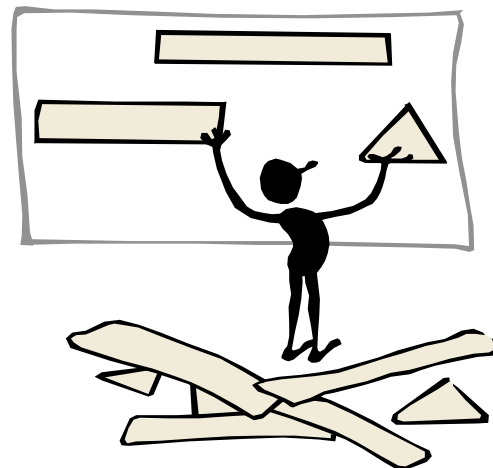


## Mapping Exercise

- (1) Review the attached resource aids.
- (2) With respect to your school, fill out the form entitled: "*Some of the Special Resources Available ...*" Remember, this form is just a guide. Be certain to find out about all special resources at the school by asking various administrators and staff about who's who and what they do. (After compiling the information, you may want to offer it to the principal and suggest that staff and parents might benefit from the information.)
- (3) Determine who, if anyone, has the responsibility to ensure:
  - (a) that all these resources and the related activities are well-coordinated
  - (b) that the activities and personnel are seen as primary and essential ( i.e., not marginalized) with respect to enabling the learning of those students experiencing barriers.



excerpt from ***Appendix D*** of

a center report entitled:

**Resource-Oriented Teams: Key Infrastructure  
Mechanisms For Enhancing Education Supports**

## Appendix D

### Resource Aids and Other Relevant References for Mapping

- < *Mapping of Resource Staff*
- < *Mapping of Activities Using an Enabling Component Framework*
- < *Mapping Community Resources*
- < *Other Relevant Resources for Mapping*
- < *Beyond Resource Mapping*

## *Mapping of Resource Staff*

The following templates can be used as aids in generating a list of the special resource personnel at a site and throughout a feeder pattern (or “family”) of schools.

Note the following:

In listing “itinerant” resources (e.g., staff who go to different schools on different days), information should be included that indicates the days and hours the individual is at the school.

The individuals listed for a school are a logical group to build a resource-oriented team around. Then, when a multi-site council is formed, 1-2 representatives of each school's team can be the core around which the council is built.

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

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

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

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning
- Crisis Assistance and Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach for Involvement and Support
- Student and Family Assistance Programs and Services
- School-Community Collaboration

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

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

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

It is about moving on to better outcomes for students through

- working together to understand what is and what might be
- clarifying gaps, priorities, and next steps

Done right it can

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

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

The items on a survey help to clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- decides about what resources can be redeployed to enhance current efforts that need embellishment
- identifies gaps with respect to important areas of need.
- establishes priorities, strategies, and timelines for filling gaps.

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

A tool for mapping and planning

## *Survey of Learning Supports System Status*

As a school sets out to enhance the usefulness of learning supports designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*
- *how the resources are organized to work in a coordinated way*
- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

The first form provides a template which you can fill in to clarify the people and their positions at your school who provide services and programs related to addressing barriers to learning. This also is a logical group of people to bring together in establishing a resource-oriented team for learning supports at the school.

Following this is a survey designed to help you review how well systems for Learning Supports have been developed and are functioning.

## Learning Supports Staff at the 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
_____	/	/
_____	/	/
_____	/	/
_____	/	/
_____	/	/

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

## *Survey of Learning Supports System Status*

Items 1-9 ask about what processes are in place.

Use the following ratings in responding to these items.

