

III. Comprehensive Intervention Framework

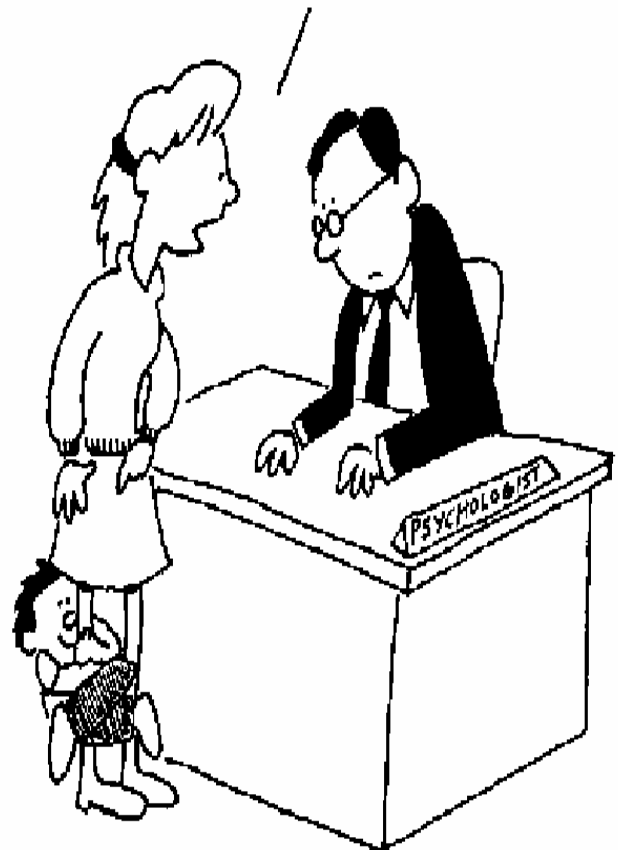
- *Addressing Barriers to Learning for All Students:
An Umbrella Concept for a Comprehensive Approach*
- *What a Comprehensive Framework Would Include*
- *Two Interacting Frameworks for Schools and
for School-Community Collaboration*
 - >Essential Continuum of Interconnected Systems
 - >An Enabling or Learning Support Component
- *Integrating the Two Frameworks*
- *Toward a Comprehensive, Multifaceted, &
Integrated Approach*

MATT'S ALWAYS BOTHERING
ME DURING CLASS.
WHAT SHOULD I DO?

HE JUST WANTS ATTENTION.
IT'S BEST TO IGNORE HIM.



I'VE TRIED THAT. NOW HOW DO I
GET HIM TO LET GO OF MY LEG?





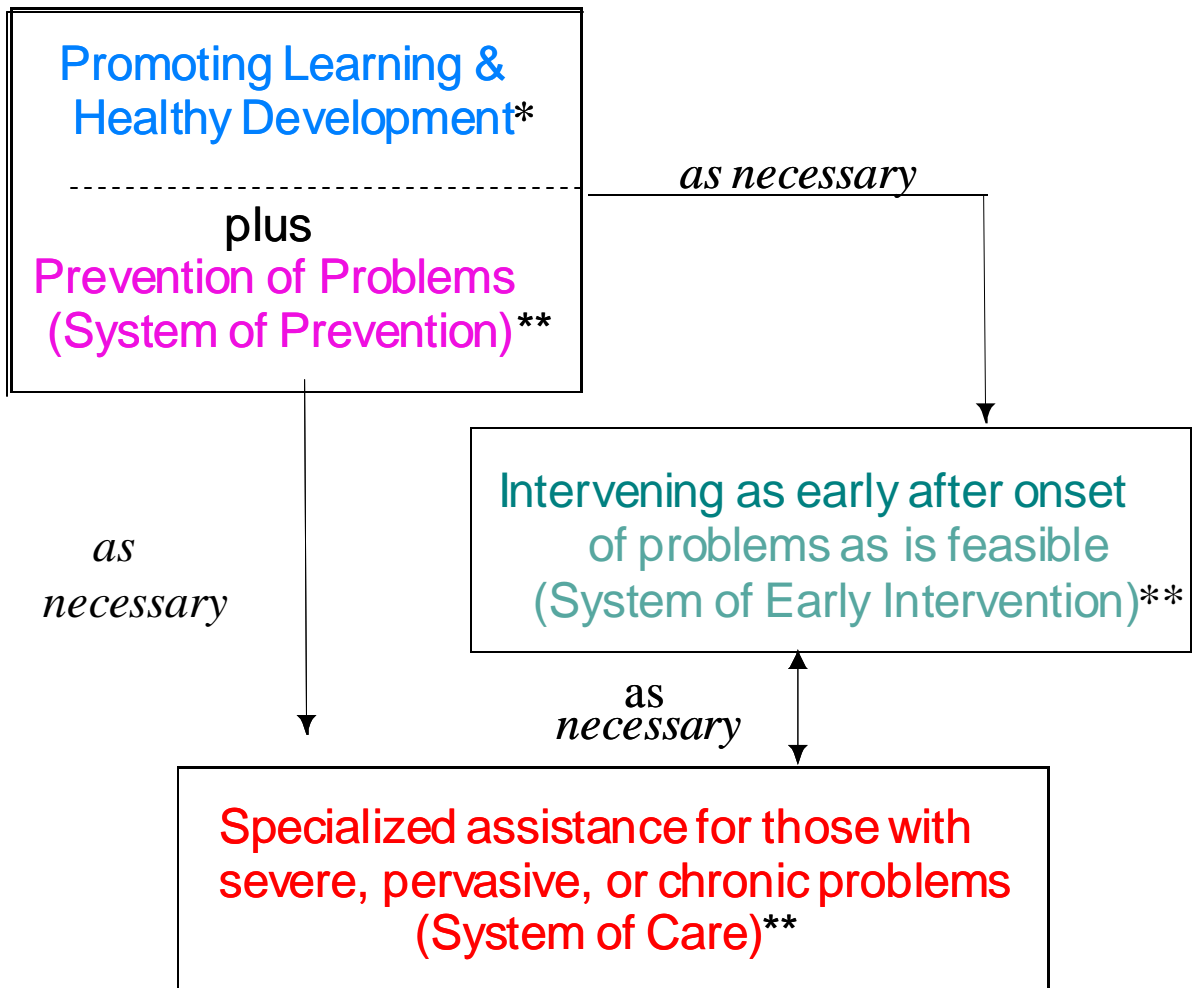
Addressing Barriers to Learning
for *All* Students

