

Ohio Leaders

Need for and Some Basic Initial Challenges Related to Building a Unified & Comprehensive System to Address Barriers to Learning

Topics to be Covered:

- I. Common Problems Identified as Barriers to Learning & Teaching
- II. Schools are Challenged to Do More with Less
- III. Four Basic, Initial Challenges to Building a Unified and Comprehensive System to Address Barriers to Learning & Teaching
- IV. Resources

About the Center at UCLA – The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project. (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634. Emails: Ltaylor@ucla.edu adelman@psych.ucla.edu Smhp@ucla.edu

For an overview of resources available at no cost from the Center, see the Center website: <http://smhp.psych.ucla.edu>

Note: Many of the handouts from this presentation are included on the Center website in both powerpoint & PDF formats.



I. Common Problems Identified as Barriers to Learning & Teaching

We all know about the many problems confronting schools and communities as they try to strengthen students, families, neighborhoods, and schools.

As part of the present initiative in Ohio, concerns from around the state were gathered and reported in 16 regional summary reports pulled together by the state DOE. Identified were a large range of needs related to education, basic needs, health, mental health, substance use/abuse, behavioral concerns, and community concerns.

Here is a representative sample of a range of needs suggested by the respondents:

- better ways to address disruptive behaviors (e.g., bullying)
- support for families (e.g., help with addressing basic needs)
- better ways to address truancy/attendance
- enhancement of student engagement
- enhancement of parental involvement
- learning supports aligned to the school day
- effective transition supports (e.g., from middle to high school)
- afterschool and summer community programs
- better ways to address homelessness
- coping with changing demographics
- better teacher support
- uniform data collection

Examples of *Risk-Producing Conditions* that Can be Barriers to Development and Learning

E n v i r o n m e n t a l C o n d i t i o n s*			Person Factors*
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
>extreme economic deprivation	>chronic poverty	>poor quality school	>medical problems
>community disorganization, including high levels of mobility	>conflict/disruptions/violence	>negative encounters with teachers	>low birth weight/ neurodevelopmental delay
>violence, drugs, etc.	>substance abuse	>negative encounters with peers &/or inappropriate peer models	>psychophysiological problems
>minority and/or immigrant status	>models problem behavior		>difficult temperament & adjustment problems
	>abusive caretaking		>inadequate nutrition
	>inadequate provision for quality child care		

Examples of *Protective Buffers*

Conditions that prevent or counter risk producing conditions – strengths, assets, corrective interventions, coping mechanisms, special assistance and accommodations

E n v i r o n m e n t a l C o n d i t i o n s*			Person Factors*
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
>strong economic conditions/ emerging economic opportunities	>adequate financial resources	>success at school	>higher cognitive functioning
>safe and stable communities	>nurturing supportive family members who are positive models	>safe, caring, supportive, and healthy school environment	>psychophysiological health
>available & accessible services	>safe and stable (organized and predictable) home environment	>positive relationships with one or more teachers	>easy temperament, outgoing personality, and positive behavior
>strong bond with positive other(s)	>family literacy	>positive relationships with peers and appropriate peer models	>strong abilities for involvement and problem solving
>appropriate expectations and standards	>provision of high quality child care	>strong bond with positive other(s)	>sense of purpose and future
>opportunities to successfully participate, contribute, and be recognized	>secure attachments – early and ongoing		>gender (girls less apt to develop certain problems)

Examples of Conditions for *Promoting Full Development*

Conditions, over and beyond those that create protective buffers, that enhance healthy development, well-being, and a value-based life

E n v i r o n m e n t a l C o n d i t i o n s*			Person Factors*
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
>nurturing & supportive conditions	>conditions that foster positive physical & mental health among all family members	>nurturing & supportive climate school-wide and in classrooms	>pursues opportunities for personal development and empowerment
>policy and practice promotes healthy development & sense of community		>conditions that foster feelings of competence, self-determination, and connectedness	>intrinsically motivated to pursue full development, well-being, and a value-based life

*A reciprocal determinist view of behavior recognizes the interplay of environment and person variables.

For more on this and for references to relevant literature, see:

Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning*. Thousand Oaks, CA: Corwin Press.

II. Schools are Challenged to Do More with Less

We all know that sparse resources (people, budget, time, etc.) are a constant challenge.

Related to this are silo and fragmented school and community programs, frequent turnover of key personnel, increased needs of students, families, and staff, inadequate staff development and support, disruptive accountability policy, stress and fatigue, and much more.

*Despite these limitations,
system changes must and can be made.*

The imperative is well-stated by the Carnegie Task Force on Education:

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.*

III. Four Basic, Initial Challenges to Building a Unified and Comprehensive System to Address Barriers to Learning & Teaching

- (1) Pulling together a group interested in improving student and learning supports
- (2) Clarifying the need for and framing a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students
- (3) Eliciting high level support for moving forward.
- (4) Establishing a leadership group to plan and implement

Getting Started

(1) Pull together a group interested in improving student and learning supports

Beginning to Create Readiness and Commitment.

Ask some key stakeholders and potential champions to a discussion about the need for developing a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students.

Discuss and arrive at consensus about the need.

Identify a workgroup to take the next step.

Clarifying the Imperative for Rethinking Student and Learning Supports

(2) Form an Ad Hoc Workgroup to prepare a document that

(a) clarifies that current practices are desperately in need of reform and

(b) sketches out a unified and comprehensive system to address barriers to learning and teaching and re-engage disconnected students.