DK = don't know

1 = not yet

2 = planned

3 = just recently initiated

4 = has been functional for a while

5 = well institutionalized (well established with a commitment to maintenance)

- |  |              |
|--|--------------|
| 1. Is someone at the school designated as the administrative leader for activity designed to address barriers to learning (e.g., learning supports, health and social services, the Enabling Component)? | DK 1 2 3 4 5 |
| 2. Is there a time and place when personnel involved in activity designed to address barriers to learning meet together?   | DK 1 2 3 4 5 |
| 3. Is there a resource-oriented team (e.g., a Learning Supports Resource Team) – as contrasted to a case-oriented team?  | DK 1 2 3 4 5 |
| (a) Does the team analyze data trends at the school with respect to  |              |
| >attendance  | DK 1 2 3 4 5 |
| >drop outs   | DK 1 2 3 4 5 |
| >achievement   | DK 1 2 3 4 5 |
| (b) Does the team map learning supports programs to determine whether  |              |
| >identified priorities are being addressed adequately  | DK 1 2 3 4 5 |
| >program quality is up to standards  | DK 1 2 3 4 5 |
| >gaps have been identified and priorities for the future are set   | DK 1 2 3 4 5 |
| (c) Which of the following areas of learning support are reviewed regularly?   |              |
| >Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning   | DK 1 2 3 4 5 |
| >Crisis Assistance and Prevention  | DK 1 2 3 4 5 |
| >Support for Transitions   | DK 1 2 3 4 5 |
| >Home Involvement in Schooling   | DK 1 2 3 4 5 |
| >Community Outreach for Involvement and Support  | DK 1 2 3 4 5 |
| >Student and Family Assistance   | DK 1 2 3 4 5 |

***Survey of Learning Supports System Status (cont.)***

4. Are there *written descriptions* of learning supports programs available to give
- |                         |    |   |   |   |   |   |
|-------------------------|----|---|---|---|---|---|
| >staff                  | DK | 1 | 2 | 3 | 4 | 5 |
| >families               | DK | 1 | 2 | 3 | 4 | 5 |
| >students               | DK | 1 | 2 | 3 | 4 | 5 |
| >community stakeholders | DK | 1 | 2 | 3 | 4 | 5 |
5. Are there a case-oriented systems in place for
- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| (a) concerned parties to use in making referrals?              | DK | 1 | 2 | 3 | 4 | 5 |
| (b) triage (to decide how to respond when a referral is made)? | DK | 1 | 2 | 3 | 4 | 5 |
| (c) case monitoring and management?                            | DK | 1 | 2 | 3 | 4 | 5 |
| (d) a student review team?                                     | DK | 1 | 2 | 3 | 4 | 5 |
| (e) a crisis team?   | DK | 1 | 2 | 3 | 4 | 5 |
6. Are there *written descriptions* available to give to staff and others about
- |   |    |   |   |   |   |   |
|---|----|---|---|---|---|---|
| >how to make referrals                          | DK | 1 | 2 | 3 | 4 | 5 |
| >the triage process                             | DK | 1 | 2 | 3 | 4 | 5 |
| >the process for case monitoring and management | DK | 1 | 2 | 3 | 4 | 5 |
| >the process for student review                 | DK | 1 | 2 | 3 | 4 | 5 |
7. Are there systems in place to support staff wellness? DK 1 2 3 4 5
8. Are there processes by which staff and families learn
- |  |    |   |   |   |   |   |
|--|----|---|---|---|---|---|
| (a) What is available in the way of programs/services at school? | DK | 1 | 2 | 3 | 4 | 5 |
| (b) What is available in the way of programs/services at school? | DK | 1 | 2 | 3 | 4 | 5 |
| (c) How to access programs/services they need?                   | DK | 1 | 2 | 3 | 4 | 5 |
9. Has someone at the school been designated as a representative to meet with the other schools in the feeder pattern to enhance coordination and integration of learning supports among the schools and with community resources? DK 1 2 3 4 5

*Survey of Learning Supports System Status (cont.)*

The following items ask about effectiveness of existing processes.

Use the following ratings in responding to these items.