An Umbrella Concept
for a Comprehensive,
Multifaceted, and Cohesive Agenda

A Comprehensive Framework Would Include

Promotion of Assets, Prevention of Problems, &
Addressing Problems in Keeping with the Principle of Least Intervention Needed

Intervention concerns for school, home, and community



*Interventions to directly facilitate development and learning.

**Interventions that combine to establish a full continuum for addressing barriers to learning and development.

*Two Interacting Frameworks for Schools
and for School-Community Collaboration*

> *An essential Continuum of
Interconnected Systems*

> *An Enabling or Learning
Support Component*
that defines the fundamental
programs and services
every school needs to
address barriers to learning

Interconnected Systems for Meeting the Needs of All Students

Providing a *CONTINUUM OF SCHOOL-COMMUNITY PROGRAMS & SERVICES*

Ensuring use of the *LEAST INTERVENTION NEEDED*

School Resources

(facilities, stakeholders, programs, services)

Examples :

- General health education
- Drug and alcohol educ.
- Enrichment programs
- Support for transitions
- Conflict resolution
- Home involvement

- Drug counseling
- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Suicide prevention
- Learning/behavior accommodations
- Work programs

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

Community Resources

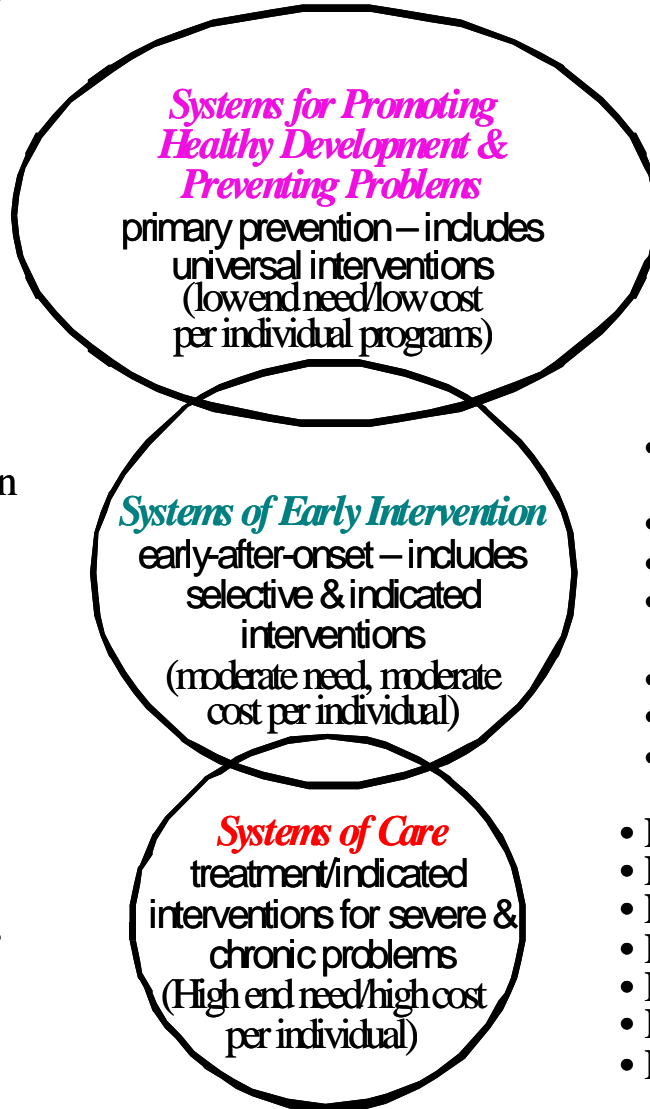
(facilities, stakeholders, programs, services)

