D. Pursuing Teaching as One Strategy in a Comprehensive System of Student and Learning Supports

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.

<><><><><><><><><><>

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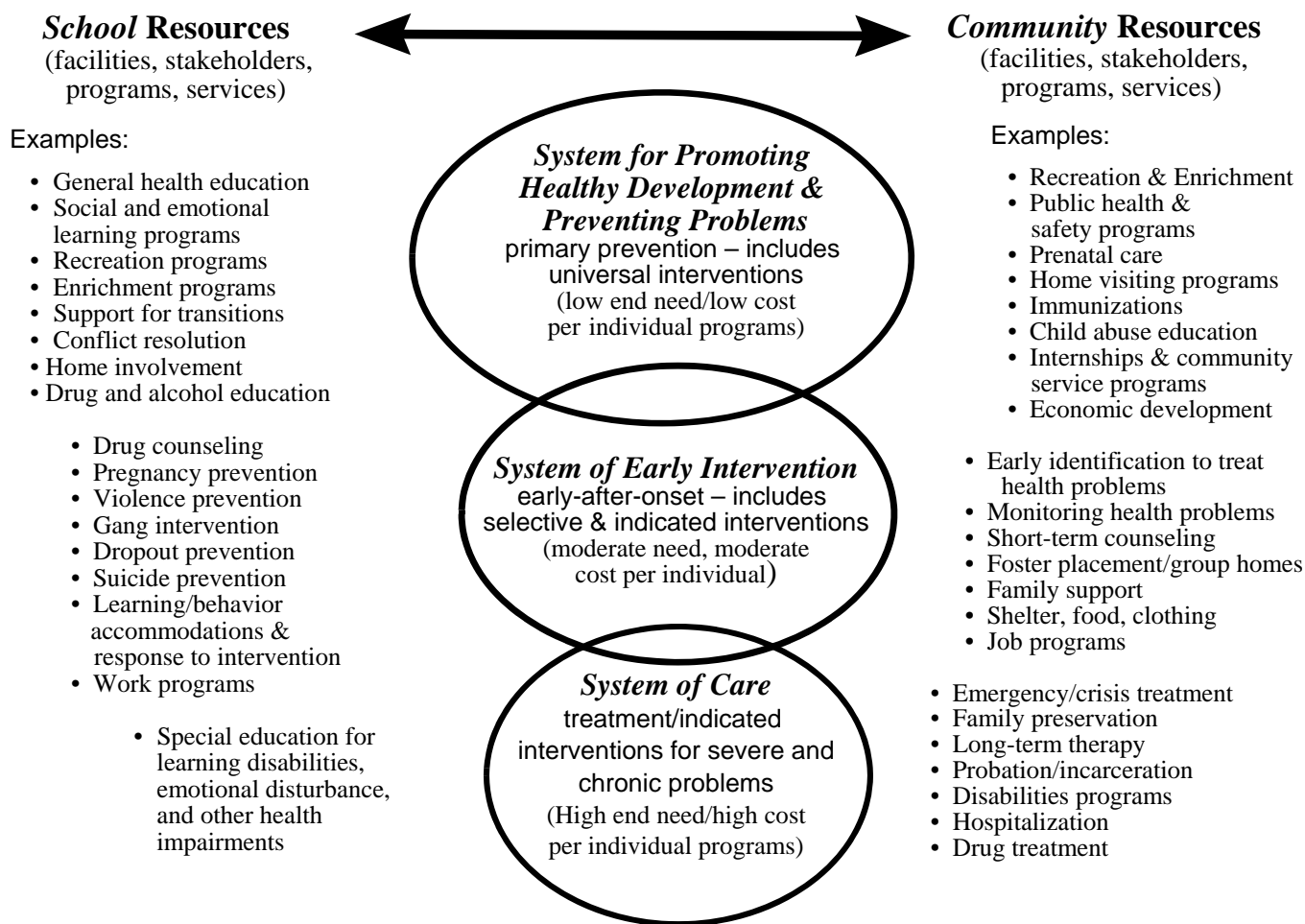# Address Barriers to Learning