- DK = don't know
- 1 = hardly ever effective
- 2 = effective about 25 % of the time
- 3 = effective about half the time
- 4 = effective about 75% of the time
- 5 = almost always effective

10. How effective are the processes for

(a) planning, implementing, and evaluating learning supports system improvements? DK 1 2 3 4 5

(b) enhancing learning supports resources (e.g., through budget decisions, staff development; developing or bringing new programs/services to the site; making formal linkages with programs/services in the community)? DK 1 2 3 4 5

11. How effective are the processes for ensuring that

(a) resources are properly allocated and coordinated? DK 1 2 3 4 5

(b) community resources linked with the school are effectively coordinated/integrated with related school activities? DK 1 2 3 4 5

12. How effective are the processes for ensuring that resources available to the whole feeder pattern of schools are properly allocated and shared/coordinated? DK 1 2 3 4 5

13. How effective is the

(a) referral system? DK 1 2 3 4 5

(b) triage system? DK 1 2 3 4 5

(c) case monitoring and management system? DK 1 2 3 4 5

(d) student review team? DK 1 2 3 4 5

(e) crisis team? DK 1 2 3 4 5

14. List community resources with which you have formal relationships.

(a) Those that bring program(s) to the school site

(b) Those not at the school site but which have made a special commitment to respond to the school's referrals and needs.

## Mapping the Resource Staff in a Family of Schools (e.g., the feeder pattern)

**Enter the Name of Each School**

Type of Resource Staff (under school name, enter each person by name)						
School Psychologist						
School Counselor(s)						
School Nurse						
Attendance Counselor						
Social Worker						
Dropout Prevention Coordinator						
Title I Coordinator						
Bilingual Coordinator						
Resource Teacher						
Speech & Language Specialist						
Enter all other school resource staff						
Enter all resource staff who come to the school from the community						

## *Mapping of Activities Using an Enabling Component Framework*

In mapping the various activities, programs, and services at a school, it is important to use a logical framework rather than just creating a long list. One empirically developed framework is the six areas that have been conceived as the "curriculum" of an enabling component. These six areas are identified in both Appendices A and B and are delineated in more detail below.

Examples of one school's mapping in each of these areas are provided on the following pages.

**(1) Classroom-Focused Enabling -- enhancing teacher capacity for addressing problems and for fostering social, emotional, intellectual and behavioral development.** When a classroom teacher encounters difficulty in working with a youngster, the first step is to see whether there are ways to address the problem within the classroom and perhaps with added home involvement. It is essential to equip teachers to respond to garden variety learning, behavior, and emotional problems using more than social control strategies for classroom management. They must learn ways to engage students who are not highly motivated and reengage those who have become turned off to school. Teachers must be helped to learn many ways to enable the learning of such students, and schools must develop school-wide approaches to assist teachers in doing this fundamental work. The literature offers many relevant practices. A few prominent examples are: prereferral intervention efforts, tutoring (e.g., one-to-one or small group instruction), enhancing protective factors, and assets building (including use of curriculum-based approaches to promoting social emotional development).

**(2) Support for Transitions -- enhancing school capacity to handle the variety of transition concerns confronting students and their families.** It has taken a long time for schools to face up to the importance of establishing transition programs. In recent years a beginning has been made. Transition programs are an essential facet of reducing levels of alienation and increasing levels of positive attitudes toward and involvement at school and learning activity. Thus, schools must plan, develop, and maintain a focus on transition concerns confronting students and their families. Examples of relevant practices are readiness to learn programs, before, during, and after school programs to enrich learning and provide safe recreation, articulation programs (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), welcoming and social support programs, to and from special education programs, and school-to-career programs. Enabling successful transitions has made a significant difference in how motivationally ready and able students are to benefit from schooling.

