Continuing Education Units

RTI *and* Classroom & Schoolwide Learning Supports:
Four Units for Continuing Education

UNIT IV: PURSUING RESPONSE TO INTERVENTION AS ONE STRATEGY IN A COMPREHENSIVE SYSTEM OF STUDENT AND LEARNING SUPPORTS

(April, 2012)

Unit I: Response to Intervention:
Improving Conditions for Learning in the Classroom
Access at: http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf

Unit II: Implementing Response to Intervention Sequentially & Effectively
Access at: http://smhp.psych.ucla.edu/pdfdocs/rtiii.pdf

Unit III. Response to Intervention: Beyond Personalization
Access at: http://smhp.psych.ucla.edu/pdfdocs/rtiiii.pdf

Unit IV: Pursuing Response to Intervention as One Strategy in a
Comprehensive System of Student and Learning Supports
Access at: http://smhp.psych.ucla.edu/pdfdocs/rtiiv.pdf

RTI *and* Classroom & Schoolwide Learning Supports:
Four Units for Continuing Education

About the Units

To address the complex realities confronting teachers and student support staff, RTI must be broaden how it is formlated and implemented. As widely practiced, the approach pays too little attention to strengthening the classroom and schoolwide context in ways that enable learning, engage students, and keep them engaged.

RTI must be built on a solid classroom and schoolwide foundation that incorporates a focus on promotion of healthy development, prevention, and responding as early after problem onset as is feasible. And it must be effectively connected to interventions designed to provide specialized student and family assistance for severe and chronic problems. In other words, RTI must be fully integrated into a systemic, unified, and comprehensive approach to school improvement.

Properly designed, response to intervention strategies can particularly help in schools where a significant proportion of students lack enthusiasm about attendance and about engaging in the day's lesson plans. To facilitate the success of such students, administrators, teachers, student support staff, and other key stakeholders must literally transform schools in ways that enable students to (1) get around interfering barriers and (2) (re)engage in classroom instruction. help with all this, but it must be an integrated part of a well-designed and implemented school improvement plan.

With this in mind, the Center has developed four units for continuing education. Unit I placed response to intervention in the context of a redesigned classroom. Unit II highlighted response to intervention as a sequential and hierarchical approach for all students the foundation of which is personalization. Unit III focused on early after onset interventions and specialized assistance. Unit IV emphasizes that the aim of enhancing equity of opportunity requires embedding classroom efforts within a comprehensive schoolwide system of student and learning supports for addressing barriers to learning and teaching and re-engaging disconnected students.

> As aids for personnel development, each unit begins with a set of questions that can be used to guide independent study and community of learners' discussions. A few topics are amplified with brief supplementary readings; others that can deepen learning and provide specific resource aids are referenced throughout. A description and example of a set of self-study surveys also is appended.

About Ensuring Response to Intervention is Broad-Based and Preventative

According to the *National Center on Response to Intervention* "the purpose of RTI is to provide all students with the best opportunities to succeed in school, identify students with learning or behavioral problems, and ensure that they receive appropriate instruction and related supports" (http://www.rti4success.org/). They translate this into a definition that states

> "response to intervention integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities."

They describe four essential components of response to intervention: (1) a school-wide, multi-level instructional and behavioral system for preventing school failure, (2) screening, (3) progress monitoring, and (4) data-based decision making for instruction, movement within the multi-level system, and disability identification (in accordance with state law). Their guidebook also states response to intervention is "a framework for providing comprehensive support to students and is not an instructional practice" and that "RTI is a prevention oriented approach to linking assessment and instruction that can inform educators' decisions about how best to teach their students."

While the RTI center states the strategy is meant to be broad-based and preventative, the approach described is too limited in how it frames what needs to go on in a classroom and schoolwide to enable learning, engage students, and keep them engaged.* Therefore, we have prepared the following continuing education units for teachers and learning supports staff. The units broaden perspectives of response to intervention, provide frameworks for contextualizing the work in classrooms and schoolwide, and generally enhance practices. And it places response to intervention in the context of a unified and comprehensive system for enabling all students to have an equal opportunity for success at school and beyond.

> *There are other criticisms of RTI; relevant references covering these are included in the resource list at the end of this fourth unit.

Unit IV: Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports

    A. A Continuum of Intervention: Moving Beyond the Three Tier Intervention Pyramid

    B. Six Arenas of Learning Supports Intervention

    C. Continuum + Content = An Enabling Component

    D. Where Does RTI and PBIS Fit In

Study and Discussion Questions

(1) What is a comprehensive system of student and learning supports?