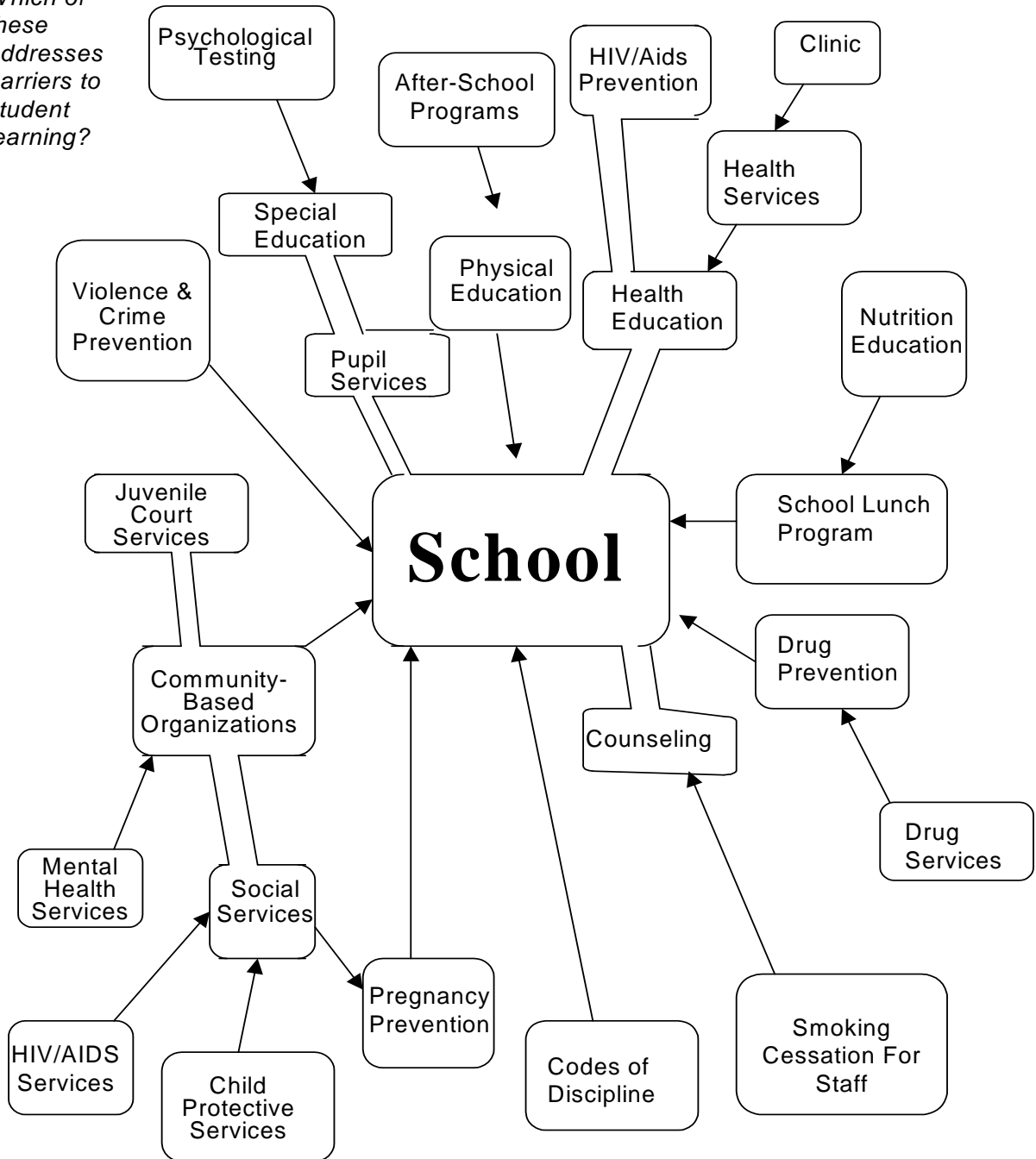
Rethinking Student and Learning Supports

Current Approach to Addressing Barriers at Schools

What we see around the country

Talk about fragmented!!!

Which of these addresses barriers to student learning?



Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998). Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

Fragmented policy ↔ Fragmented practices

Rethinking Student and Learning Supports

The group can draw on the way various state and local education agencies have been clarifying the need and framing a unified and comprehensive system of learning supports

As aids for preparing such a document, see:

Brief description of the prototype developed by our Center –

> *Toward Next Steps in School Improvement: Addressing Barriers to Learning and Teaching* –

<http://smhp.psych.ucla.edu/pdfdocs/systemic/towardnextstep.pdf>

> *Design for a Comprehensive Learning Supports System* as adapted by the Louisiana Department of Education at

<http://www.louisianaschools.net/lde/uploads/15044.pdf>

> *Design for a Comprehensive System of Learning Supports* as adapted by the Gainesville City Schools (GA) and the summary of the case study on the district's work developed by the Education Development Center (EDC)

<http://smhp.psych.ucla.edu/aasa/aasagainesville.pdf>

> *Handbook* developed by our Center as part of the collaboration with Scholastic <http://smhp.psych.ucla.edu/rebuild/rebuildingtoc.htm>

also see the online leadership institute modules –

<http://rebuildingforlearning.scholastic.com/>

> *Brochures* describing the systems developed by various districts and state departments – <http://smhp.psych.ucla.edu/toolkit1a.htm>

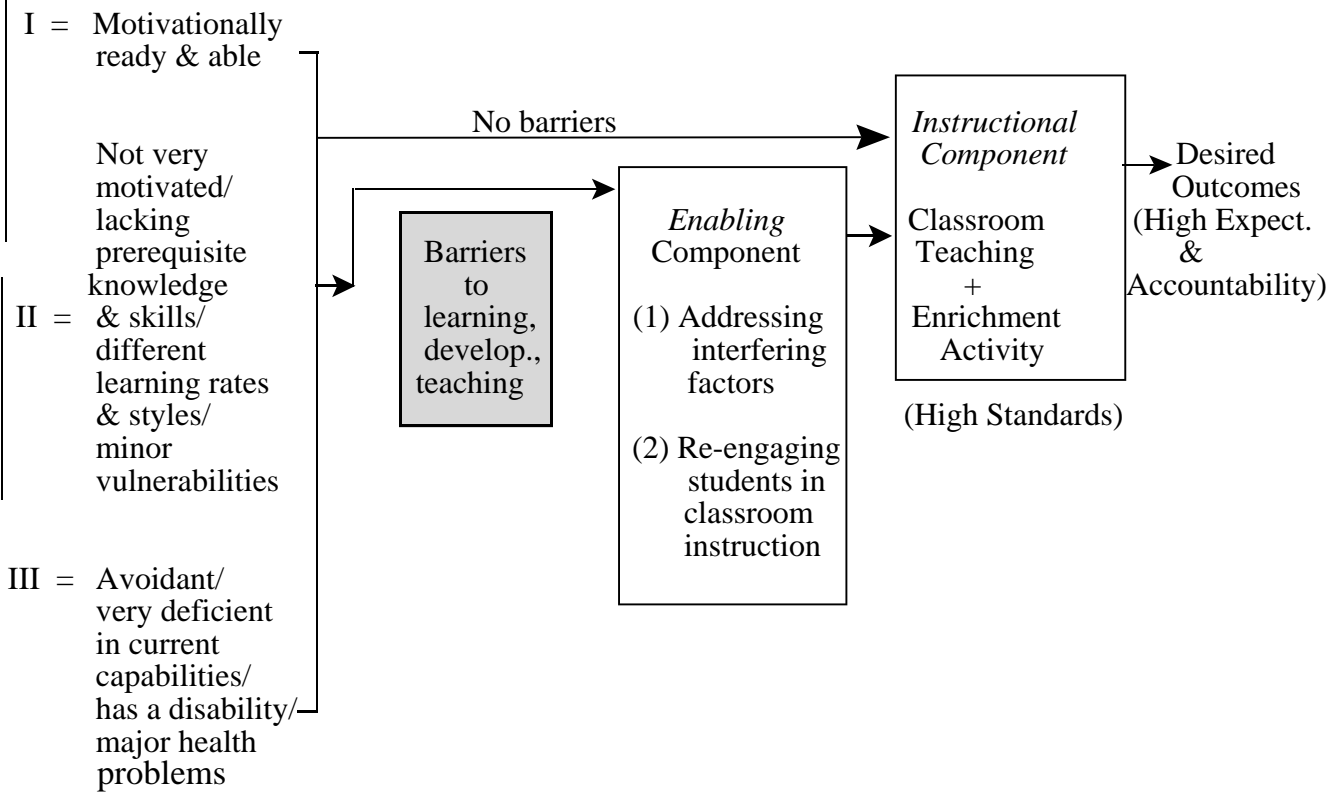
> *Rebuilding Toolkit* – guides, materials, tools and other resources