**(3) Crisis/Emergency Assistance and Prevention -- responding to minimize the impact of, and prevent crises.** The need for crisis response and prevention is constant in many schools. Such efforts ensure assistance is provided when emergencies arise and follow-up care is provided when necessary and appropriate so that students are able to resume learning without undue delays. Prevention activity stresses creation of a safe and productive environment and the development of student and family attitudes about and capacities for dealing with violence and other threats to safety. Examples of school efforts include (1) systems and programs for emergency/crisis response at a site, throughout a complex/family of schools, and community-wide (including a program to ensure follow-up care) and (2) prevention programs for school and community to address safety and violence reduction, child abuse and suicide prevention, and so forth. Examples of relevant practices are establishment of a crisis team to ensure crisis response and aftermath interventions are planned and implemented, school environment changes and safety strategies, and curriculum approaches to preventing crisis events (violence, suicide, and physical/ sexual abuse prevention). Current trends stress school- and community-wide prevention programs.

**(4) Enhancing home involvement.** In recent years, the trend has been to expand the nature and scope of the school's focus on enhancing home involvement. Intervention practices encompass efforts to (1) address specific learning and support needs of adults in the home (e.g., classes to enhance literacy, job skills, ESL, mutual support groups), (2) help those in the home meet their basic obligations to the children, (3) improve systems to communicate about matters essential to student and family, (4) enhance the home-school connection and sense of community, (5) enhance participation in making decisions that are essential to the student, (6) enhance home support related to the student's basic learning and development, (7) mobilize those at home to problem solve related to student needs, and (8) elicit help (support, collaborations, and partnerships) from those at home with respect to meeting classroom, school, and community needs. The context for some of this activity may be a parent center (which may be part of the Family and Community Service Center Facility if one has been established at the site).

**(5) Outreaching to the community to build linkages and collaborations.** The aim of outreach to the community is to develop greater involvement in schooling and enhance support for efforts to enable learning. Outreach may be made to (a) public and private community agencies, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations and clubs. Efforts in this area might include 1) programs to recruit and enhance community involvement and support (e.g., linkages and integration with community health and social services; cadres of volunteers, mentors, and others with special expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), 2) systems and programs specifically designed to train, screen, and maintain volunteers (e.g., parents, college students, senior citizens, peer and cross-age tutors/counselors, and professionals-in-training to provide direct help for staff and students--especially targeted students), 3) outreach programs to hard-to-involve students and families (those who don't come to school regularly--including truants and dropouts), and 4) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs). A Family and Community Service Center Facility might be a context for some of this activity. (Note: When there is an emphasis on bringing community services to school sites, care must be taken to avoid creating a new form of fragmentation where community and school professionals engage in a form of parallel play at school sites.)

