges, they show bullying behavior is a real problem that affects a large number of youth.

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With respect to definition, the report states: “Given the varied use of the terms ‘bullying’ and ‘peer victimization’ in both the research-based and practice-based literature, the committee chose to use a current definition for bullying developed by the Centers for Disease Control and Prevention (CDC):

*Bullying is any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm.*

The report then states that

Not only does this definition provide detail on the common elements of bullying behavior but it also was developed with input from a panel of researchers and practitioners. The committee also followed the CDC in focusing primarily on individuals between the ages of 5 and 18. The committee recognizes that children’s development occurs on a continuum, and so while it relied primarily on the CDC definition, its work and this report acknowledge the importance of addressing bullying in both early childhood and emerging adulthood. The committee followed the CDC in not including sibling violence, dating violence, and bullying of youth by adults....

With respect to prevention, one of the report’s conclusions stresses:

This is a pivotal time for bullying prevention. Reducing the prevalence of bullying and minimizing the harm it imparts on children can have a dramatic impact on children’s well-being and development. Many programs and policies have been developed, but more needs to be known about what types of programs or investments will be most effective. The committee concludes that the vast majority of research on bullying prevention programming has focused on universal school-based programs; however, the effects of those programs within the United States appear to be relatively modest. Multicomponent schoolwide programs appear to be most effective at reducing bullying and should be the types of programs implemented and disseminated in the United States.

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Related to this conclusion, the report also notes that:

There is a growing emphasis on the use of multi-tiered approaches, which leverage universal, selective, and indicated prevention programs and activities. These combined programs often attempt to address at the universal level such factors as social skill development, social-emotional learning or self-regulation, which also tend to reduce the chances that youth would engage in bullying or reduce the risk of being bullied further. Multi-tiered approaches are vertical programs that increase in intensity, whereas multicomponent approaches could be lateral and include different elements, such as a classroom, parent, and individual components bundled together.

### **About Ameliorating Bullying at Schools**

In our Center's 2011 report, we stress that much of the intervention emphasis at schools is on reducing bullying through social control strategies and bullying prevention programs to decrease aggressive behaviors and increase awareness about bullying. The efforts include changing school rules about behavior and how the school handles misbehavior and efforts to affect cognitive, social, and emotional learning and development and peer dynamics.

Where prevention efforts are in place, they are mostly stand-alone programs (e.g., classroom-curricular approaches) and broad-band initiatives aimed at everyone at a given school level. Little intervention attention is paid to underlying causes and to differentiating among bullies with respect to motivation, demographics, etc. Few schools have well-designed approaches for addressing the impact on those bullied or bystanders. And counseling interventions to turn perpetrators around are rare.

Discussions for many years have stressed the need to do more to address the role the school environment plays in exacerbating or protecting against bullying. This includes calls to

- reduce conditions that promote and sustain bullying at school
- pursue school-wide and classroom approaches that establish a positive school culture and climate
- work with peers, families, and others to turn bullies around and in responding to any problems experienced by those who are bullied and those who witness bullying.

### **Using ESSA to Move Toward a Multifaceted Classroom and Schoolwide Intervention Approach**

Bullying is only one of a myriad of behavior, learning, and emotional problems confronting schools each day. In response, schools have developed a variety of interventions. Some are directly concerned with bullying. Others, such as initiatives focusing on schoolwide Positive Behavior Interventions and Supports (PBIS), social and emotional learning, mental health in schools, and school climate, embed bullying concerns into their frameworks.

As outlined in the next section, our Center goes a step beyond current approaches by advocating for embedding all efforts to provide student and learning supports into a comprehensive, multifaceted, cohesive, and equitable system to address barriers to teaching and learning. That is, rather than establishing so many separate initiatives and enacting so many piecemeal and fragmented policies for specific problems and subgroups of students, our analyses indicate that what schools need is a multifaceted system of student and learning supports to address the full range of learning, behavior, and emotional problems encountered each day. And we see the growing concern about school bullying, safe schools, and enhanced school climate as opportunities to use ESSA to accelerate development of such a system and end the marginalization and fragmentation of student and learning supports.