<http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

**Some of the Prototypes That These
Pioneering Efforts Have Adopted/Adapted**

Prototype of an Enabling or Learning Supports Component to Address Barriers to Learning and Re-engage Students in Classroom Instruction

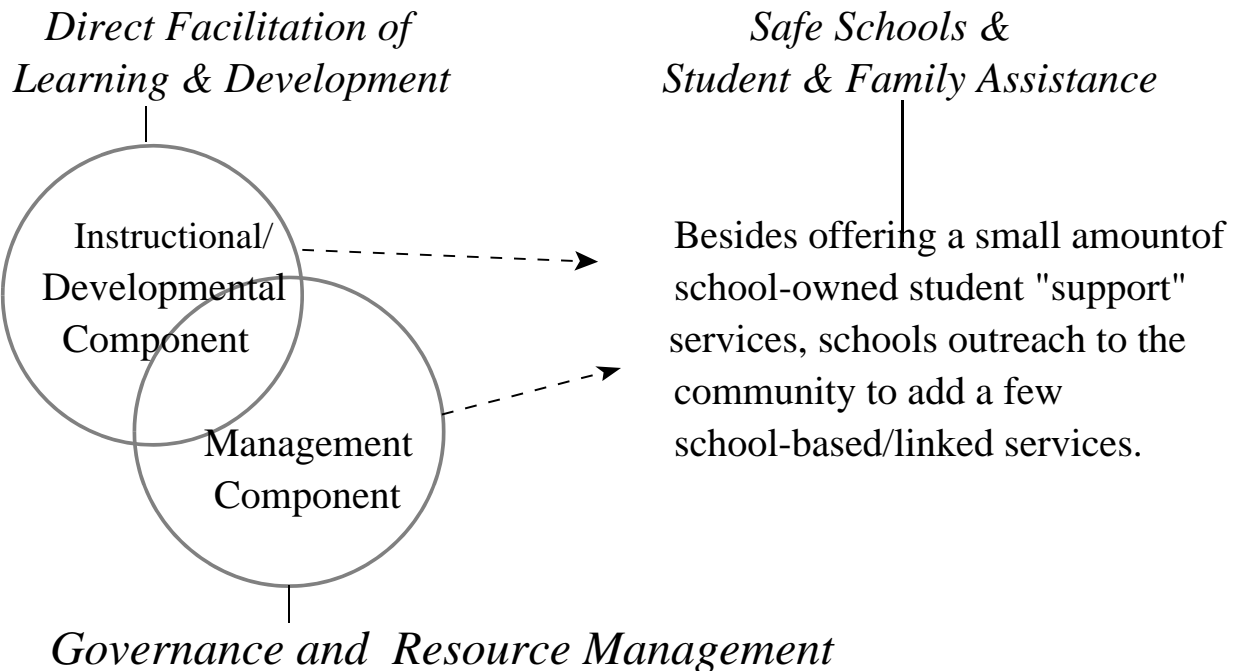
Range of Learners
(categorized in terms of their response to academic instruction at any given point in time)



*In some places, an Enabling Component is called a Learning Supports Component. Whatever it is called, the component is to be developed as a comprehensive system of learning supports at the school site.

Graphically Clarifying the Policy Problem

How school improvement policy & practice addresses barriers to learning and teaching



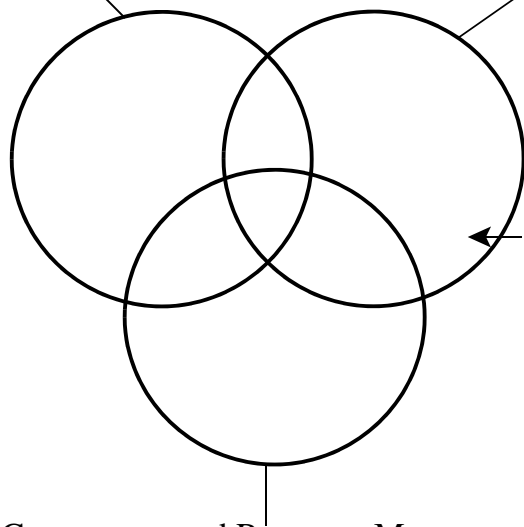
Clearly, there are some supports; what's missing is a dedicated, unified, and comprehensive component directly focused on:

- AND
- (1) addressing barriers to learning & teaching
 - (2) re-engaging students who have become disconnected from classroom instruction & schools
-
-

The need is to move from the prevailing two-component framework to a three-component framework in order to develop a Unified & Comprehensive System of Supports

Direct Facilitation of Learning
(*Instructional Component*)

Addressing Barriers to Learning/Teaching
(*Enabling or Learning Supports Component* – an umbrella for ending marginalization by unifying the many fragmented efforts and evolving a comprehensive approach)



Governance and Resource Management
(*Management Component*)

Examples of Initiatives, programs and services

- >positive behavioral supports
- >programs for safe and drug free schools
- >full service community schools & Family Resource Ctrs
- >*Safe Schools/Healthy Students*
- >*School Based Health Center* movement
- >Coordinated School Health Program
- >bi-lingual, cultural, and other diversity programs
- >re-engaging disengaged students
- >compensatory education programs
- >special education programs
- >mandates stemming from the No Child Left Behind Act & other federal programs
- >And many more activities by student support staff