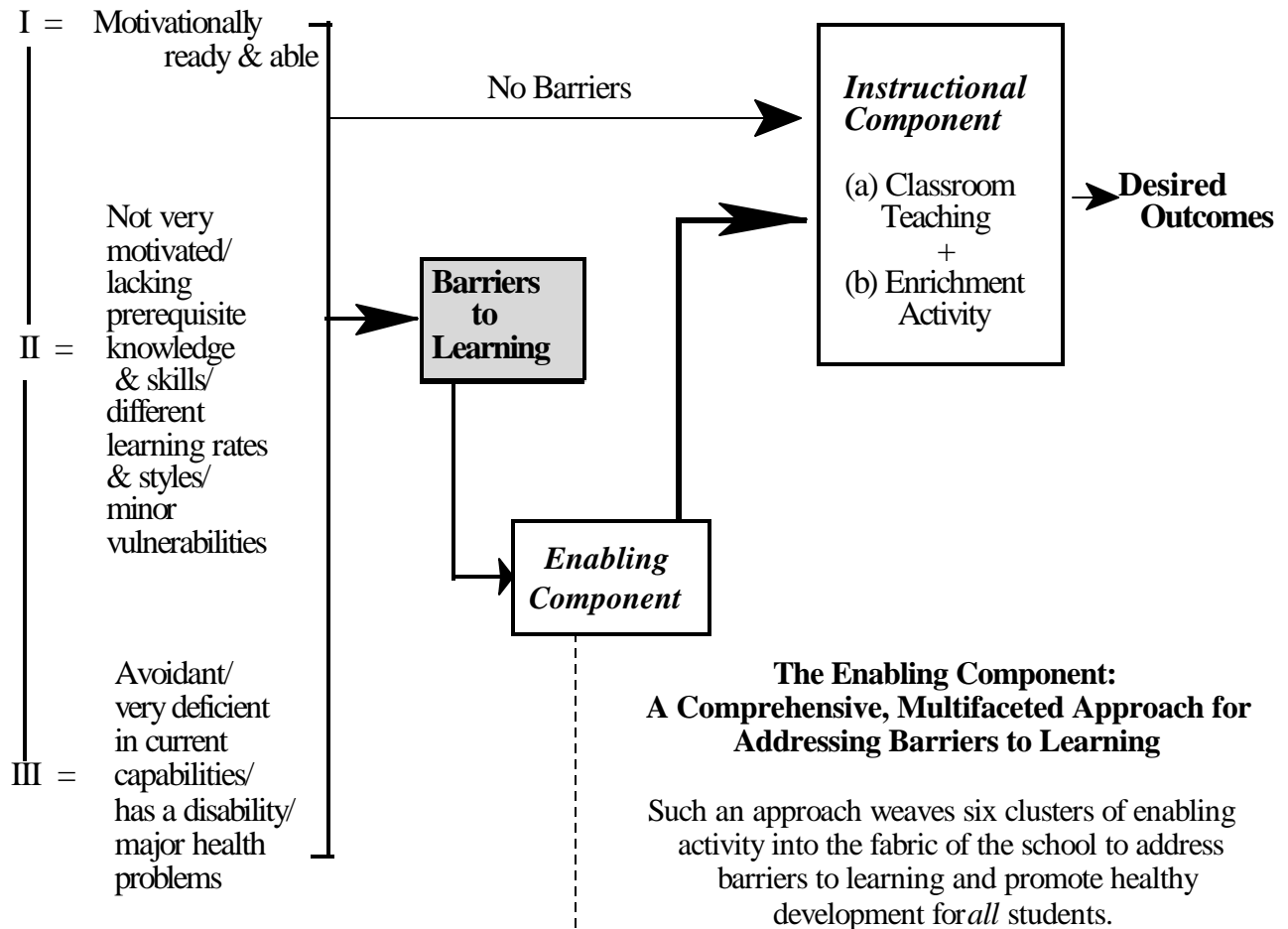
**(6) Providing special assistance for students and families.** Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing special services in a personalized way to assist with a broad range of needs. School-owned, -based, and -linked interventions clearly provide better access for many youngsters and their families. Moreover, as a result of initiatives that enhance school-owned support programs and those fostering school-linked services and school-community partnerships (e.g., full service schools, family resource centers, etc.), more schools have more to offer in the way of student and family assistance. In current practice, available social, physical and mental health programs in the school and community are used. Special attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. A growing body of data indicates the current contribution and future promise of work in this area.

Our Center has developed a set of self-study instruments that delineate many activities related to each of the above areas. These provide templates to aid school personnel in identifying the status of current school site activities. Additional instruments are also available for mapping (a) a school's systems for coordinating and monitoring student and family services and school-wide activities and (b) school-community partnerships. These are available for downloading from the Center's website (<http://smhp.psych.ucla.edu>) or in hardcopy from the Center (for the cost of copying and handling).

