

*Improving Schools,
Engaging Students*

**Guide for Team Designing a Comprehensive System to
Address Barriers to Learning and Teaching and
Re-engage Disconnected Students**



Some of the design work has been supported through a collaboration between the Center at UCLA* and Scholastic.

For information about the collaboration, see
<http://smhp.psych.ucla.edu/rebuild/rebuilding.htm>



*The Center at UCLA is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA. (Contact info: Center for Mental Health in Schools, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563; phone (310) 825-3634 ; email [-smhp@ucla.edu](mailto:smhp@ucla.edu))

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

Preface

Design work is driven by the reality that school improvement efforts need leadership and guidance related to enabling all students to have an equal opportunity to succeed at schools, thereby reducing dropout rates and the achievement gap. The aim is to provide schools with a design for braiding and developing all available resources in ways that better address barriers to learning and teaching and reengage disconnected students.

Development of such an approach requires shifts in prevailing school improvement policy and new frameworks for practice. In addition, for significant systemic change to occur, policy and program commitments must be demonstrated through effective redeployment of resources. This includes ensuring an effective structural foundation for systemic changes, sustainability, and ongoing capacity building. The implications state and local education agencies are many (e.g., enhancing integration of programs, personnel, and resources focused on learning supports; redesigning school improvement support and guidance to districts and schools; expanding school accountability).

Clearly, the design team's work is challenging. Teams meet the challenge because young people deserve schools that ensure all students have an equal opportunity to succeed at school and after graduation.

Introduction

This design team guide is a working draft. It will be revised based on feedback from teams and others involved in the design process. The guide builds on the experiences of design teams in Iowa and Louisiana that developed their state designs for a comprehensive system of learning supports.

Six goals and specific actions for accomplishing each are delineated. (The set of goals previously highlighted are expanded and revised.) Goals such as these are meant to be pursued after design team members have had sufficient initial capacity building to carry out the work and have indicated a commitment to doing so. Capacity building includes introduction to key concepts and prototype frameworks and participation in formative discussions clarifying the work of a design team. The ongoing work will be facilitated in ways that deepen understanding of both content and process.

Five of the goals are for the design team, and the sixth is for those planners who turn the design blueprint into a strategic plan.

The goals are:

1. Clarify how student and learning supports are *framed* in currently to address the most pressing concerns (e.g., dropout prevention)
2. Arrive at a recommended design for the intervention framework for a *Comprehensive System of Learning Supports* (e.g., a comprehensive system to address barriers to learning and teaching and re-engage disconnected students by cohesively weaving together school and community resources for learning supports.)
3. Arrive at a recommended design for an organizational and operational *infrastructure* that ensures schools can begin and sustain development of the Comprehensive System of Learning Supports
4. Arrive at *policy* recommendations for (a) enabling development and sustainability of the Comprehensive System of Learning Supports, (b) ending the marginalization of learning supports, and (c) ensuring that existing resources are coalesced and (re)deployed in cost-effective ways.
5. Draft the design document clarifying the frameworks for intervention, infrastructure, and policy.
6. Develop a strategic plan for rolling out the work after the design is approved

The Scholastic handbook provides a major resource for the design team. The following aids, some of which are in the Scholastic handbook, are appended at the end of this guide for quick reference:

- A. Outline for Design Document
- B. Prototype Intervention Framework
- C. Intervention Mapping Matrix
- D. Some Key Points About Why a System of Learning Supports is Imperative
- E. Prototypes for Operational Infrastructure
- F. Prototype for a Three Component Policy Framework
- G. Overview of Phases and Steps in Establishing a Learning Supports Component

We hope the document will be helpful to you even at this early stage in its development.

Design Process

After a design team has had its introduction to key concepts and prototype frameworks and participated in formative discussions, the team is ready to focus on the work ahead in terms of a set of specific tasks to be accomplished. These are organized sequentially and in keeping with the team's schedule for the next couple of months.

Design team meetings are facilitated by staff assigned for this purpose. Facilitation involves

- >helping team members prepare for the meeting
- >actively facilitating the meeting itself
- >writing-up first drafts of the products generated at each meeting
- >circulating drafts to elicit improvements from team members
- >revising drafts into a form for inclusion into the design document (see the outline for the design document in Appendix A)

To make the meeting productive, each member pursues a set of delineated pre-meeting preparation tasks (alone or as part of a work group).

The general format for the meeting itself:

- >sharing of findings from having pursued the preparation tasks
- >analyses to formulate insights and implications
- >design conclusions
- >a presentation highlighting matters related to preparing for next meeting

Aids for the work are available by going to the UCLA Center's website Toolkit -- Section B at <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

For major center works detailing a unified and comprehensive system of learning supports, see <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/majorcenterworks.htm>

For a special online leadership institute on the topic (developed with Scholastic and accessed on their website), see <http://rebuildingforlearning.scholastic.com/>

Design and Strategic Planning Goals and Tasks

Goal 1: Clarify how student and learning supports are *framed* by states and local education agencies to address school's most pressing concerns (e.g., dropout prevention)

Goal 2: Arrive at a recommended design for the intervention framework for a *Comprehensive System of Learning Supports* (e.g., a comprehensive system to address barriers to learning and teaching and re-engage disconnected students by cohesively weaving together school and community resources for learning supports.)

Goals 1 and 2 are concerned with the *INTERVENTION FRAMEWORK*. This is the focus of the design team's first major working meeting.

To prepare for the design team meeting, members (alone or as part of a work group):

>determine if there is a comprehensive intervention framework for learning supports in use. If you find one, compare it to the prototype provided in Appendix B. The framework is discussed further in the Scholastic handbook.

>use the Intervention Mapping Matrix in Appendix C to do what you can to clarify (a) what *schools* are doing to support student learning and (b) what's still needed to address barriers to learning and teaching and re-engage students who have become disengaged from classroom instruction. Pay particular attention to efforts to reduce the achievement gap and dropout rates. (The matrix also is in the Scholastic handbook.)

>review the prototype intervention framework graphically illustrated in the mapping matrix and discussed in Module 3 of the Scholastic handbook and the discussion in Module 5 about intrinsic motivation and engaging and reengaging students)

>review the intervention framework adopted by Iowa and Louisiana

Staff members facilitating the work of the design team send team members a preparation memo a week before the meeting. The memo should reiterate the above tasks and emphasize the value of working on the tasks with others (on the team or other colleagues in the agency).

Goals 1 and 2 (cont.)

At the design team meeting, members work together to:

- >agree about the design team process
- >establish a common perspective of the work by discussing the nature and scope of the design document that is to be produced (see aid in Appendix A)
- >share their mapping of school interventions to generate a “big picture overview” of what schools are doing to address barriers to learning and teaching and re-engage students who have become disengaged from classroom instruction
- >do an analysis of the group generated map *with a view to arriving at implications for whether you want to adopt the framework as illustrated in Appendices B and C or how you want to adapt it.*
- >agree on recommendations – with enough detail so that staff facilitating the process can prepare a first draft of what will be included in the design document
- >discuss and decide on what to include as an introduction to the design document to make the case for why a Comprehensive System of Learning Supports is *imperative* (essential and a high level priority) for school improvement (See Appendix D and Modules 1 and 2 in the Scholastic handbook)

Meeting ends with a presentation to highlight matters related to preparing for next meeting.

Staff members facilitating the process send team members a first draft of summary of what the team is recommending for inclusion in the design document to elicit improvements from team members. The document is then revised and resent for approval for inclusion into the design document.

A reminder is sent one week before the meeting reiterating what is to be done in preparation and at the next meeting. Again, the memo emphasizes the value of working on the tasks with others (on the team or other colleagues in the agency).

Goal 3: Arrive at a recommended design for an organizational and operational *infrastructure* that ensures schools can begin and sustain development of the Comprehensive System of Learning Supports

Goal 3 is concerned with the ORGANIZATIONAL AND OPERATIONAL INFRASTRUCTURE. This is the focus of the design team's second major working meeting.

To prepare for the design team meeting, members (alone or as part of a work group):

- >determine as much as you can what the operational infrastructure is for developing a comprehensive intervention framework for learning supports at schools on up to the state department (What's in place? What needs revision in order to develop a comprehensive system of learning supports that is fully integrated into school improvement planning? Who provides the high level leadership for developing the system of learning supports and fully integrating it into school improvement planning? Are there effective workgroups for system development? Mechanisms for collaboration across divisions and programs and between school and community? See brief discussion provided here as Appendix E and in the Scholastic handbook)
- >compare what you find with the infrastructure prototypes provided in Appendix E and in the Scholastic handbook

Staff members facilitating the process send team members a reminder one week before the meeting. The memo should reiterate the above tasks and emphasize the value of working on the tasks with others (on the team or other colleagues in the agency).

Goal 3 (cont.)

