

What would you add?

Attached are sections from a self-study survey entitled: *Student and Family Assistance Programs and Services*) For purposes of this tutorial, just read over the items. These provide a sense of what might take place to specialized assistance for students and families.

After reviewing the items, list below any additional activities you think you would want in place at your school to enhance efforts to provide specialized student and family assistance.

The survey itself can be used at a school in a number of ways (see the introductory page entitled: “About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning”).

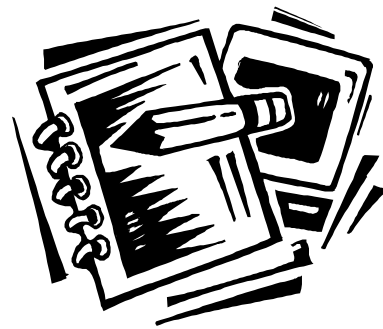


Excerpt from

*From the Center's Clearinghouse ...**

An introductory packet on

*Addressing Barriers to Learning:
A Set of Surveys to Map What a School
Has and What it Needs*



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>).

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.
Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563
(310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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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 (an enabling or learning supports 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

Student and Family Assistance Programs and Services: A Self-study Survey

Specialized assistance for students and their families is for the relatively few problems that cannot be handled without adding special interventions. The emphasis is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, social, physical and mental health assistance available in the school and community are used. As community outreach brings in other resources, these are linked to existing activity in an integrated manner. Additional attention is paid to enhancing systems for triage, case and resource management, direct services for immediate needs, and referral for special services and special education as appropriate. Ongoing efforts are made to expand and enhance resources. While any office or room can be used, a valuable context for providing such services is a center facility, such as a family, community, health, or parent resource center.

A programmatic approach in this arena requires systems designed to provide special assistance in ways that increase the likelihood that a student will be more successful at school, while also reducing the need for teachers to seek special programs and services. The work encompasses providing all stakeholders with information clarifying available assistance and how to access help, facilitating requests for assistance, handling referrals, providing direct service, implementing case and resource management, and interfacing with community outreach to assimilate additional resources into current service delivery. It also involves ongoing analyses of requests for services as a basis for working with school colleagues to design strategies that can reduce inappropriate reliance on special assistance. Thus, major outcomes are enhanced access to special assistance as needed, indices of effectiveness, *and* the reduction of inappropriate referrals for such assistance.

Student and Family Assistance Programs and Services

Indicate all items that apply.

I. Providing extra support as soon as a need is recognized and doing so in the least disruptive ways

Are there classroom-based approaches to reduce the need for teachers to seek special programs and services (e.g., prereferral interventions in classrooms; problem solving conferences with parents; open access to school, district, and community support programs – see the Survey on Classroom-based Approaches)?

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

II. Timely referral interventions for students & families with problems based on response to extra support

What activity is there to facilitate and evaluate requests for assistance?

A. Does the site have a directory that lists services and programs?

___ ___ ___ ___

B. Is information circulated about services/programs?

___ ___ ___ ___

C. Is information circulated clarifying how to make a referral?

___ ___ ___ ___

D. Is information about services, programs, and referral procedures updated periodically?

___ ___ ___ ___

E. Is a triage process used to assess
1. specific needs?
2. priority for service?

___ ___ ___ ___

___ ___ ___ ___

F. Are procedures in place to ensure use of pre-referral interventions?

___ ___ ___ ___

G.. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?

___ ___ ___ ___

H. Other? (specify) _____

___ ___ ___ ___

III. Enhancing access to direct interventions for health, mental health, and economic assistance

A. After triage, how are referrals handled?

1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?

___ ___ ___ ___

2. Is there a special focus on facilitating effective decision making?

___ ___ ___ ___

3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?