<><><><><><><><><><>

A system of learning supports frames both an

intervention continuum
& delineated arenas of 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)

***Community* 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

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)

Examples:

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

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

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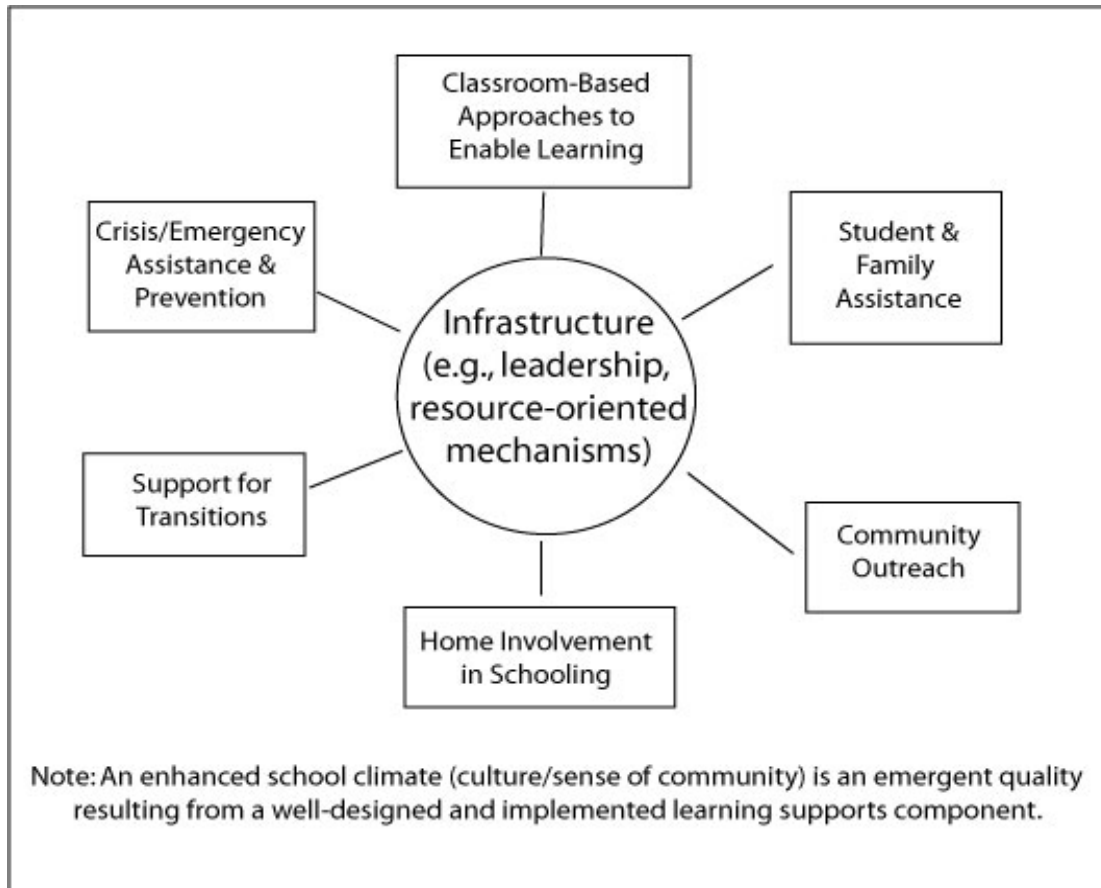- Hospitalization
- Drug treatment

Systemic collaboration is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems for promoting healthy development and preventing problems, systems* of *early intervention*, and *systems of care.*