At the design team meeting, members work together to:

- >share their mapping of operational infrastructures at each level
- >do an analysis to determine how well each level operationalizes the intervention framework and supports development of a comprehensive intervention framework for learning supports at schools
- >arrive at recommendations for reworking operational infrastructure at each level
- >agree on recommendations – with enough detail so that staff facilitating the process can prepare a first draft of what will be included in the design document

Meeting ends with a presentation to highlight matters related to preparing for next meeting

Staff members facilitating the process send team members a first draft of summary of what the team is recommending for inclusion in the design document to elicit improvements from team members. The document is then revised and resent for approval for inclusion into the design document.

A reminder is sent one week before the meeting reiterating what is to be done in preparation and at the next meeting.

Goal 4: Arrive at *policy* recommendations for (a) enabling development and sustainability of the Comprehensive System of Learning Supports, (b) ending the marginalization of learning supports, and (c) ensuring that existing resources are coalesced and (re)deployed in cost-effective ways.

Goal 4 is concerned with the POLICY. This is the focus of the design team's third major working meeting.

To prepare for the design team meeting, members (alone or as part of a work group):

- >determine as much as you can about how existing policy accounts for development of a comprehensive system of learning supports (e.g., legislation, education code, bulletins, school improvement guidance, accountability indicators)
- >compare what you find with how policy for a Comprehensive System of Learning Supports is formulated in Appendix F and in the Scholastic handbook

Staff members facilitating the process send team members a reminder one week before the meeting. The memo should reiterate the above tasks and emphasize the value of working on the tasks with others (on the team or other colleagues in the agency).

At the design team meeting, members work together to:

- >arrive at recommendations for ensuring development and sustainability of the Comprehensive System of Learning Supports (e.g., moving to a three component policy framework for school improvement; coalescing piecemeal and fragmented policies to reduce waste, redundancy, and counterproductive competition; including the design in school improvement planning language and integrating it into school improvement guidance documents; providing support for capacity building related to developing a comprehensive system and taking it to scale; expanding the school accountability framework to encompass the system of learning supports)
- >agree on recommendations – with enough detail so that staff facilitating the process can prepare a first draft of what will be included in the design document

Meeting ends with a presentation to highlight matters related to preparing for next meeting

Staff members facilitating the process send team members a first draft of summary of what the team is recommending for inclusion in the design document to elicit improvements from team members. The document is then revised and resent for approval for inclusion into the design document.

A reminder is sent one week before the meeting reiterating what is to be done in preparation and at the next meeting.

Goal 5: Draft the design document clarifying the frameworks for intervention, infrastructure, and policy

- >establish a small writing team to do a preliminary draft (see example outline in App. A)
- >share the draft with all team members for feedback
- >if there are major concerns, hold a design team meeting to discuss and resolve concerns
- >rework the draft based on feedback
- >share the reworked draft for wider feedback (include a note indicating that the strategic plan for rolling out the work is being developed)
- >rework the draft based on feedback
- >submit the design for approval (include the note indicating that the strategic plan for rolling out the work is being prepared for approval)
- >celebrate the team's accomplishments

Once the design is approved, the focus shifts to Goal 6 which involves developing a strategic plan for

- (1) how the design document will be shared widely and in ways that create readiness and commitment for developing a comprehensive system for addressing barriers to learning and teaching and reengaging disconnected students and
- (2) how to accomplish essential systemic changes and capacity building so that the design will be implemented over time in all schools.

Goal 6: Develop a strategic plan for rolling out the work after the design is approved

As John Maynard *Keynes* stressed: *The real difficulty in changing the course of any enterprise lies not in developing new ideas but in escaping old ones.*

Goal 6 is concerned with SYSTEMIC CHANGE and WIDE-SCALE REPLICATION. This is the focus of a work group that consists of key design team members, agency leaders, and consultants who understand both the design and are well-versed in facilitating large-scale systemic change in school districts.

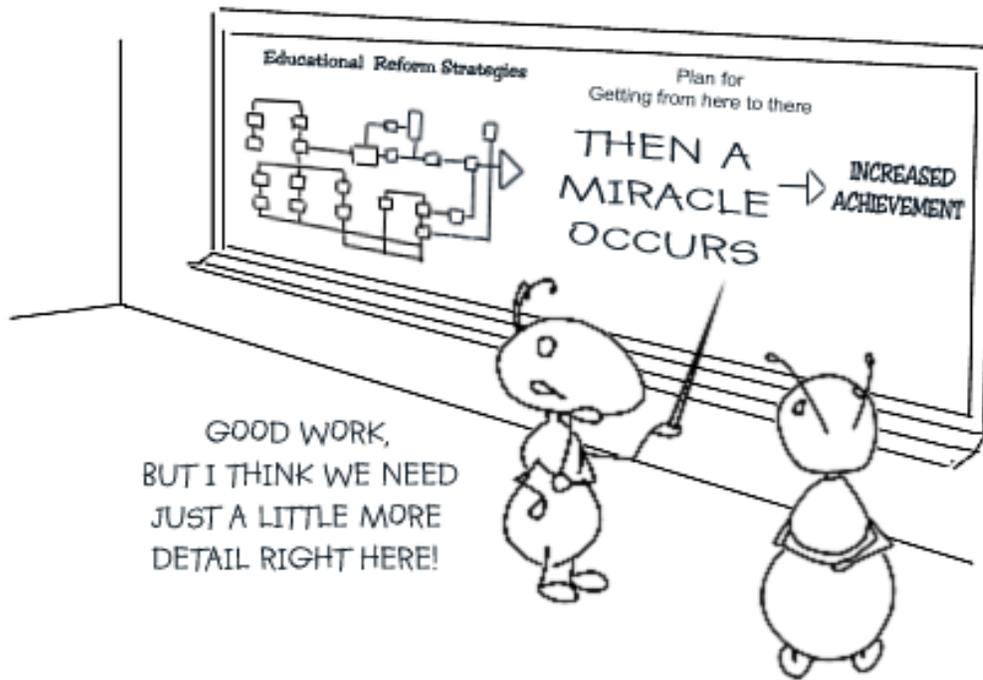
To prepare for this work, members

- >should read Module 4 of the Scholastic handbook and the 2007 journal article “Systemic Change and School Improvement” online at [http://smhp.psych.ucla.edu/publications/Systemic Change for school improvement.pdf](http://smhp.psych.ucla.edu/publications/Systemic%20Change%20for%20school%20improvement.pdf)
- >other brief resources are available in a series of information resources on enabling system change online at <http://smhp.psych.ucla.edu/materials/trainingpresentation.htm#fact>
- >review example of phases and steps in establishing a learning supports component outlined in Appendix G

At the Strategic Planning Meeting, members work together to:

- >develop recommendations for establishing systemic change mechanisms to facilitate each phase of systemic change with special emphasis on capacity building
- >outline a 5 year strategic plan
- >outline an action plan for year 1 (including mechanisms and steps for identifying the first cohort of districts ready to move forward with the design and convening leadership teams from each district)
- >submit for approval

Once approval is given, the focus is on organizing a systemic change operational infrastructure for the work and building the capacity of those who will steer and implement the strategic plan.



As Seymour Sarason stressed a long time ago:

Good ideas and missionary zeal are sometimes enough to change the thinking of individuals; they are rarely, if ever, effective in changing complicated organizations (like the school) with traditions, dynamics, and goals of their own.

Appendices

- A. Outline for Design Document
- B. Prototype Intervention Framework
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Appendix A

Outline for Design Document

Introduction

Reflecting on Our History: Building on What We Have Learned
Moving Forward – A Case for Change
 The Imperative for a Comprehensive System of Learning Supports
 Collaboration for Capacity Building at All Levels
 Outcomes for All Children and Youth
The Design Process

Intervention Framework

A Continuum of Interventions to Meet the Needs of All Children and Youth
Content Arenas for Learning Support

Reworking Infrastructure to Integrate a Comprehensive System of Learning Supports Fully into School Improvement

Structure follows Functions
Key Operational Mechanisms
Reorganization at the School Level
Organization for a Family of Schools
Reorganization at the District Level
Reorganization at Regional Units
Reorganization at the State Department

Enhancing and Realigning Policy Support

Policy recommendations for ensuring development and sustainability of the Comprehensive System of Learning Supports

- >Move to a three component policy framework for school improvement
- >Coalesce piecemeal and fragmented policies to reduce waste, redundancy, and counterproductive competition
- >Include the design in school improvement planning language and integrate it into school improvement guidance documents
- >Provide support for capacity building related to developing a comprehensive system and taking it to scale
- >Expand the school accountability framework to encompass the system of learning supports

Some Concluding Comments

**A Strategic Plan for Systemic Change and Wide-spread Replication is Available
as a Separate Document**

Appendix B

Prototype Intervention Framework



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

Addressing barriers to learning and teaching, enhancing engagement, and reengaging disconnected students enables all students to have an equal opportunity for success at school. To these ends, every school, with state and district coaching, needs to develop and fully integrate a learning supports component by weaving together the resources of school, home, and community into a full continuum of integrated systems of intervention. Such a continuum encompasses resources, strategies, and practices that provide physical, social, emotional, and cognitive supports in the classroom and schoolwide. A comprehensive, cohesive, and coherent *system of learning supports* is essential to reducing dropout rates, narrowing the achievement gap, and strengthening school improvement.*

The Aim is to Build a Comprehensive System

Exhibit A outlines *levels* of intervention. The figure is designed to introduce a continuum as *one facet* of establishing, over time, a comprehensive, multi-faceted, cohesive approach that strives to

- promote healthy development and prevent problems
- intervene early to address problems as soon after onset as is feasible
- assist with chronic and severe problems.

