

## INFORMATION RESOURCE

### WHAT IS A LEARNING SUPPORTS LEADERSHIP TEAM?

Every school that wants to improve student and learning supports needs a mechanism specifically working on system *development* to enhance how schools address barriers to learning and teaching and re-engage disconnected students. The goal is to rework existing resources by establishing a unified and comprehensive approach. A *Learning Supports Leadership Team* is a vital mechanism for transforming current marginalized and fragmented interventions into a comprehensive, multifaceted, and cohesive *system* that enhances equity of opportunity for all students to succeed at school.

Most schools have teams that focus on individual student/family problems (e.g., a student support team, an IEP team). These teams pursue such functions as referral, triage, and care monitoring or management. In contrast to this case-by-case focus, a school's *Learning Supports Leadership Team*, along with an administrative leader, can take responsibility for developing a unified and comprehensive enabling or learning supports component at a school. In doing so, it ensures that the component is (1) fully integrated as a primary and essential facet of school improvement and (2) outreaches to the community to fill critical system gaps by weaving in human and financial resources from public and private sectors.

#### What Are the Functions of this Leadership Team?

A Learning Supports Leadership Team performs essential functions and tasks related to the implementation and ongoing development of a comprehensive, multifaceted, and cohesive system for addressing barriers to student learning and teaching.

Examples are:

- ◆ Aggregating data across students and from teachers to analyze school needs
- ◆ Mapping resources at school and in the community
- ◆ Analyzing resources & formulating priorities for system development (in keeping with the most pressing needs of the school)
- ◆ Recommending how resources should be deployed and redeployed
- ◆ Coordinating and integrating school resources & connecting with community resources
- ◆ Planning and facilitating ways to strengthen and develop new programs and systems
- ◆ Developing strategies for enhancing resources
- ◆ Establishing work groups as needed
- ◆ "Social marketing"

Related to the concept of an enabling/learning supports component, these functions and tasks are pursued within frameworks that outline six curriculum content arenas and the full continuum of interventions needed to develop a comprehensive, multifaceted approach to student and learning supports that is integrated fully into the fabric of school improvement policy and practice. (See <http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf> )

#### Who's on Such a Team?

A Learning Supports Leadership Team might begin with only a few people. Where feasible, it should expand into an inclusive group of informed, willing, and able stakeholders. This might include the following:

- Administrative Lead for the component
- School Psychologist
- Counselor
- School Nurse
- School Social Worker
- Behavioral Specialist
- Special education teacher
- Representatives of community agencies involved regularly with the school
- Student representation (when appropriate and feasible)
- Others who have a particular interest and ability to help with the functions

It is important to integrate this team with the infrastructure mechanisms at the school focused on instruction and management/governance. For example, the school administrator on the team needs to represent the team at administrative and governance meetings. A member also will need to represent the team when a Learning Supports Leadership *Council* is established for a family of schools (e.g., the feeder pattern).

For Related Center Resources, see the toolkit for *Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching* – especially Section B on Reworking Infrastructure – <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

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