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

---

*Various venues, concepts, and initiatives permeate this continuum of intervention *systems.* For example, venues such as day care and preschools, concepts such as social and emotional learning and development, and initiatives such as positive behavior support, response to intervention, and coordinated school health. Also, a considerable variety of staff are involved. Finally, *note that this illustration of an essential continuum of intervention systems differs in significant ways from the three tier pyramid that is widely referred to in discussing universal, selective, and indicated interventions.*

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


```
                    Classroom-Based
                    Approaches to
                    Enable Learning

Crisis/Emergency                              Student &
Assistance &                                  Family
Prevention                                    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
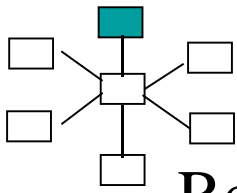
Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

*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

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

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

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

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

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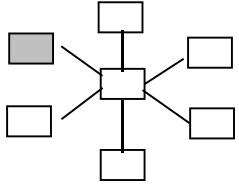
Crisis Assistance and Prevention

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

- *Ensuring immediate assistance in emergencies so students can resume learning*

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

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

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

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

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

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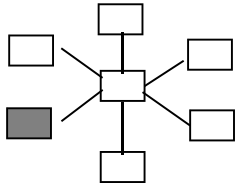
Support for Transitions

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

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

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

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

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

- School-to-career/higher education
  - > Counseling, pathway, and mentor programs

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

- *Staff/stakeholder development for planning transition programs/activities*
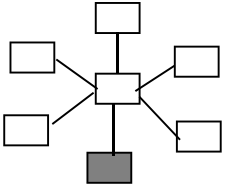
Home Involvement in Schooling

*School-wide & classroom-based efforts
to engage the home in
>>strengthening the home situation
>>enhancing problem solving capabilities
>>supporting student development and learning
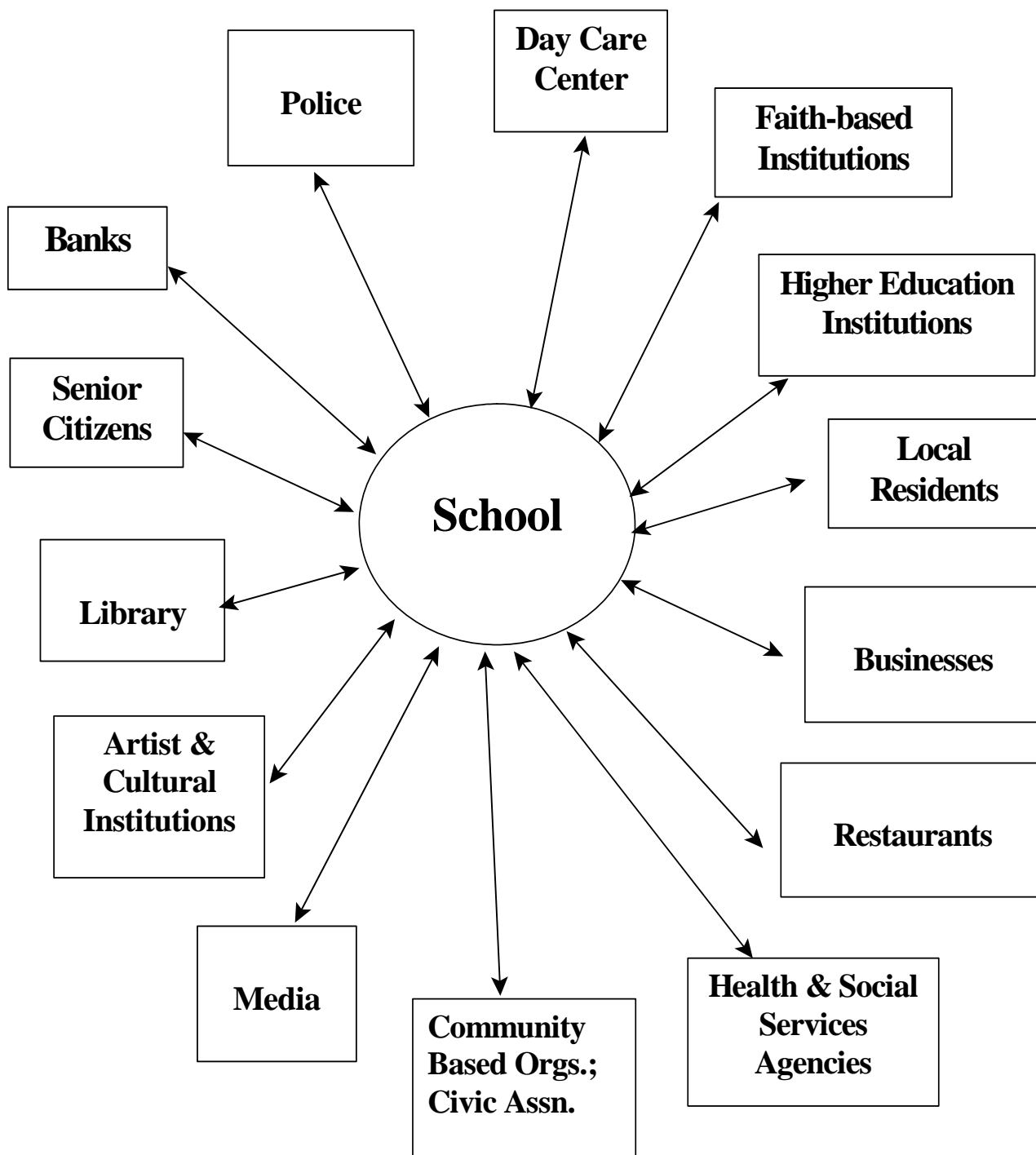>>strengthening school and community

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