(2) How does response to intervention fit into a comprehensive system of student and learning supports?

(3) Why should teachers be involved in developing a comprehensive system of student and learning supports?

Unit IV: Pursuing Response to Intervention as One Strategy in a Comprehensive System of Student and Learning Supports

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If response to intervention is pursued simplistically as a matter of providing more and better instruction, it is unlikely to be effective for a great many students. Instruction must be supported by a broad-range of student and learning supports focusing on factors interfering with good instruction and productive learning.

If response to intervention is understood as one strategy in a comprehensive system of classroom and school-wide learning supports, schools not only can more effectively address problems early after onset, but can prevent many from occurring. Thus, referrals for special education assessment decrease and come only after a broad-range of student and learning supports prove inadequate in enabling learning.

From this perspective, the primary context for response to intervention is a comprehensive, multifaceted, and cohesive system to reduce learning, behavior, and emotional problems, promote social/emotional development, and effectively re-engage students in classroom learning. Such a system should not only reduce the number of students inappropriately referred for special education or specialized services, but also should enhance attendance, reduce misbehavior, close the achievement gap, and increase graduation rates.

As illustrated in Guide IV-a, school improvement must encompass an enabling/learning supports component if it is to effectively address interfering factors and re-engage disconnected students. Work related to pioneering initiatives around the country is providing realistic and cost-effective guidance for fully integrating the component into school improvement policy and practice. The aim is to coalesce and enhance student and learning supports in ways that can enable all students to have an equal opportunity for success at school. The work is especially critical where large numbers of students are affected and at any school that is not yet paying adequate attention to equity and diversity concerns.

As indicated in Guide IV-a, an enabling component involves first addressing interfering factors and then (re)engaging students in classroom instruction. The reality is that interventions that do not stress engaging students fully in classroom learning generally are insufficient in sustaining, over time, student involvement, good behavior, and effective learning at school.

In essence, beginning in the classroom with differentiated classroom practices and by ensuring school-wide learning supports, an Enabling or Learning Supports Component

- addresses barriers through a broader view of "basics" and through effective accommodation of individual differences and disabilities

- enhances the focus on motivational considerations with a special emphasis on intrinsic motivation as it relates to individual readiness and ongoing involvement and with the intent of fostering intrinsic motivation as a basic outcome

- adds remediation, treatment, and rehabilitation as necessary, but only as necessary.

Guide IV-a

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

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

On Track
Motivationally
ready & able

Moderate Needs
Not very motivated;

Lacking prerequisite
knowledge & skills;

Different learning
rates, & styles;

Minor
vulnerabilities.

High Needs
Avoidant;

Very deficient in
current capabilities;

Has a disability;

Major health problems

No barriers

Barriers**
to
learning,
development,
and teaching

**Enabling
Component***

(1) Addressing
 interfering
 factors

(2) Re-engaging
 students in
 classroom
 instruction

Enhancing the Focus
on the Whole Child

**Instructional
Component**

Classroom
Teaching
+
Enrichment
Activity

High Standards

**Desired
Outcomes for
All Students**

(1) Academic
 achievement

(2) Social-
 emotional
 well-being

(3) Successful
 postsecondary
 transition

High Expectations
and Accountability

*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.

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**Examples of Risk-Producing Conditions that Can be Barriers to 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
Neighborhood	*Family*	*School and Peers*	*Individual*
>extreme economic deprivation	>chronic poverty	>poor quality school	>medical problems
>community disorganization, including high levels of mobility & unemployment	>domestic conflict/ disruptions/violence	>negative encounters with teachers	>low birth weight/ neurodevelopmental delay
>violence, drugs, crime, etc.	>parent/sibling substance abuse or mental illness	>negative encounters with peers &/or inappropriate peer models	>psychophysiological problems
>minority and/or immigrant isolation	>modeling problem behavior	>many disengaged students	>difficult temperament & adjustment problems
>Lack of positive youth development opportunities	>abusive caretaking		>inadequate nutrition and health care
	>inadequate provision for quality child care		

Note: A reciprocal determinist view of behavior recognizes the interplay of environment and person
variables with negative environmental conditions exacerbating person factors.