Examples :

- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- 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 of prevention, systems of early intervention, and systems of care.*

From Primary Prevention to Treatment of Serious Problems: A Continuum of Community-School Programs

Intervention Continuum

Examples of Focus and Types of Intervention

(Programs and services aimed at system changes and individual needs)

Primary prevention

1. *Public health protection, promotion, and maintenance to foster opportunities, positive development, and wellness*

- economic enhancement of those living in poverty (e.g., work/welfare programs)
- safety (e.g., instruction, regulations, lead abatement programs)
- physical and mental health (incl. healthy start initiatives, immunizations, dental care, substance abuse prevention, violence prevention, health/mental health education, sex education and family planning, recreation, social services to access basic living resources, and so forth)

2. *Preschool-age support and assistance to enhance health and psychosocial development*

- systems' enhancement through multidisciplinary team work, consultation, and staff development
- education and social support for parents of preschoolers
- quality day care
- quality early education
- appropriate screening and amelioration of physical and mental health and psychosocial problems

3. *Early-schooling targeted interventions*

- orientations, welcoming and transition support into school and community life for students and their families (especially immigrants)
- support and guidance to ameliorate school adjustment problems
- personalized instruction in the primary grades
- additional support to address specific learning problems
- parent involvement in problem solving
- comprehensive and accessible psychosocial and physical and mental health programs (incl. a focus on community and home violence and other problems identified through community needs assessment)

4. *Improvement and augmentation of ongoing regular support*

- enhance systems through multidisciplinary team work, consultation, and staff development
- preparation and support for school and life transitions
- teaching "basics" of support and remediation to regular teachers (incl. use of available resource personnel, peer and volunteer support)
- parent involvement in problem solving
- resource support for parents-in-need (incl. assistance in finding work, legal aid, ESL and citizenship classes, and so forth)
- comprehensive and accessible psychosocial and physical and mental health interventions (incl. health and physical education, recreation, violence reduction programs, and so forth)
- Academic guidance and assistance
- Emergency and crisis prevention and response mechanisms

5. *Other interventions prior to referral for intensive, ongoing targeted treatment:*

- enhance systems through multidisciplinary team work, consultation, and staff development
- short-term specialized interventions (including resource teacher instruction and family mobilization; programs for suicide prevention, pregnant minors, substance abusers, gang members, and other potential dropouts)

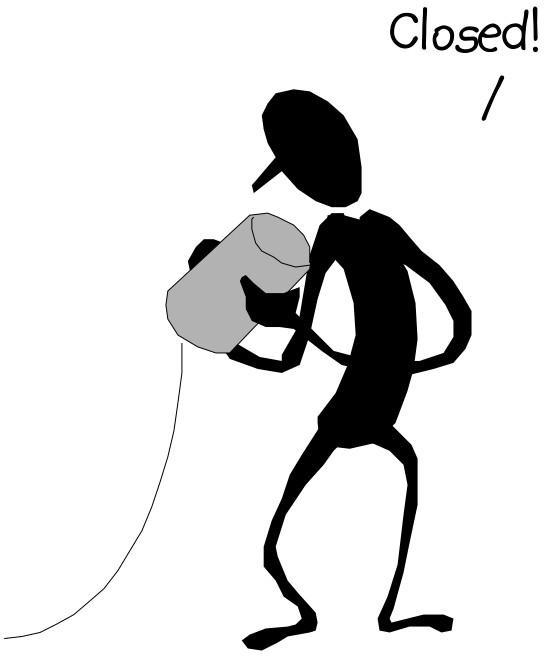
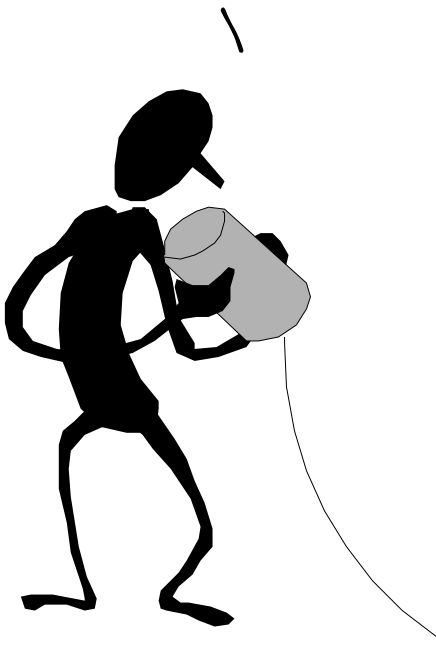
6. *Intensive treatments*