In keeping with public education and public health perspectives, such a continuum encompasses efforts to enable academic, social, emotional, and physical development and to address behavior, learning, and emotional problems at every school and in every community.

As graphically illustrated in Exhibit A, (a) each level represents a subsystem, (b) the three subsystems overlap, and (c) all three require integration into an overall system.

A Comprehensive System Requires Weaving School and Community Resources Together

The school and community examples listed in the exhibit highlight programs focused on individuals, families, and the contexts in which they live, work, and play. There is a focus on mental and physical health, education, and social services. Some of the examples reflect the type of categorical thinking about problems that contributes to fragmentation, redundancy, and counterproductive competition for sparse resources.

Moving away from fragmented approaches requires more than coordination. It involves weaving together school and community efforts at each level of the continuum in ways consistent with institutional missions and sparse resources. And,

system building requires concurrent intra- and inter-program integration over extended periods of time.

Note that the continuum helps highlight the principle of appropriately using the least restrictive and nonintrusive forms of intervention in responding to problems and accommodating diversity.

A Comprehensive System Reduces the Number of Students Who Require Specialized Supports

Many problems are not discrete and must be addressed holistically and developmentally and with attention to root causes. An appreciation of these matters helps minimize tendencies to develop separate programs for each observed problem. In turn, this enables coordination and integration of resources which can increase impact and cost-effectiveness.

As graphically illustrated by the tapering of the three levels of intervention in the exhibit, development of a fully integrated set of interventions is meant to reduce the number of individuals who require specialized supports. That is, the aim is to prevent the majority of problems, deal with another significant segment as soon after problem onset as is feasible, and end up with relatively few students needing specialized assistance and other intensive and costly interventions. For individual students, this means preventing and minimizing as many problems as feasible and doing so in ways that maximize engagement in productive learning. For the school and community as a whole, the intent is to produce a safe, healthy, nurturing environment/culture characterized by respect for differences, trust, caring, support, and expectations for a bright future.

Each Level has Content

As can be seen in Exhibit B, focusing only on a continuum of intervention is insufficient. For example, “mapping” done with respect to three levels of intervention does not do enough to escape the trend to generate laundry lists of programs/services at each level. By combining the three system levels with a categorization of intervention *content* focus, we generate a matrix that constitutes a prototype intervention framework for a *comprehensive system of learning supports*. Such a matrix can guide and unify school improvement planning for developing such a system. The matrix provides a unifying framework for mapping what is in place and analyzing gaps. Overtime, such 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.

Continuum + Content = An Enabling Component

In our work, we operationalize a comprehensive system of learning supports as an *Enabling or Learning Supports Component* (see Exhibit C). This helps to coalesce and enhance programs with the aim of ensuring all students have an equal opportunity to succeed at school. A critical matter is defining what the entire school must do to enable *all* students to learn and *all* teachers to teach effectively. School-wide approaches are especially important 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 the Exhibit, an enabling component involves first addressing interfering factors *and then* (re-)engaging students in classroom instruction. The

reality is that interventions that do not include an emphasis on ensuring students are engaged meaningfully 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.

To conclude: Addressing barriers to learning and teaching and reengaging disconnected students is a school improvement imperative. Developing and implementing a comprehensive, multi-faceted, and cohesive system of learning supports is the next evolutionary stage in meeting this imperative. It is the missing component in efforts to close the achievement gap, enhance school safety, reduce dropout rates, shut down the pipeline from schools to prisons, and promote well-being and social justice.

*The Center has compiled a variety of resources, including a *toolkit*, to provide ready access to a set of resources for developing a comprehensive system of student/learning supports. See <http://smhp.psych.ucla.edu/summit2002/resourceaids.htm>

One document in the toolkit is: *Frameworks for Systemic Transformation of Student and Learning Supports* – <http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf>

The toolkit also has the set of self-study surveys related to developing a comprehensive system of student/learning supports. One of these is a survey of “systems” designed to help determine the degree to which a comprehensive system is being developed. (Directly accessible at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>)

What’s your favorite subject at school ?

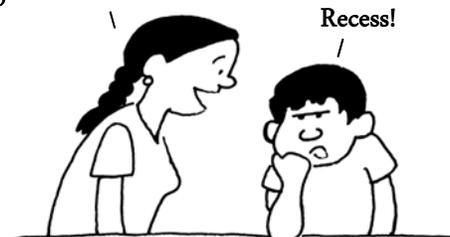


Exhibit A

Levels of Intervention:* Connected Systems for Meeting the Needs of All Students

School Resources

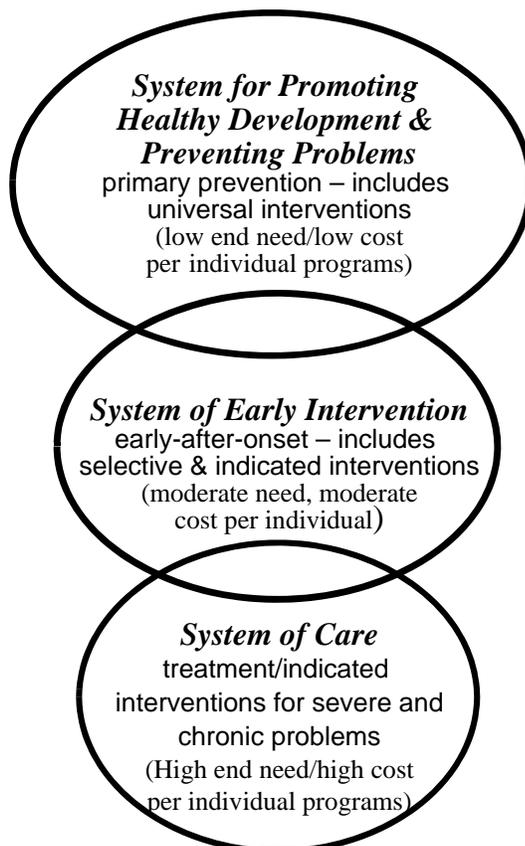
(facilities, stakeholders, programs, services)

Examples:

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

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

- Special education for learning disabilities, emotional disturbance, and other health impairments



Community Resources

(facilities, stakeholders, programs, services)

Examples:

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

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

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization
- Drug treatment

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.*

Exhibit B

**Continuum + Content =
A Component to Address Barriers to Learning***

		Scope of Intervention		
		System for Promoting Healthy Development & Preventing Problems	System for Early Intervention (Early after problem onset)	System of Care
Organizing around the Content/ “curriculum” (for addressing barriers to learning & reengaging disconnected students)	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)	

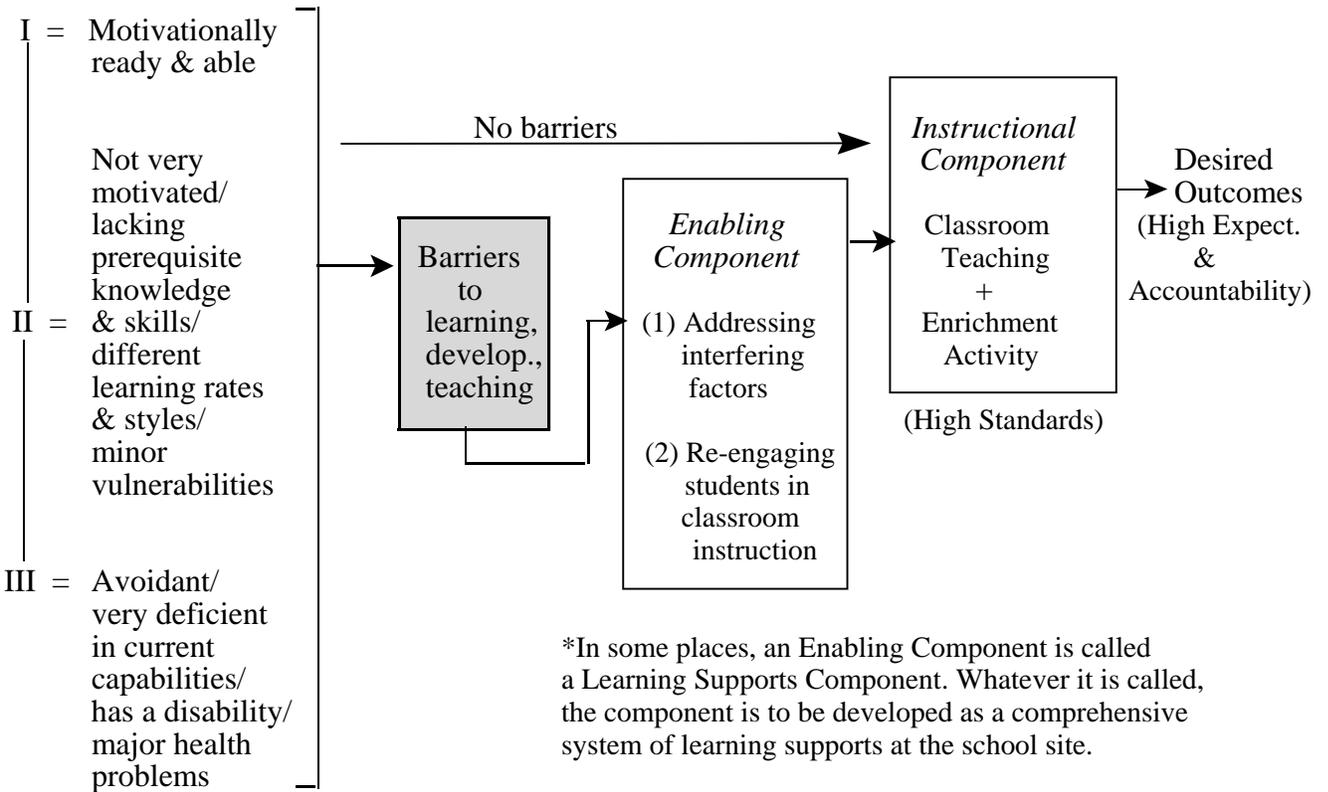
*Note that specific school-wide and classroom-based activities related to positive behavior support, response to intervention, “prereferral” interventions, and the eight components of Center for Prevention and Disease Control’s Coordinated School Health Program are embedded into the six content (“curriculum”) areas.