A. A Continuum of Intervention: Moving Beyond the Three Tier Intervention Pyramid

*A comprehensive system of student and learning supports
involves more than a multi-level or multi-tiered continuum of interventions*

Current conceptualizations of response to intervention embrace a continuum of interventions and refer to the continuum as a multi-level or multi-tiered model. Few will argue against the notion that conceptualizing levels of intervention is a good starting point for framing the nature and scope of interventions needed to ensure all students have an equal opportunity to succeed at school. However, as our center has stressed over the years, the levels of the continuum need to be conceptualized in terms of what they aim to do and as interrelated and overlapping intervention subsystems focused on (1) promoting development and preventing problems, (2) responding to problems as early-after-onset as feasible, and (3) treating severe, pervasive, and chronic problems. Moreover, each subsystem is seen as needing to link school and community interventions in ways that integrate, coordinate, and weave resources together. As graphically illustrated in Guide IV-b, (a) each level represents a subsystem, (b) the three subsystems overlap, and (c) all three require integration into an overall system that encompasses school and community resources.

A comprehensive system of student and learning supports, however, involves more than a continuum of interventions. There is the pressing matter of coalescing the laundry list of fragmented programs and services designed to promote healthy development and address barriers to learning and teaching. This requires a formulation to guide organizing programs and services into a circumscribed set of arenas reflecting the content purpose of the activity.
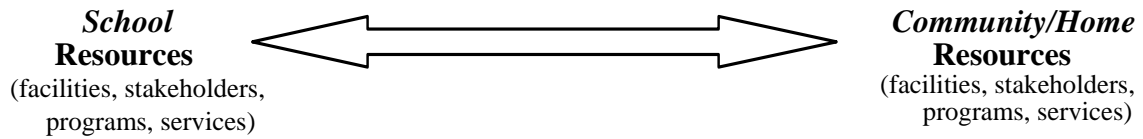
Why does history keep repeating itself?

Because we weren't listening the first time!

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Guide IV-b

A Full Continuum of Interconnected Intervention Subsystems*

School
Resources
(facilities, stakeholders,
programs, services)

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Community/Home
Resources
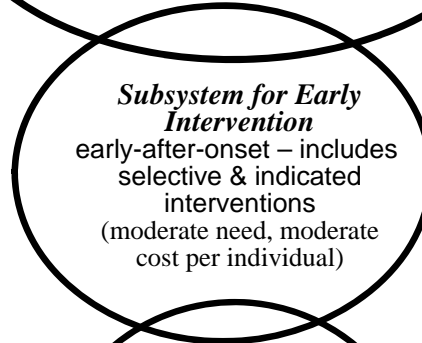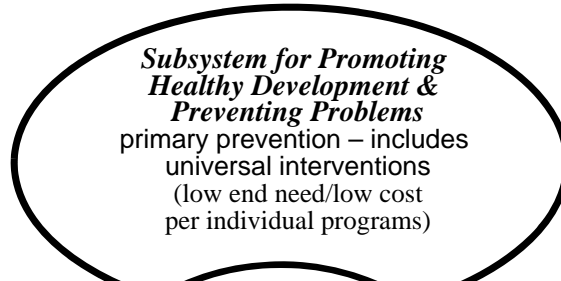(facilities, stakeholders,
programs, services)

Examples:
• General health education
• Social and emotional
  learning programs
• Recreation programs
• Enrichment programs
• Support for transitions
• Conflict resolution
• Home involvement
• Drug and alcohol education

Examples:
• Recreation & Enrichment
• Public health &
• safety programs Prenatal care
• Home visiting programs
• Immunizations
• Child abuse education
• Internships & community
  service programs
• Economic development

*Subsystem for Promoting
Healthy Development &
Preventing Problems*
primary prevention – includes
universal interventions
(low end need/low cost
per individual programs)

• Drug counseling
• Pregnancy prevention
• Violence prevention
• Gang intervention
• Dropout prevention
• Suicide prevention
• Learning/behavior
  accommodations &
  response to intervention
• Work programs
• Referral/transition

*Subsystem for Early
Intervention*
early-after-onset – includes
selective & indicated
interventions
(moderate need, moderate
cost per individual)

• Early identification to treat
  health problems
• Monitoring health problems
• Short-term counseling
• Foster placement/grp. homes
• Family support
• Shelter, food, clothing
• Job programs

• Special education for
  learning disabilities,
  emotional disturbance,
  and other health
  impairments
• Alternative schools

*Subsystem for Treatment
& Specialized Care*
indicated interventions for
severe and
chronic problems
(High end need/high cost
per individual programs)

• Emergency/crisis treatment
• Family preservation
• Long-term therapy
• Probation/incarceration
• Disabilities rehab.
• Hospitalization
• Drug treatment
• Transitions & Reintegration
• Continuing Care

Systematic school-community-home collaboration is essential to establish cohesive, seamless intervention on a daily basis and overtime within and among each subsystem. Such collaboration involves horizontal and vertical restructuring of programs and services.