The federal non-regulatory guidance for *Student Support and Academic Enrichment Grants* <http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf> underscores that now is the time to move forward and to do so innovatively (see excerpts in the following Exhibit).

**Highlights Relevant to Transforming Student and Learning Supports from the  
Non-Regulatory Guidance for Student Support and Academic Enrichment Grants**  
<http://www2.ed.gov/policy/elsec/leg/essa/essassaegrantguid10212016.pdf>

“ESSA reflects the civil rights tradition of ESEA, which reflects our nation’s longstanding commitment to equity of opportunity for all students.”

“Newly authorized under subpart 1 of *Title IV*, Part A of the ESEA, the Student Support and Academic Enrichment (SSAE) program is intended to help meet these goals by increasing the capacity of State educational agencies (SEAs), local educational agencies (LEAs), schools, and local communities to: 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).”

“Within each of these areas, LEAs have broad flexibility to use the SSAE program funds for a variety of activities to improve student outcomes and address the opportunity gaps....”

“The new law ... includes a number of provisions that promote equitable access to educational opportunity, including ... ensuring meaningful action is taken to improve the lowest-performing schools and schools with underperforming student groups, and providing more children with access to high-quality preschool.”

“The SSAE program provides SEAs, LEAs, and schools the flexibility to tailor investments based on the needs of their unique student populations. Where possible, the Department encourages coordination and integration of the SSAE program with activities authorized under other sections of the law, as well as other federal programs to improve outcomes for students. ... LEAs or a consortium of LEAs may apply for SSAE program funds and must prioritize the distribution of funds to schools based on one or more of several factors, including schools that are (i) are among those with the greatest needs, as determined by the LEA, (ii) have the highest numbers of students from low-income families, (iii) are identified for comprehensive support and improvement under *Title I*, Part A of the ESEA; (iv) are implementing targeted support and improvement plans under *Title I*, Part A of the ESEA; or (v) are identified as a persistently dangerous public school under section 8532 of the ESEA. (ESEA section 4106(e)(2)).”

“Allowable uses of funds ... may include, but are not limited to: direct services for students, professional development for teachers and administrators, salaries of personnel to carry out identified programs and services, and supplemental educational resources and equipment.”

“In order to maximize the use of the SSAE program resources, SEAs, LEAs, and schools may partner with organizations such as nonprofits, institutions of higher education (IHEs), museums, and community organizations to offer programs and services to students. In addition, State and local leaders should consider how other Federal, State and local funds may be leveraged.... Under the law, SEAs must review existing resources and programs across the State and coordinate any new plans and resources under the SSAE program with existing resources and programs. (ESEA section 4103(c)(2)(C)(i)).”

“At the local level, schools may use other ESEA program funds to coordinate and strengthen complimentary services. For example, *Title IV*, Part B funding for 21st Century Community Learning Centers also provide opportunities for academic enrichment through an array of programs and activities such as nutrition and health education, drug and violence prevention, and arts education. The SSAE grant can also be used in conjunction with other titles within ESEA to support specific interventions, activities, or services. For example, *Title I*, Part A (*Title I*) of the ESEA may be used to promote supportive school climates to reduce the use of exclusionary discipline practices in a *Title I* schoolwide program. Likewise, LEAs may use *Title II* funds to provide training for school personnel to address issues related to school conditions for student learning, such as safety, peer interaction, drug and alcohol abuse, and chronic absenteeism. Rural LEAs that receive funding under either the Small, Rural School Achievement Program (SRSA) or the Rural and Low-Income School Program (RLIS) under *Title V*, Part B, may use those funds for activities allowed under the SSAE program funds, among other things. Additionally, LEAs

may consider leveraging other federal resources such as AmeriCorps funds, if applicable, by partnering with grantees that provide similar programs or services in low-income schools and communities.”