- referral, triage, placement guidance and assistance, case management, and resource coordination
- family preservation programs and services
- special education and rehabilitation
- dropout recovery and follow-up support
- services for severe-chronic psychosocial/mental/physical health problems

Early-after-onset intervention

Treatment for severe/chronic problems

Now that you've been in school for a while, how do you like it?



Closed!



An Enabling or
Learning Support Component

Defining *Major Arenas*

Every School Needs to Operationalize

in Order to

Address Barriers to Student Learning

Every Day

Framing an Enabling Component for a School Site: *Overview of Activity Related to the 6 Curriculum Areas*

Pioneer initiatives around the country are demonstrating the need to rethink how schools and communities can meet the challenge of addressing persistent barriers to students learning and to healthy development. These initiatives are underscoring that (a) current reforms are based on an inadequate two component model for restructuring schools and (b) movement to a three component model is necessary if schools are to benefit all young people appropriately. They recognize that to enable teachers to teach effectively, there must not only be effective instruction and well-managed schools, but barriers must be handled in a comprehensive way.

The three component model calls for elevating efforts to address barriers to development, learning, and teaching to the level of one of three fundamental and essential facets of education reform. We call this third component an Enabling Component. All three components are seen as essential, complementary, and overlapping. The concept of an Enabling Component is formulated around the proposition that a comprehensive, multifaceted, integrated continuum of enabling activity is essential in addressing the needs of youngsters who encounter barriers that interfere with their benefitting satisfactorily from instruction.

(cont.)

In establishing such a third component, some schools and education agencies around the country have labeled it a “Learning Supports” component or a “Supportive Learning Environment” component or a “Comprehensive Student Support System”. By calling for reforms that fully integrate a focus on addressing barriers to student learning, the notion of a third component (whatever it is called) provides a unifying concept for responding to a wide range of factors interfering with young people’s learning and performance. And, the concept calls on reformers to expand the current emphasis on improving instruction and school management to include a comprehensive component for addressing barriers to learning and to ensure it is well integrated with the other two components.

Operationalizing an enabling component requires (a) formulating a delimited framework of basic program areas and (b) creating an infrastructure to restructure and enhance existing resources.

Based on an extensive analysis of activity schools use to address barriers to learning, we cluster enabling activity into six interrelated areas (see the following pages).

