Leadership Institute

Addressing Barriers to Learning & Teaching and Re-engaging Disconnected Students

Topics to be Covered:

I. Why is a System of Learning Supports *Imperative* for School Improvement

II. What is a System of Learning Supports?
   Rethinking intervention

III. What is a System of Learning Supports? (cont.)
   Reworking infrastructure

IV. *Intrinsic Motivation:* Engaging and Re-engaging Students

V. What's Involved in Getting from Here to There?

VI. Planning Next Steps

Why is a *System* of Learning Supports *Imperative* for School Improvement?

>Some Major Concerns

>Lenses for viewing school improvement efforts

>School improvement planning:
        What's being done & what's missing?

Why is a *System* of Learning Supports *Imperative* for School Improvement?

Some Major Concerns

Teachers shouldn't be expected to, never mind being held accountable for, ***doing it alone!***

The current focus of school improvement policy and practice is too limited to ensure that *all* students have an equal opportunity to succeed at school.

The limited focus contributes to:

- C High Student Dropout Rates

- C High Teacher Dropout Rates

- C Continuing Achievement Gap

- C So Many Schools Designated as Low Performing

- C High Stakes Testing Taking its Toll on Students

- C Plateau Effect

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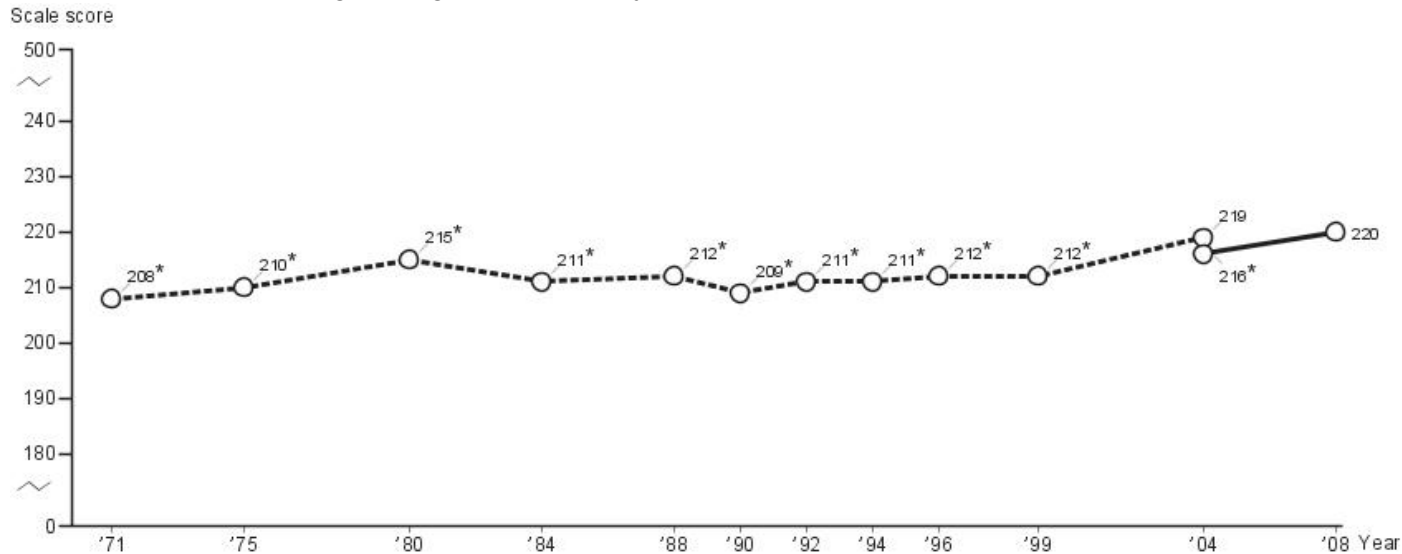**Data from the** *National Assessment of Education Progress* **(NAEP) clearly shows the plateau effect related to academic achievement**
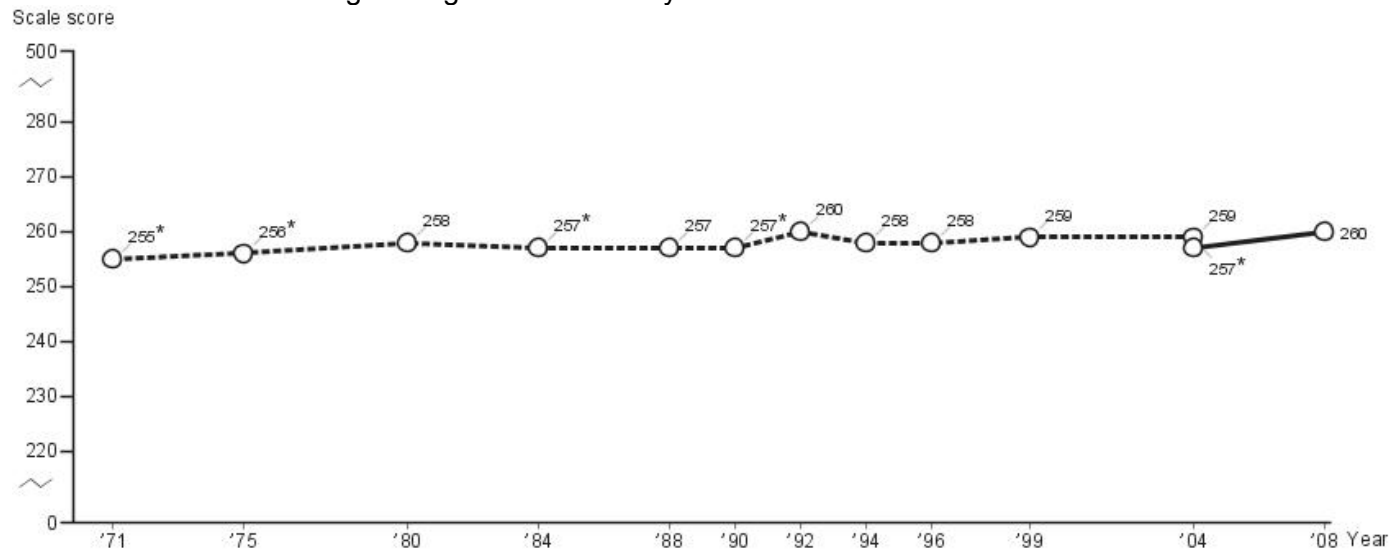
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The Nation's Report Card – National Center for Education Statistics

Trend in NAEP reading average scores for 9-year-old students

Scale score

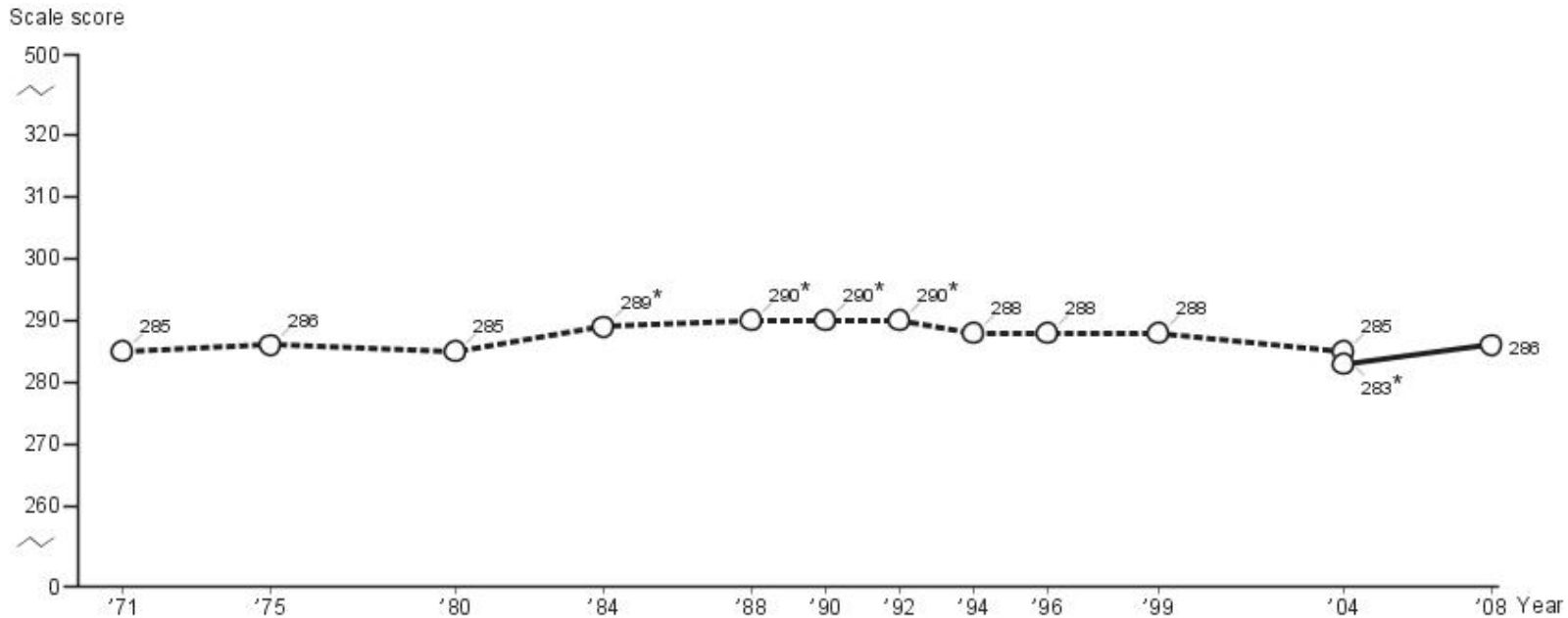Trend in NAEP reading average scores for 13-year-old students

Scale score

See key on next slide

Trend in NAEP reading average scores for 17-year-old students

Scale score

* Significantly different (*p* < .05) from 2008.

