29 years & counting

School Practitioner Listserv

A Weekly Community of Practice Network for Sharing and Interchange

Mental Health in Schools — UCLA Center — Program and Policy Analysis

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November 23, 2015

Request from a Colleague:

>*How to use self-study surveys to develop a comprehensive set of student and learning supports*

>>*Center Response*
>>*Request to listserv participants*

Featured Center Resources:

>*Quick Find on mapping resources for addressing barriers to learning and teaching*

From the Field:

>**About mapping resources at schools, districts, and state departments**

Just Published: Immigrant Children and Youth in the U.S.A.: Facilitating Equity of Opportunity at School --
http://www.mdpi.com/2227-7102/5/4/323/pdf

##
Please forward this to a few colleagues you think might be interested. The more who join, the more we are likely to receive to share.

For those who have been forwarded this and want to be part of the weekly exchange, send an email to **Ltaylor@ucla.edu**

For previous recent postings of this community of practice, see
http://smhp.psych.ucla.edu/practitioner.htm
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Note: In keeping with the *2015 National Initiative for Transforming Student & Learning Supports*,* this community of practice network has expanded in number of participants and topics discussed.* The thematic emphasis is on (1) daily concerns confronting those working in and with schools, (2) the transformation of student and learning supports, and (3) promoting whole child development and positive school climate.

Request: "We have been using the Center's work a great deal to support a multi-district, multi-year project on the topic of mental and behavioral health supports in schools. We have particularly been interested in the survey/assessment tools that your project has created, because the bulk of our work has been studying ways to assess the implementation of the systems of support in schools. The Center work is rich and deep in looking at the whole system and how the parts and whole need to work together, along with tending to equity issues and belief systems in order for an integrated system to function and last. We are interested in learning about how districts/regions/states are using the Center surveys and if you have any findings/research to share related to how schools used them and what they accomplished after..."

Center Response: The Center self-study surveys referred to can be accessed at
>*Addressing Barriers to Learning: A Set of Surveys to Map What a School
Has and What It Needs* http://smhp.psych.ucla.edu/pdfdocs/surveys/set1.pdf .

This set of resources includes self-study surveys for (1) classroom-based learning supports, (2) supports for transitions, (3) home involvement and engagement in schooling, (4) community outreach for involvement and support, (5), crisis assistance and prevention, and (6) student and family special assistance. There is also a survey related to system needs.

For an overview about how to use the surveys, see
>*Resource Mapping and Management to Address Barriers to Learning: An Intervention for
Systemic Change*
http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf

As discussed in this document, one of the first tasks in improving student and learning supports is to map the resources currently used to address barriers to learning and teaching. See the Center's mapping tool at:
http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf

The mapping provides data for an analysis that answers the following questions:

- What's in place?
- What needs to be improved (or eliminated)?
- What's critically missing?

The analysis provides a basis for enhancing how student and learning supports' resources can be deployed to better address high priorities concerns.

Pioneering states, districts, and schools have used the self-study surveys as a tool in efforts to unify and then move forward with developing a comprehensive and equitable system of learning supports.

Resource mapping and analyses are best done by a work group committed to systemically improve student and learning supports. Done right the work can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- weave together all facets of systemic change and counter marginalization of efforts to address barriers to learning and teaching and re-engage disconnected students.

From a professional development perspective, the self-study surveys can be a stimulus for staff

discussion about any or all of the six arenas and system concerns covered. Staff members initially might individually respond to survey items, and then form small discussion groups. Discussions first clarify

- what is currently being done and whether it is being done well and
- what else is desired.

Then, the focus is on

- whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed)
- what resources might be redeployed to enhance current efforts that need embellishment
- what gaps exist
- strategies for filling gaps.

Beside providing professional development related to student and learning supports, the process also generates critical staff input for improving student and learning supports, and the discussions and subsequent analyses provide a form of quality review.

Request to listserv participants: What type of student and learning supports' resource mapping do you know about? Any ideas for improving the Center's self-study surveys? Please further the exchange by sending comments, concerns, and questions to Ltaylor@ucla.edu .