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*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 education circles in discussing universal, selective, and indicated interventions* (see the Center 2011 report entitled "Moving Beyond the Three Tier Intervention Pyramid Toward a Comprehensive Framework for Student and Learning Supports" at http://smhp.psych.ucla.edu/pdfdocs/briefs/threetier.pdf).

B. Six Arenas of Learning Supports Intervention

Our work emphasizes six arenas encompassing interventions to:

- Enhance regular classroom strategies to enable learning (e.g., improving instruction for students who with mild-moderate learning and behavior problems and those have become disengaged from learning at school; includes a focus on prevention, early intervening, and use of strategies such as response to intervention)
- Support transitions (i.e., assisting students and families as they negotiate school and grade changes and many other transitions)
- Increase home & school connections & engagement
- Respond to, and where feasible, prevent crises
- Increase community involvement and support (outreach to develop greater community involvement and support, including enhanced use of volunteers)
- Facilitate student and family access to effective services and special assistance as needed.

Some version of the six basic arenas has held-up over the last decade in a variety of venues across the country.

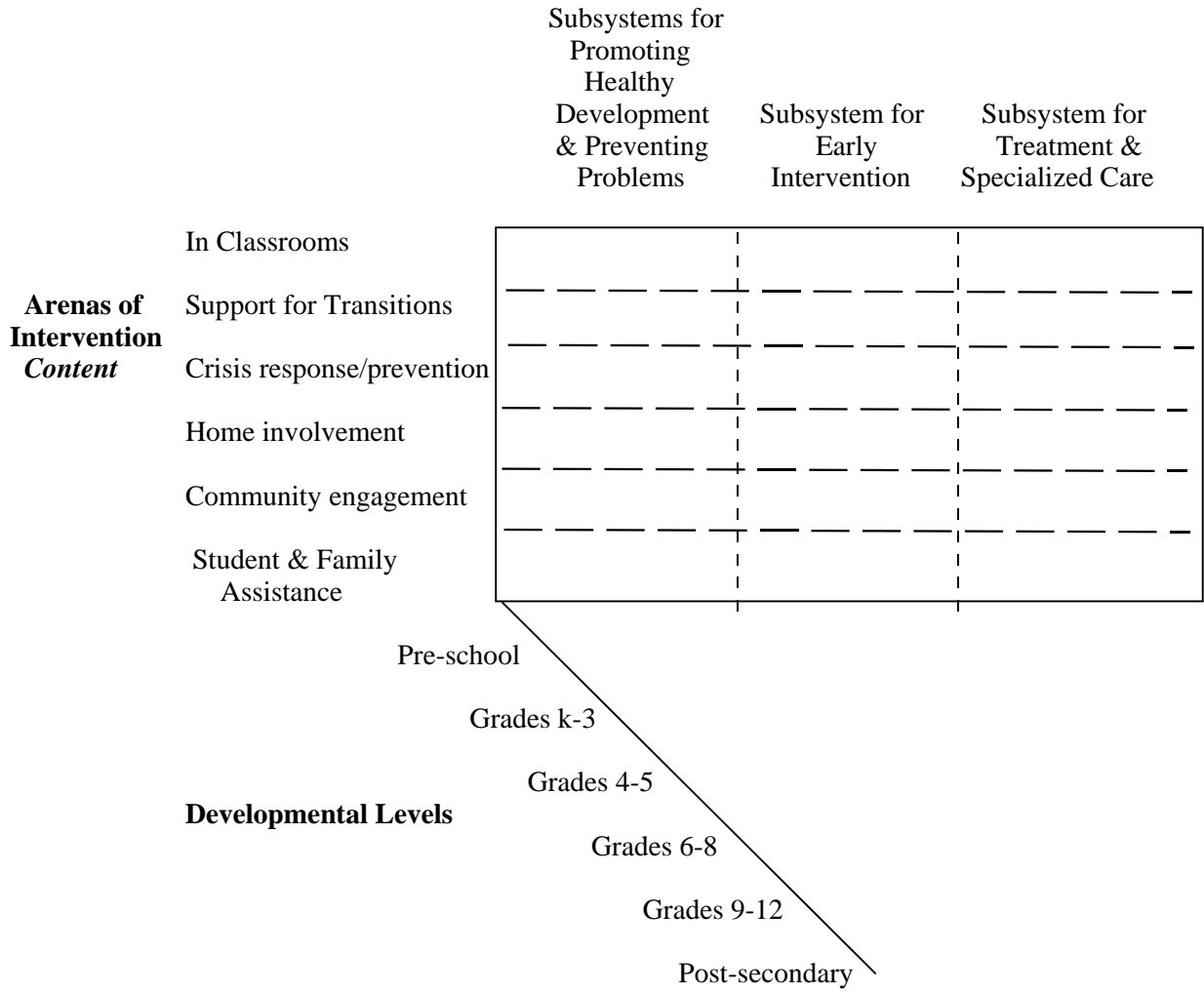## C. Continuum + Content = An Enabling Component