Key

_ _ _ _ _ _ _ _ Original Assessment Format

————————— Revised Assessment Format

See note below

Note:

The long-term trend assessment was updated in several ways in 2004. Outdated material was replaced, accommodations for students with disabilities (SD) and for English language learners (ELL) were allowed, and administration procedures were modified. A special bridge study was conducted in 2004 to evaluate the effects of these changes on the trend lines. The study involved administering both the original and revised formats of the assessments to determine how the revisions may have affected the results.

Why is a *System* of Learning Supports *Imperative* for School Improvement?

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Three Lenses for viewing school improvement efforts

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Lens #1 = *ALL* Students

Not some –

> *ALL* youngsters
> are to have an equal
> opportunity to succeed at school

Range of Learners

(categorized in terms of their response to academic instruction)

I = Motivationally ready and able*

**II = Not very motivated/
Lacking prerequisite knowledge & skills/
Different learning rates and styles/
Minor vulnerabilities****

**III = Avoidant/
Very deficient in current capabilities/
Has a disability
Major health problems**

*Few youngsters start out with internal problems that interfere with learning what schools teach. There can be little doubt that external factors are primarily responsible for the majority of learning, behavior, and emotional problems encountered in schools.

**All learners have *assets/strengths/protective factors* that can contribute to success; all have *differences* that require some degree of personalization by instructional systems; any may *internalize negative experiences* that interfere with learning at school.

Lens # 2 = *Barriers to Learning*

Barriers to Learning and School Improvement

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

I = Motivationally
ready & able

No barriers →

Not very
motivated/
lacking
prerequisite
knowledge
II = & skills/
different
learning rates
& styles/
minor
vulnerabilities

Barriers
to
learning,
develop.,
teaching

III = Avoidant/
very deficient
in current
capabilities/
has a disability/
major health
problems

Instructional Component

Classroom
Teaching
+
Enrichment
Activity

(High Standards)

Desired
Outcomes
(High Expect.
&
Accountability)

- -
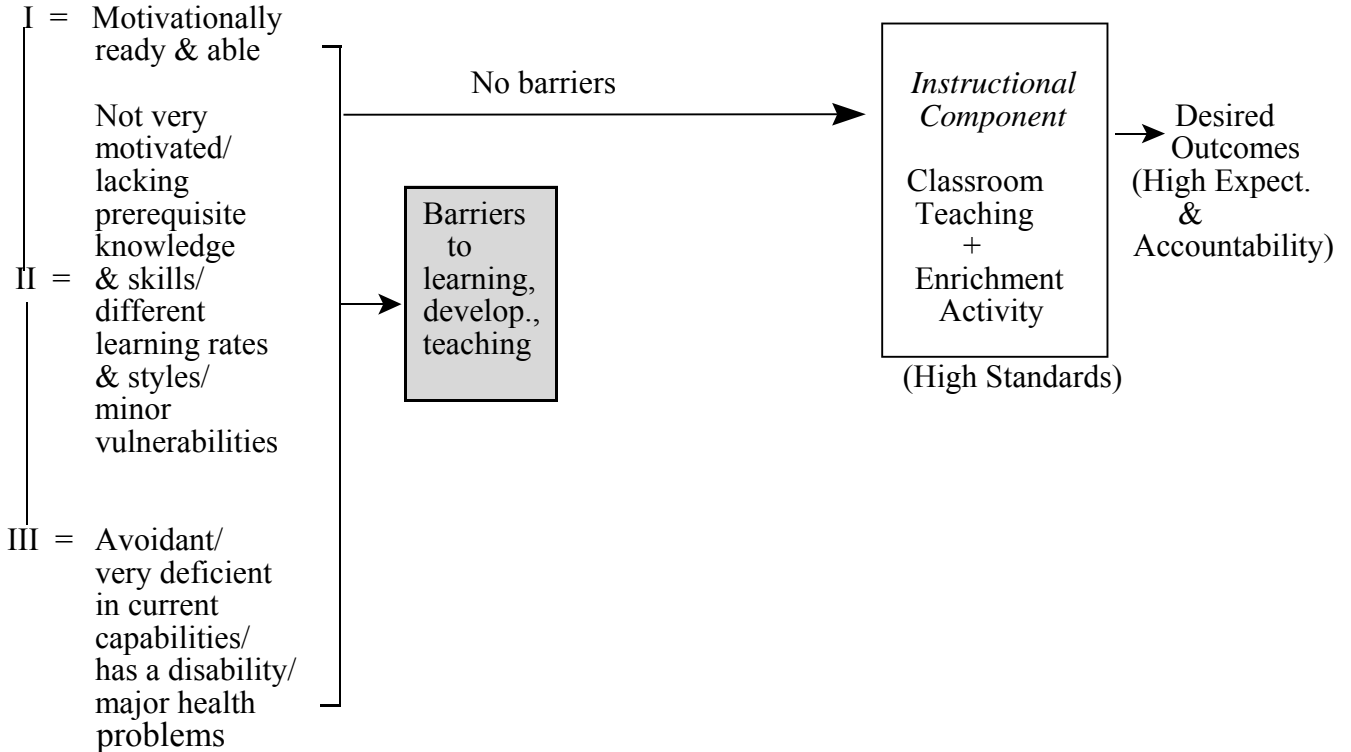
*Examples of Risk-Producing Conditions that Can be Barriers to Learning

E n v i r o n m e n t a l   C o n d i t i o n s**   Person Factors**

Neighborhood	*Family*	*School and Peers*	*Individual*
>extreme economic deprivation	>chronic poverty	>poor quality school	>medical problems
>community disorganization, including high levels of mobility	>conflict/disruptions/violence	>negative encounters with teachers	>low birth weight/ neurodevelopmental delay
>violence, drugs, etc.	>substance abuse	>negative encounters with peers &/or inappropriate peer models	>psychophysiological problems
>minority and/or immigrant status	>models problem behavior		>difficult temperament & adjustment problems
	>abusive caretaking		>inadequate nutrition
	>inadequate provision for quality child care		

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

Caution: Don't misinterpret the term

- ***Barriers to Learning***

It encompasses much more than a deficit model of students.

And, it is part of a holistic approach that emphasizes the importance of

- ***Protective Buffers***
(e.g., strengths, assets, resiliency, accommodations)

and

- ***Promoting Full Development***

Examples of *Risk-Producing Conditions* that Can be Barriers to Development and Learning

E n v i r o n m e n t a l   C o n d i t i o n s*

Neighborhood	Family	School and Peers	Person Factors* Individual
>extreme economic deprivation >community disorganization, including high levels of mobility >violence, drugs, etc. >minority and/or immigrant status	>chronic poverty >conflict/disruptions/violence >substance abuse >models problem behavior >abusive caretaking >inadequate provision for quality child care	>poor quality school >negative encounters with teachers >negative encounters with peers &/or inappropriate peer models	>medical problems >low birth weight/ neurodevelopmental delay >psychophysiological problems >difficult temperament & adjustment problems >inadequate nutrition

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Examples of *Protective Buffers*

Conditions that prevent or counter risk producing conditions – strengths, assets, corrective interventions, coping mechanisms, special assistance and accommodations

E n v i r o n m e n t a l   C o n d i t i o n s*

Neighborhood	Family	School and Peers	Person Factors* Individual
>strong economic conditions/ emerging economic opportunities >safe and stable communities >available & accessible services >strong bond with positive other(s) >appropriate expectations and standards >opportunities to successfully participate, contribute, and be recognized	>adequate financial resources >nurturing supportive family members who are positive models >safe and stable (organized and predictable) home environment >family literacy >provision of high quality child care >secure attachments – early and ongoing	>success at school >safe, caring, supportive, and healthy school environment >positive relationships with one or more teachers >positive relationships with peers and appropriate peer models >strong bond with positive other(s)	>higher cognitive functioning >psychophysiological health >easy temperament, outgoing personality, and positive behavior >strong abilities for involvement and problem solving >sense of purpose and future >gender (girls less apt to develop certain problems)

Examples of Conditions for *Promoting Full Development*

Conditions, over and beyond those that create protective buffers, that enhance healthy development, well-being, and a value-based life

E n v i r o n m e n t a l   C o n d i t i o n s*

Neighborhood	Family	School and Peers	Person Factors* Individual
>nurturing & supportive conditions >policy and practice promotes healthy development & sense of community	>conditions that foster positive physical & mental health among all family members	>nurturing & supportive climate school-wide and in classrooms >conditions that foster feelings of competence, self-determination, and connectedness	>pursues opportunities for personal development and empowerment >intrinsically motivated to pursue full development, well-being, and a value-based life

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

For more on this and for references to relevant literature, see:
Adelman, H.S., & Taylor, L. (2006). *The school leader's guide to student learning supports: New directions for addressing barriers to learning.* Thousand Oaks, CA: Corwin Press.