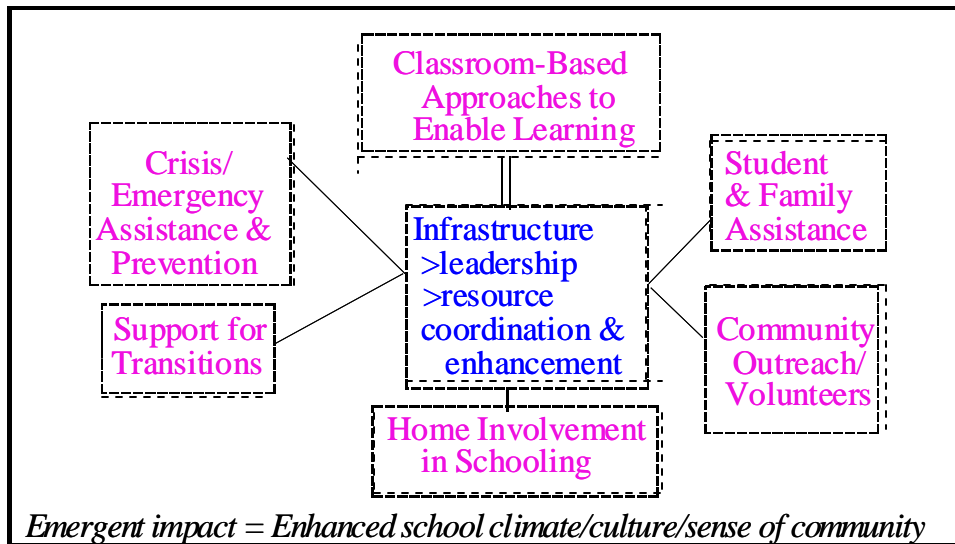
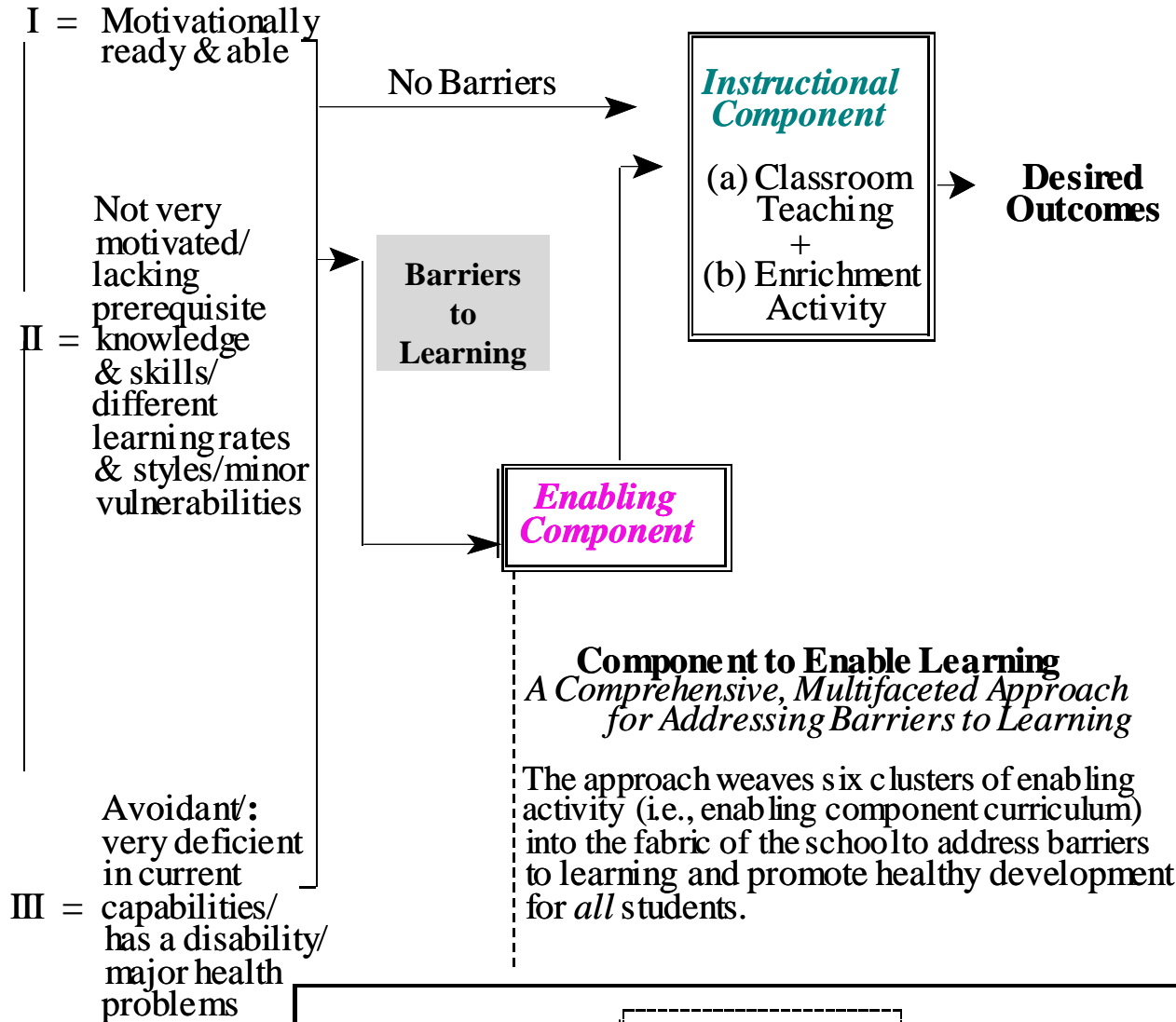
A well-designed and supported *infrastructure* is needed to establish, maintain, and evolve this type of comprehensive approach to addressing barriers to student learning. Such an infrastructure includes mechanisms for coordinating among enabling activity, for enhancing resources by developing direct linkages between school and community programs, for moving toward increased integration of school and community resources, and for integrating the developmental/instructional, enabling, and management components. It also includes reframing the roles of education support personnel.¹