Exhibit C

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

Range of Learners

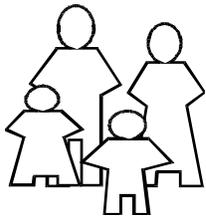
(categorized in terms of their response to academic instruction at any given point in time)



*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**
<i>Neighborhood</i>	<i>Family</i>	<i>School and Peers</i>	<i>Individual</i>
<ul style="list-style-type: none"> >extreme economic deprivation >community disorganization, including high levels of mobility >violence, drugs, etc. >minority and/or immigrant status 	<ul style="list-style-type: none"> >chronic poverty >conflict/disruptions/violence >substance abuse >models problem behavior >abusive caretaking >inadequate provision for quality child care 	<ul style="list-style-type: none"> >poor quality school >negative encounters with teachers >negative encounters with peers &/or inappropriate peer models 	<ul style="list-style-type: none"> >medical problems >low birth weight/neurodevelopmental delay >psychophysiological problems >difficult temperament & adjustment problems >inadequate nutrition

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



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Comprehensive System of Learning Supports

A Comprehensive System of Learning Supports enables all students to have an equal opportunity for success at school by addressing barriers to learning, enhancing engagement, and reengaging disconnected students. Every school, with state and district coaching, needs to develop and fully integrate a learning supports component by weaving together the resources of school, home, and community into a full continuum of integrated systems of intervention. Such a continuum encompasses resources, strategies, and practices that provide physical, social, emotional, and cognitive supports in the classroom and schoolwide. A comprehensive, cohesive, and coherent *system* of learning supports is essential to reducing dropout rates, narrowing the achievement gap, and strengthening school improvement.

Appendix C
Intervention Mapping Matrix



A School Improvement Tool for Moving toward a Comprehensive System of Learning Supports

Mapping & Analyzing Learning Supports

<http://smhp.psych.ucla.edu/summit2002/tool%20mapping%20current%20status.pdf>

The matrix on the following page provides a graphic organizer for reviewing school improvement plans and implementation to identify how well the efforts address barriers to learning and teaching – schoolwide and in the classroom. It can also be used to chart all current activities and resource use (e.g., involving school, community, district) as a basis for making status reports, doing a gap analysis, and setting priorities for moving forward.

*Places that have plans to cover a considerable range of the interventions outlined by the matrix are considered to be developing a comprehensive system of learning supports.**

The matrix is used as follows for initial mapping and priority setting:

- Step 1. Reproduce an enlarged version of the attached matrix so there is room to enter all activity
- Step 2. Enter all activity and resources (Note: some will go in more than one cell)
- Step 3. Review the examples provided in the attached Exhibit and add anything that was forgotten.
- Step 4. Identify which cells are well covered with *effective* interventions and which have only weak interventions or none at all
- Step 5. Identify what needs to be done as the highest priorities to strengthen efforts to develop a comprehensive system of learning supports to address barriers to learning and teaching – schoolwide and in the classroom
- Step 6. Revise school improvement plans in keeping with the mapping and analysis

*Developed by the Center for Mental Health in Schools, Dept. of Psychology, UCLA, L.A., CA 90095-1563. Phone: (310) 825-3634. Email: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

The Center also has a *toolkit* that includes a set of self-study surveys related to developing a comprehensive system of learning supports. (Directly accessible at <http://smhp.psych.ucla.edu/pdfdocs/Surveys/Set1.pdf>)

Support comes in part from the U.S. Department of Health and Human Services, Public Health Service, Health Resources and Services Administration, Maternal and Child Health Bureau, Office of Adol. Health.

Matrix for Reviewing Scope and Content of a Component to Address Barriers to Learning*

		Scope of Intervention		
		System for Promoting Healthy Development & Preventing Problems	System for Early Intervention (Early after problem onset)	System of Care
Organizing around the Content/ “curriculum” (for addressing barriers to learning & reengaging disconnected students)	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 that specific school-wide and classroom-based activities related to positive behavior support, response to intervention, “prereferral” interventions, and the eight components of Center for Prevention and Disease Control’s Coordinated School Health Program are embedded into the six content (“curriculum”) areas.

Exhibit

Examples of “Content” Arenas for a Component to Address Barriers to Learning*

(1) Classroom-Based Approaches

- Opening the classroom door to bring available supports in (e.g., peer tutors, volunteers, aids trained to work with students-in-need; resource teachers and student support staff work in the classroom as part of the teaching team)
- Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals (e.g. 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 (e.g., creating a Learning Community for teachers; ensuring opportunities to learn through co-teaching, team teaching, and mentoring; teaching intrinsic motivation concepts and their application to schooling)
- Curricular enrichment and adjunct programs (e.g., 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

(2) Support for Transitions

- Welcoming & social support programs for newcomers (e.g., welcoming signs, materials, and initial receptions; peer buddy programs for students, families, staff, volunteers)
- Daily transition programs for (e.g., before school, breaks, lunch, afterschool)
- Articulation programs (e.g., 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 (e.g., catch-up, recreation, and enrichment programs)
- School-to-career/higher education (e.g., counseling, pathway, and mentor programs; Broad involvement of stakeholders in planning for transitions; students, staff, home, police, faith groups, recreation, business, higher education)
- Broad involvement of stakeholders in planning for transitions (e.g., students, staff, home, police, faith groups, recreation, business, higher education)
- Capacity building to enhance transition programs and activities

(3) Home Involvement and Engagement in Schooling

- Addressing specific support and learning needs of family (e.g., 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 (e.g., 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 and/or e-mail 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 (e.g., families prepared for involvement in program planning and problem-solving)
- Enhancing home support for learning and development (e.g., family literacy; family homework projects; family field trips)
- Recruiting families to strengthen school and community (e.g., volunteers to welcome and support new families and help in various capacities; families prepared for involvement in school governance)
- Capacity building to enhance home involvement

(cont.)

(4) Community Outreach for Involvement and Collaborative Support

- Planning and Implementing Outreach to Recruit a Wide Range of Community Resources (e.g., public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations; community policy and decision makers)
- Systems to Recruit, Screen, Prepare, and Maintain Community Resource Involvement (e.g., mechanisms to orient and welcome, enhance the volunteer pool, maintain current involvements, enhance a sense of community)
- 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 and Support (e.g., policies and mechanisms to enhance and sustain school-community involvement, staff/stakeholder development on the value of community involvement, “social marketing”)

(5) Crisis Assistance and Prevention

- Ensuring immediate assistance in emergencies so students can resume learning
- Providing Follow up care as necessary (e.g., 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 (e.g., 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
- Capacity building to enhance crisis response and prevention (e.g., staff and stakeholder development, enhancing a caring and safe learning environment)

(6) Student and Family Assistance

- Providing extra support as soon as a need is recognized and doing so in the least disruptive ways (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs)
- Timely referral interventions for students & families with problems based on response to extra support (e.g., identification/screening processes, assessment, referrals, and follow-up – school-based, school-linked)
- Enhancing access to direct interventions for health, mental health, and economic assistance (e.g., school-based, school-linked, and community-based programs and services)
- Care monitoring, management, information sharing, and follow-up assessment to coordinate individual interventions and check whether referrals and services are adequate and effective
- Mechanisms for *resource* coordination and integration to avoid duplication, fill gaps, garner economies of scale, and enhance effectiveness (e.g., braiding resources from school-based and linked interveners, feeder pattern/family of schools, community-based programs; linking with community providers to fill gaps)
- Enhancing stakeholder awareness of programs and services
- Capacity building to enhance student and family assistance systems, programs, and services

*In each arena, there is broad involvement of stakeholders in planning the system and building capacity. Emphasis at all times in the classroom and schoolwide is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings because this is essential to engagement and reengagement and creating and maintaining a caring supportive climate.