Lens # 3 = Engagement & Disengagement*

Source of Motivation

	Extrinsics	Intrinsics	Intrinsics/ Extrinsics
Engagement			
Disengagement (psychological reactance)			

Intervention Concerns

*Avoiding Over-reliance on Extrinsics, Maximizing Intrinsic Motivation, and Minimizing Behavior Control Strategies

Engaging & Re-engaging Students in Classroom Learning

How are schools

>maximizing Intrinsic Motivation?

>minimizing Behavior Control Strategies?

Motivation,

and especially Intrinsic Motivation

are fundamental intervention considerations

related to student (and staff) problems.

Addressing Barriers Requires Enhancing
How a School Approaches *Motivation*

Motivation, and Especially *Intrinsic* Motivation is a Fundamental Intervention Consideration Related to Student (and Staff) Problems

First Concern –
> Enhancing understanding of *intrinsic motivation* as related to academic achievement and the achievement gap

Second Concern –
> Reducing overemphasis on behavior/social *control* & enhancing appreciation of the impact of *psychological reactance*

Third Concern –
> *Re-engaging* students who have become actively disengaged from classroom instruction

Fourth Concern –
> *Teacher motivation*

Why is a *System* of Learning Supports *Imperative* for School Improvement?

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School Improvement Planning:
What's Being Done & What's Missing?

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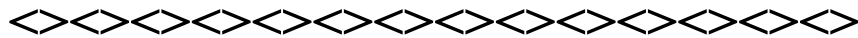
School Improvement Planning

Missing: A Comprehensive Focus on:

–Addressing Barriers to Learning & Teaching

–Re-engaging Disengaged Students in Classroom Learning

This becomes evident when we ask:

What do schools currently do to

(1) address barriers to learning and teaching

and

(2) re-engage students in classroom instruction?

So, how are districts/schools *addressing barriers to learning &* teaching?

What we see around the country

Talk about fragmented!!!

Which of these addresses barriers to student learning?

Psychological Testing

After-School Programs

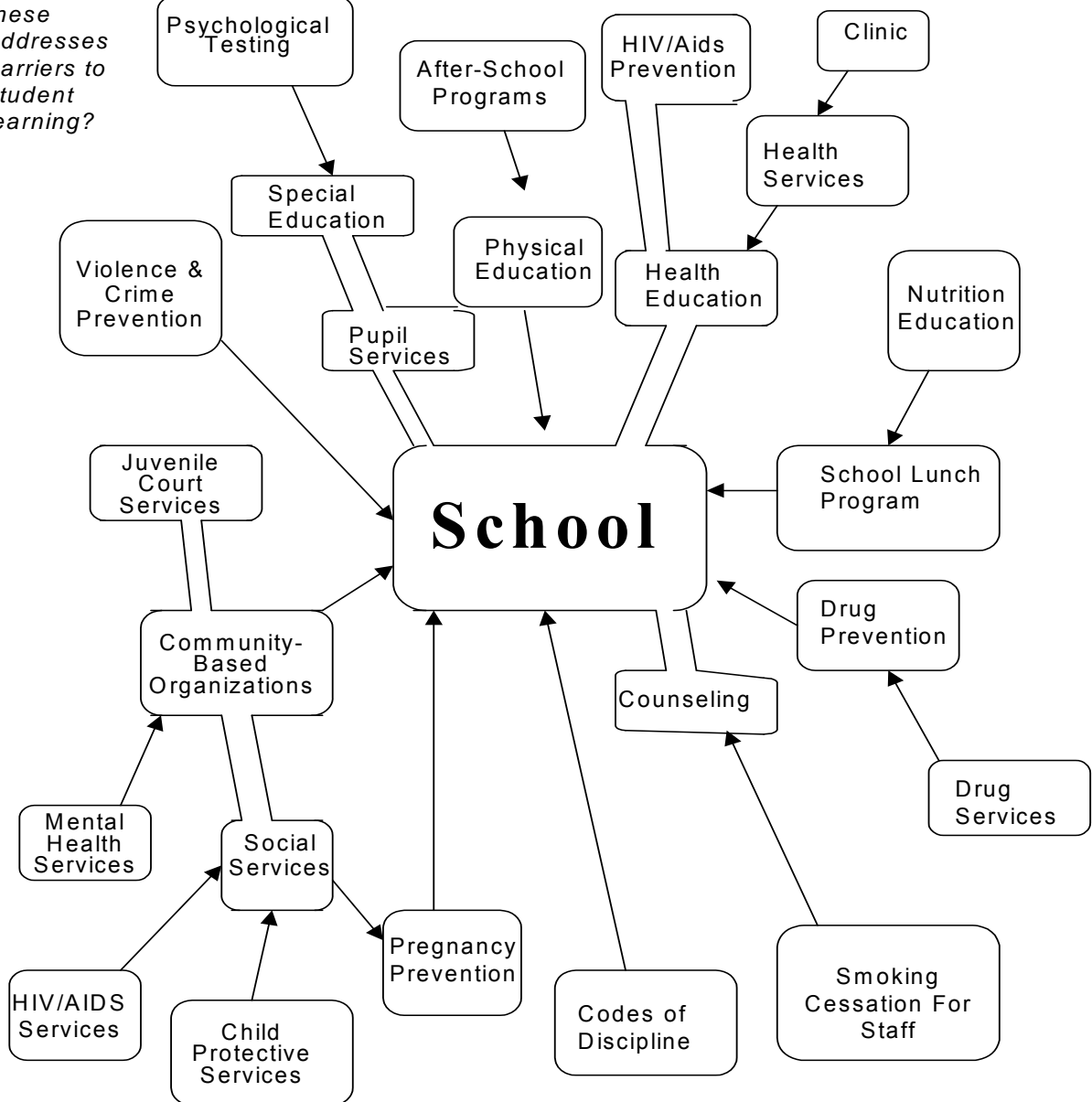HIV/Aids Prevention

Clinic

Special Education

Physical Education

Health Services

Violence & Crime Prevention

Pupil Services

Health Education

Nutrition Education

Juvenile Court Services

School

School Lunch Program

Community-Based Organizations

Drug Prevention

Counseling

Mental Health Services

Social Services

Drug Services

HIV/AIDS Services

Child Protective Services

Pregnancy Prevention

Codes of Discipline

Smoking Cessation For Staff

Adapted from: *Health is Academic: A guide to Coordinated School Health Programs* (1998). Edited by E. Marx & S.F. Wooley with D. Northrop. New York: Teachers College Press.

Fragmented policy ⟷ Fragmented practices

Why the fragmentation?

Current situation at all levels in the educational system with respect to student/learning supports is that efforts are

Marginalized in school improvement policy & practice.

- *Fragmentation* is one result and isn't solved by focusing solely on improving coordination

- *Poor Cost-Effectiveness* is another result (up to 25% of a school budget used in too limited and often redundant ways)

- So ⟶ *Counterproductive Competition for Sparse Resources* (among school support staff and with community-based professionals who link with schools)

Why the Marginalization?