“LEAs may also consider applying for funds in consortium to implement programs across districts. Working together, LEAs may be able to more efficiently deliver services through economies of scale that enable them to serve more students at lower cost and reduce administrative overhead.”

The following are among the examples provided in the guidance of allowable SSAE uses of funds related to improving school conditions for student learning (e.g., focusing on concerns about safe and healthy students – ESEA *section 4108*):

- Promoting community and parent involvement in schools
- Providing school-based mental health services and counseling
- Promoting supportive school climates to reduce the use of exclusionary discipline and promoting supportive school discipline
- Establishing or improving dropout prevention
- Supporting re-entry programs and transition services for justice-involved youth
- Implementing programs that support a healthy, active lifestyle (nutritional and physical education)
- Implementing systems and practices to prevent bullying and harassment
- Developing relationship building skills to help improve safety through the recognition and prevention of coercion, violence, or abuse
- Establishing community partnerships

Among the examples related to effective use of technology (ESEA *section 4109*) are:

- Supporting high-quality professional development for educators, school leaders, and administrators to personalize learning and improve academic achievement
- Building technological capacity and infrastructure

## Moving Forward Requires an Expanded Vision for School Improvement Policy

The document from CCSSO and The Aspen Institute entitled *Advancing Equity through ESSA: Strategies for State Leaders* provides a practical analysis that is designed to guide state planners (<http://www.schoolturnaroundsupport.org/sites/default/files/resources/AdvancingEquityThroughESSA101316.pdf>). However, by focusing on what ESSA specifies, it perpetuates ESSA’s failure to expand the current limited vision for school improvement policy and practice and probably will reinforce checklist responses as states draft their consolidated ESSA plans. See our discussions of this problem:

>*A Concerned Analysis of Arizona’s ESSA Draft Plan for Supporting All Students*  
<http://smhp.psych.ucla.edu/pdfdocs/arizrep.pdf>

>*ESSA State Consolidated Plans: Rethinking MTSS to Better Address Barriers to Learning*  
<http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>

Over the years, our analyses of school improvement activity has indicated that planning is guided primarily by a two component framework; that is, the focus primarily is on (1) instruction and (2) governance/management. The result: all interventions for addressing barriers to learning and teaching and re-engaging disconnected students are given secondary consideration at best. This marginalization is an underlying and fundamental cause of the widely observed fragmentation and disorganization of student and learning supports. And it is reflected in the way ESSA and related federal guidance are reducing support for such essential supports.



The expanded policy framework establishes efforts to directly address barriers as a primary component (e.g., a learning supports component), and this will elevate the status of the work in school improvement planning. In turn, this will build a crucial foundation for transforming how states and districts improve schools and enhance equity of opportunity for student success at school and beyond.

The aim is to unify and develop a comprehensive and equitable intervention system for addressing barriers to learning and teaching and re-engaging disconnected students. This involves first weaving together all school resources currently expended for student and learning supports into a unified component. *And then*, the focus is on weaving together whatever a school has with whatever a community is doing to confront barriers to equity of opportunity. Such braiding of school and relevant community resources stresses strengthening interventions and filling gaps. The intent over time is to transform student and learning supports by replacing ad hoc and piecemeal policies and practices with a comprehensive, cohesive, and equitable system that can serve all students.

### **Moving Forward Requires Rethinking the MTSS Framework**

The many concerns raised about the narrow way schools are dealing with bullying fit well with the concerns raised about the limitations of the Multi-Tiered System of Support (MTSS). In both instances, the need is to move toward a multifaceted system of interventions. This does not mean ignoring or marginalizing any problem or subgroup. To the contrary, the point is to directly address common underlying factors interfering with students benefitting from good instruction and to do so in a way that avoids fragmentation, redundancy, and counterproductive competition for sparse resources.