Appendix D

Some Key Points About Why a System of Learning Supports is Imperative

As the Carnegie Task Force on Education has stressed:

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.

Too many schools are experiencing high student (and teacher) dropout rates, a continuing achievement gap, and a plateauing of achievement test scores after initial gains resulting from prevailing school improvement efforts.

Most school staff can detail both the external and internal factors that interfere with effective learning and teaching at their school. They aren't making excuses, they're stating facts.

School leaders and policy makers are aware of the need to address such barriers. This is reflected in the considerable expenditure of resources for student support programs and services and the growing number of initiatives for school-community collaboration.

Currently, most districts offer a range of programs and services oriented to student needs and problems. Some are provided throughout a school district, others are carried out at or linked to targeted schools. Some are owned and operated by schools; some are from community agencies. The interventions may be for all students in a school, for those in specified grades, for those identified as "at risk," and/or for those in need of compensatory or special education.

Looked at as a whole, a considerable amount of activity is taking place and substantial resources are being expended. However, it is widely recognized that interventions are fragmented and poorly coordinated. And, the whole enterprise is marginalized in policy and practice. Schools confronted with a large number of students experiencing barriers to learning pay dearly for this state of affairs. Moreover, it is common knowledge that such schools don't come close to having enough resources to meet their needs. For these schools in particular, the reality is that test score averages are unlikely to increase adequately until student supports are rethought and redesigned. More broadly, schools that ignore the need to move in new directions related to providing learning supports remain ill-equipped to meet their mission.

Data Supporting the Imperative for Moving Toward a Comprehensive System of Learning Supports

A good way to approach the topic of evidence related to a Comprehensive System of Learning Supports is to stress two matters: (1) data showing the need for such systemic changes related to school improvement efforts and (2) data on the value of moving toward a Comprehensive System of Learning Supports.

(1) There is a growing body of data attesting to the failure of current school improvement efforts — for example, we point to the evidence of

- high student dropout rates,
- high teacher dropout rates,
- the continuing achievement gap,
- the plateau effect related to efforts to improve achievement test performance
- the growing list of schools designated as low performing,
- the degree to which high stakes testing is taking a toll on students

- >National findings related to high school graduation indicate that nearly one-third of all public high school students fail to graduate
- >Findings indicate that one-quarter to one-half of all beginning teachers leave teaching within four years and many do so because of the lack of an adequate system of learning supports
- >In most states, a significant proportion of schools are designated as “High Priority” (previously Low Performing) Schools
- >Evidence is growing that when test score gains are achieved, they mainly occur for young students, are related to noncomplex skills, and tend to plateau after a district shows modest gains over a three year period.

Related to this is the evidence that current school improvement planning does not adequately focus on the need for schools to play a significant role in addressing barriers to learning and teaching. See

- >>"*School Improvement Planning: What's Missing?*"
<http://smhp.psych.ucla.edu/whatsmissing.htm>
- >>"*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*"
<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

All these indicators point to the need for new directions in how schools address barriers to learning and teaching and reengage disconnected students.

(2) There is an extensive and growing body of literature indicates the value of moving toward a Comprehensive System of Learning Supports. At this time, it is necessary to combine the data from a variety of efforts that have been undertaken. See, for example,

- >>"*Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research- Base*" online at
<http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>
- >>Also see Lists of Empirically Supported/evidence Based Interventions for School-aged Children and Adolescents annotated at
<http://smhp.psych.ucla.edu/pdfdocs/aboutmh/annotatedlist.pdf>
- >>And see a statewide example of data indicating a significant relationship across secondary schools between California's *Academic Performance Index* (API) scores and three-quarters of the survey indicators on the *Healthy Kids Survey* —
<http://www.wested.org/chks/pdf/factsheet.pdf>

The various studies show improvements in school attendance, reduced behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.

*Changing the individual
while leaving the world alone
is a dubious proposition.*
Ulric Neisser

Appendix E

Prototypes for Operational Infrastructure

In designing and rethinking infrastructure, the fundamental principle remains: *structure follows function*. So, the key to a well-designed infrastructure is first to delineate functions (and related tasks and processes) in ways that are consistent with “big picture” visionary goals for a district and each school. Then, the focus is on establishing an integrated set of mechanisms that enable accomplishment of such major functions in a cost-effective and efficient manner.

With the aim of comprehensively addressing barriers to learning and teaching, essential functions and tasks are those that ensure *development*, over time, of a comprehensive, multifaceted, and cohesive component. Essential mechanisms include:

- Administrative leadership
- Staff leadership
- Resource-oriented team and related work groups
- case-oriented teams

These mechanisms must work effectively together and be fully integrated into school improvement planning and decision making.

The infrastructure focus is on mechanisms that enable optimal use of existing resources in order to more effectively address barriers to learning and teaching and re-engage students in classroom instruction. This includes mechanisms for ensuring effective, ongoing

- >governance and administration
- >leadership and staffing
- >planning and implementation of specific organizational and program objectives
- >coordination and integration for cohesion
- >communication and information management
- >capacity building
- >problem solving, quality improvement, and accountability.

Developing a comprehensive system of learning supports involves reworking organizational and operational infrastructure for

- >schools
- >families of schools (e.g., feeder patterns)
- >districts
- >regional and state agencies
- >school-community collaboratives

A Note About Administrative Leadership

Administrative leadership is key to ending marginalization of efforts to address behavior, learning, and emotional problems. For example, at the school level, usually, the principal and whoever else is part of a school leadership team currently leads the way in improving instruction and management/governance. As presently constituted, however, such a team may not be prepared to advance development of a comprehensive and systemic component for preventing and ameliorating problems. Thus, someone already on the leadership team may need to be assigned this role and provided training to carry it out effectively. Alternatively, someone in the school who is involved with student supports (e.g. a pupil services professional, a Title I coordinator, a special education resource specialist) can be invited to join the leadership team, assigned responsibility and accountability for ensuring the vision for the component is not lost, and provided additional training for the tasks involved.

Learning Supports Staff at a School*

*In a sense, each staff member is a special resource for each other.
A few individuals are highlighted here to underscore some special functions.*

Administrative Leader for Learning Supports

School Psychologist _____
times at the school _____

- Provides assessment and testing of students for special services. Counseling for students and parents. Support services for teachers. Prevention, crisis, conflict resolution, program modification for special learning and/or behavioral needs.

School Nurse _____
times at the school _____

- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor

_____ times at the school _____

- Provides a liaison between school and home to maximize school attendance, transition counseling for returnees, enhancing attendance improvement activities.

Social Worker _____
times at the school _____

- Assists in identifying at-risk students and provides follow-up counseling for students and parents. Refers families for additional services if needed.

Counselors _____ times at the school _____

- General and special counseling/guidance services. Consultation with parents and school staff.

Dropout Prevention Program Coordination

_____ times at the school _____

- Coordinates activity designed to promote dropout prevention.

Title I and Bilingual Coordinators

- Coordinates categorical programs, provides services to identified Title I students, implements Bilingual Master Plan (supervising the curriculum, testing, and so forth)

Resource and Special Education Teachers

_____ times at the school _____

- Provides information on program modifications for students in regular classrooms as well as providing services for special education.

Other important resources:

School-based Crisis Team (list by name/title)

_____/_____
_____/_____
_____/_____
_____/_____

School Improvement Program Planners

_____/_____
_____/_____
_____/_____

Community Resources

- Providing school-linked or school-based interventions and resources

Who	What they do	When
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____
_____/_____	_____/_____	_____/_____

_____/_____/_____

_____/_____/_____

_____/_____/_____

_____/_____/_____

_____/_____/_____

_____/_____/_____

*Examples of job descriptions for a learning supports component leadership are online at <http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidd.pdf>

**Needed: a School-Based
Resource-Oriented Mechanism**
(*e.g., a Learning Support Leadership Team*)

What are its functions?

- Aggregating data across students and from teachers to analyze school needs
- Mapping resources
- Analyzing resources
- Enhancing resources
- Program and system planning/development
- Redeploying resources
- Coordinating and integrating resources
- “Social marketing”

If it is a team, how many are on it?

From two –to as many as are willing and able

Another team?