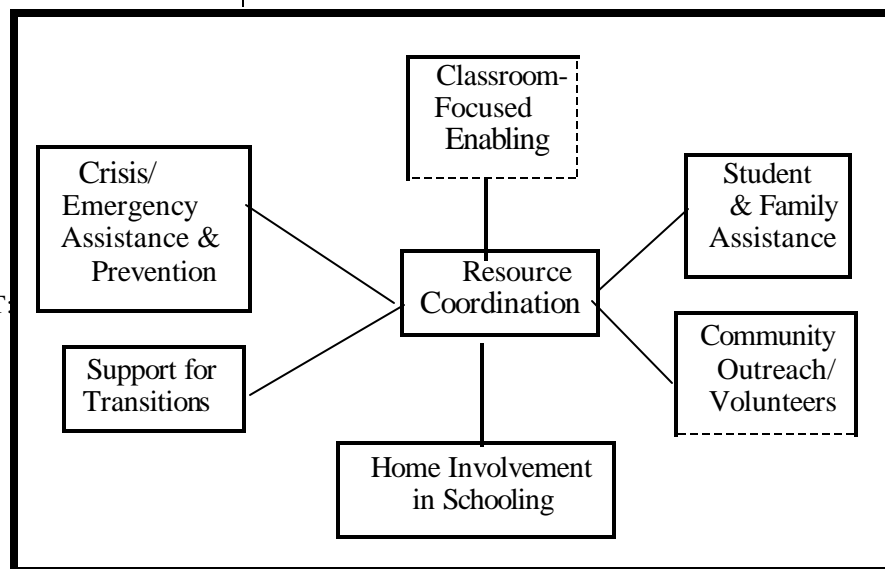
Figure. An enabling component to address barriers to learning and enhance healthy development at a school site.

**Range of Learners**

(categorized in terms of their response to academic instruction)



Adapted from:  
H.S. Adelman & L Taylor  
(1994). *On understanding  
intervention in psychology  
and education*. Westport, CT:  
Praeger.



# Classroom- Focused Enabling

*Enhancing teacher capacity for  
addressing problems and for  
fostering healthy development*

## Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

## Current Programs/Resources

*In all classrooms:*

- C team teaching
- C classroom aide
- C volunteers trained to work in targeted ways
- C cross age tutors
- C computer assisted instruction (e.g., for reading and ESL)
- C social-emotional curriculum
- C family problem-solving conferences
- C conflict mediation
- C after school tutoring
- C special assistance in the classroom by resource specialist and other support staff designed to minimize need for referrals for additional services
- C inservice and mentoring for classroom-focused enabling

*In some classrooms:*

- C special education aide for inclusion
- C full use of advanced technology
- C teachers-in -training
- C mentors for targeted students

## Priorities for Future Development in this Area

- C additional training for support staff related to providing assistance in the classroom to minimize the need for referrals
- C recruitment of more volunteers and mentors and enhancement of their training
- C inservice related to reengaging students who have been turned off to school

# Support for Transitions

*Enhancing school capacity to handle the variety of transition concerns confronting students and their families*

## Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

### Current Programs/Resources

- C Welcoming Club
- C student Peer Buddy social support program
- C family Peer Buddy social support program
- C before school tournaments, enrichment, and recreational activities
- C after school sports, tournaments, enrichment, and recreation activities
- C service learning program
- C student job program
- C end of the year 6 week program conducted by teacher and support staff to prepare students for the next grade
- C articulation programs conducted by support staff to prepare students graduating to secondary schools
- C follow-up monitoring by teachers and support staff to identify and assist any students who are having difficulty with transition into a new grade or school

### Priorities for Future Development in this Area

- C inservice for support staff related to enhancing transition programs
- C recruitment of more volunteers to aid with transition programs
- C preparation of a Welcome to Our School video to be shown all newcomers and visitors -- for regular use in the front office or in a special welcoming space
- C design a transition program to be implemented by a resource teacher and support staff for students (and their families) entering and returning from special education
- C enhance recess and lunch recreation and enrichment opportunities

# Home Involvement in Schooling

*Enhancing school capacity to  
provide those in the home with  
opportunities for learning, special  
assistance, and participation*

## Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

## Current Programs/Resources

- C adult education programs at the school and neighborhood
  - >ESL
  - >literacy
  - >job skills
  - >child care certification program
  - >citizenship exam preparation classes
  - >parenting and helping their youngster with school work
  - >aerobics/sewing
- C parent participation and parent classes
- C some on-campus family assistance services and assistance in connecting with community services (see Student & Family Assistance)
- C family volunteers staff school Welcoming Club, assist in the front office, in classrooms, on the yard
- C family-staff picnic
- C training for participation in school governance
- C participation on school advisory and governance bodies
- C regular parent-teacher communications (regular phone and email discussions, in-person conferences on request, monthly newsletter)
- C school “beautification” program
- C planning for community involvement

## Priorities for Future Development in this Area

- C enhance outreach programs to engage and reengage family members who are seldom are in contact with the school and often are hard to reach
- C establish self-led mutual support groups for families
- C expand opportunities for families to use school facilities during nonschool hours for enrichment and recreation
- C enhance inservice for all staff to increase motivation and capability for enhancing home involvement

# Crisis/Emergency Assistance & Prevention

*Responding to minimize  
the impact of,  
and prevent crises*

## Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

## Current Programs/Resources

- C trained and active crisis team
- C counseling programs designed to address crisis aftermath problems of students, families, and staff
- C conflict mediation program to prevent problems using peer and staff counselors
- C human relations/social emotional development curriculum
- C training of all staff in promoting positive human relations everyday

## Priorities for Future Development in this Area

- C develop a joint school-community crisis response
- C develop a joint school-community strategic plan to enhance prevention activity
- C staff training related to strategies for addressing concerns related to suicide, physical and sexual abuse, substance abuse

# Community Outreach, with special emphasis on Volunteers

*Enhancing greater community  
involvement in schooling and building  
linkages and collaborations for  
addressing barriers to learning &  
promoting healthy development*

## **Current Programs/Resources**

- C volunteer and mentor program that recruits, trains, and supports a expanding pool of volunteers including family members, college students, individuals from local businesses
- C community members hired by the school as community representatives
- C Head Start program provided on campus
- C local recreation programs come to campus to enhance after school programs
- C local health and social service agencies come to campus to enhance services and programs provided by the school
- C local library involvement in ensuring that students have access to library resources and support in using them

## **Current Committee Members**

(names of those who work regularly to enhance this area of activity throughout the school)

## **Priorities for Future Development in this Area**

- C outreach to artists, musicians, and others with specialized abilities to elicit their involvement with the school
- C community resources joining in welcoming and social support for new students and families
- C local businesses providing job training and job opportunities for students and family members
- C community partner involvement in advocacy for school and in school governance
- C recruiting professionals to provide pro bono services

# Student & Family Assistance

*Providing special assistance as necessary for students and families (including direct services & referrals)*

## Current Programs/Resources

- C Student/Teacher Assistance Team (for review, triage, referral, monitoring)
- C support staff (school psychologist, counselor, social worker, nurse)
- C assessment to aid in planning special assistance interventions
- C counseling (individual and group)
- C special education programs
- C inclusion programs in some classrooms
- C English as a Second Language (ESL) transition tutoring
- C conflict resolution program – staff/peers
- C pregnant minor program with prevention focus
- C personalized inservice for teachers who have many students with problems
- C absentee immediate follow-up
- C school-linked services that fill gaps and enhance the amount of services that the school's support staff can provide

## Current Committee Members

(names of those who work regularly to enhance this area of activity throughout the school)

## Priorities for Future Development in this Area

- C inservice for staff related to providing special assistance in the classroom for students who need it
- C emergency food and clothing bank
- C enhance systems for monitoring and follow-up
- C recruiting professionals to provide pro bono services
- C health or family resource center for the family of schools

## Mapping Community Resources

The following are examples of resources that may be in a community and may be invaluable to any school concerned with improving its outcomes. Partnerships may be established to connect and enhance programs by increasing availability and access and filling gaps. They may involve use of school or neighborhood facilities and equipment; sharing other resources; collaborative fund raising and grant applications; shared underwriting of some activity; donations; volunteer assistance; pro bono services, mentoring, and training from professionals and others with special expertise; information sharing and dissemination; networking; recognition and public relations; mutual support; shared responsibility for planning, implementation, and evaluation of programs and services; building and maintaining infrastructure; expanding opportunities for assistance, community service, internships, jobs, recreation, enrichment; enhancing safety; shared celebrations; building a sense of community.

