
More Information about Improving Student/Learning Supports

The following is a quick response for those superintendents, principals, and other stakeholders who have indicated a desire for more information on moving forward in developing a more cohesive, comprehensive, and equitable system for addressing barriers to learning and teaching.

The Every Student Succeeds Act (ESSA) provides opportunities for schools to unify student/learning supports with a view to developing a comprehensive and equitable system for addressing barriers to learning and teaching and re-engaging disconnected students and families. Such a system is essential for ending the fragmentation and marginalization of student and learning supports that is found in every school. Such a system is a fundamental component in increasing collaboration among teachers and support staff, closing gaps in achievement and graduation rates, enhancing post-secondary readiness, fostering positive school-community relationships, and promoting a positive school climate.

In keeping with both public education and public health perspectives, a unified, comprehensive, and equitable system of learning supports focuses on providing physical, social, emotional, and intellectual supports in the classroom and schoolwide to enable learning and teaching. Note that such a system not only addresses interfering factors, it stresses the (re)engagement of students in classroom instruction. As process and outcome considerations, the system stresses personalizing instruction, an enhanced focus on intrinsic motivation along with a reduced emphasis on extrinsic reinforcers, and special assistance in and outside the classroom.

For the most recent detailed presentation of a unified, comprehensive, and equitable system of learning supports and related resource references, see

>H.S. Adelman & L. Taylor, (2017). *Addressing Barriers to Learning: In the Classroom and Schoolwide*. This resource can be accessed at no cost from the Center's homepage at <http://smhp.psych.ucla.edu/> .

Given that moving forward involves systemic change, scale-up, and sustainability in a strategic and effectively resourced manner, here are some guiding documents:

>*Education Leaders' Guide to Transforming Student/Learning Supports*
– <http://smhp.psych.ucla.edu/pdfdocs/transguide.pdf>

or

>*Transforming Student and Learning Supports: Developing a Unified, Comprehensive, and Equitable System* (just published by Cognella)
<https://titles.cognella.com/transforming-student-and-learning-supports-9781516512782.html>

Also see:

>*Developing a Unified, Comprehensive, & Equitable System of Learning Supports: First Steps for Superintendents Who Want to Get Started*
<http://smhp.psych.ucla.edu/pdfdocs/superstart.pdf>

>*Establishing a Comprehensive System of Learning Supports at a School: Seven Steps for Principals and Their Staff*
<http://smhp.psych.ucla.edu/pdfdocs/7steps.pdf>

Feel free to let us know if you want us to help.
Contact us at Ltaylor@ucla.edu or adelman@psych.ucla.edu