#### **The Limitations of MTSS as a Framework for Addressing Barriers to Learning**

The simplicity of the multi-tiered framework as widely adopted is appealing and does help underscore differences in levels of intervention. However, while focusing on levels of intervention is essential, multi-tier formulations as commonly applied are insufficient for addressing barriers to learning and teaching. Three basic concerns about such formulations are that they mainly stress levels of intensity, do not address the problem of systematically connecting interventions that fall into and across each level, and do not address the need to connect school and community interventions. As a result, adopting MTSS does little to end the fragmentation, never mind the marginalization, of student and learning supports in school improvement efforts. <http://smhp.psych.ucla.edu/pdfdocs/essamtss.pdf>

Adopting or adapting a multi-tier system and tinkering with what is laid out in ESSA's guidance documents falls far short of expanding the vision for school improvement and advancing equity. Indeed, doing so perpetuates the marginalization of efforts to address barriers to learning and teaching and re-engage disconnected students.

There is a clear and imperative need to transform student and learning support interventions to create a unified, comprehensive, and equitable system of student and learning supports in classrooms and school-wide. Developing such a system involves reframing the MTSS intervention levels into a multidimensional approach that (1) weaves together school and community resources into an interconnected *continuum of subsystems*, (2) delineates the *arenas of support activities*, and (3) *combines the continuum and content into a comprehensive intervention framework* (see Appendix).



Properly developed, a multifaceted system provides essential supports to all students who require something more than personalized instruction to address barriers, engage or re-engage them in schooling, and enable their classroom learning. Such a system is a fundamental facet of advancing equity and facilitating emergence of a positive school climate and thus is key to promoting well-being and intrinsic motivation for school success among students, their families, and school staff.

Note: A large-scale example of the policy and systemic changes highlighted here is underway in Alabama where the state education agency has already involved fifty districts and approximately 300 principals, with plans for statewide implementation. (<http://smhp.psych.ucla.edu/summit2002/trailblazing.htm>)

## Concluding Comments

Clearly, students who bully and those who are affected by the actions of bullies warrant attention. The concern is how best to do this in ways that fit with all other efforts to address learning, behavior, and emotional problems.

As ESSA planning revisits school improvement, a central opportunity and an essential strategy is to move beyond working on the edges of fundamental systemic change. Despite good intentions, minor tweaks and tinkering won't substantively transform student and learning supports. Indeed, too often such narrowly-focused strategies unintentionally perpetuate the ongoing marginalization of essential systemic school improvements. The end result is that too little is being done to enhance equity of opportunity, especially in those schools where inequities rule the day.

The reality is that equitable whole child development requires whole school transformation. And such transformation requires changes not only in teaching and governance/management, but in how schools address barriers to learning and teaching and re-engage disconnected students.

Think about how many students need significant student and learning supports in order to benefit from what goes on in the classroom. Consider the degree to which teachers would benefit from having more of these supports in the classroom. Clearly, in many schools, teachers need substantial assistance in addressing barriers to learning and teaching and re-engaging disconnected students. But, as ESSA and related guidance indicate, attention to such matters continues to be marginalized and even further diminished in school improvement policy and practice.

To reverse this state of affairs, everyone (especially organizations) concerned with enhancing equity of opportunity by addressing barriers to learning and teaching and re-engaging disconnected students needs to participate in state and local ESSA planning. Such planning represents a critical opportunity to transform student and learning supports as a key facet of school improvement.

Transforming student and learning supports needs to be appreciated as the next evolutionary stage in enhancing equity of opportunity. It is an essential pathway to closing the achievement gap, enhancing school safety, reducing dropout rates, shutting down the pipeline from schools to prisons, and promoting well-being and social justice.

In this context, we stress that equity of opportunity is fundamental to enabling civil rights; transforming student and learning supports is fundamental to enabling equity of opportunity and promoting whole child development and whole school improvement.

## Appendix

### A Vision of and a Prototype for a Transformed System of Student and Learning Supports

The time has come to move away from stand-alone programs for addressing problems such as bullying and other specific types of problems manifested by students. Such programs add to the marginalized, fragmented, and piecemeal approach to student and learning supports that has dominated schools for far too long.