The continuum and six content arenas can be formed into an intervention framework for a comprehensive system of learning supports (see Guide IV-c). Such a framework can guide and unify school improvement planning for developing the system. The matrix provides a unifying framework for mapping what is in place and analyzing gaps.

Overtime, this type of mapping and analyses are needed at the school level, for a family of schools (e.g.,a feeder pattern of schools), at the district level, community-wide, and at regional, state, and national levels. We have presented all this in detail elsewhere and need not do so here (e.g., see reference list). Suffice it to note that developing a comprehensive system of student and learning supports involves reworking policy (including accountability) and operational infrastructure, ensuring strong leadership and commitment, revising leader and staff job descriptions, and braiding together school and community resources.

The matrix in Guide IV-c highlights the range of interventions relevant to fully pursuing response to intervention strategies. Placing response to intervention in such a context clearly will require fundamental systemic change and considerable capacity building. Of particular concern is increasing teacher and support staff capacity for implementing the Step 1 and 2 interventions described above and illustrated in Guide 6 and for playing a role in developing a comprehensive system of student and learning supports to address barriers to learning and teaching. Another concern is facilitating development of the type of collaborative classrooms and grouping strategies that have the effect of turning big classes into smaller units (see Brief Readings that accompany these continuing education units).

Guide IV-c

A Unifying Intervention Framework to Aid Schools, Families, and Neighborhoods in Providing a Comprehensive and Cohesive System of Supports

Integrated Intervention *Subsystems*

	Subsystems for Promoting Healthy Development & Preventing Problems	Subsystem for Early Intervention	Subsystem for Treatment & Specialized Care
In Classrooms			
Support for Transitions			
Crisis response/prevention			
Home involvement			
Community engagement			
Student & Family Assistance			

Arenas of Intervention *Content*

Pre-school

Grades k-3

Grades 4-5

Developmental Levels

Grades 6-8

Grades 9-12

Post-secondary

Can you tell me what "status quo" means?

Sure. It's a fancy name for the mess we're in.

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D. Where Does RTI and PBIS Fit In

A question frequently asked of our Center is: Where does some specific initiative, such as RTI and PBIS, fit into a comprehensive system of student and learning supports? With reference to the matrix in Guide IV-c, well-conceived approaches to RTI and PBIS fit into every cell. And, from our perspective, most such initiatives not only fit, they provide an opportunity to move forward in fully integrating a comprehensive system of supports into school improvement policy and practice.

It is necessary, however, to understand that there is considerable variability in how RTI and PBIS are currently operationalized across the country. The tendency in some places is to proceed as if more and better instruction and more positive social control related to undesired behavior is all that is needed. Clearly, good instruction and positive ways of dealing with behavior problems are necessary, but often are insufficient. From various reports, it seems clear that RTI and PBIS frequently are not conceived or implemented in ways that (1) address major barriers to learning and teaching and also (2) re-engage disconnected students in actively pursuing classroom instruction.

If RTI is treated simply as a way to provide more and better instruction and PBIS focuses only on positively addressing undesired behavior, the interventions are unlikely to be effective over the long-run for a great many students. However, if RTI and PBIS are understood as part and parcel of a comprehensive system of classroom and school-wide student and learning supports, schools will be in a better position not only to address problems effectively early after their onset, but will prevent many from occurring.

Implied in all this is that (1) staff are designated specifically to work on ensuring development of an optimal learning environment in classrooms and schoolwide, (2) classroom teachers are learning how to implement "well-designed early intervention" in the classroom, and (3) support staff are learning how to play a role, often directly in the classroom, to expand intervention strategies as necessary.

Our Center has delineated a set of seven basic steps for how to proceed in developing a unified and comprehensive system of student and learning supports. See:

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

The steps include specific ways to mobilize school stakeholder commitment and how to organize staff to rethink, design, and implement the changes over the next few years as an essential and integrated component of school improvement.