Not necessarily –but definitely a different agenda and time to do it

Who’s on it? (depends on what’s feasible)

- The administrative leader for a learning supports component
- School staff (*e.g., counselors, psychologists, social workers, nurses, attendance and dropout counselors, special education staff, health educators, bilingual program coordinators, teachers*)
- 1-2 parents
- 1-2 older students
- Representatives of any community resources/agencies who are working closely with the school

Infrastructure connections:

- The administrator on the team represents the team at administrator meetings
- One member must be an official representative on the school’s governance body
- One member represents the team on the complex’s Learning Support Resource Council

See one-page handout on *What is a Learning Supports Leadership Team?* online at http://smhp.psych.ucla.edu/pdfdocs/resource_coord_team.pdf

Contrasting Team Tasks

A Case-Oriented Team

Focuses on specific *individuals* and discrete services to address barriers to learning

Sometimes called:

- Child Study Team
- Student Study Team
- Student Success Team
- Student Assistance Team
- Teacher Assistance Team
- IEP Team

EXAMPLES OF MAJOR TASKS:

- >triage
- >referral
- >case monitoring/management
- >case progress review
- >case reassessment



A Resource-Oriented Team

Focuses on *all* students and the *resources, programs, and systems* to address barriers to learning & promote healthy development

Possibly called:

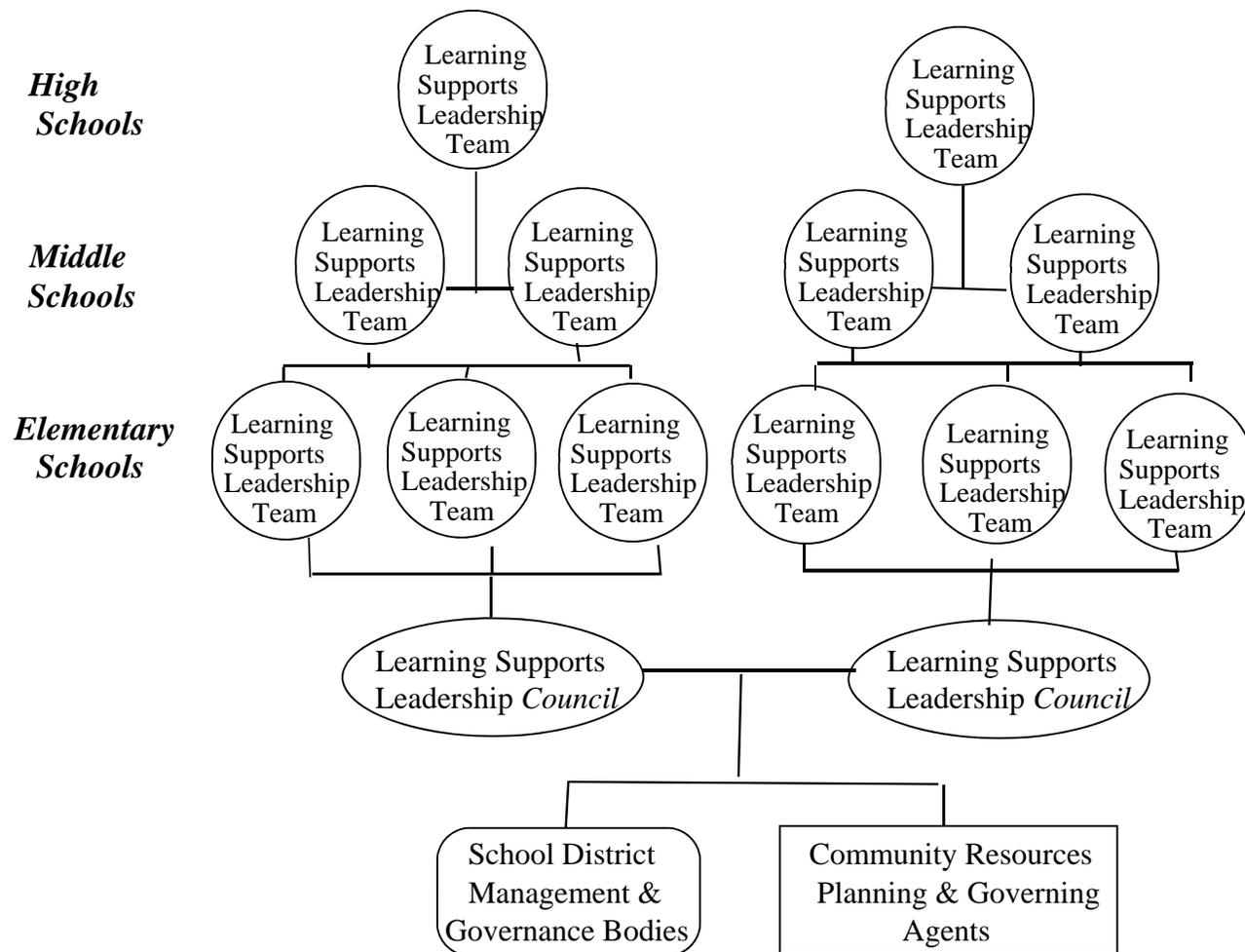
- Learning Supports Resource Team
- Learning Supports Component Leadership Team
- Learning Supports Component Development Team

EXAMPLES OF MAJOR TASKS:

- >aggregating data across students and from teachers to analyze school needs
- >mapping resources
- >analyzing resources
- >enhancing resources
- >program and system planning/development – including emphasis on establishing a full continuum of intervention
- >redeploying resources
- >coordinating and integrating resources
- >social "marketing"



Connecting Leadership Teams to Enhance Development of a Unified and Comprehensive System of Learning Supports by Linking a Family of Schools Together and with the Community



Note: Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated. With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

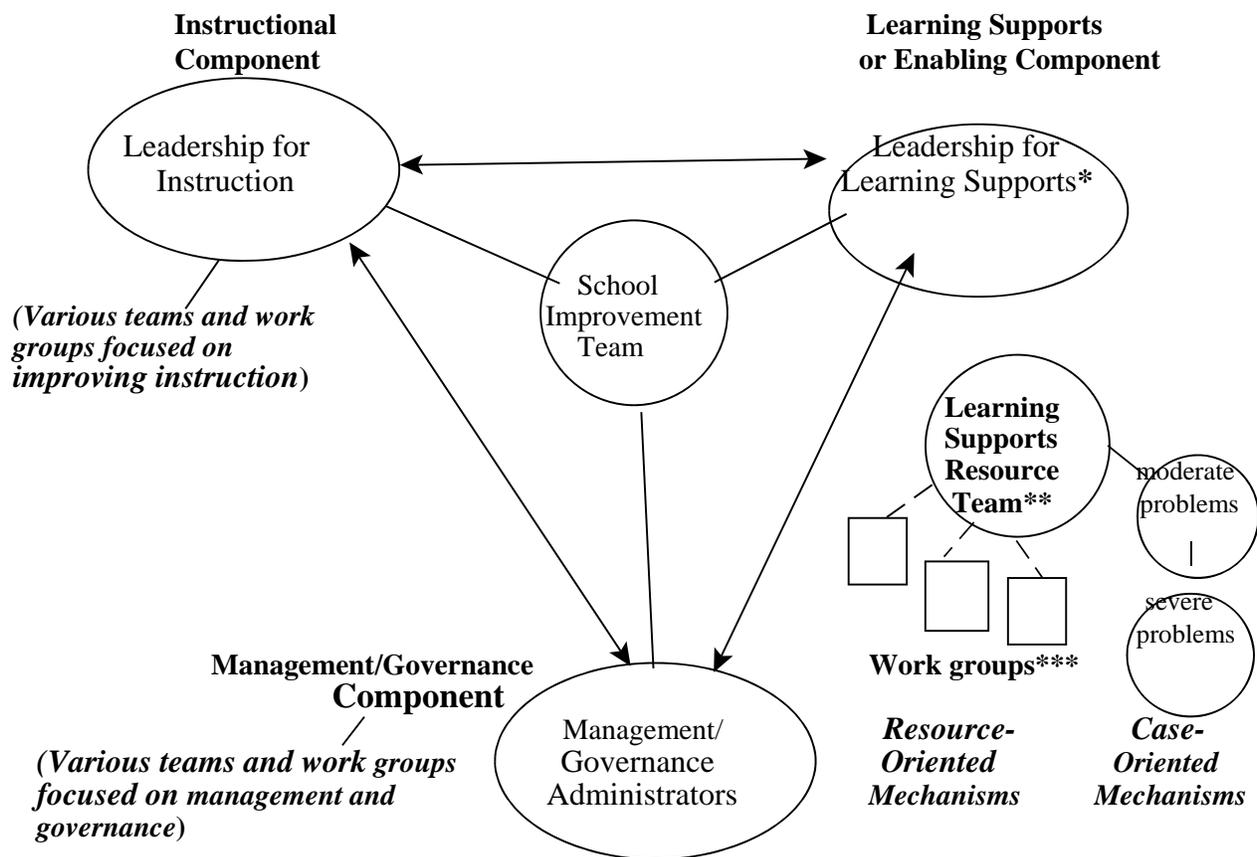
Connecting Leadership Teams to Enhance Development of a Unified and Comprehensive System of Learning Supports by Linking a Family of Schools Together and with the Community

Additional Notes:

Resource-oriented mechanisms at schools, for families of schools, and at the district level are essential for weaving together existing school and community resources and developing a full continuum of interventions over time. Such mechanisms enable programs and services to function in an increasingly cohesive, cost-efficient, and equitable way. By doing so, they contribute to reducing marginalization and fragmentation of learning supports.