Rather than pursuing one more discrete program focused on a specific concern, it is essential to use each concern that rises to a high policy level as an opportunity to catalyze and leverage systemic change. The aim should be to take another step toward transforming how schools go about ensuring that all students have an equal opportunity to succeed at school. To this end, it is time to develop a comprehensive system of interventions for addressing the full range of barriers to learning and teaching and for re-engaging disconnected students. Such a system is needed to coalesce an intervention continuum ranging from programs for primary prevention (including the promotion of mental health) and early-age intervention -- through those for addressing problems soon after onset -- on to treatments for severe and chronic problems.

Addressing barriers to learning and teaching and reengaging disconnected students is a school improvement imperative. Developing and implementing a comprehensive, multifaceted, and cohesive system of student and learning supports is the next evolutionary stage in meeting this imperative. It is the missing component in efforts to close the achievement gap, enhance school safety, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.

#### Continuum of Subsystems

Few will argue against the notion that conceptualizing levels of intervention is a good *starting point* for framing the nature and scope of an intervention continuum. However, as stressed above, MTSS is not the best way to depict such a continuum, never mind a unified, comprehensive, and equitable system of student and learning supports.

An example of another way to conceive the levels is in terms of what they aim to do and as an interrelated and overlapping continuum of braided school and community subsystems. The subsystems focus on promoting effective schooling and whole child development, preventing problems experienced by teachers and students, addressing such problems as soon as feasible after they arise, and providing for students who have severe and chronic problems.

As illustrated in Exhibit A, we operationalize these as three subsystems. Each subsystem is seen as weaving together a wide range of school and community resources. The interrelated and overlapping subsystems are illustrated as tapering from top to bottom to indicate the view that if the top is well designed and implemented, the numbers needing early intervention are reduced and then, as more are helped through early-after-onset assistance, fewer students will need “deep-end” interventions.



Exhibit A. **Reframing MTSS' Levels into a School-Community Intervention Continuum of Interconnected Subsystems**

**School Resources**  
(facilities, stakeholders, programs, services)

**Community Resources**  
(facilities, stakeholders, programs, services)

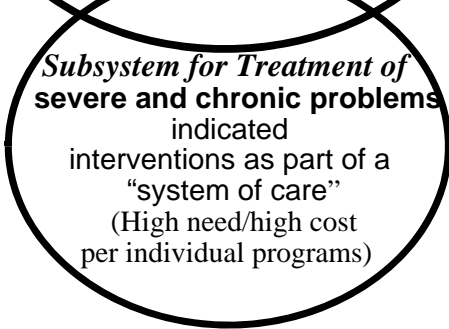
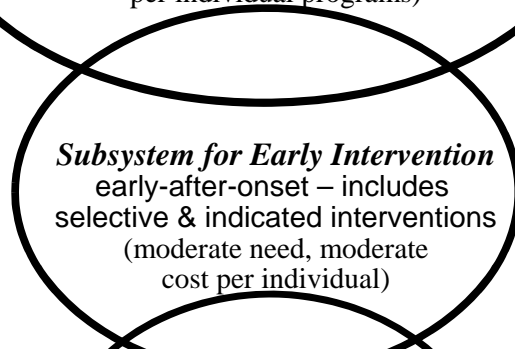
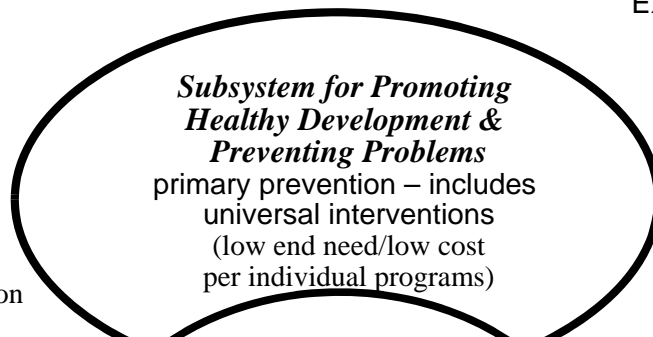


**Examples:**

- General health education
- Social and emotional learning programs
- Recreation programs
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement
- Drug and alcohol education