Key Insights about: *Establishing a School-wide* Enabling
or Learning Supports Component

Based on what you learned so far:

*Identify (and discuss) what is meant by an enabling component
and outline the major arenas the component encompasses.*

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*If there is an opportunity for group discussion, you may find the following
group process guidelines helpful:*

- Start by identifying someone who will facilitate the group interchange

- Take a few minutes to make a few individual notes on a worksheet

- Be sure all major points are compiled for sharing with other groups.

- Ask someone else to watch the time so that the group doesn't bog down.

Unit IV – Activity

- Using large sheets of paper, draw the matrix illustrated below (adapted from Guide 14) and "map" the existing programs and services at your school.

- Note which cells in the matrix are "impoverished."

- What are your conclusions about the school's approach to enabling learning by providing comprehensive learning supports?

Integrated Intervention *Subsystems*

	Subsystems for Promoting Healthy Development & Preventing Problems	Subsystem for Early Intervention	Subsystem for Treatment & Specialized Care
In Classrooms			
Support for Transitions			
Crisis response/prevention			
Home involvement			
Community engagement			
Student & Family Assistance			

Arenas of Intervention *Content*

Concluding Comments

The complex set of factors causing poor student performance call for a comprehensive and systemic set of interventions. This is particularly essential in school settings where a large proportion of the student body are not performing well. In such schools, the effectiveness of response to intervention strategies will be dependent on how well the school addresses barriers to learning and teaching.

As another stand-alone initiative, response to intervention risks becoming just one more fragmented and marginalized approach to addressing learning and teaching problems. At the same time, the interest and resources being devoted to the initiative present an opportunity to catalyze and leverage the type of systemic change that can help transform how schools go about ensuring that all students have an equal opportunity to succeed at school.

Schools can use the opportunity to embed all stand-alone initiatives, such as response to intervention, positive behavioral interventions, dropout prevention programs, and so forth, into a design for developing a comprehensive system of student and learning supports. Development of such a system and fully integrating it into school improvement policy and practice enhances a school's focus on addressing barriers to learning and teaching and re-engaging disconnected students. Such a system is key to promoting the well-being and intrinsic motivation for school success of all students, their families, and the school staff and is a key element in facilitating emergence of a positive school climate.

It is the response to such a comprehensive set of interventions that will provide the type of data necessary for sound decision making about how best to enable learning and reduce misdiagnoses of LD and ADHD.

Source References and a Few Additional Resources

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Other Resources

One easy way to access a wide range of resources for enhancing classroom and schoolwide interventions is to use our Center's Online Clearinghouse *Quick Finds*. See the Quick Find menu of topics at http://smhp.psych.ucla.edu/quicksearch.htm

Also see the U.S. Department of Education's *What Works Clearinghouse* – see Topics at http://ies.ed.gov/ncee/wwc/topics.aspx

Below are a few additional references related to matters discussed in the three units.

>**Encouraging** Learning Autonomy

Learner-centered teaching: Five key changes to practice.
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Concept to Classroom Series.
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What every teacher should know about media and technology.
D.W. Tileston. Thousand Oaks, CA: Corwin, 2004.

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Teaching English language learners K-12: A quick-start guide for the new teacher.
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  M. Bray, A. Brown, & T.D. Green. Thousand Oaks, CA: Corwin, 2004.

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Teaching students with learning problems. (8th ed.)
  C.D. Mercer, A.R. Mercer, & P.C. Pullen. NJ: Prentice Hall, 2010.

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Rethinking classroom management: Strategies for prevention, intervention, and problem solving.
  P.S. Belvel & M.M. Jordan. Thousand Oaks, CA: Corwin, 2003.

Relationship-driven classroom management: Strategies that promote student motivation.
  J.M. Vitto. Thousand Oaks, CA: Corwin, 2003.

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Motivation to learn: From theory to practice (4th ed.)
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>New Directions for Student and Learning Supports

See the toolkit for Rebuilding Student Supports into a Comprehensive System for Addressing Barriers to Learning and Teaching – http://smhp.psych.ucla.edu/summit2002/resourceaids.htm

Example of Self-Study Surveys

1. **About the Center's Surveys**

2. **One Example:** ***Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning***

1. About the Center's Self-Study Surveys

Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The Center has developed a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning

- Crisis Assistance and Prevention

- Support for Transitions

- Home Involvement in Schooling

- Community Outreach for Involvement and Support

- Student and Family Assistance Programs and Services

- School-Community Collaboration

The entire set are online at:
http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf

About the Self-Study Process to Enhance
the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

   However, it is *NOT* about having another meeting and/or getting through a task!

    It is about moving on to better outcomes for students through

- working together to understand what is and what might be

- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

   The items on a survey help to clarify
- what is currently being done and whether it is being done well and
- what else is desired.