One of the set of self-study instruments developed by our Center focuses on school-community partnerships and provides a template to aid school personnel in identifying the status of current efforts. The instrument is available for downloading from the Center's website (<http://smhp.psych.ucla.edu>) or in hardcopy from the Center (for the cost of copying and handling).

### *County Agencies and Bodies*

(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

### *Municipal Agencies and Bodies*

(e.g., parks & recreation, library, police, fire, courts, civic event units)

### *Physical and Mental Health & Psychosocial Concerns Facilities and Groups*

(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

### *Mutual Support/Self-Help Groups*

(e.g., for almost every problem and many other activities)

### *Child Care/Preschool Centers*

### *Post Secondary Education Institutions/Students*

(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

### *Service Agencies*

(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

### *Service Clubs and Philanthropic Organizations*

(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

### *Youth Agencies and Groups*

(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, KYDS, Woodcraft Rangers)

### *Sports/Health/Fitness/Outdoor Groups*

(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

### *Community Based Organizations*

(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

### *Faith Community Institutions*

(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

### *Legal Assistance Groups*

(e.g., Public Counsel, schools of law)

### *Ethnic Associations*

(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

### *Special Interest Associations and Clubs*

(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

### *Artists and Cultural Institutions*

(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

### *Businesses/Corporations/Unions*

(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school unions)

### *Media*

(e.g., newspapers, TV & radio, local access cable)

### *Family Members, Local Residents, Senior Citizens Groups*

## *Other Relevant Resources for Mapping*

You will find a good range of references to mapping (information, tools) by searching our website (<http://smhp.psych.ucla.edu>). You will find materials our Center has pulled together and also references to resources developed by others around the country and how to access them.

### *Mapping School Resources*

Center for Mental Health in Schools (1995). *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What It Needs*. Los Angeles: Author at UCLA. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

Center for Mental Health in Schools (1999). *New Directions in Enhancing Educational Results: Policymakers' Guide to Restructuring Student Support Resources to Address Barriers to Learning*. Los Angeles: Author at UCLA. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

### *Mapping Community Resources*

C. Bruner, K. Bell, C. Brindis, H. Chang, & W. Scarbrough (1993). *Charting a Course: Assessing a Community's Strengths and Needs*. Des Moines, IA: National Center for Service Integration.

Center for Mental Health in Schools (1999). *School-Community Partnerships: A Guide*. Los Angeles: Author at UCLA. Available from website <http://smhp.psych.ucla.edu> or by order from the Center at cost of copying and handling.

G.T. Kingsley, C.J. Coulton, M. Barndt, D.S. Sawicki, & P. Tatian. (1997). *Mapping Your Community: Using Geographic Information to Strengthen Community Initiatives*, by Washington, D.C.: U.S. Department of Housing and Urban Development.

J.P. Kretzmann, J.L. McKnight, and G. Sheehan, with M. Green and D. Puntteney. *A Guide to Capacity Inventories: Mobilizing the Community Skills of Local Residents*. Evanston, IL: Institute for Policy Research, Northwestern University.

J.P. Kretzmann & J.L. McKnight (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets*. Chicago: ACTA Publications.

J.L. McKnight & J.P. Kretzmann (1990). *Mapping Community Capacity*. Evanston, IL: Institute for Policy Research, Northwestern University.

*Community Tool Box*. <http://ctb.lsi.ukans.edu/>

This site, created in 1995, by the University of Kansas Work Group on Health Promotion and Community Development in Lawrence, KS. and AHEC/Community Partners in Amherst, Massachusetts continues to grow weekly. Currently, the core is "how-to tools" (including tools for mapping). For instance, there are sections on leadership, strategic planning, community assessment, advocacy, grant writing, and evaluation.