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Gang intervention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations & response to intervention
- Work programs

- Special education for learning disabilities, emotional disturbance, and other health impairments



**Examples:**

- Recreation & Enrichment
- Public health & safety programs
- Prenatal care
- Home visiting programs
- Immunizations
- Child abuse education
- Internships & community service programs
- Economic development

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Foster placem't/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization
- Drug treatment

## Content Arenas of Activity

A system of student and learning supports requires more than conceiving a continuum of intervention. For example, “mapping” done with respect to the MTSS framework does not escape the trend just to generate laundry lists of programs and services at each level. Thus, in addition to the continuum, it is necessary to organize interventions cohesively into a circumscribed set of well-designed and delimited arenas that reflect the *content purpose* of the activity.

Our research and development efforts have categorized programs and services into six arenas of concerns that schools need to address each day. In organizing the activity, it becomes clearer what supports are needed in and out of the classroom so that teachers can enable the learning of students who are not doing well. The six arenas encompass:

- *Enhancing regular classroom strategies to enable learning* (e.g., improving instruction for students who have become disengaged from learning at school and for those with mild-moderate learning and behavior problems; includes a focus on prevention, early intervening, and use of strategies such as response to intervention)
- *Supporting transitions* (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)
- *Increasing home and school connections and engagement*
- *Responding to, and where feasible, preventing crises*
- *Increasing community involvement and support* (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- *Facilitating student and family access to effective services and special assistance* as needed

For examples and self-study surveys related to each of these arenas of student and learning supports, see

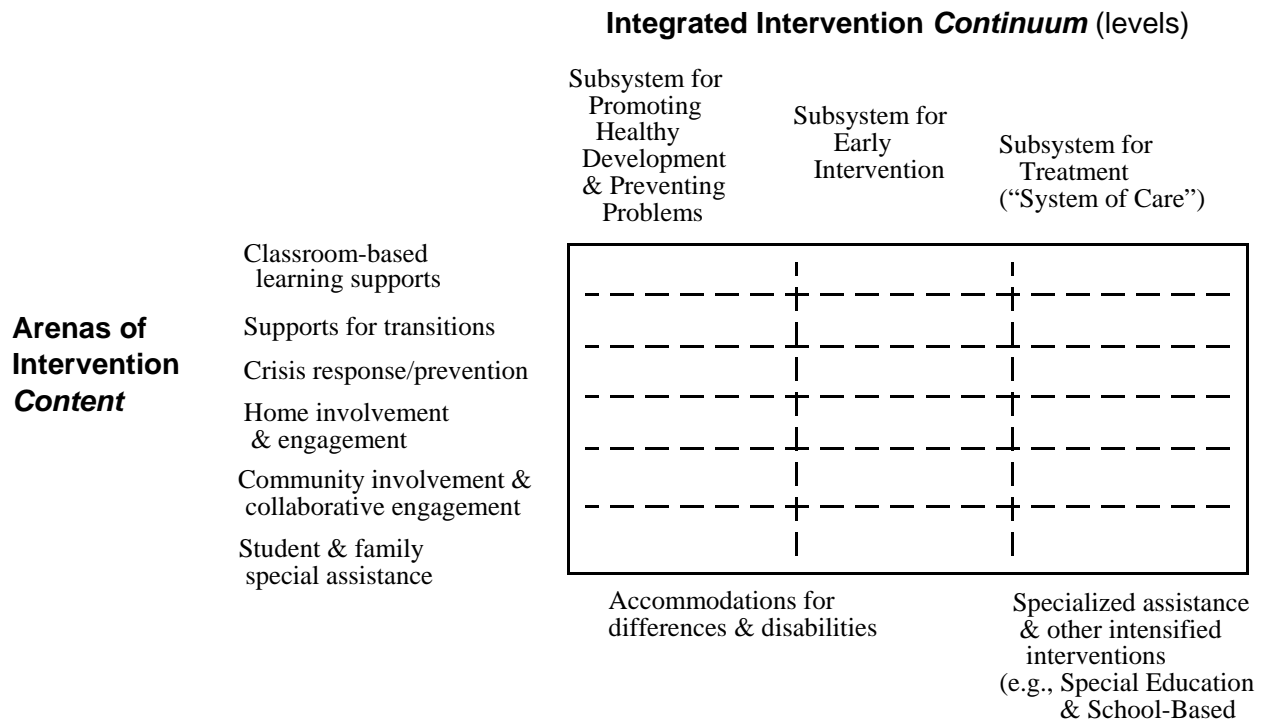
<http://smhp.psych.ucla.edu/pdfdocs/book/bookrev.pdf>  
<http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf>.

