



Leadership Institute

## Enhancing School Improvement: Addressing Barriers to Learning and Re-engaging Students

### Session Topics:

- I. Why is a System of Learning Supports *Imperative* for School Improvement
- II. What is a System of Learning Supports?  
*An intervention perspective*
- III. What is a System of Learning Supports?  
*An infrastructure perspective*
- IV. What is a System of Learning Supports?  
*A policy perspective*
- V. What's Involved in Getting from Here to There?
- VI. Engaging and Re-engaging Students with an Emphasis on Intrinsic Motivation
- VII. Concluding Comments

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**About the Center at UCLA** – The Center is co-directed by Howard Adelman and Linda Taylor and is funded in part by the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175). (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634 or Toll Free (866) 846-4843.

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

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

## *Session IV*

### **What is a System of Learning Supports?**

*A policy perspective*

- >Expanding School Improvement Policy to Encompass an Enabling or Learning Supports Component**
- > Expanding School Accountability to Encompass an Enabling or Learning Supports Component**

*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 Task Force on Education



**The Council of Chief State School Officers has adopted the following as the organization's mission statement:**

**CCSSO, through leadership, advocacy, and service, assists chief state school officers and their organizations in**

*achieving the vision of an  
American education system that  
enables all  
children to succeed in school,  
work, and life.*



***How Does School Improvement  
Policy and Practice  
Need to be Expanded?***

## A Brief Overview

Schools and communities increasingly are being called on to meet the needs of all youngsters – including those experiencing behavior, learning, and emotional problems.

The challenge for us all is to collaborate and maximize resources to strengthen young people, their families, and neighborhoods.

Currently, the situation is one where there is a considerable amount of promising activity, but it is implemented in fragmented and often highly competitive ways.

Of even greater import is the fact that most of this activity is *marginalized in policy and practice, especially at school sites.*

The need is to enhance policy and practice based on a *unifying framework that is comprehensive, multifaceted, and integrated.*

For schools and communities, this means developing, over time, a full continuum of systemic interventions (not just integrated, school-linked services) that encompass the *three intervention levels*

**>systems for promoting healthy development and preventing problems**

**>systems for responding to problems as soon after onset as is feasible**

**>systems for providing intensive care**

And, that encompasses *content* that

- >enhances classroom-based efforts to enable learning
- >responds to and prevents crises
- >provides support for transitions
- >increases home involvement in schooling
- >outreaches to increase community involvement & support
- >provides prescribed student and family assistance



- Building all this requires fully integrating the above learning support frameworks into policy and practice for school improvement.
- **It also requires rethinking infrastructure at all levels.**
- And, financing all this requires
  - (a) weaving together school-owned resourcesand
  - (b) enhancing programs by integrating school and community resources



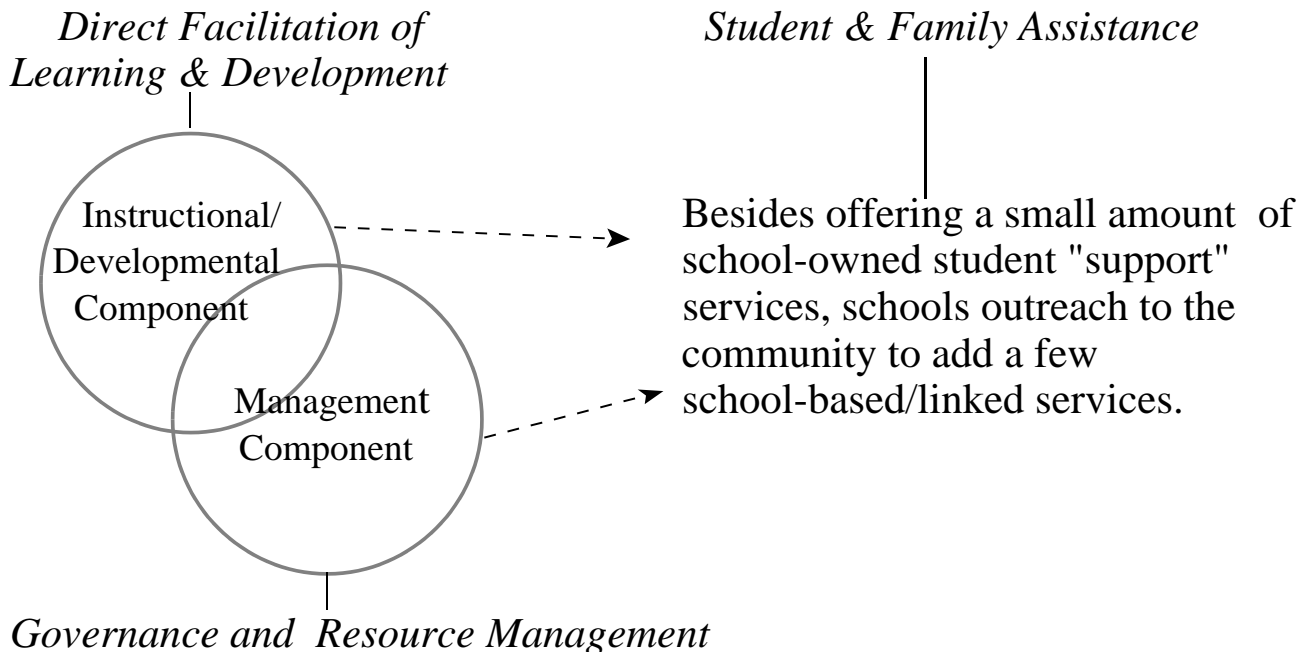
The end product will be a fundamental transformation of how the community and its schools address barriers to learning and enhance healthy development.