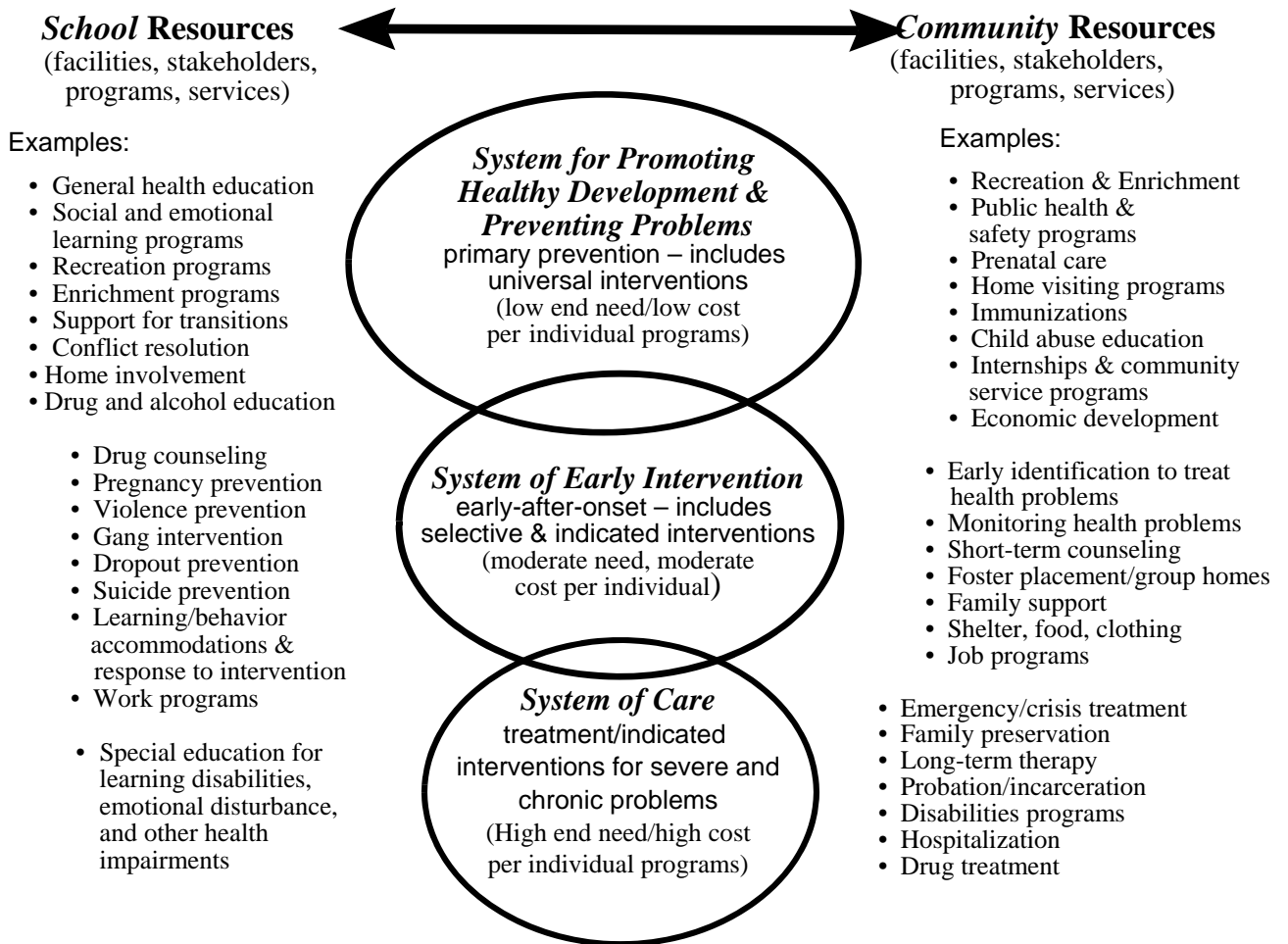
A Comprehensive Intervention Framework

Consists of

- a full *continuum* of interventions
- &
- an Organized Set of *Content Arenas*

Prototype for Clarifying Levels of Intervention Continuum:*
Interconnected Subsystems for Meeting the Needs of All Students

One Key Facet of a Unified and Comprehensive Framework



Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems for promoting healthy development and preventing problems, systems of early intervention, and systems of care.*

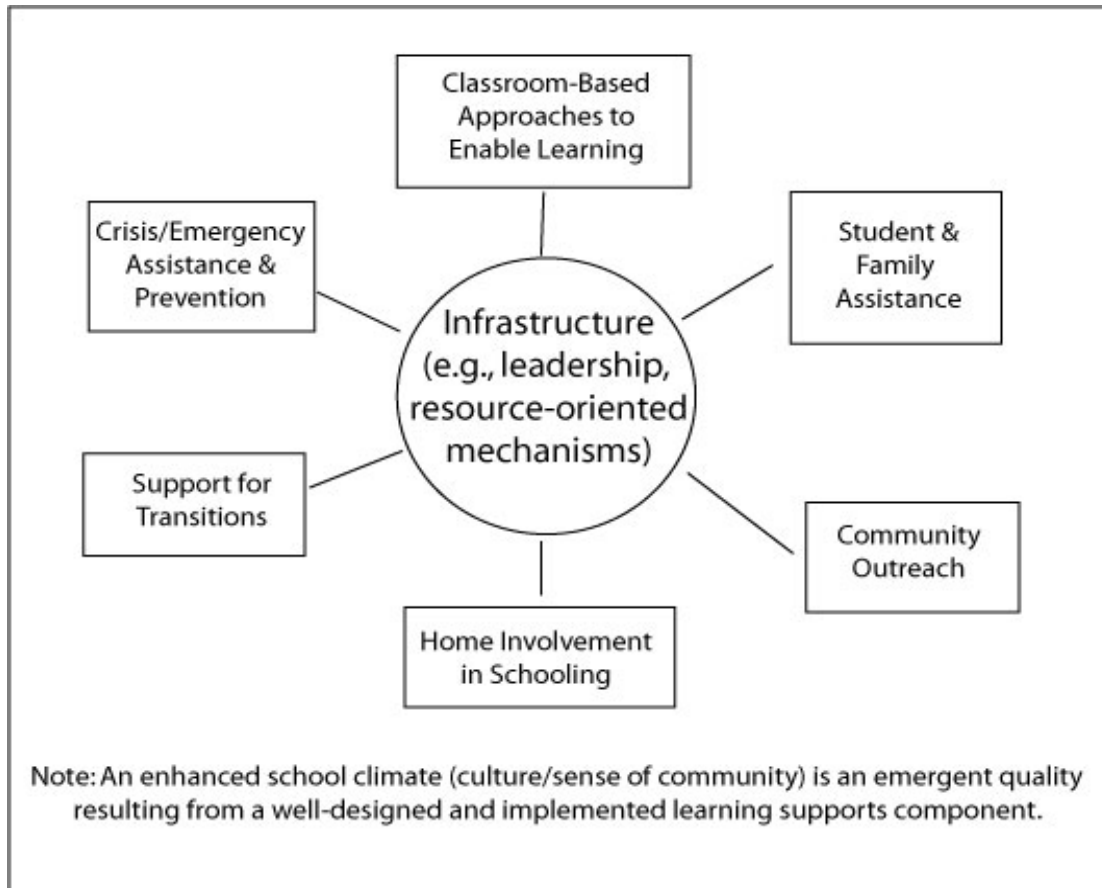
Such collaboration involves horizontal and vertical restructuring of programs and services

(a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)

(b) between jurisdictions, school and community agencies, public and private sectors; among schools; among community agencies

*Various venues, concepts, and initiatives permeate this continuum of intervention *systems*. For example, venues such as day care and preschools, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to intervention, and coordinated school health. Also, a considerable variety of staff are involved. Finally, *note that this illustration of an essential continuum of intervention systems differs in significant ways from the three tier pyramid that is widely referred to in discussing universal, selective, and indicated interventions.*

Prototype Categories of *Basic Content Arenas* for Learning Supports Intervention

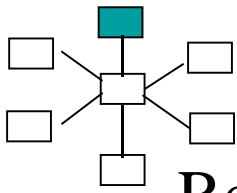


Adapted from Adelman, H.S. & Taylor, L. (1994). *On understanding intervention in psychology and education*. Westport, CT: Praeger.