Some version of the six basic arenas has held-up over the last decade in a variety of venues across the country (see *Where's it Happening* – <http://smhp.psych.ucla.edu/summit2002/nind7.htm>).<sup>3</sup>

## Continuum + Content

Combining the continuum and arenas of content activity moves MTSS thinking forward. It provides an intervention framework that can guide development of a total system designed to unify the resources a school devotes to student and learning supports, as well as braiding in community resources to fill critical gaps and strengthen the system (see Exhibit B).

### Exhibit B. Prototype Intervention Framework for the Third Component



The above elements are essential to a school's ability to accomplish its instructional mission; they do not represent an agenda separate from that mission. Moreover, the emphasis on classroom, school, home, and neighborhood helps create a school-wide culture of caring and nurturing. In turn, this helps students, families, staff, and the community at large feel a school is a welcoming, supportive place that accommodates diversity, prevents problems, and enhances youngsters' strengths and is committed to assuring equal opportunity for all students to succeed at school.

Note: All this has implications for enhancing in-classroom student and learning supports by retooling what ESSA labels as specialized instructional support personnel (e.g., student and learning support personnel – psychologists, counselors, social workers, nurses, Title I staff, dropout/graduation support staff, special educators, etc.). The jobs of these personnel need redefining to include working collaboratively with teachers *in classrooms* for part of each day. Improving student and learning supports in classrooms requires such collaboration, and such collaboration is essential to ending the myths and expectations that teachers can do it all and can do it alone.

## Don't Forget to Plan for Implementation

We know that none of this is easy, but no one who understands the complexity of enhancing equity of opportunity expects to accomplish essential systemic changes easily. As states and districts develop innovative plans to address barriers to learning and teaching and re-engage disconnected students, their strategic plans must focus on

- *reworking operational infrastructures* to ensure effective daily implementation and ongoing development of a unified and comprehensive system for addressing barriers to learning and teaching  
(See [http://smhp.psych.ucla.edu/pdfdocs/report/resource\\_oriented\\_teams.pdf](http://smhp.psych.ucla.edu/pdfdocs/report/resource_oriented_teams.pdf))
- *enhancing mechanisms and strategic approaches for systemic change* in ways that ensure effective implementation, replication to scale, and sustainability  
(See <http://smhp.psych.ucla.edu/pdfdocs/implrep3.pdf>).
- *developing standards and expanding the accountability framework* to account for the third component and to do so in ways that encompass both formative and summative evaluation  
(See <http://smhp.psych.ucla.edu/summit2002/qualityindicators.pdf>  
<http://smhp.psych.ucla.edu/pdfdocs/book/bookrev.pdf>).

And clearly states will need to develop and institutionalize the type of support infrastructure that can *continuously* facilitate significant and sustainable LEA and school level systemic changes and ensure ongoing local capacity building – especially at low performing schools. Such an infrastructure requires a cadre of coaches who can develop and train LEA leadership teams.

(See <http://smhp.psych.ucla.edu/pdfdocs/coaching.pdf> )

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\*For information about the

***National Initiative for Transforming Student and Learning Supports,***

<http://smhp.psych.ucla.edu/newinitiative.html>

And note that our new book detailing the prototypes and related resources is now in press.

For a preview, contact [Ltaylor@ucla.edu](mailto:Ltaylor@ucla.edu) .

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