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

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

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

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

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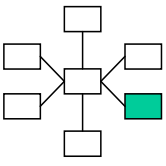
Community Outreach for Involvement and Support (including Volunteers)

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

- *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

- *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.

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

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

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

Diagram showing "School" at the center connected by arrows to: Police, Day Care Center, Faith-based Institutions, Higher Education Institutions, Local Residents, Businesses, Restaurants, Health & Social Services Agencies, Community Based Orgs.; Civic Assn., Media, Artist & Cultural Institutions, Library, Senior Citizens, Banks.

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.
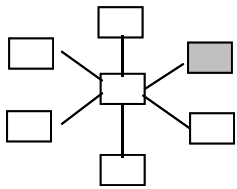
Student and Family Assistance

*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:

Resource Mapping and Management
to Address Barriers to Learning:
An Intervention for Systemic Change

http://smhp.psych.ucla.edu/pdfdocs/resourcemapping/resourcemappingandmanagement.pdf
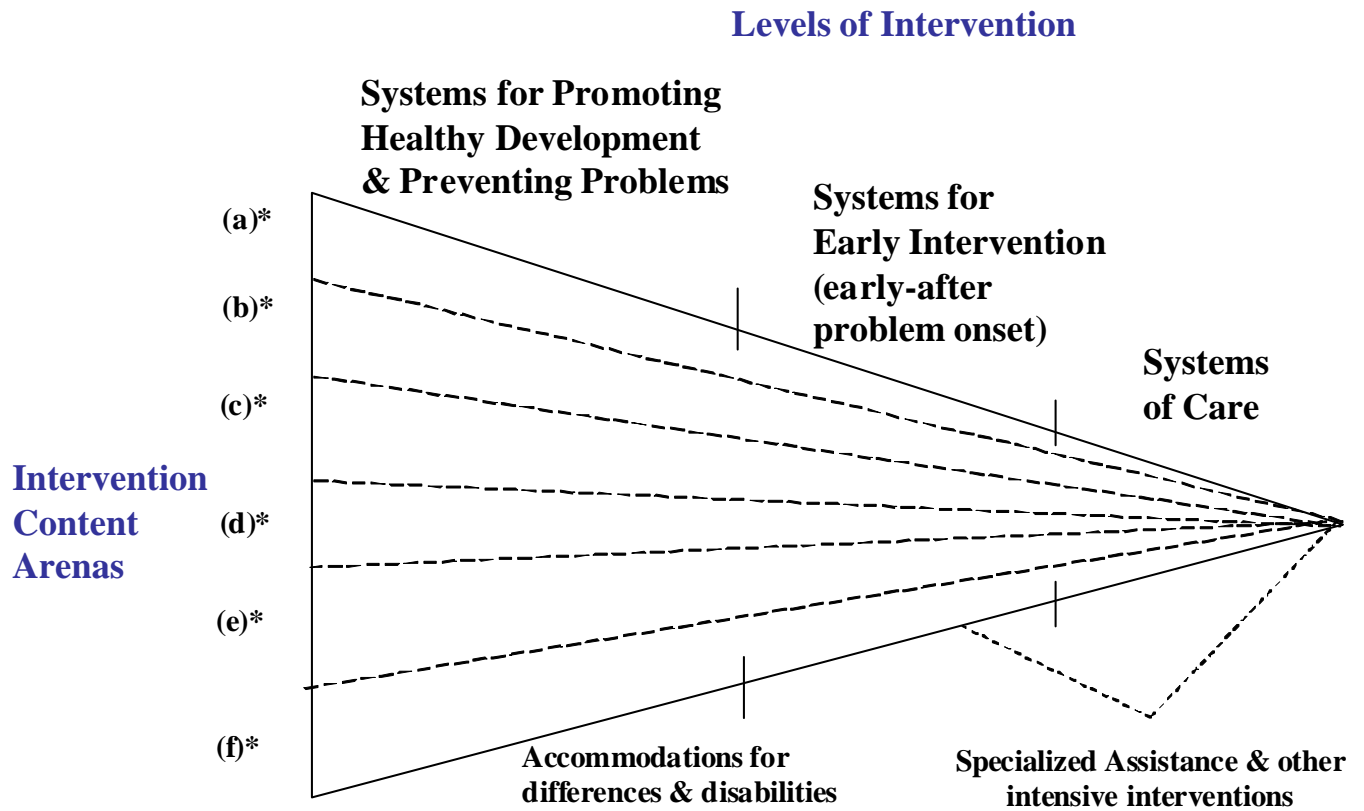
Combined Continuum and Content Arenas