And this should result in

- >better achievement for all,
- >a closing of the achievement gap,
- >schools being viewed as key hubs in their neighborhood.

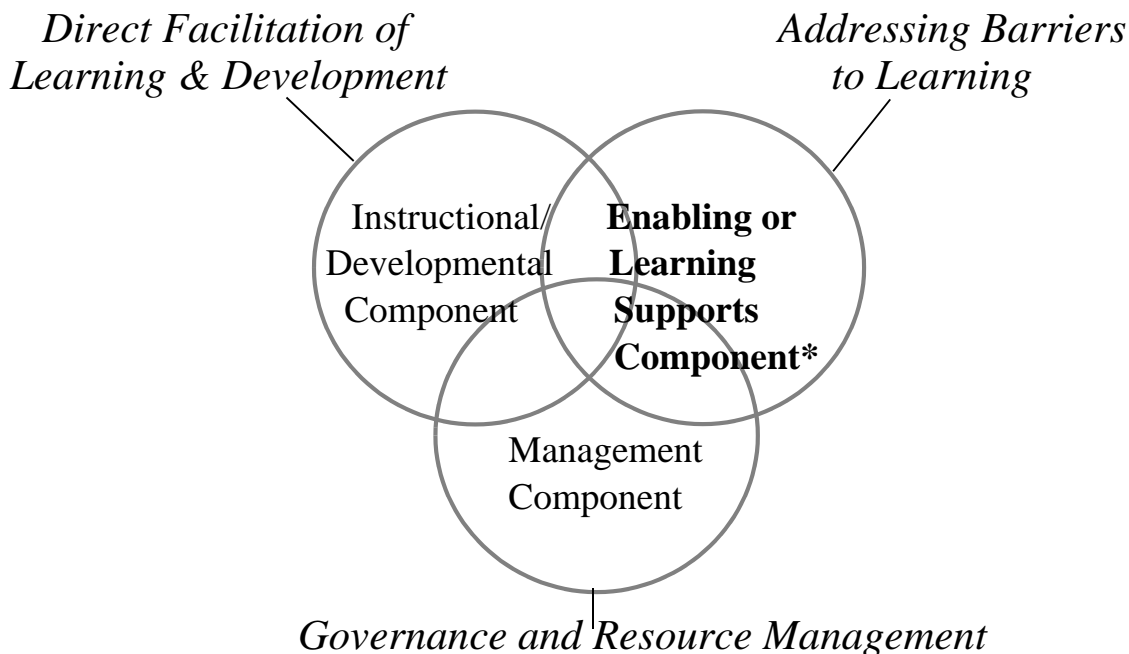
# Moving from a Two- to a Three-component Framework for School Improvement

## Current State of Affairs




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## Moving toward a **Comprehensive System of Learning Supports**



\*The Learning Supports Component is designed to *enable* learning by addressing factors that interfere with learning and teaching. It is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

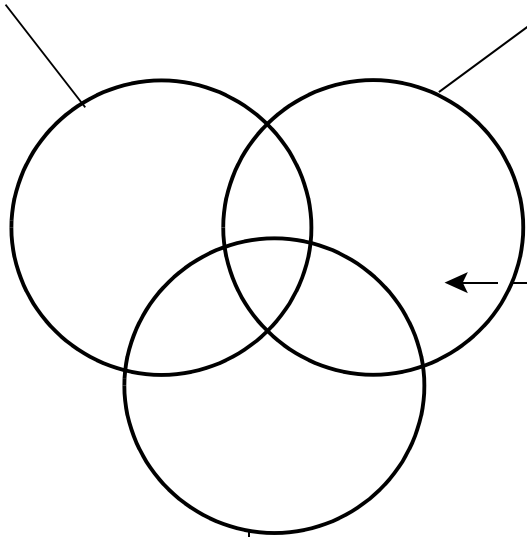
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## Policy Umbrella for School Improvement Planning Related to Addressing Barriers to Learning