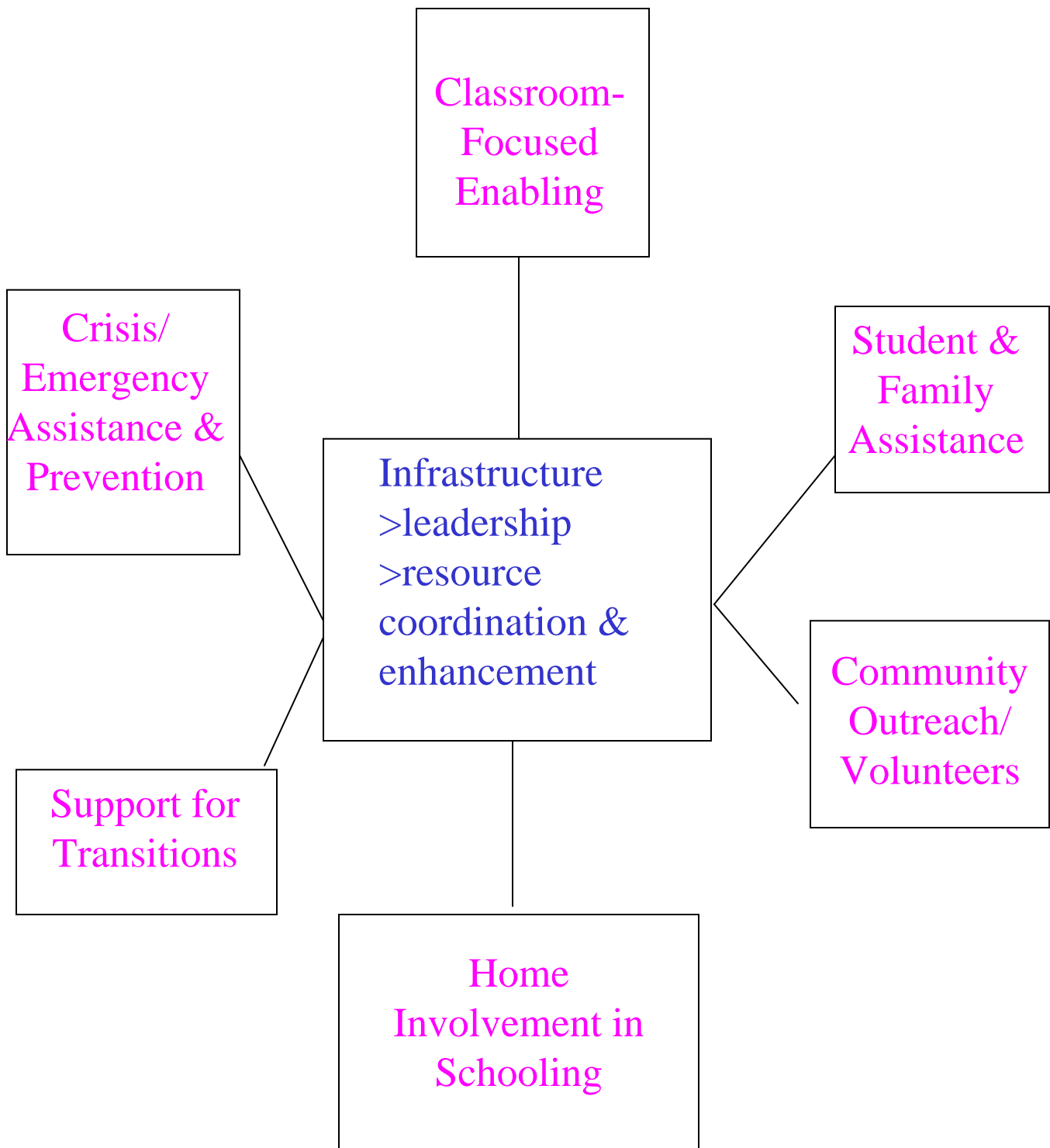
1. See the surveys covering the six areas and discussion of the necessary infrastructure in various documents available from the Center. The surveys can be used as part of a school’s self-study or quality review processes to map what a school has and what it needs to address barriers to learning in a multifaceted and comprehensive manner

An Enabling Component to Address Barriers to Learning & Enhance Healthy Development at a School Site

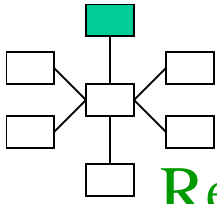
Range of Learners

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





Emergent impact = Enhanced school climate/culture/sense of community

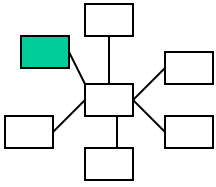


Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

**Classroom based efforts to enable learning*

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

- *Opening the classroom door to bring available supports in*
 - ✓ Peer tutors, volunteers, aids (trained to work with students-in-need)
 - ✓ Resource teachers and student support staff
- *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
 - ✓ Personalized instruction; special assistance as necessary
 - ✓ Developing small group and independent learning options
 - ✓ Reducing negative interactions and over-reliance on social control
 - ✓ Expanding the range of curricular and instructional options and choices
 - ✓ Systemic use prereferral interventions
- *Enhancing and personalizing professional development*
 - ✓ Creating a Learning Community for teachers
 - ✓ Ensuring opportunities to learn through co-teaching, team teaching, mentoring
 - ✓ Teaching intrinsic motivation concepts and their application to schooling
- *Curricular enrichment and adjunct programs*
 - ✓ Varied enrichment activities that are not tied to reinforcement schedules
 - ✓ Visiting scholars from the community
- *Classroom and school-wide approaches used to create and maintain a caring and supportive climate*
 - ✓ Emphasis is on enhancing feeling of competence, self-determination, and relatedness to others at school and reducing threats to such feelings