___ ___ ___ ___

4. Is there a process to assure referral follow-through?

___ ___ ___ ___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. What types of direct interventions are provided?				
1. Which medical services and programs are provided?				
>immunizations	___	___	___	___
>first aid and emergency care	___	___	___	___
>crisis follow-up medical care	___	___	___	___
>health and safety education and counseling	___	___	___	___
>health and safety prevention programs	___	___	___	___
>screening for vision problems	___	___	___	___
>screening for hearing problems	___	___	___	___
>screening for health problems (specify)	___	___	___	___
>screening for dental problems (specify)	___	___	___	___
>treatment of some acute problems (specify)	___	___	___	___
>medication monitoring	___	___	___	___
>medication administration	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
2. Which psychological services and programs are provided?				
>psychological first aid	___	___	___	___
>crisis follow-up counseling	___	___	___	___
>crisis hotlines	___	___	___	___
>conflict mediation	___	___	___	___
>alcohol and other drug abuse programs	___	___	___	___
>pregnancy prevention program	___	___	___	___
>programs for pregnant and parenting students	___	___	___	___
>gang prevention program	___	___	___	___
>gang intervention program	___	___	___	___
>dropout prevention program	___	___	___	___
>physical & sexual abuse prevention & response	___	___	___	___
>individual counseling	___	___	___	___
>group counseling	___	___	___	___
>family counseling	___	___	___	___
>mental health education	___	___	___	___
>home outreach	___	___	___	___
>other (specify) _____	___	___	___	___
3. Which of the following are provided to meet basic survival needs?				
>Emergency food	___	___	___	___
>emergency clothing	___	___	___	___
>emergency housing	___	___	___	___
>transportation support	___	___	___	___
>welfare services	___	___	___	___
>language translation	___	___	___	___
>legal aid	___	___	___	___
>protection from physical abuse	___	___	___	___
>protection from sexual abuse	___	___	___	___
>child care	___	___	___	___
>employment assistance	___	___	___	___
>other (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?				
>early education program	___	___	___	___
>special day classes (specify) _____	___	___	___	___
>speech and language therapy	___	___	___	___
>adaptive P. E.	___	___	___	___
>occupational and physical therapy	___	___	___	___
>special assessment	___	___	___	___
>Resource Specialist Program	___	___	___	___
>Title I	___	___	___	___
>School Readiness Language Develop. Program	___	___	___	___
>other (specify) _____	___	___	___	___
5. Which of the following adult education programs are provided?				
>ESL	___	___	___	___
>citizenship classes	___	___	___	___
>basic literacy skill	___	___	___	___
>parenting	___	___	___	___
>helping children do better at school	___	___	___	___
>other (specify) _____	___	___	___	___
6. Are services and programs provided to enhance school readiness? specify _____	___	___	___	___
7. Which of the following are provided to address attendance problems?				
>absence follow-up	___	___	___	___
>attendance monitoring	___	___	___	___
>first day calls	___	___	___	___
8. Are discipline proceedings carried out regularly?	___	___	___	___
9. Other? (specify) _____	___	___	___	___

III. Care Monitoring, Management, Information Sharing, and Follow-up Assessment

A. Which of the following are used to manage cases and resources?				
1. Is a student information system used?	___	___	___	___
2. Is a system used to trail progress of students and their families?	___	___	___	___
3. Is a system used to facilitate communication for				
>case management?	___	___	___	___
>resource and system management?	___	___	___	___
4. Are there follow-up systems to determine				
>referral follow-through?	___	___	___	___
>consumer satisfaction with referrals?	___	___	___	___
>the need for more help?	___	___	___	___
5. Other? (specify) _____	___	___	___	___

Student & Family Assistance Programs and Services (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
B. Which of the following are used to help enhance the quality and quantity of services and programs?				
1. Is a quality improvement system used?	—	—	—	—
2. Is a mechanism used to coordinate and integrate services/programs?	—	—	—	—
3. Is there outreach to link-up with community services and programs?	—	—	—	—
4. Is a mechanism used to redesign current activity as new collaborations are developed?	—	—	—	—
5. Other? (specify) _____	—	—	—	—

IV. Mechanisms for Resource Coordination and Integration

Is there a resource-oriented mechanism (e.g., a Learning Supports Resource Team) that focuses on

A. Coordinating and integrating resources	—	—	—	—
B. Braiding resources	—	—	—	—
C. Pursuing economies of scale	—	—	—	—
D. Filling gaps	—	—	—	—
E. Linking with community providers (e.g., to fill gaps)	—	—	—	—
F. Is there a special facility to house student and family assistance programs and services (e.g., health center, family or parent Center, counseling center)?	—	—	—	—

V. Enhancing Stakeholder Awareness of Programs and Services

A. Are there <i>written descriptions</i> of available learning supports programs?	—	—	—	—
B. Are there <i>written descriptions</i> about				
1. how to make referrals?	—	—	—	—
2. the triage process?	—	—	—	—
3. the process for case monitoring & management?	—	—	—	—
4. the process for student review?	—	—	—	—
C. Are there communication processes that inform stakeholders about available learning supports programs and how to navigate the systems?	—	—	—	—

V. Capacity Building to Enhance Student and Family Assistance

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in enhancing student and family assistance?	—	—	—	—
B. With respect to programs used to meet the educational needs of personnel related to student and family assistance				
1. Is there ongoing training for learning supports staff with respect to student and family assistance?	—	—	—	—
2. Is there ongoing training for others involved in enhancing student and family assistance? (e.g., teachers, administrators, volunteers)?	—	—	—	—
3. Other (specify) _____	—	—	—	—
C. Which of the following topics are covered in educating stakeholders?				
1. broadening understanding of causes of learning, behavior, and emotional problems	—	—	—	—
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	—	—	—	—
3. developing systematic academic supports for students in need	—	—	—	—
4. what classroom teachers and the home can do to minimize the need for special interventions	—	—	—	—
5. enhancing resource quality, availability, and scope	—	—	—	—
6. enhancing the referral system and ensuring effective follow through	—	—	—	—
7. enhancing the case management system in ways that increase service efficacy	—	—	—	—
8. other (specify) _____	—	—	—	—
D. Indicate below other things you want the school to do in providing student and family assistance.				

- Indicate below other ways the school enhancing student and family assistance.

- Other matters relevant to enhancing student and family assistance are found in the surveys on

- >Survey of Learning Supports System Status
- >Home Involvement in Schooling
- >School-Community Collaboration