  This provides a basis for a discussion that

- analyzes 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).

- decides about what resources can be redeployed to enhance current efforts that need embellishment

- identifies gaps with respect to important areas of need.

- establishes priorities, strategies, and timelines for filling gaps.

  The discussion and subsequent analyses also provide a form of quality review.

2. One Example of a Self-study Survey

Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning

This arena provides a fundamental example not only of how learning supports overlap regular instructional efforts, but how they add value to prevailing efforts to improve instruction. Classroom-based efforts to enable learning can (a) prevent problems, (b) facilitate intervening as soon as problems are noted, (c) enhance intrinsic motivation for learning, and (d) re-engage students who have become disengaged from classroom learning. This is accomplished by increasing teachers' effectiveness so they can account for a wider range of individual differences, foster a caring context for learning, and prevent and handle a wider range of problems when they arise. Effectiveness is enhanced through personalized staff development and opening the classroom door to others who can help. One objective is to provide teachers with the knowledge and skills to develop a classroom infrastructure that transforms a big class into a set of smaller ones. Such a focus is essential for increasing the effectiveness of regular classroom instruction, supporting inclusionary policies, and reducing the need for specialized services.

Work in this arena requires programmatic approaches and systems designed to personalize professional development of teachers and support staff, develop the capabilities of paraeducators and other paid assistants and volunteers, provide temporary out of class assistance for students, and enhance resources. For example: personalized help is provided to increase a teacher's array of strategies for accommodating, as well as teaching students to compensate for, differences, vulnerabilities, and disabilities. Teachers learn to use paid assistants, peer tutors, and volunteers in targeted ways to enhance social and academic support.

As appropriate, support *in the classroom* also is provided by resource and itinerant teachers and counselors. This involves restructuring and redesigning the roles, functions, and staff development of resource and itinerant teachers, counselors, and other pupil service personnel so they are able to work closely with teachers and students in the classroom and on regular activities.

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Classroom-based Approaches ...

Indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?

I. Opening the Classroom Door

    A. Are others invited into the classroom to assist in enhancing classroom approaches?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. aides (e.g., paraeducators; other paid assistants)?	___	___	___	___
2. older students?	___	___	___	___
3. other students in the class?	___	___	___	___
4. volunteers?	___	___	___	___
5. parents?	___	___	___	___
6. resource teacher?	___	___	___	___
7. specialists?	___	___	___	___
8. other? (specify)_____	___	___	___	___

    B. Are there programs to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?   ___   ___   ___   ___

II. Redesigning Classroom Approaches to Enhance Teacher Capability to Prevent and Handle Problems and Reduce Need for out of Class Referrals

    A. Is instruction personalized (i.e., designed to match each student's motivation and capabilities)?   ___   ___   ___   ___

    B. When needed, is in-classroom special assistance provided?   ___   ___   ___   ___

    C. Are there small group and independent learning options?   ___   ___   ___   ___

    D. Are behavior problems handled in ways designed to minimize a negative impact on student attitudes toward classroom learning?   ___   ___   ___   ___

    E. Is there a range of curricular and instructional options and choices?   ___   ___   ___   ___

    F. Are prereferral interventions used?   ___   ___   ___   ___

    G. Are materials and activities upgraded to

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1.ensure there are enough basic supplies in the classroom?	___	___	___	___
2. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)?	___	___	___	___
3. include advanced technology?	___	___	___	___
4. other? (specify) _____	___	___	___	___

    H. Are regular efforts to foster social and emotional development supplemented?   ___   ___   ___   ___

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?

I. Which of the following can teachers request as special interventions?

    1. Family problem solving conferences? — — — —
    2. Exchange of students to improve student-teacher match and for a fresh start? — — — —
    3. Referral for specific services? — — — —
    4. Other (specify) _____ — — — —

J. What programs are there for temporary out-of-class help?

    1. a family center providing student & family assistance? — — — —
    2. designated problem remediation specialists? — — — —
    3. a "time out" situation? — — — —
    4. Other? (specify) _____

K. What is done to assist a teacher who has difficulty with limited English speaking students?

    1. Is the student reassigned? — — — —
    2. Does the teacher receive professional development related to working with limited English speaking students? — — — —
    3. Does a bilingual coordinator offer consultation? — — — —
    4. Is a bilingual aide assigned to the class? — — — —
    5. Are volunteers brought in to help (e.g., parents, peers)? — — — —
    6. Other? (specify) _____