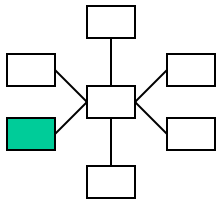


Crisis Assistance and Prevention

*School-wide and classroom-based efforts for

- >>responding to crisis
- >>minimizing the impact of crisis
- >>preventing crisis

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



Support for Transitions

*School-wide and classroom-based efforts to

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

• *Welcoming & social support programs for newcomers*

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

• *Daily transition programs for*

- ✓ Before school, breaks, lunch, afterschool

• *Articulation programs*

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

• *Summer or intersession programs*

- ✓ Catch-up, recreation, and enrichment programs

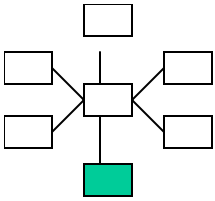
• *School-to-career/higher education*

- ✓ Counseling, pathway, and mentor programs

• *Broad involvement of stakeholders in planning for transitions*

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

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



Home Involvement in Schooling

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

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

• *Addressing specific support and learning needs of family*

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

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

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

• *Involving homes in student decision making*

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

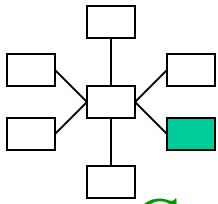
• *Enhancing home support for learning and development*

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

• *Recruiting families to strengthen school and community*

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

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



Community Outreach for Involvement and Support (including Volunteers)

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

- *Work group for planning and implementing outreach to involve*
 - ✓ Community resources such as 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

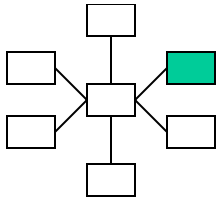
- *Staff/stakeholder development on the value of community involvement and opening the school to expanded forms of community activities and programs*

- *Mechanisms to recruit, screen, and prepare community participants*

- *Orienting and welcoming programs for community participants*

- *Programs to enhance a sense of community*

- *Policies and mechanisms to enhance and sustain school-community involvement*
 - ✓ Support for maintenance
 - ✓ Celebration of shared successes
 - ✓ “Social marketing” of mutual accomplishments



Student and Family Assistance

*Specialized assistance provided through personalized health and social service programs

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

Integrating the Two Frameworks

In framing intervention for learning supports, researchers have:

- (1) clarified the *continuum of interventions* by delineating a hierarchical set of systems
- (2) organized the content/activity of learning support activity for schools into a coherent & *cohesive component consisting of 6 arenas for intervention*
 - a key arena of the component involves building the capacity of *classrooms* to enhance instructional effectiveness.

Note: Such “classroom-focused enabling” involves personalized instruction that accounts for motivational and developmental differences and special assistance in the classroom as needed.

- beyond the classroom, five other arenas are delineated.