Current School improvement policy
primarily emphasizes two components
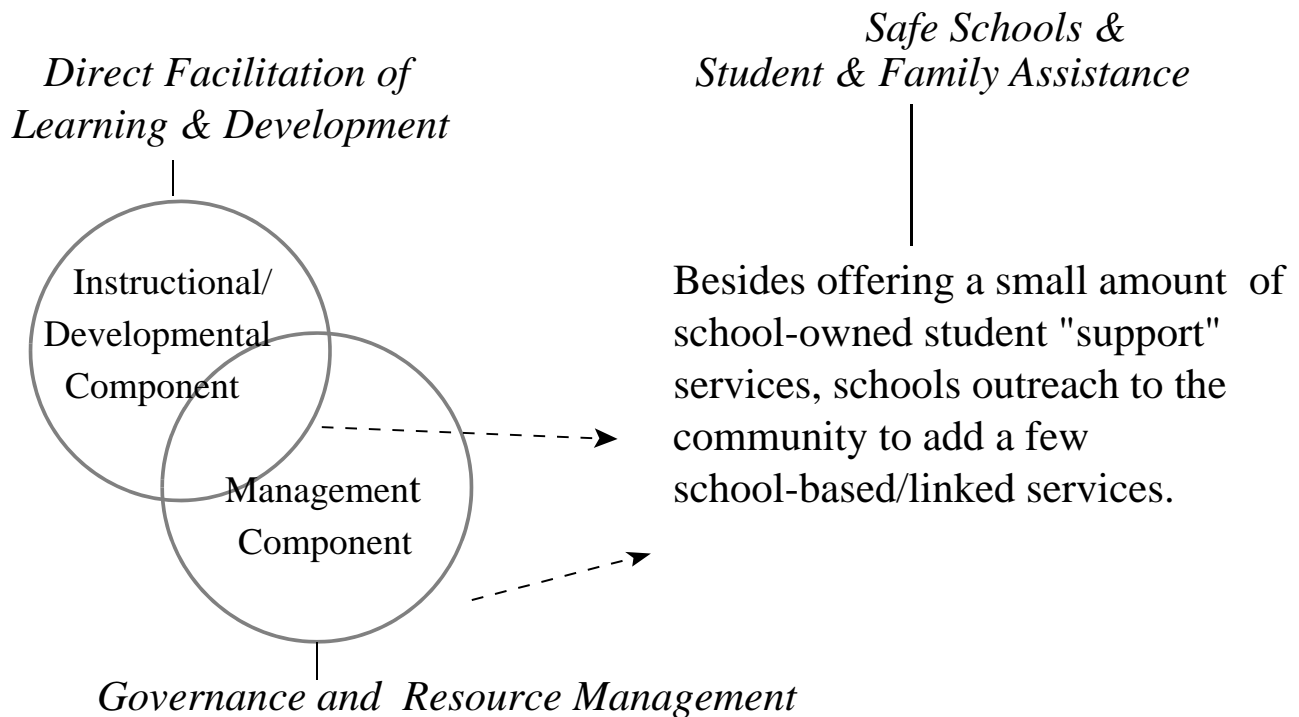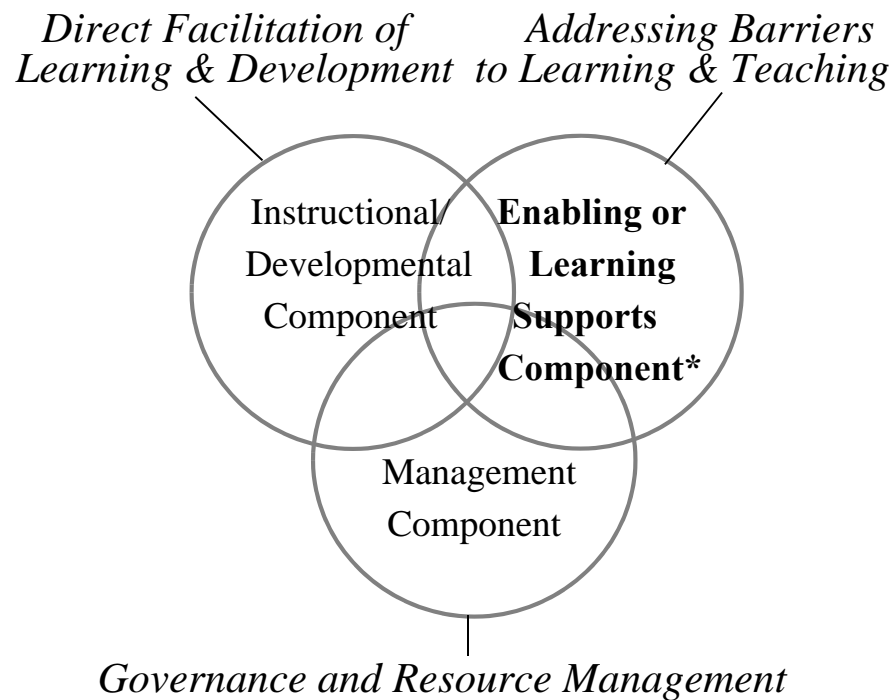
Direct Facilitation of
Learning & Development

Safe Schools &
Student & Family Assistance

Instructional/
Developmental
Component

Management
Component

Besides offering a small amount of school-owned student "support" services, schools outreach to the community to add a few school-based/linked services.

Governance and Resource Management

The need is to move from the prevailing two-component framework
to a three-component framework in order to develop
a Comprehensive System of Learning Supports

Direct Facilitation of   *Addressing Barriers*
Learning & Development to Learning & Teaching

Instructional/
Developmental
Component

**Enabling or
Learning
Supports
Component***

Management
Component

Governance and Resource Management

*The Learning Supports Component is designed to *enable* learning by addressing factors that interfere with learning
and teaching. It is established in policy and practice as primary and essential and is developed into a
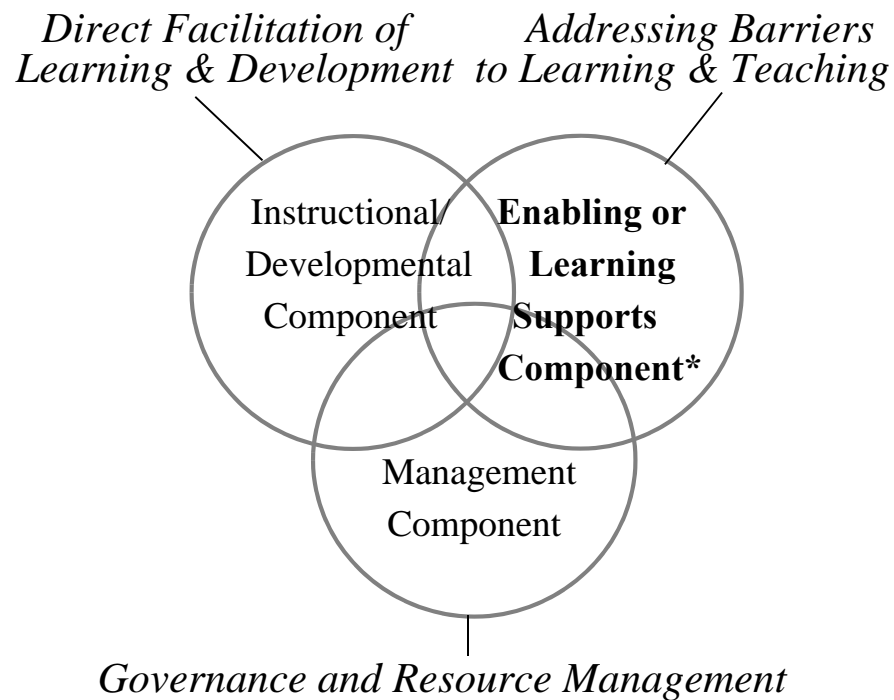comprehensive approach by weaving together school and community resources.

The need is to move from the prevailing two-component framework
to a three-component framework in order to develop
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Direct Facilitation of   *Addressing Barriers*
Learning & Development   to Learning & Teaching

Instructional/
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Component

**Enabling or
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Component***

Management
Component

Governance and Resource Management

*The Learning Supports Component is designed to *enable* learning by addressing factors that interfere with learning
and teaching. It is established in policy and practice as primary and essential and is developed into a
comprehensive approach by weaving together school and community resources.

What's the

community doing?

AGENCY REFORM
Restructuring and Reforming
Community Health and Human Services

The intent of current agency reform policy –
>**end fragmentation**
>**enhance access to clientele**

The focus –
>**interagency collaboration**
>**school-linked services, sometimes**
 based (co-located) at a school

Problems –
>**doesn't integrate with school's efforts to**
 address barriers to learning
>**limits the focus to current agency work**