Note: *All categorical programs can be integrated into these six content arenas.*

Examples of initiatives, programs, and services that can be unified into a system of learning supports include positive behavioral supports, programs for safe and drug free schools, programs for social and emotional development and learning, full service community schools and family resource and school based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bi-lingual, cultural, and other diversity programs, compensatory education programs, special education programs, mandates stemming from the No Child Left Behind Act, and many more.

Major Examples of Activity in Each of the Six Basic Content Arenas



Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

**Classroom based efforts to enable learning*

- >> Prevent problems; intervene as soon as problems are noted
- >> Enhance intrinsic motivation for learning
- >> Re-engage students who have become disengaged from classroom learning

•Opening the classroom door to bring available supports in

- > Peer tutors, volunteers, aids (trained to work with students-in-need)
- > Resource teachers and student support staff

•Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals

- > Personalized instruction; special assistance as necessary
- > Developing small group and independent learning options
- > Reducing negative interactions and over-reliance on social control
- > Expanding the range of curricular and instructional options and choices
- > Systematic use of prereferral interventions

•Enhancing and personalizing professional development

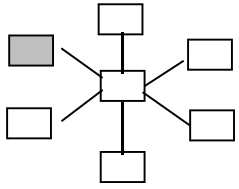
- > Creating a Learning Community for teachers
- > Ensuring opportunities to learn through co-teaching, team teaching, mentoring
- > Teaching intrinsic motivation concepts and their application to schooling

•Curricular enrichment and adjunct programs

- > Varied enrichment activities that are not tied to reinforcement schedules
- > Visiting scholars from the community

•Classroom and school-wide approaches used to create and maintain a caring and supportive climate

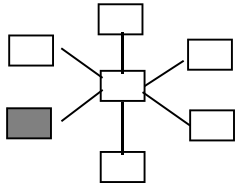
- > Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings



Crisis Assistance and Prevention

- *School-wide and classroom-based efforts for
 - >>responding to crises
 - >>minimizing the impact of crises
 - >>preventing crises

- Ensuring immediate assistance in emergencies so students can resume learning*
- Providing Follow up care as necessary*
 - > Brief and longer-term monitoring
- Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs*
- Mobilizing staff, students, and families to anticipate response plans and recovery efforts*
- Creating a caring and safe learning environment*
 - > Developing systems to promote healthy development and prevent problems
 - > Bullying and harassment abatement programs
- Working with neighborhood schools and community to integrate planning for response and prevention*
- Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment*



Support for Transitions

*School-wide and classroom-based efforts to

- >>enhance acceptance and successful transitions
- >>prevent transition problems
- >>use transition periods to reduce alienation
- >>use transition periods to increase positive attitudes/motivation toward school and learning

•*Welcoming & social support programs for newcomers*

- > Welcoming signs, materials, and initial receptions
- > Peer buddy programs for students, families, staff, volunteers

•*Daily transition programs for*

- > Before school, breaks, lunch, afterschool

•*Articulation programs*

- > Grade to grade (new classrooms, new teachers)
- > Elementary to Middle School; Middle to High School
- > In and out of special education programs

•*Summer or intersession programs*

- > Catch-up, recreation, and enrichment programs

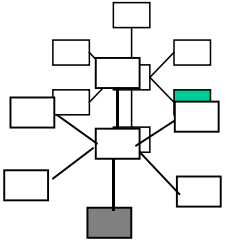
•*School-to-career/higher education*

- > Counseling, pathway, and mentor programs

•*Broad involvement of stakeholders in planning for transitions*

- > Students, staff, home, police, faith groups, recreation, business, higher educ.

•*Staff/stakeholder development for planning transition programs/activities*



Home Involvement in Schooling

*School-wide & classroom-based efforts to engage the home in

- >>strengthening the home situation
- >>enhancing problem solving capabilities
- >>supporting student development and learning
- >>strengthening school and community

•*Addressing specific support and learning needs of family*

- > Support services for those in the home to assist in addressing basic survival needs and obligations to the children
- > Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation

•*Improving mechanisms for communication and connecting school and home*

- > Opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help
- > Phone calls from teacher and other staff with good news
- > Frequent and balanced conferences (student-led when feasible)
- > Outreach to attract hard-to-reach families (including student dropouts)

•*Involving homes in student decision making*

- > Families prepared for involvement in program planning and problem-solving

•*Enhancing home support for learning and development*

- > Family Literacy, Family Homework Projects, Family Field Trips

•*Recruiting families to strengthen school and community*

- > Volunteers to welcome and support new families and help in various capacities
- > Families prepared for involvement in school governance

•*Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement*

Community Outreach for Involvement and Support (including Volunteers)

*Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

•Planning and Implementing Outreach to Recruit a Wide Range of Community Resources

- > Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional orgs.; service, volunteer, and faith-based organizations
- > Community policy and decision makers

•Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement

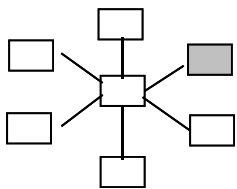
- > mechanisms to orient and welcome
- > mechanisms to enhance the volunteer pool,
- > mechanisms to maintain current involvements; enhance sense of comm.

•Reaching out to Students and Families Who Don't Come to School Regularly – Including Truants and Dropouts

•Connecting School and Community Efforts to Promote Child and Youth Development and a Sense of Community

•Capacity Building to Enhance Community Involvement & Support

- > policies/mechanisms to enhance & sustain school-community involvement
- > staff/stakeholder development on the value of community involvement
- > “social marketing”



Student and Family Assistance

*Specialized assistance provided through personalized health and social service programs

- *Providing support as soon as a need is recognized and doing so in the least disruptive ways*
 - > Prereferral interventions in classrooms
 - > Problem solving conferences with parents
 - > Open access to school, district, and community support programs
- *Referral interventions for students & families with problems*
 - > Screening, referrals, and follow-up – school-based, school-linked
- *Enhancing access to direct interventions for health, mental health, and economic assistance*
 - > School-based, school-linked, and community-based programs
- *Follow-up assessment to check whether referrals and services are adequate and effective*
- *Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness*
 - > School-based and linked, feeder family of schools, community-based programs
- *Enhancing stakeholder awareness of programs and services*
- *Involving community providers to fill gaps and augment school resources*
- *Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services*

For more specific examples and mapping and analysis self study surveys for each arena, see the Center's online resource aid:

*Resource Mapping and Management
to Address Barriers to Learning:
An Intervention for Systemic Change*

<http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf>

Mapping Matrix Combining Continuum and Content Arenas Provides the Framework for a Unified & Comprehensive System of Supports (an Enabling Component)*

		Levels of Intervention		
		Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Intervention Content Arenas	Classroom- Focused Enabling			
	Crisis/ Emergency Assistance & Prevention			
	Support for transitions			
	Home Involvement in Schooling			
	Community Outreach/ Volunteers			
	Student and Family Assistance			
		Accommodations for differences & disabilities	Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)	

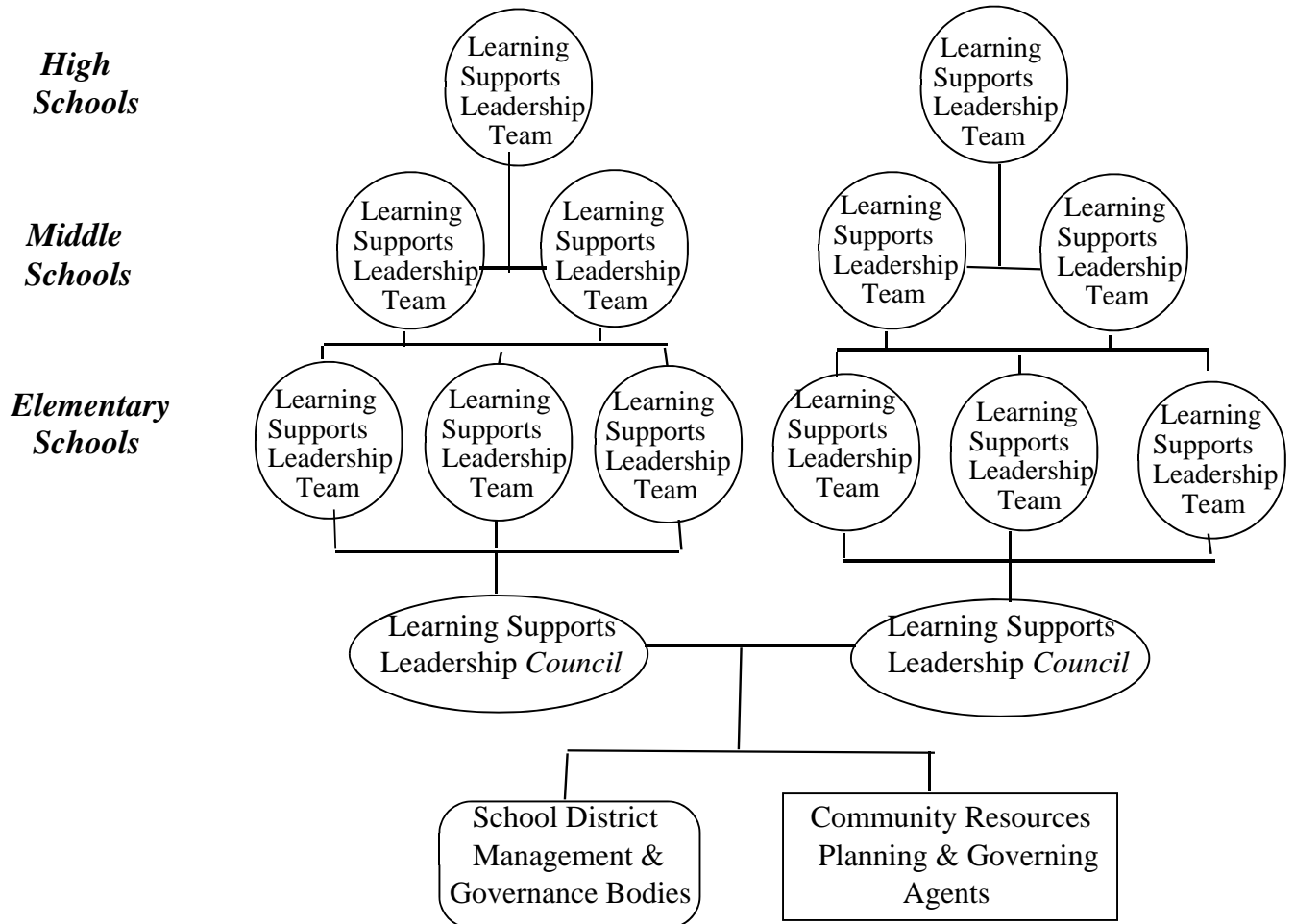
*Note: Various venues, concepts, and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.

Focus on Mechanisms for Connecting Resources

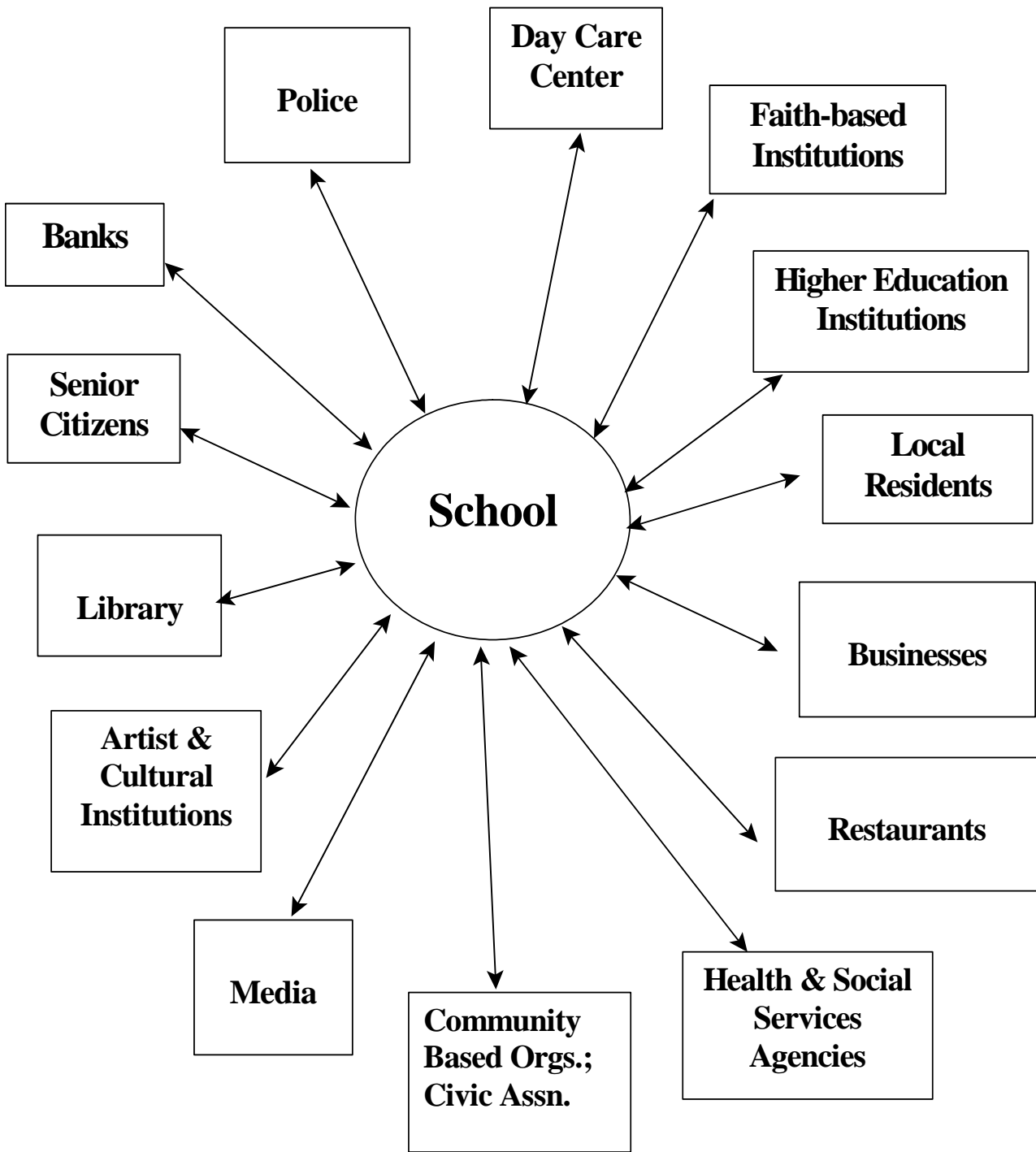
Across a Family of Schools, a District, and Community-Wide