Representatives from Learning Supports Resource Councils can be invaluable members of community planning groups (e.g., Service Planning Area Councils, Local Management Boards). They bring information about specific schools, clusters of schools, and local neighborhoods and do so in ways that reflect the importance of school-community partnerships. They can readily be transformed into an effective school-community collaborative.

Example of an Integrated Infrastructure at the School Level



*Learning Supports or Enabling Component Leadership consists of an administrator and other advocates/champions with responsibility and accountability for ensuring the vision for the component is not lost. The administrator meets with and provides regular input to the Learning Supports Resource Team.

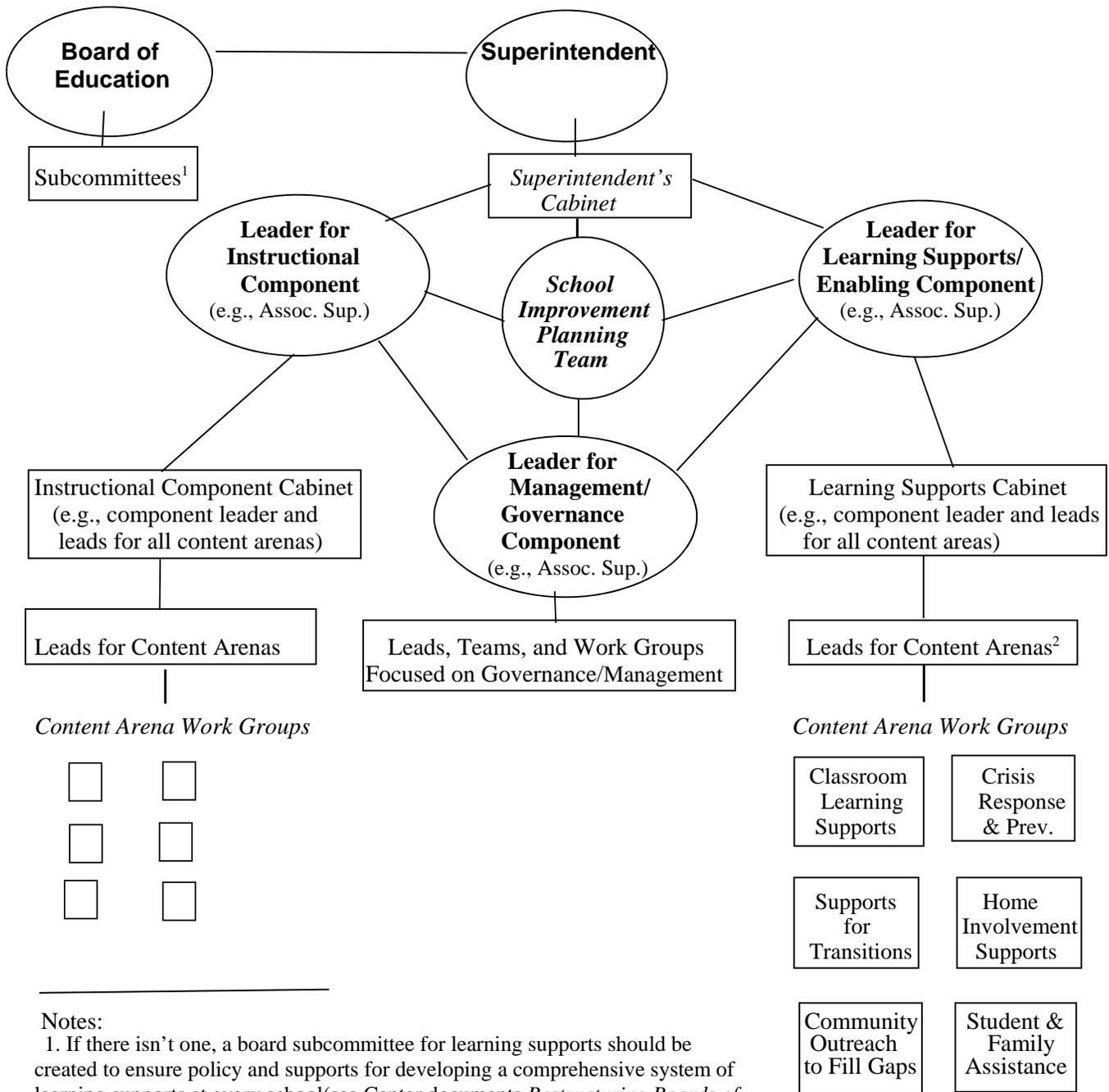
**A Learning Supports Resource Team ensures component cohesion, integrated implementation, and ongoing development. It meets weekly to guide and monitor daily implementation and development of all programs, services, initiatives, and systems at a school that are concerned with providing learning supports and specialized assistance.

***Ad hoc and standing work groups – Initially, these are the various “teams” that already exist related to various initiatives and programs (e.g., a crisis team) and for processing “cases” (e.g., a student assistance team, an IEP team). Where redundancy exists, work groups can be combined. Others are formed as needed by the Learning Supports Resource Team to address specific concerns. These groups are essential for accomplishing the many tasks associated with such a team’s functions.

For more on this, see

- ><http://smhp.psych.ucla.edu/pdfdocs/infrastructure/anotherinitiative-exec.pdf>
- ><http://smhp.psych.ucla.edu/pdfdocs/studentssupport/toolkit/aidk.pdf>

Prototype for an Integrated Infrastructure at the District Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction

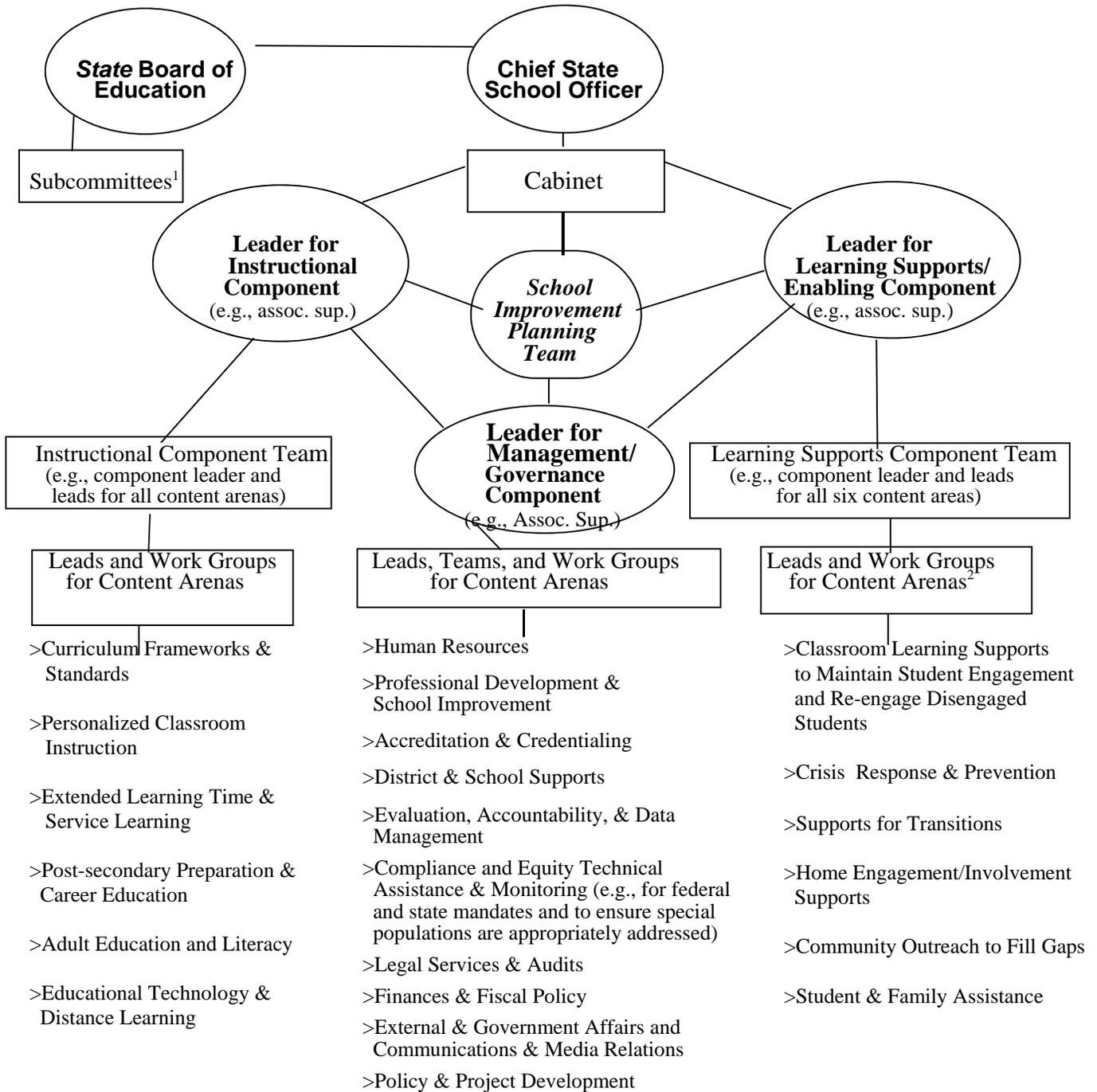


Notes:

1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports for developing a comprehensive system of learning supports at every school(see Center documents *Restructuring Boards of Education to Enhance Schools' Effectiveness in Addressing Barriers to Student Learning* <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf> and *Example of a Formal Proposal for Moving in New Directions for Student Support* <http://smhp.psych.ucla.edu/pdfdocs/newdirections/exampleproposal.pdf>)

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established.