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Featured set of center resources:

>Quick Find on mapping resources for addressing barriers to learning and teaching

See the Center's Quick Find on:

>*Mapping Existing School and Community Resources for Addressing Barriers to Learning*
http://smhp.psych.ucla.edu/qf/p2312_06.htm

Besides the resources already cited above, there are links to a range of related resources from our Center and from others. For example:

>*Mapping a School's Resources to Improve Their Use in Preventing and Ameliorating Problems* –
http://smhp.psych.ucla.edu/publications/53 mapping a schools resources to improve1.pdf

>*An Aid for Initial Listing of Current Resources Used at a School for Addressing Barriers to Learning and Teaching* – http://smhp.psych.ucla.edu/pdfdocs/listingresources.pdf

>*Mapping Your School's Resources* (from the Michigan Dept. of Education) –
http://www.michigan.gov/documents/mde/4-5_383803_7.pdf

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*F*rom the Field:

>About mapping resources at schools, districts, and state departments

See the Michigan State Department of Education brief guide to mapping school resources – http://www.michigan.gov/documents/mde/4-5_383803_7.pdf .

The document describes the process by outlining the following steps:

> **"(1) Inventory your school's resource people.** Charter a team to summarize your findings in a 1-2 page overview.
>
> **INSERT for Step 1 offers a template, which can be edited and customized to your situation. ...**
>
> **(2) Cluster programs, activities and services** currently operating in your building into large categories, depending on the outcome they work toward.
>
> **INSERT for Step 2 provides a format. You may have other clusters. ... This is a map for seeing relationships and getting the big picture. More detail will be needed about any one program or activity.**
>
> **(3) Elaborate on the programs in each cluster** by researching eligibility, capacity, budget and dollars. Ask each program for a brochure or one-page program description
>
> **Copy INSERT for Step 3 and use a separate sheet to list relevant facts about all the activities, programs or services you located in a given cluster.**
>
> **(4) Publish your school's Geographic Information System map.** Sort the programs into three categories: in-school ..., available within 1-2 miles of the school, and ... within 3-4 miles. Attach your condensed resource descriptions from Step 1.
>
> **INSERT for Step 4 suggests a model format for displaying your "map."**
>
> **(5) Collect, organize and evaluate information** from the programs you listed. Ask programs to report daily or weekly on numbers of students and families using the service."

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When Iowa first pursued development of a comprehensive system of learning supports, they stressed the following about mapping resources:

> "Completing the mapping exercise is a beginning for further discussion and action, not an end. Because supports frequently change, a schedule should be developed for updating information. The information gathered on the continuum map can be used for a number of different purposes.
>
> Here are some possibilities:
>
> • Create a resource guide for your school/district that identifies the supports that are available and contact information.
>
> • Match the supports on the Continuum Map with learning needs that you have identified from both academic and behavioral data. Are there any gaps in supports? Are there duplications
>
> • Identify quality supports that can fill gaps.
>
> • Re-align resources where duplications exist. Consider using these resources to implement supports where a gap has been identified.
>
> • Invite community stakeholders to add their services to the Continuum map to generate a community map.

- Map school/district instructional supports separately for each Iowa Core Curriculum Content Area.

- Review outcomes for the identified supports. Are the outcomes consistent with school priorities? If data is not available, is there a good reason to continue this support? If data is available, are the results moving in the desired direction? If not, why not? Are you implementing this support with fidelity? Can you improve something about the way the support is being implemented? Is the support worth a continued investment of time or financial resources?

- Complete a Resource Map that provides additional information about targeted groups of students and resources that are dedicated to supports."

See archived information on Iowa's Learning Supports Initiative at
https://www.educateiowa.gov/pk-12/learner-supports/learning-supports-initiative

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For a picture of school and community resource mapping in action, see the video from the School District of La Crosse – http://youtu.be/-QmhekE7__k .

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*For information about the *2015 National Initiative for Transforming Student and Learning Supports*, see http://smhp.psych.ucla.edu/newinitiative.html

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

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THE MORE FOLKS SHARE, THE MORE USEFUL AND INTERESTING THIS COMMUNITY OF PRACTICE BECOMES!
Send resources ideas, requests, comments, and experiences to ltaylor@ucla.edu

We post a broad range of issues and responses to the *Net Exchange* on our website at http://smhp.psych.ucla.edu/newnetexchange.htm
and to *Facebook* (access from the Center's home page http://smhp.psych.ucla.edu/