Enhancing a system of learning supports by connecting resources across

- *a family of schools*
- *a district*
- *community-wide*



About Developing an Effective
School- Community Collaboration

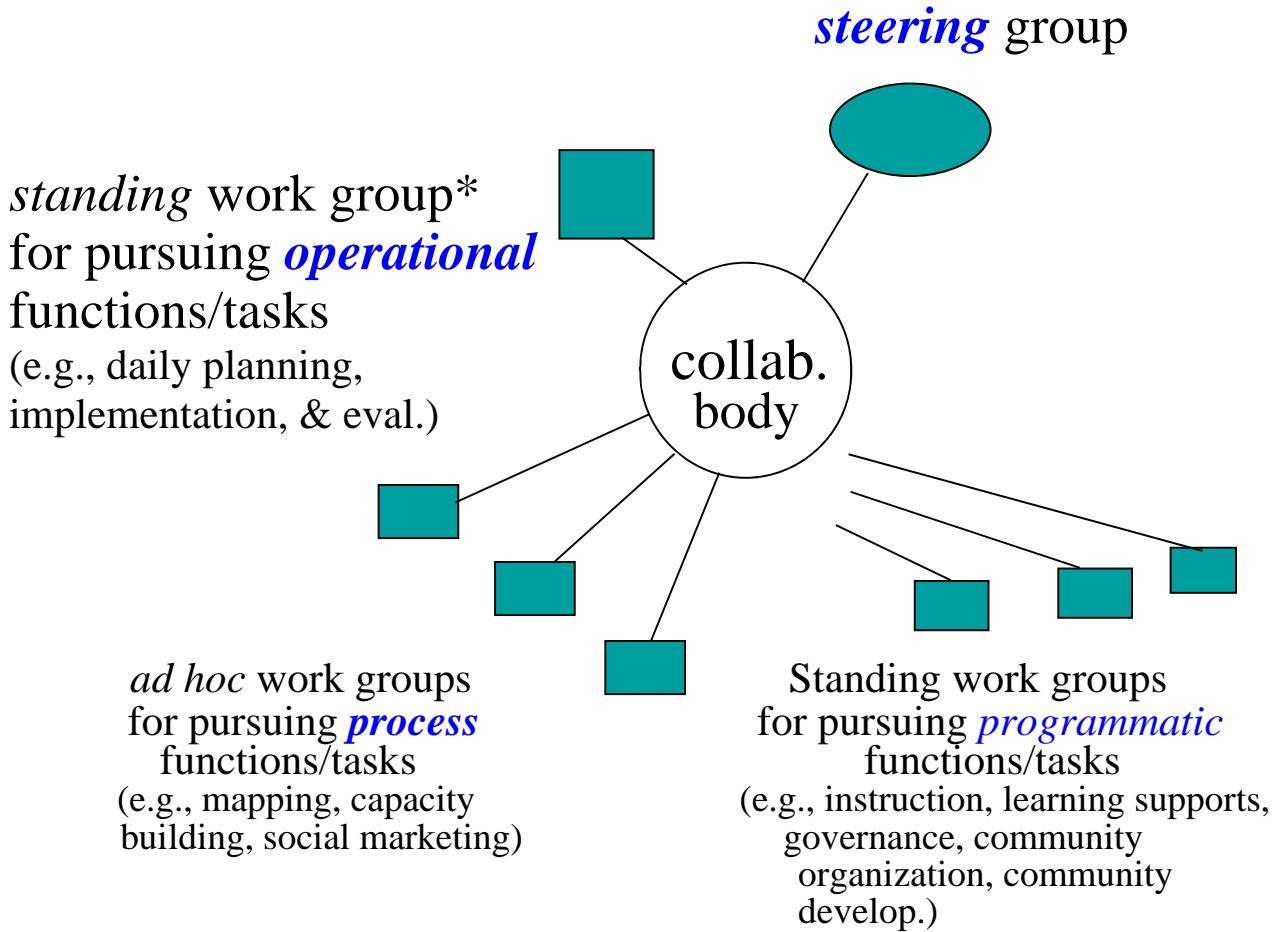


Excerpted from: J. Kretzmann & J. McKnight (1993). *Building Communities from the Inside out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA Publications.

Prototype for Optimizing Collaborative Infrastructure

Who should be at the table? *families*,¹ *schools*,² *communities*³

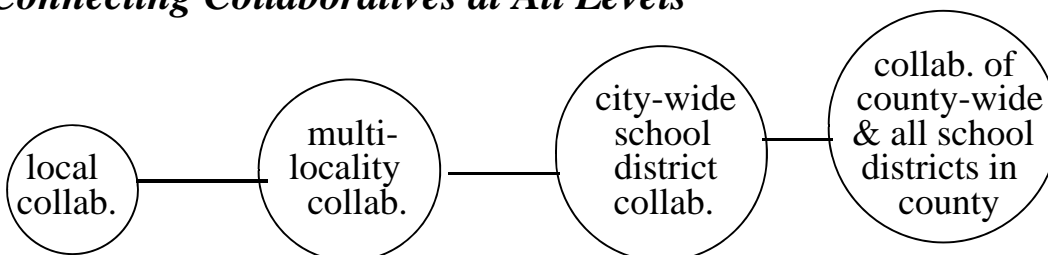
Basic Collaborative Infrastructure⁴



*If feasible, there should be formal staffing to ensure operational functions and tasks are carried out effectively and efficiently (e.g., an Executive Director, also, invaluable would be an Organization Facilitator/change agent).