As a result, current agency policy produces –
>**an additional form of fragmentation**
>**counterproductive competition**
>**greater marginalization**
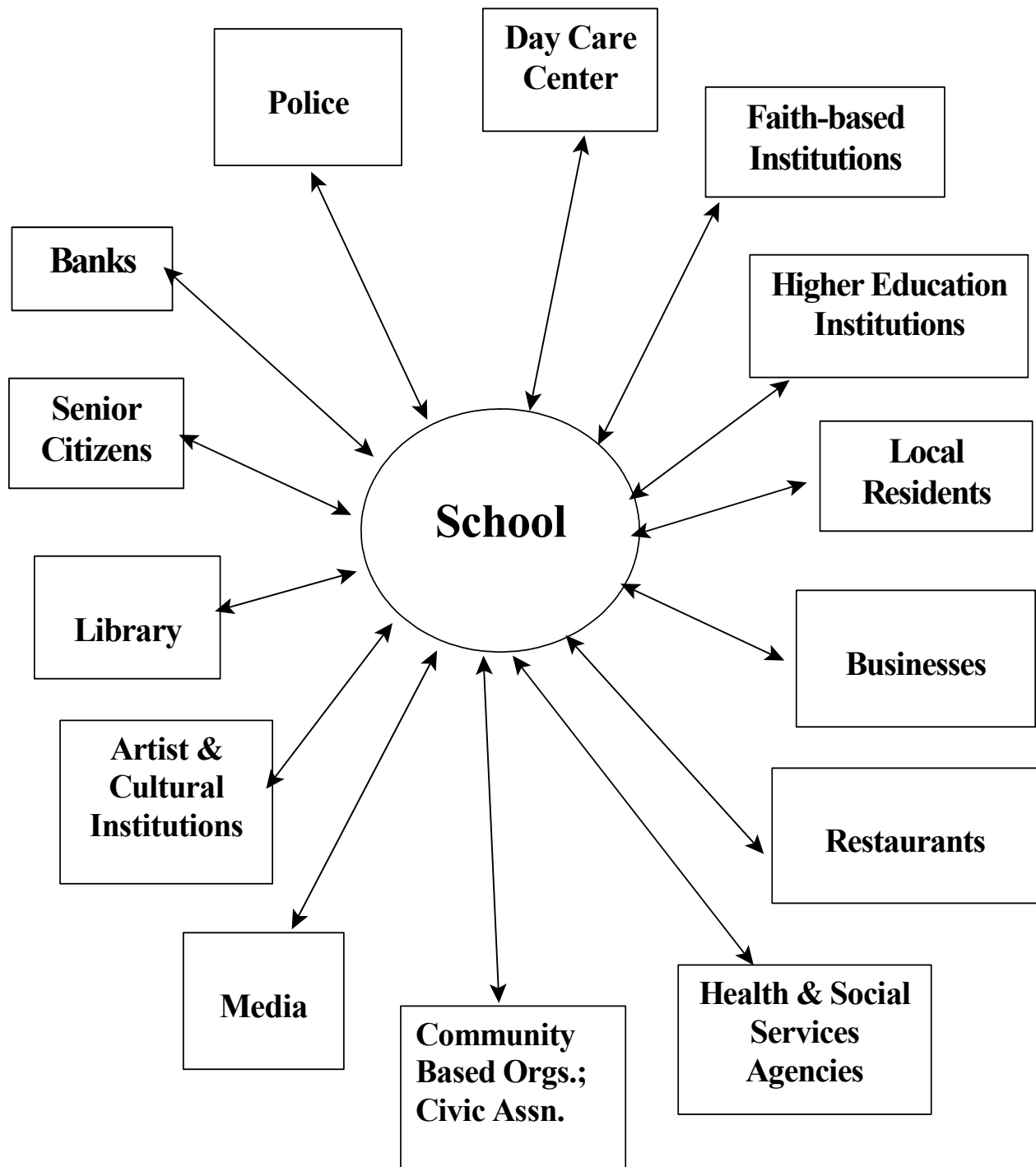
It is important to remember that

**Community *Agency* Reform
is not the same thing as
Strengthening *Communities***

- The major intent of agency reform is to restructure services to *reduce fragmentation*.

- The emphasis is mainly on *interagency collaboration*.

- Schools have been included since they offer better access to agency clients. Thus, the concept of *school linked services*, and the idea of community agencies *co-locating* services on a school site.

**Because the focus is on *services*,
little attention is paid to**

> ***integrating* community *resources* with existing school programs and services designed to address barriers to learning;**
>
> ***including a full range of community resources;***
>
> ***strengthening families and neighborhoods* by improving economic status and enhancing other fundamental supports.**

The diagram shows "School" at the center, connected by double-headed arrows to the following surrounding boxes:

- Police
- Day Care Center
- Faith-based Institutions
- Banks
- Higher Education Institutions
- Senior Citizens
- Local Residents
- Library
- Businesses
- Artist & Cultural Institutions
- Restaurants
- Media
- Community Based Orgs.; Civic Assn.
- Health & Social Services Agencies

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

To Recap:

- School improvement policy and planning have not addressed barriers to development, learning, and teaching as a primary and essential component of what must be done if schools are to minimize behavior problems, close the achievement gap, and reduce the rate of dropouts

- As a result, current efforts are marginalized, fragmented, often redundant and off track, and they have resulted in counterproductive competition for sparse resources

- The need is for a comprehensive system of learning supports that
    (1) addresses barriers to development, learning, and teaching
  &
    (2) (re-)engages students in classroom learning

Some key questions we hope you are thinking about at this point:

What are the many external and internal barriers interfering with your students learning and your teachers teaching and how does all this affect your schools?

What is currently being done in your schools to address barriers to learning and teaching and what is keeping the work from being as effective as needed?

How could you change school improvement planning to ensure a comprehensive system of learning supports is developed to more effectively address barriers to development, learning, and teaching *and* also (re-)engage students in classroom learning?

Some Relevant References & Resources

>*School Improvement Planning: What's Missing?*
 http://smhp.psych.ucla.edu/whatsmissing.htm

>*Addressing What's Missing in School Improvement Planning*
 http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf

>*The School Leader's Guide to Student Learning Supports: New Directions*
 for Addressing Barriers to Learning
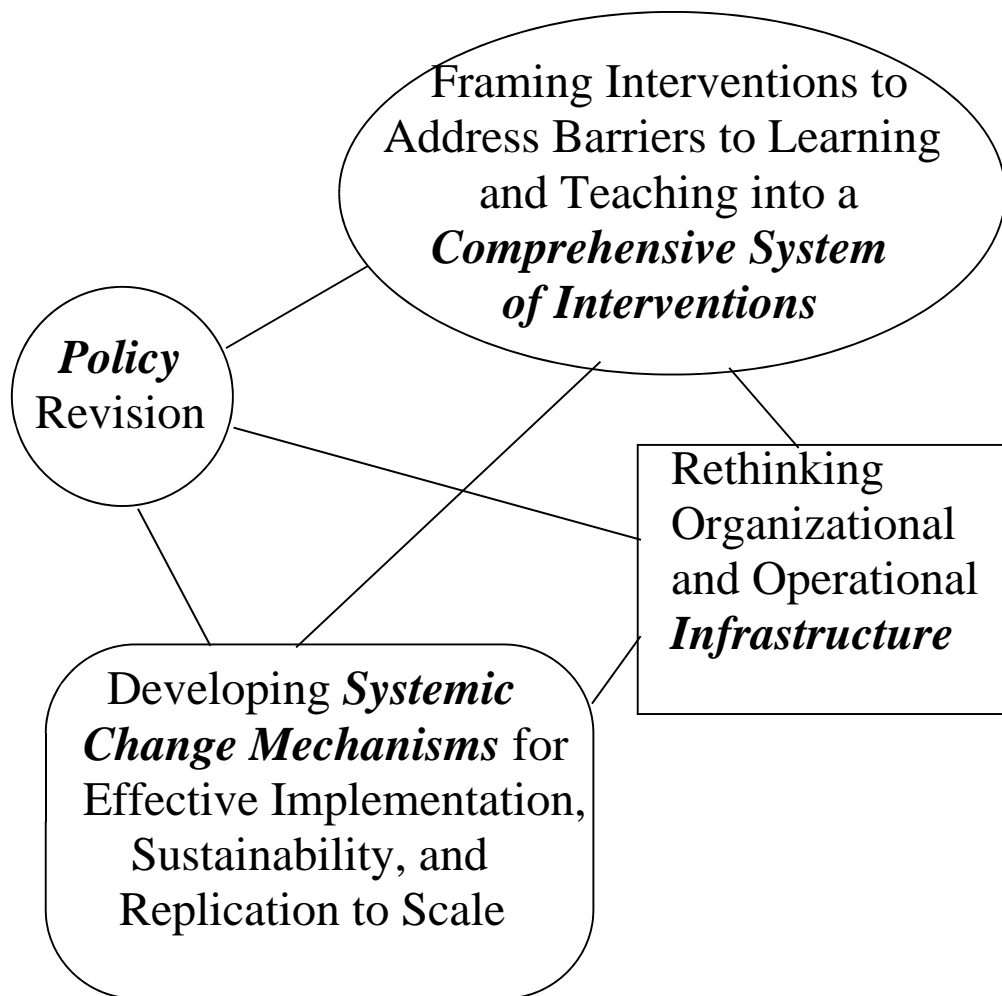 http://www.corwinpress.com/booksProdDesc.nav?prodId=Book226872&

Next:

We turn to four fundamental, interrelated concerns involved in moving forward to develop
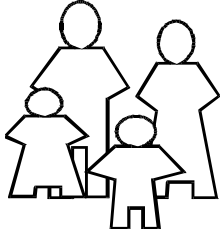
A Comprehensive
System of Learning Supports

Toward developing, implementing, & sustaining a unified and comprehensive component

Four Fundamental and Interrelated Concerns

Framing Interventions to Address Barriers to Learning and Teaching into a ***Comprehensive System of Interventions***

Policy Revision

Rethinking Organizational and Operational ***Infrastructure***

Developing ***Systemic Change Mechanisms*** for Effective Implementation, Sustainability, and Replication to Scale

Additionally, because of the overemphasis on using extrinsic reinforcers in all aspects of efforts to improve schools, we find it essential to re-introduce a focus on **intrinsic motivation.**

We will start our discussion of these fundamental concerns by clarifying a way to *frame interventions* as a *comprehensive system of interventions* for addressing barriers to learning and teaching and re-engaging disconnected students.