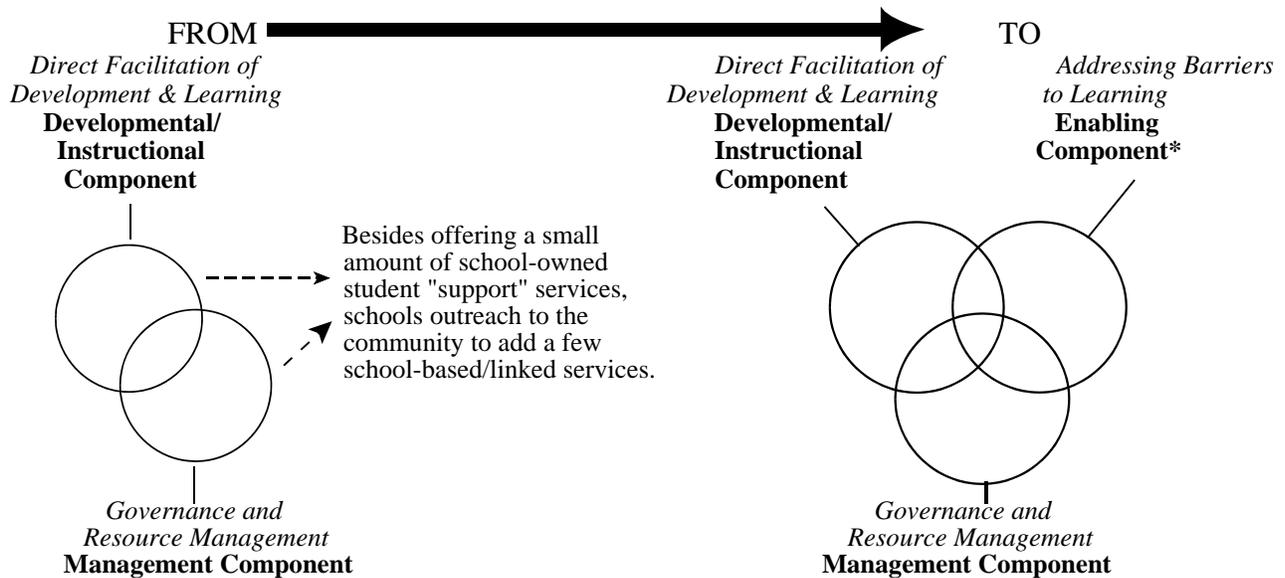
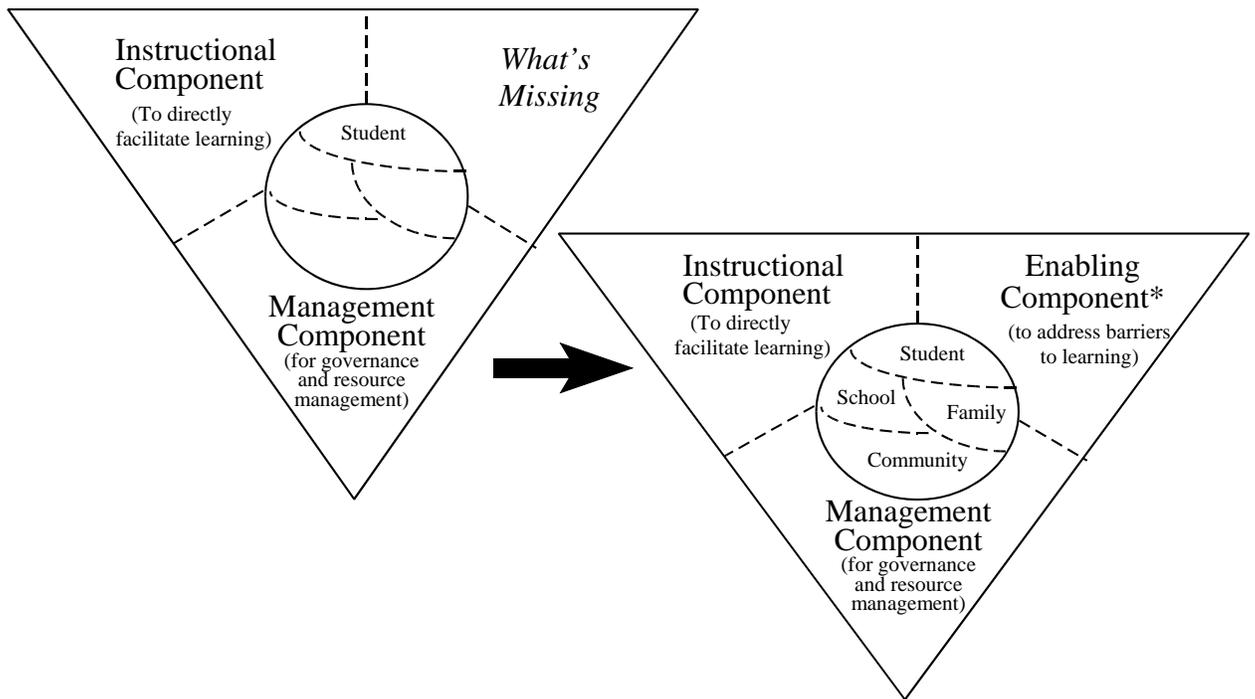
Prototype for an Integrated Infrastructure at the SEA Level with Mechanisms for Learning Supports That Are Comparable to Those for Instruction



1. If there isn't one, a board subcommittee for learning supports should be created to ensure policy and supports directly related to addressing barriers to learning and teaching.

2. All resources related to addressing barriers to learning and teaching (e.g., student support personnel, compensatory and special education staff and interventions, special initiatives, grants, and programs) are integrated into a refined set of major content arenas such as those indicated here. Leads are assigned for each arena and work groups are established. If the department has used a 3 tier intervention framework, this would be enhanced by developing each of the six content arenas into a comprehensive system of learning supports along an intervention continuum conceived as encompassing systems for promoting development and preventing problems, responding as early after onset as feasible, and providing treatment for students with chronic, severe, and pervasive problems.

**Prototype for a Three Component Policy Framework:
Moving from a Two- to a Three-component Model for School Improvement**



*The third component (an enabling or learning supports component) is established in policy and practice as primary and essential and is developed into a comprehensive approach by weaving together school and community resources.

Appendix G

Overview of Phases and Steps in Establishing a Learning Supports Component

Key stakeholders and their leadership must understand and commit to systemic changes required for developing a comprehensive system of learning supports. Commitment must be reflected in policy statements and creation of infrastructure that ensures essential leadership, resources, motivation, and capability for developing an effective system overtime.

First Phase – *Creating Readiness and Commitment*

- Introduce basic ideas to relevant groups of stakeholders to build interest and consensus for the work and to garner feedback and support
- Establish a policy framework and get leadership commitment – the leadership should make a commitment to adopt a comprehensive learning supports as a primary and essential component of school improvement
- Identify a leader (equivalent to the leader for the instructional component) to ensure policy commitments are carried out for establishing the new component

Second Phase – *Start-up and Phase-in: Building Infrastructure and Capacity*

- Establish temporary mechanisms to facilitate initial implementation/systemic change (e.g., a steering group, an organization change facilitator) and develop the capacity of these mechanisms to guide and manage change and provide essential leadership during phase-in
- Formulate specific start-up and phase-in actions
- Refine infrastructure so that the component is fully integrated with the instructional and management components
 - >Establish and train an administrative leader
 - >Ensure there is a resource-oriented mechanism (e.g., a Learning Supports Resource *Team*) and train those who staff it in how to perform major resource-oriented tasks (e.g., mapping, analysis, coordinating, planning, setting priorities for program development, enhancing intervention systems)
 - >Help organize work groups for each major arena of component activity and facilitate their initial mapping and analysis of resources and formulation of recommendations
 - >Develop ad hoc work groups to enhance component visibility, communication, sharing, and problem solving
- Establish a system for quality improvement and evaluation of impact and integrate it into school improvement planning, evaluation, and accountability
- Attempt to fill program/service gaps and pursue economies of scale through outreach designed to establish formal collaborative linkages among families of schools (e.g., a feeder pattern) and among district-wide and community resources (e.g., through establishing a Learning Supports Resource *Council*)

Third Phase – *Sustaining and Evolving: Increasing Outcomes*

- Plan for maintenance
- Develop strategies for maintaining momentum and progress

Fourth Phase – *Generating Creative Renewal and Replication to Scale*