(See other notes on next page)

Connecting Collaboratives at All Levels*



Notes for Collaborative Infrastructure:

¹*Families.* It is important to ensure that all who live in an area are represented – including, but not limited to, representatives of organized family advocacy groups. The aim is to mobilize all the human and social capital represented by family members and other home caretakers of the young.

²*Schools.* This encompasses all institutionalized entities that are responsible for formal education (e.g., pre-K, elementary, secondary, higher education). The aim is to draw on the resources of these institutions.

³*Communities.* This encompasses all the other resources (public and private money, facilities, human and social capital) that can be brought to the table at each level (e.g., health and social service agencies, businesses and unions, recreation, cultural, and youth development groups, libraries, juvenile justice and law enforcement, faith-based community institutions, service clubs, media). As the collaborative develops, additional steps must be taken to outreach to disenfranchised groups.

⁴Collaborations can be organized by any group of stakeholders. Connecting the resources of families and the community through collaboration with schools is essential for developing comprehensive, multifaceted programs and services. At the multi-locality level, efficiencies and economies of scale are achieved by connecting a complex (or “family”) of schools (e.g., a high school and its feeder schools). In a small community, such a complex often is the school district. Conceptually, it is best to think in terms of building from the local outward, but in practice, the process of establishing the initial collaboration may begin at any level.

Official Sanction

(3) Elicit a high level support for moving forward.

Memo and proposal to Superintendent
(examples in Rebuilding Tool kit)

Once Superintendent is on board, broadening base of readiness and commitment
– e.g., make formal presentation to:

Cabinet
Board
Principals
Any other key stakeholders

Leadership for Reworking Student and Learning Supports

(4) Establish a leadership group to plan and implement.

Who should be part of such a group?

What are the functions?

Examples of Leadership Group Functions

- >aggregating data to analyze system needs
- >mapping and analyzing resources
- >formulating priorities
- >strategic and action program and system change planning/development
- >redeploying, coordinating-integrating resources
- >social “marketing”
- >steering development and systemic change

Resources for Rebuilding and Other Resources from the UCLA Center

UCLA Web site

The Center at UCLA has extensive resources which are free and readily accessible online. These include:

Resources to help meet daily needs related to student learning, behavior, and emotional concerns

Policy and practice analyses to help rethink current student and learning supports

A rebuilding toolkit to help design and implement a comprehensive learning support system,

A practitioner's toolbox, and more . . .

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

Online Technical Assistance

The Center at UCLA provides regular responses to all relevant technical assistance inquiries.

This powerpoint presentation is available to you on request.*

Contact: Ltaylor@ucla.edu

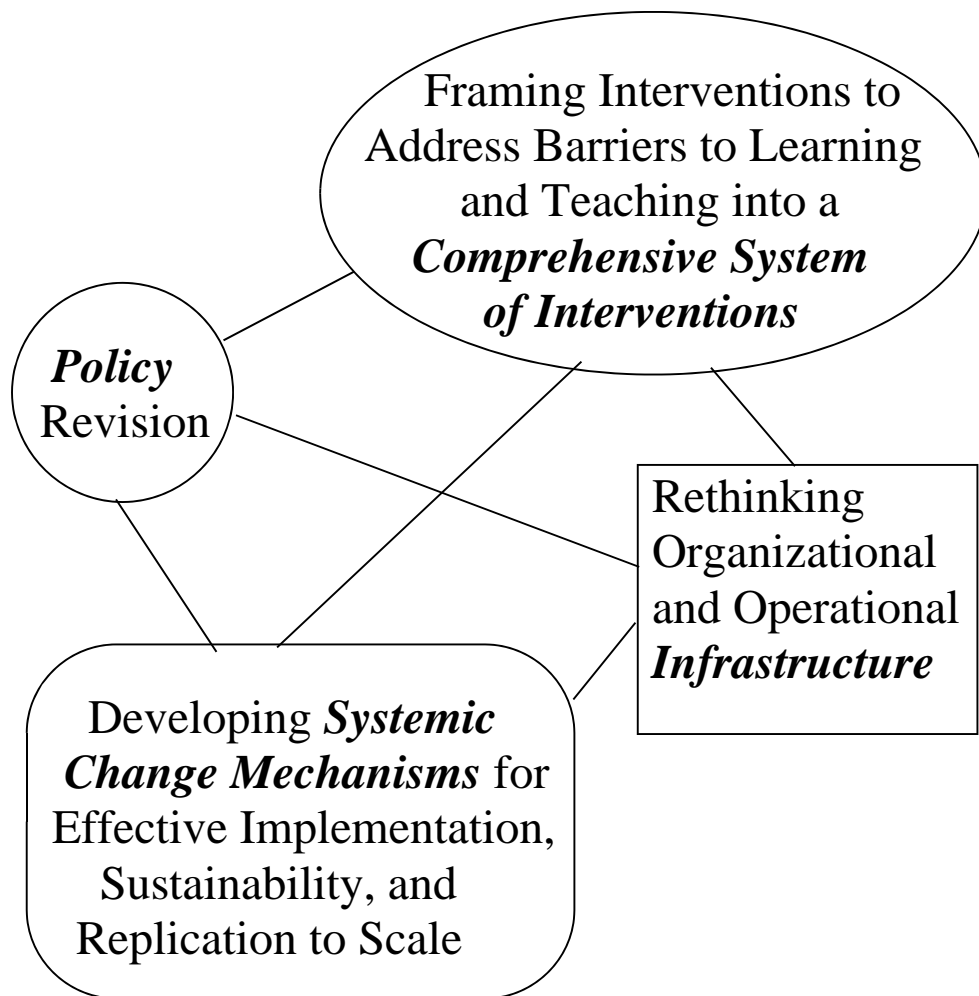
*More extensive powerpoint presentations are available at

<http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#slide>

A one hour webinar is online at <https://scholastic.webex.com/scholastic/lsr.php?AT=pb&SP=TC&rID=48915112&rKey=09f14db0881f5159&act=pb>

Developing a System to Address Barriers & Re-engage Students in Classroom Instruction

Four Fundamental and Interrelated Concerns



Additionally, because of the overemphasis on using extrinsic reinforcers in all aspects of efforts to improve schools, we find it essential to re-introduce a focus on *intrinsic motivation*.

Write down one question and/or comment

Remember: all our Center resources are available for you online at
<http://smhp.psych.ucla.edu/>

And you can always contact our Center to access resources & TA –
Contact: Ltaylor@ucla.edu

If you would like to receive resources regularly from the Center, provide your email
below:

Email: _____

Send to: Ltaylor@ucla.edu