II. What is a System of Learning Supports? *Rethinking Intervention*
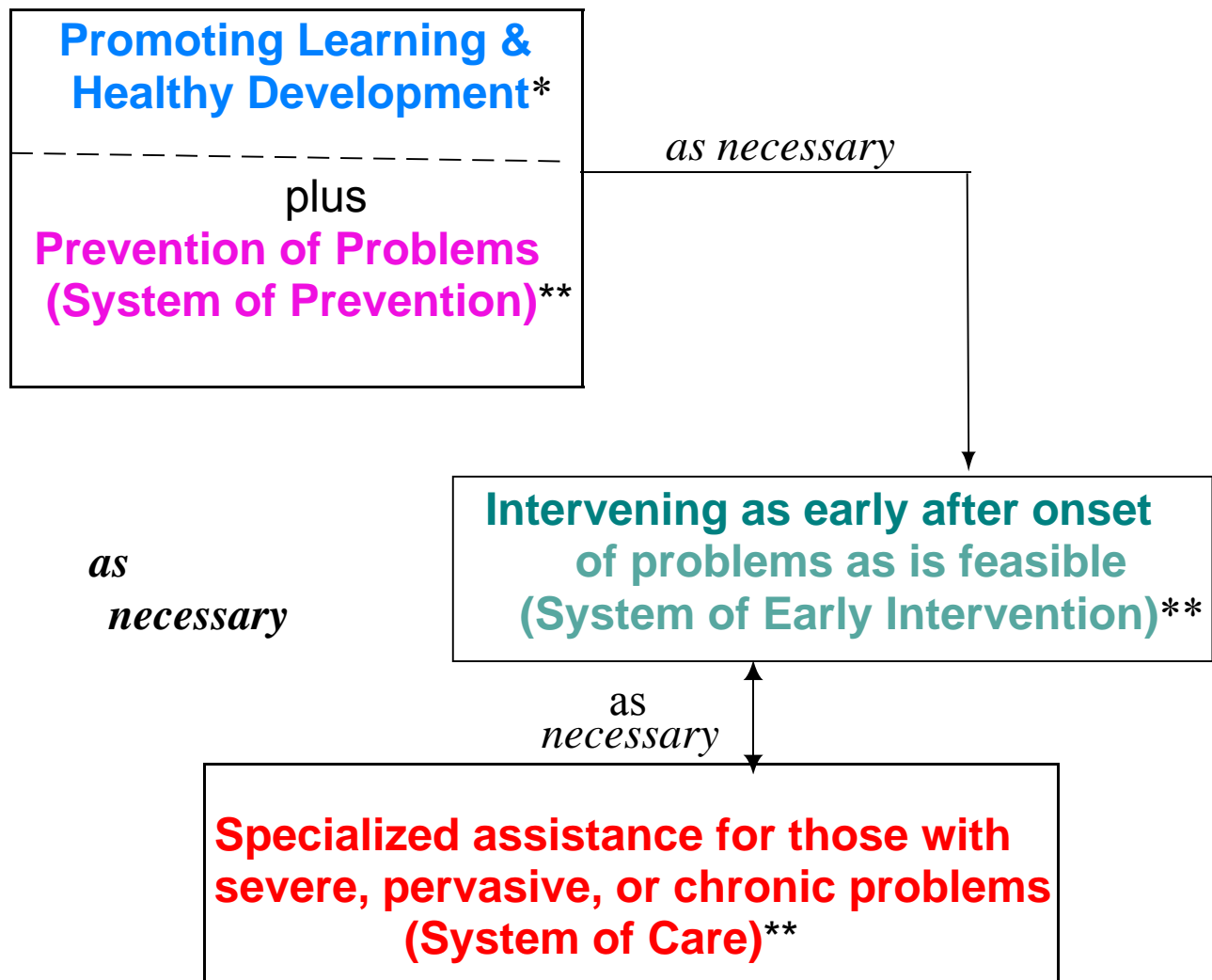
>A Sequential Approach

>Defining Learning Supports

>Framing a Comprehensive *System of Learning Supports*

>Major Examples of Intervention Activity in Content Arenas

>Framework Combining Continuum and Content

An Integrated Sequence of Interventions

Meeting the needs of all students requires promotion of assets, prevention of problems, & addressing problems in keeping with the principle of least intervention needed.

As illustrated below, this translates into a sequential approach that at its foundation involves enhancing the focus on promoting healthy development and preventing problems.

Promoting Learning & Healthy Development*

— — — — — — — — — — — — — —

plus

Prevention of Problems (System of Prevention)**

as necessary

as necessary

Intervening as early after onset of problems as is feasible (System of Early Intervention)**

as *necessary*

Specialized assistance for those with severe, pervasive, or chronic problems (System of Care)**

*Interventions to directly facilitate development and learning.

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

Defining a System of Learning Support
for Policy Purposes

Learning supports are the resources, strategies, and practices that provide physical, social, emotional, and intellectual supports to enable all pupils to have an equal opportunity for success at school by directly addressing barriers to learning and teaching and re-engaging disconnected students.

A comprehensive, multifaceted, and cohesive learning support system provides supportive interventions in classrooms and schoolwide and is fully integrated with efforts to improve instruction and management at a school.

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Framing a Comprehensive
System of Learning Supports to
Address Barriers to Learning

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Intervention Continuum
& Content

Levels of Intervention:*

Connected Systems for Meeting the Needs of All Students

## One Key Facet of a Learning Supports Component

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
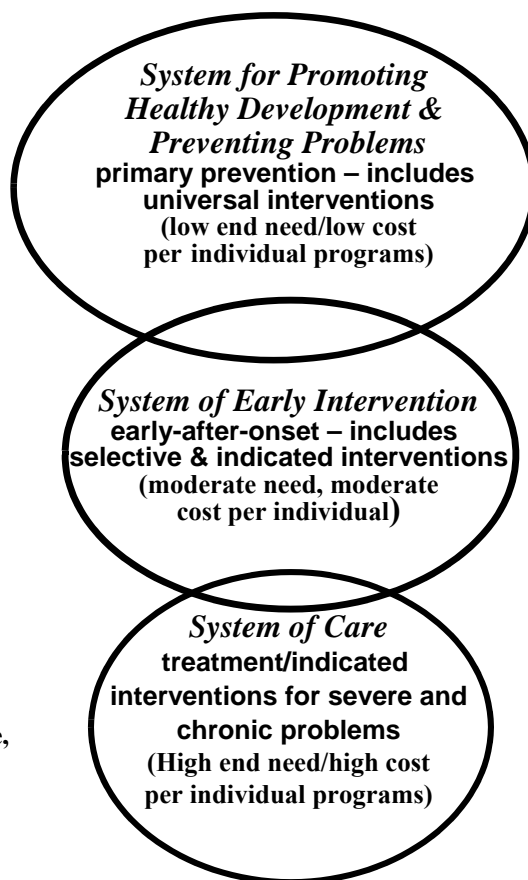
Community Resources
(facilities, stakeholders, programs, services)

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

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

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

System of Care
treatment/indicated interventions for severe and chronic problems
(High end need/high cost per individual programs)

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*.
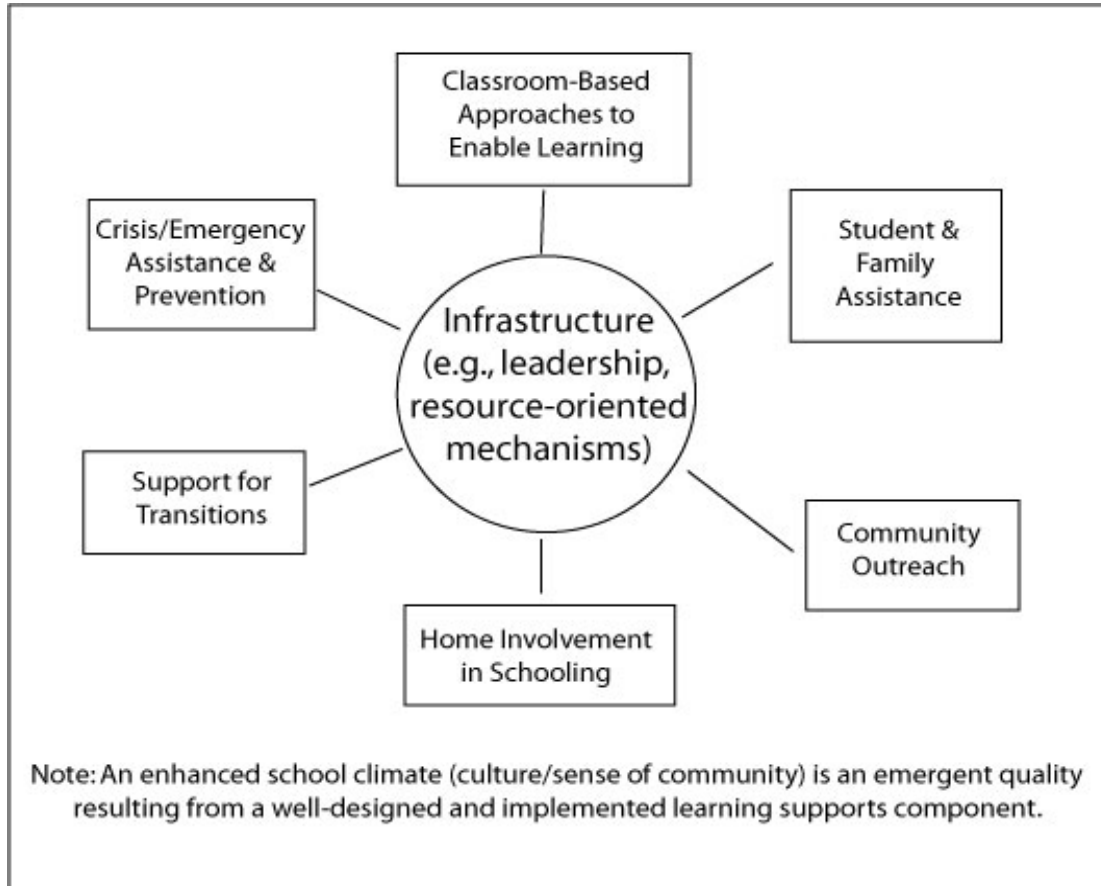
Such collaboration involves horizontal and vertical restructuring of programs and services
(a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters of schools)
(b) between jurisdictions, school and community agencies, public and 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*.