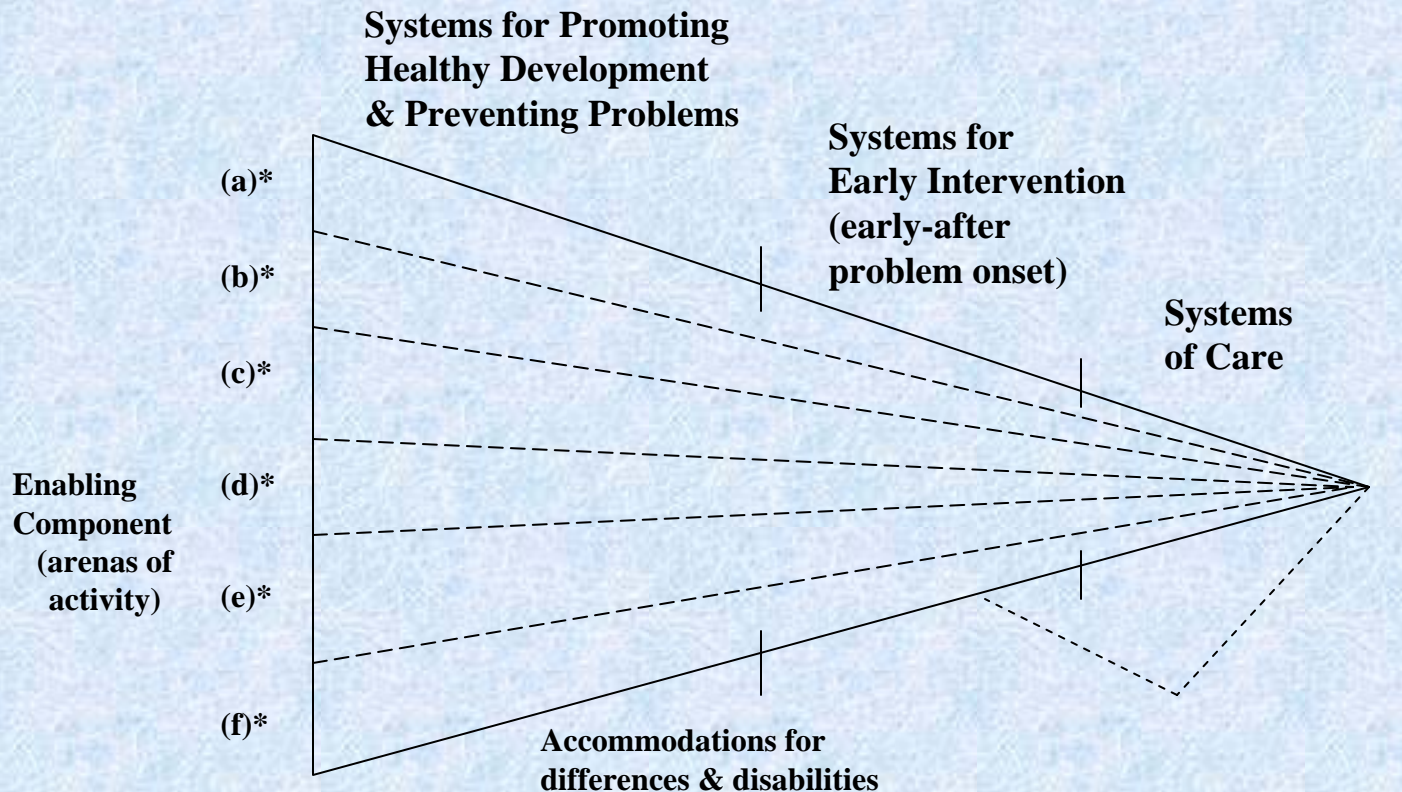
These clarify domains in which schools also must develop programs and services that enable teaching and learning. By defining the content in terms of six arenas, a broad unifying framework is created around which learning support programs can be restructured.

>>As a cohesive whole, the 6 arenas constitute the “curriculum” of a learning supports component.

>>The combination of the *continuum of systems and the 6 arenas* provide a framework for developing a comprehensive, multifaceted, and cohesive component.

Integrated Frameworks for Addressing Barriers to Learning & Promoting Healthy Development

INTERVENTION CONTINUUM



(a) = Classroom-focused enabling

(b) = Support for transitions

(c) = Home involvement in schooling

(d) = Community outreach/volunteers

(e) = Crisis/ emergency assistance and prevention

(f) = Student and family assistance

Specialized Assistance & other intensive interventions

*Specific school-wide and classroom-based activities related to positive behavior support, “prereferral” interventions, and the eight components of CDC’s Coordinated School Health Program are embedded into the above six arenas of activity (i.e., the curriculum of an enabling component).

Toward a Comprehensive, Multifaceted, & Integrated Approach for Addressing Barriers to Learning

It requires working to *restructure, transform, enhance, and connect*

- school-owned programs and services and
- community resources

In doing so, the emphasis needs to be on:

- *all relevant* **school** resources (e.g., compensatory education, special education, general funds, community resources)
- *all relevant* **community** resources (e.g., public and private agencies, families, businesses; services, programs, facilities; volunteers, professionals-in-training)
- **weaving resources together** in ways that evolve a comprehensive, integrated approach that can enhance effectiveness in addressing barriers to learning at a school
- enhancing the role schools play in strengthening neighborhoods and communities

The intended *end products* are cohesive and potent *school-community partnerships* that create caring and supportive environments that maximize learning and well-being.

What Programs Does the School Have for Addressing Barriers to Learning?

(1) Using the integrated frameworks matrix as a guide, enter the programs and services that exist at a specific school. (Some may fit in more than one cell of the matrix.)

(2) Do a brief “gap” analysis to clarify what type of important interventions are missing.

Matrix for reviewing scope and content of a component to address barriers to learning.*

		Scope of Intervention		
		Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Organizing around the Content/ "curriculum" (for addressing barriers to learning & promoting healthy development)	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, "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.