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)*

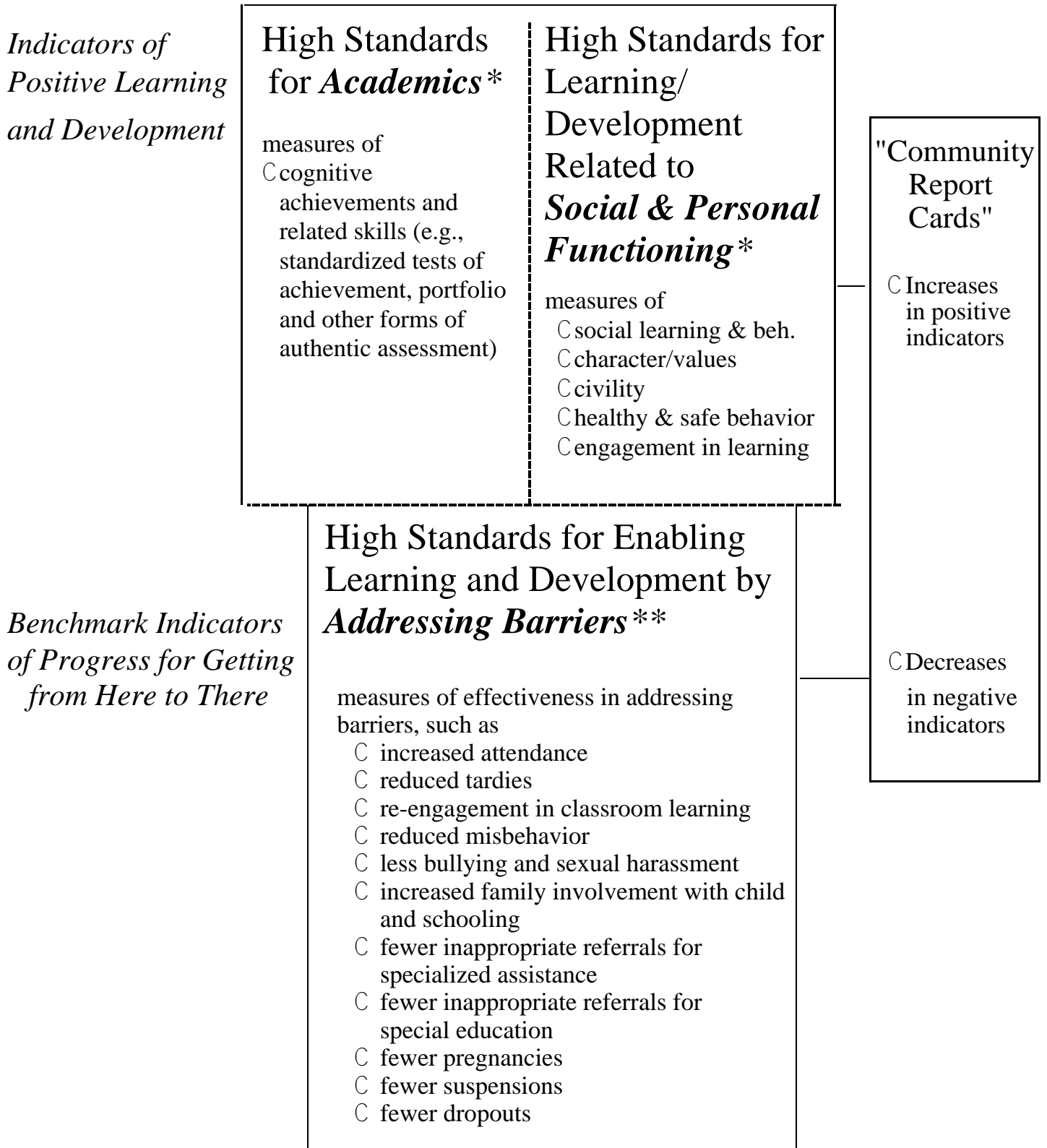


Governance and Resource Management  
*(Management Component)*

*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
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An expanded framework for school accountability that encompasses an *Enabling or Learning Supports Component*



\*Results of interventions for directly facilitating development and learning.

\*\*Results of interventions for addressing barriers to learning and development.

## Study Question

To what degree does the current policy and practice framework for student/learning supports marginalize the work and contribute to ad hoc and fragmented planning and development?

### *Activity*

Analyze current school improvement guidelines to clarify what is and isn't included to address barriers to learning and teaching.

How marginalized and fragmented is the focus on student/learning supports?

## ***Some Relevant References & Resources***

>*Frameworks for Systemic Transformation of Student and Learning Supports*

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

>Policy section of the toolkit

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

>*The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning* –

<http://www.corwinpress.com/book.aspx?pid=11343>

**Next:**

What's Involved in  
Getting from Here to There?