# Categories of *Basic Content Arenas* for Learning Supports Intervention

Classroom-Based Approaches to Enable Learning

Crisis/Emergency Assistance & Prevention

Student & Family Assistance

Infrastructure (e.g., leadership, resource-oriented mechanisms)

Support for Transitions

Community Outreach

Home Involvement in Schooling

Note: An enhanced school climate (culture/sense of community) is an emergent quality resulting from a well-designed and implemented learning supports component.

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

Note: *All categorical programs can be integrated into these six content arenas.* Examples of initiatives, programs, and services that can be unified into a system of learning supports include positive behavioral supports, programs for safe and drug free schools, programs for social and emotional development and learning, full service community schools and family resource and school based health centers, Safe Schools/Healthy Students projects, CDC's Coordinated School Health Program, bi-lingual, cultural, and other diversity programs, compensatory education programs, special education programs, mandates stemming from the No Child Left Behind Act, and many more.

Major Examples of Activity in Each of the Six Basic Content Arenas
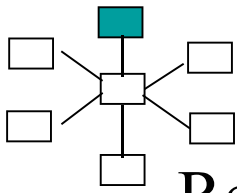
Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

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

C *Opening the classroom door to bring available supports in*
- T Peer tutors, volunteers, aids (trained to work with students-in-need)
- T Resource teachers and student support staff

C *Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals*
- T Personalized instruction; special assistance as necessary
- T Developing small group and independent learning options
- T Reducing negative interactions and over-reliance on social control
- T Expanding the range of curricular and instructional options and choices
- T Systematic use of prereferral interventions

C *Enhancing and personalizing professional development*
- T Creating a Learning Community for teachers
- T Ensuring opportunities to learn through co-teaching, team teaching, mentoring
- T Teaching intrinsic motivation concepts and their application to schooling

C *Curricular enrichment and adjunct programs*
- T Varied enrichment activities that are not tied to reinforcement schedules
- T Visiting scholars from the community

C *Classroom and school-wide approaches used to create and maintain a caring and supportive climate*
- T Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings
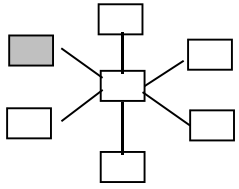
Crisis Assistance and Prevention

*School-wide and classroom-based efforts for
>>responding to crises
>>minimizing the impact of crises
>>preventing crises

C Ensuring immediate assistance in emergencies so students can resume learning

C Providing Follow up care as necessary
- **T** Brief and longer-term monitoring

C Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs

C Mobilizing staff, students, and families to anticipate response plans and recovery efforts

C Creating a caring and safe learning environment
- **T** Developing systems to promote healthy development and prevent problems
- **T** Bullying and harassment abatement programs

C Working with neighborhood schools and community to integrate planning for response and prevention

C Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment
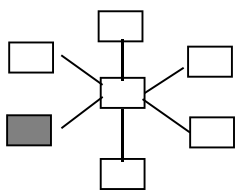
Support for Transitions

*School-wide and classroom-based efforts to
>>enhance acceptance and successful transitions
>>prevent transition problems
>>use transition periods to reduce alienation
>>use transition periods to increase positive attitudes/motivation
    toward school and learning

C *Welcoming & social support programs for newcomers*
- **T** Welcoming signs, materials, and initial receptions
- **T** Peer buddy programs for students, families, staff, volunteers

C *Daily transition programs for*
- **T** Before school, breaks, lunch, afterschool

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

C *Summer or intersession programs*
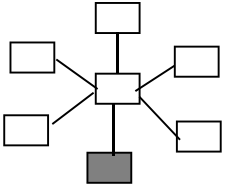- **T** Catch-up, recreation, and enrichment programs

C *School-to-career/higher education*
- **T** Counseling, pathway, and mentor programs

C *Broad involvement of stakeholders in planning for transitions*
- **T** Students, staff, home, police, faith groups, recreation, business, higher educ.

C *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

C Addressing specific support and learning needs of family
  - **T** Support services for those in the home to assist in addressing basic survival needs and obligations to the children
  - **T** Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation

C Improving mechanisms for communication and connecting school and home
  - **T** 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
  - **T** Phone calls from teacher and other staff with good news
  - **T** Frequent and balanced conferences (student-led when feasible)
  - **T** Outreach to attract hard-to-reach families (including student dropouts)

C Involving homes in student decision making
 - **T** Families prepared for involvement in program planning and problem-solving

C Enhancing home support for learning and development
  - **T** Family Literacy, Family Homework Projects, Family Field Trips

C Recruiting families to strengthen school and community
  - **T** Volunteers to welcome and support new families and help in various capacities
  - **T** Families prepared for involvement in school governance

C Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement
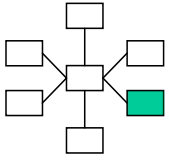
Community Outreach for Involvement and Support (including Volunteers)

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

*C Planning and Implementing Outreach to Recruit a Wide
Range of Community Resources*
- ✓ Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional orgs.; service, volunteer, and faith-based organizations
- ✓ Community policy and decision makers

*C Systems to Recruit, Screen, Prepare, and Maintain
Community Resource Involvement*
- ✓ mechanisms to orient and welcome
- ✓ mechanisms to enhance the volunteer pool,
- ✓ mechanisms to maintain current involvements; enhance sense of comm.

*C Reaching out to Students and Families Who Don't Come
to School Regularly – Including Truants and Dropouts*

*C Connecting School and Community Efforts to Promote
Child and Youth Development and a Sense of Community*

*C Capacity Building to Enhance Community Involvement
& Support*
- ✓ policies/mechanisms to enhance & sustain school-community involvement
- ✓ staff/stakeholder development on the value of community involvement
- ✓ "social marketing"
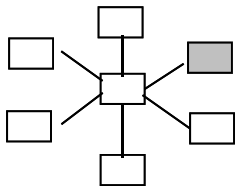
Student and Family Assistance

*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*

For more specific examples and mapping and analysis self study surveys for each arena, see the Center's online resource aid:

Guide to resource mapping and management to address barriers to learning: An intervention for systemic change

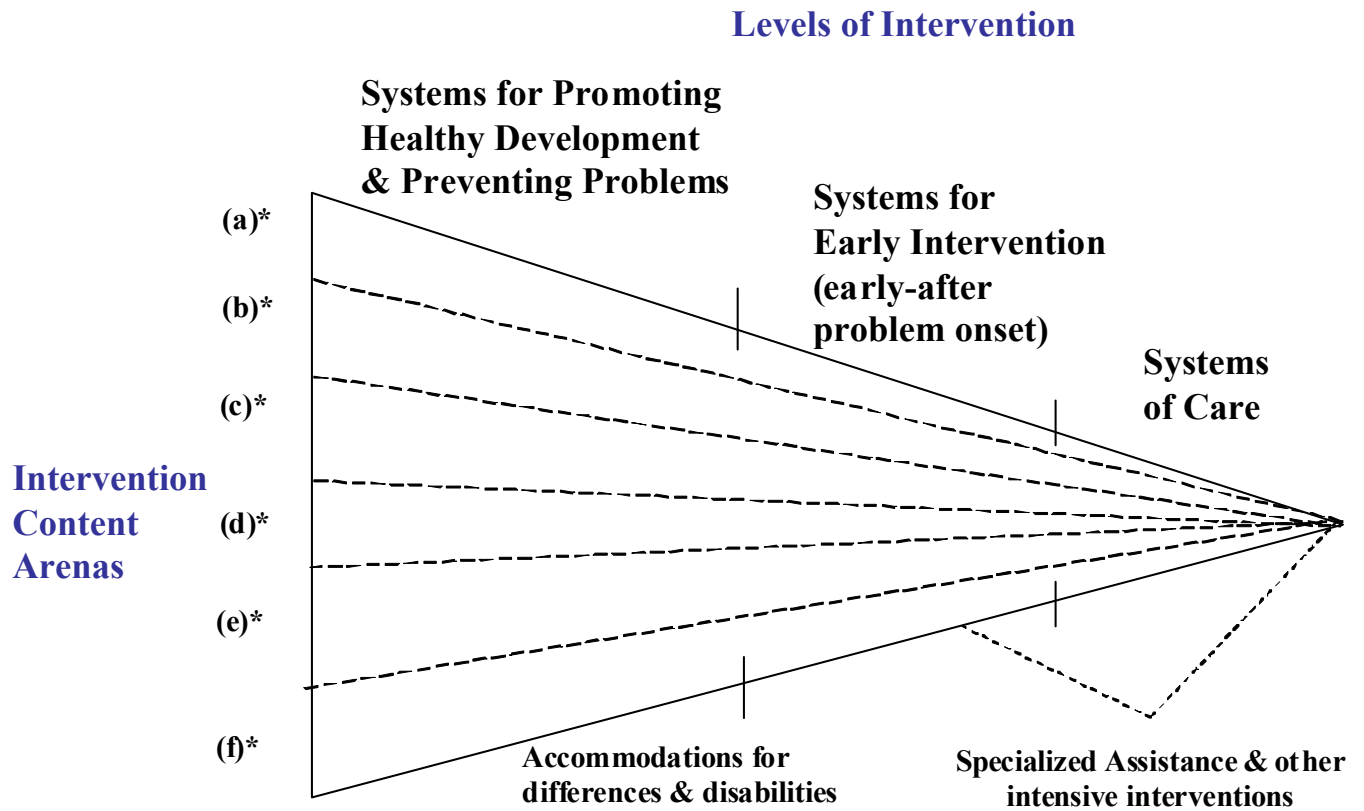http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf

Combined Continuum and Content Arenas
Provides the Framework for a Comprehensive System of Learning Supports
(an Enabling Component*

	Systems for Promoting Healthy Development & Preventing Problems	Systems for Early Intervention (Early after problem onset)	Systems of Care
Classroom-Focused Enabling			
Crisis/ Emergency Assistance & Prevention			
Support for transitions			
Home Involvement in Schooling			
Community Outreach/ Volunteers			
Student and Family Assistance			

Intervention Content Arenas

Accommodations for differences & disabilities

Specialized assistance & other intensified interventions (e.g., Special Education & School-Based Behavioral Health)

*Note: Various venues, concepts, and initiatives will fit into several cells of the matrix. Examples include venues such as day care centers, preschools, family centers, and school-based health centers, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to interventions, and the coordinated school health program. Most of the work of the considerable variety of personnel who provide student supports also fits into one or more cells.

System of Learning Supports is Designed to Produce a Declining Proportion of Students Needing Special Assistance

Levels of Intervention

Systems for Promoting
Healthy Development
& Preventing Problems

(a)*

(b)*

Systems for
Early Intervention
(early-after
problem onset)

(c)*

Systems
of Care

**Intervention
Content
Arenas**

(d)*

(e)*

(f)*

Accommodations for
differences & disabilities

Specialized Assistance & other
intensive interventions

(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

The framework is intended to guide development of a *comprehensive system of learning supports* in ways that make it a primary and essential component of school improvement.
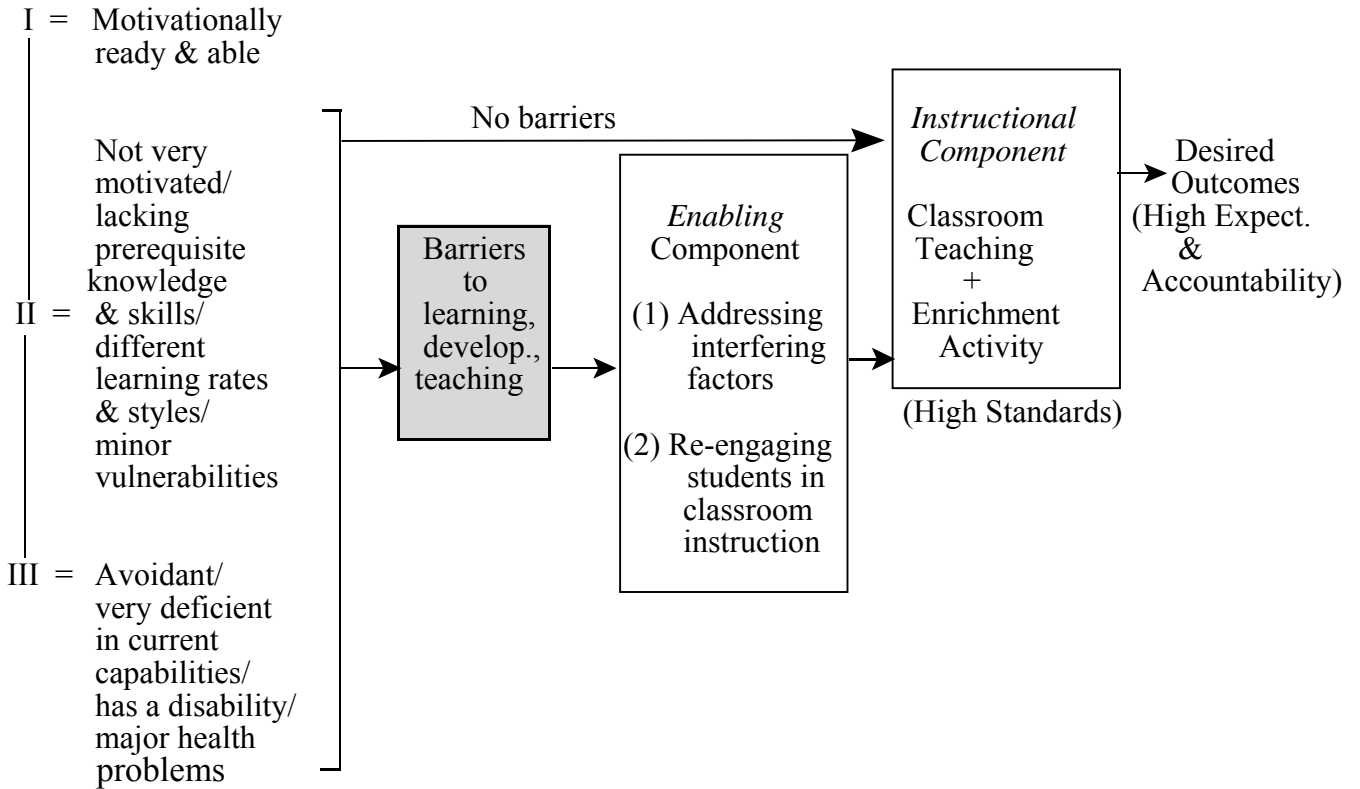
Such an enabling component is meant to:

   (1) address interfering factors

   and

   (2) re- engage students in
       classroom instruction

An Enabling 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)

I = Motivationally
ready & able

Not very
motivated/
lacking
prerequisite
knowledge
II = & skills/
different
learning rates
& styles/
minor
vulnerabilities

III = Avoidant/
very deficient
in current
capabilities/
has a disability/
major health
problems

No barriers →

| *Instructional Component*
Classroom Teaching + Enrichment Activity |

(High Standards)

Barriers
to
learning,
develop.,
teaching

Enabling Component

(1) Addressing interfering factors

(2) Re-engaging students in classroom instruction

Desired Outcomes
(High Expect.
&
Accountability)

*In some places, an Enabling Component is called a Learning Supports Component. Whatever it is called, the component is to be developed as a comprehensive system of learning supports at the school site.

To Recap:

- School improvement planning for developing a comprehensive system of learning supports to address barriers to learning and teaching requires:

    (1) adoption of a umbrella framework that
            can unify current efforts

    (2) expansion of the framework for school
            accountability to account for efforts to
            enhance social and personal functioning
            and address barriers to learning and teaching

- A comprehensive framework to guide development of an enabling/learning supports component combines a continuum of intervention with a discrete set of content arenas. The resulting matrix provides a mapping tool and a planning guide for developing a comprehensive set of learning supports.

Some key questions we hope you are thinking about at this point:

> Given the intervention framework outlined, what else needs to be added to your current school improvement planning to ensure development of a comprehensive system for addressing barriers to learning & teaching and re-engaging disconnected students?

> Why don't most schools strive to develop a comprehensive system of learning supports and how can that situation be changed?

Activity

Looking at the schools you know –

How close are they to having a comprehensive system of learning supports?

**To answer this, see the tool for mapping
& analyzing Learning Supports –**

**Online at
http://smhp.psych.ucla.edu/summit2002/
tool%20mapping%20current%20status.pdf**

Some Relevant References & Resources

<   *Frameworks for Systemic Transformation of Student and Learning Supports*

   http://smhp.psych.ucla.edu/pdfdocs/systemic/frameworksforsystemictransformation.pdf

<   *The School Leader's Guide to Student Learning Supports: New Directions for Addressing Barriers to Learning –*

   http://www.corwinpress.com/booksProdDesc.nav?prodId=Book226872&

Next:

An overview of
operational infrastructure considerations