III. Enhancing and Personalizing Professional Development

A. Are teachers clustered for support and staff development? — — — —

B. Are demonstrations provided? — — — —

C. Are workshops and readings offered regularly? — — — —

D. Is consultation available from persons with special expertise such as
    1. learning supports staff (e.g., psychologist, counselor, social worker, nurse)? — — — —
    2. resource specialists and/or special education teachers? — — — —
    3. members of special committees? — — — —
    4. bilingual and/or other coordinators? — — — —
    5. other? (specify) _____ — — — —

E. Is there a formal mentoring program? — — — —

F. Is team teaching or co-teaching used as an opportunity for teachers to learn on the job? — — — —

G. Is the school creating a learning community? — — — —

H. Is there staff social support? — — — —

Classroom-based Approaches (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
I. Is there formal conflict mediation/resolution for staff?	___	___	___	___
J. Is there a focus on learning how to integrate intrinsic motivation into teaching and classroom management?	___	___	___	___
K. Is there assistance in learning to use advanced technology?	___	___	___	___
L. Other (specify) _____	___	___	___	___

IV. Curricular Enrichment and Adjunct Programs

A. What types of technology are available to the classroom?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are there computers in the classroom?	___	___	___	___
2. Is there a computer lab?	___	___	___	___
3. Is computer assisted instruction offered?	___	___	___	___
4. Are there computer literacy programs?	___	___	___	___
5. Are computer programs used to address ESL needs?	___	___	___	___
6. Does the classroom have video recording capability?	___	___	___	___
7. Is instructional TV used in the classroom?	___	___	___	___
8. Is there a multimedia lab?	___	___	___	___
9. Other? (specify)_____	___	___	___	___

B What curricular enrichment and adjunct programs do teachers use?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Are library activities used regularly?	___	___	___	___
2. Is music/art used regularly?	___	___	___	___
3. Is health education a regular part of the curriculum?	___	___	___	___
4. Are student performances regular events?	___	___	___	___
5. Are there several field trips a year?	___	___	___	___
6. Are there student council and other leaders opportunities?	___	___	___	___
7. Are there school environment projects such as				
a. mural painting?	___	___	___	___
b. horticulture/gardening?	___	___	___	___
c. school clean-up and beautification?	___	___	___	___
d. other? (specify)_____	___	___	___	___
8. Are there special school-wide events such as				
a. sports	___	___	___	___
b. clubs and similar organized activities?	___	___	___	___
c. publication of a student newspaper?	___	___	___	___
d. sales events?	___	___	___	___
e. poster contests?	___	___	___	___
f. essay contests?	___	___	___	___
g. a book fair?	___	___	___	___
h. pep rallies/contests?	___	___	___	___
i. attendance competitions?	___	___	___	___
j. attendance awards/assemblies?	___	___	___	___
k. other? (specify) _____	___	___	___	___
9. Are guest contributors used (e.g., outside speakers/performers)?	___	___	___	___
10. Other (specify)?_____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
V. Classroom and School-wide Approaches Used to Create and Maintain a Caring and Supportive Climate				

A. Are there school-wide approaches for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. creating and maintaining a caring and supportive climate?	——	——	——	——
2. supporting high standards for positive behavior?	——	——	——	——
3. Other (specify) _____	——	——	——	——

B. Are there classroom approaches for

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. creating and maintaining a caring and supportive climate?	——	——	——	——
2. supporting high standards for positive behavior?	——	——	——	——
3. Other (specify) _____	——	——	——	——

VI. Capacity Building for Classroom-based Approaches

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder Involvement in classroom-based approaches?	——	——	——	——

B. Programs used to meet the educational needs of personnel related to classroom-based approaches –

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is there ongoing training for learning supports staff with respect to classroom-based approaches?	——	——	——	——
2. Is there ongoing training for others involved in providing classroom-based approaches (e.g., teachers, peer buddies, office staff, administrators)?	——	——	——	——
3. Other (specify) _____	——	——	——	——

C. Which of the following topics are covered in educating stakeholders?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. How others can work effectively in the classroom?	——	——	——	——
2. Re-engaging students who have disengaged from classroom learning	——	——	——	——
3. Personalizing instruction	——	——	——	——
4. Addressing learning, behavior, and emotional problems	——	——	——	——
5. Enriching options and facilitating student and family Involvement in decision making	——	——	——	——

D. Indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

Indicate below any other ways used at the school to assist a teacher's efforts to address barriers to students' learning.

Other matters relevant to Classroom-based approaches are found in the surveys on

>Support for Transitions >Home Involvement in Schooling   >Community Involvement & Support