Provides the Framework for a Comprehensive System of Learning Supports
(an Enabling Component*

	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**

**Systems for
Early Intervention
(early-after
problem onset)**

**Systems
of Care**

(a)*

(b)*

(c)*

**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.

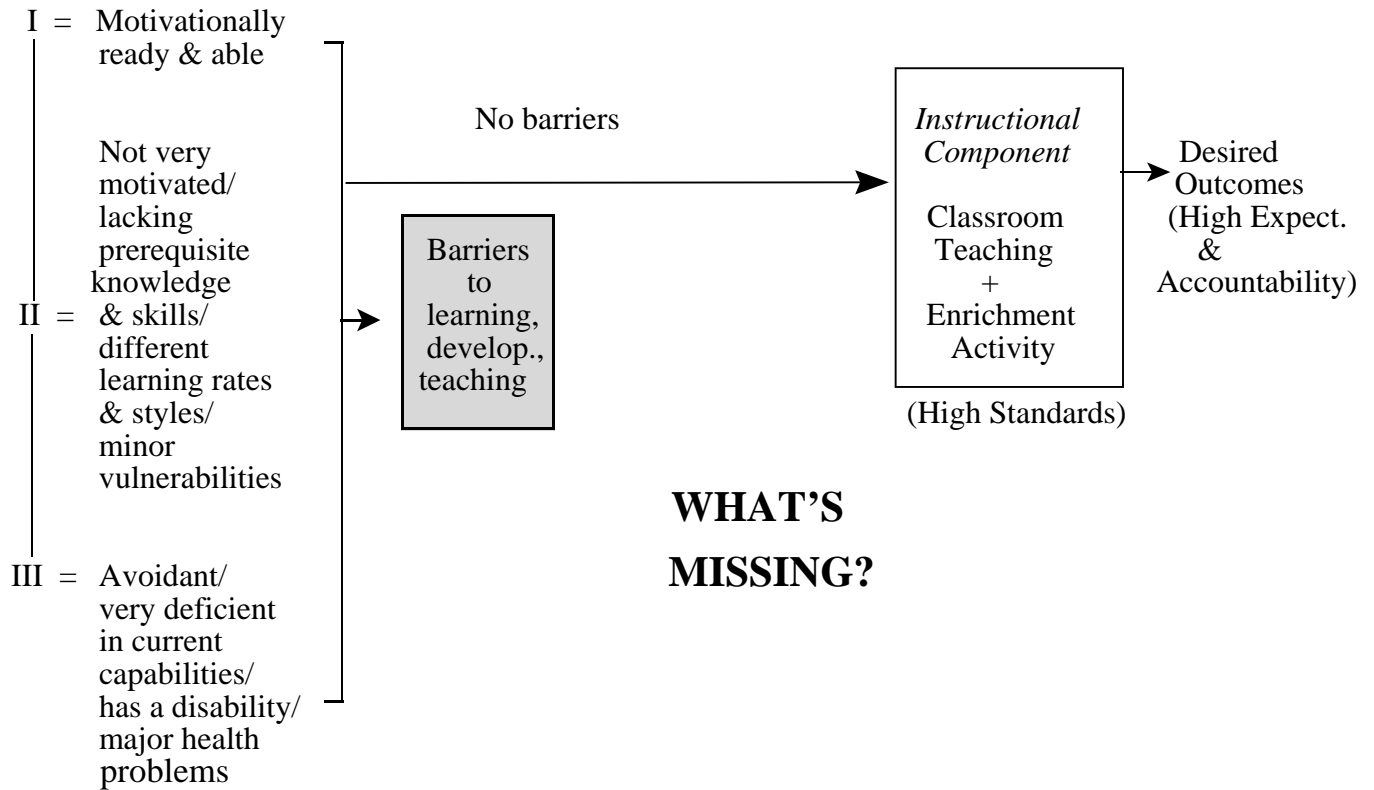Such an enabling component is meant to:

(1) address interfering factors

and

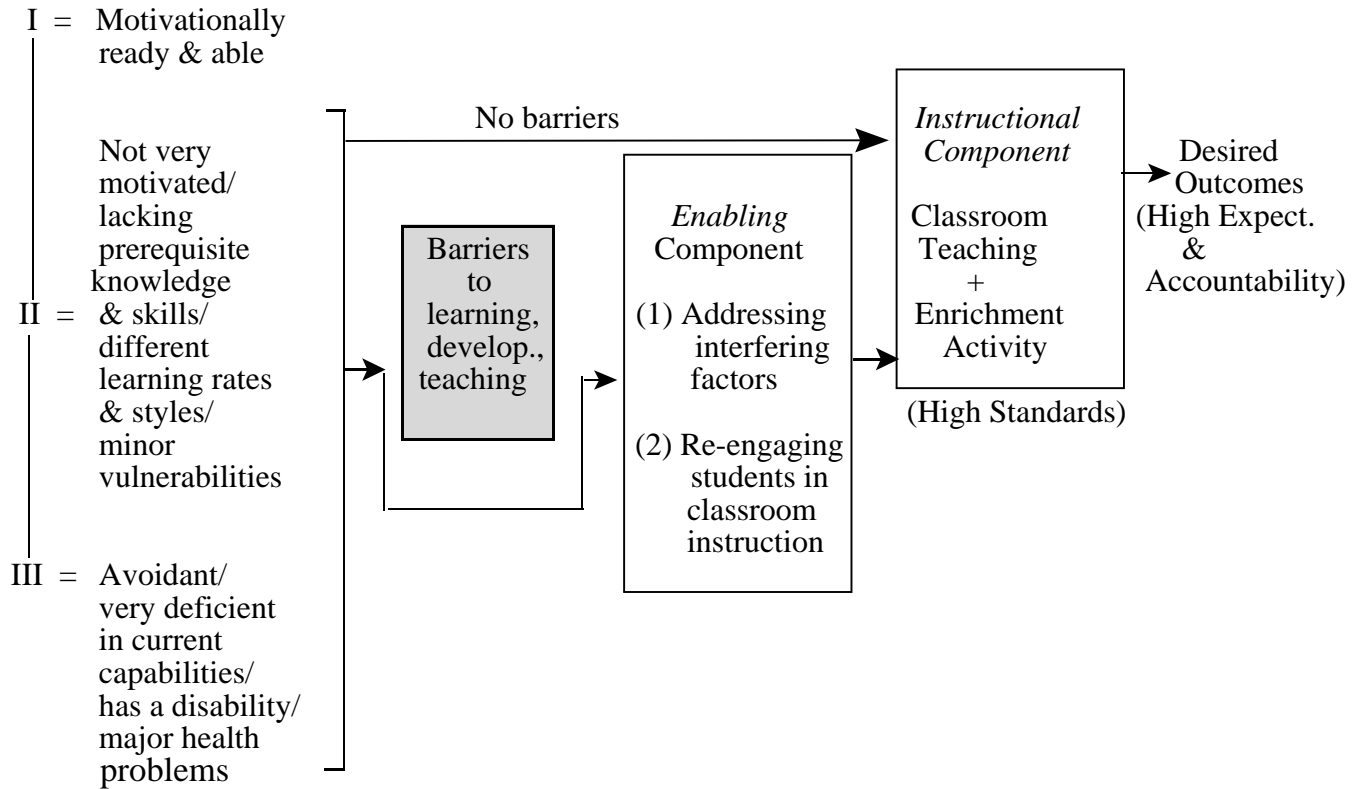(2) re- engage students in classroom instruction

What the Two Component Model Does to Teachers

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

Barriers
to
learning,
develop.,
teaching

*Instructional
Component*

Classroom
Teaching
+
Enrichment
Activity

(High Standards)

Desired
Outcomes
(High Expect.
&
Accountability)

WHAT'S

MISSING?

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

Barriers
to
learning,
develop.,
teaching

Enabling
Component

(1) Addressing
    interfering
    factors

(2) Re-engaging
    students in
    classroom
    instruction

*Instructional
Component*

Classroom
Teaching
+
Enrichment
Activity

(High Standards)

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.

Identifying Learning Supports Staff at a School*

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

Administrative Leader for Learning Supports
_____

School Psychologist _____
  times at the school _____

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

School Nurse _____
    times at the school_____
- Provides immunizations, follow-up, communicable disease control, vision and hearing screening and follow-up, health assessments and referrals, health counseling and information for students and families.

Pupil Services & Attendance Counselor
_____
  times at the school _____

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

Social Worker _____
  times at the school _____

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

Counselors   times at the school
_____   _____
_____   _____

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

Dropout Prevention Program Coordinator
  _____
    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
_____/_____	/_____	
_____/_____	/_____	
_____/_____	/_____	
_____/_____	/_____	
_____/_____	/_____	
_____/_____	/_____	
_____/_____	/_____	

Working Together to Develop a System:
A Learning Supports Leadership Team

What you probably have is
   a Case-oriented Team
 	
(Focused on Specific Individuals &
Discrete Services)
	What you also need is
	  a *Leadership Team for Developing a Unified &*
	  Comprehensive System of Learning Supports
	(Focused on all students and the resources,
	programs, and systems to address barriers to
	learning and promote healthy development)

Sometimes called:

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

EXAMPLES OF *FUNCTIONS:*

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

Possibly called:

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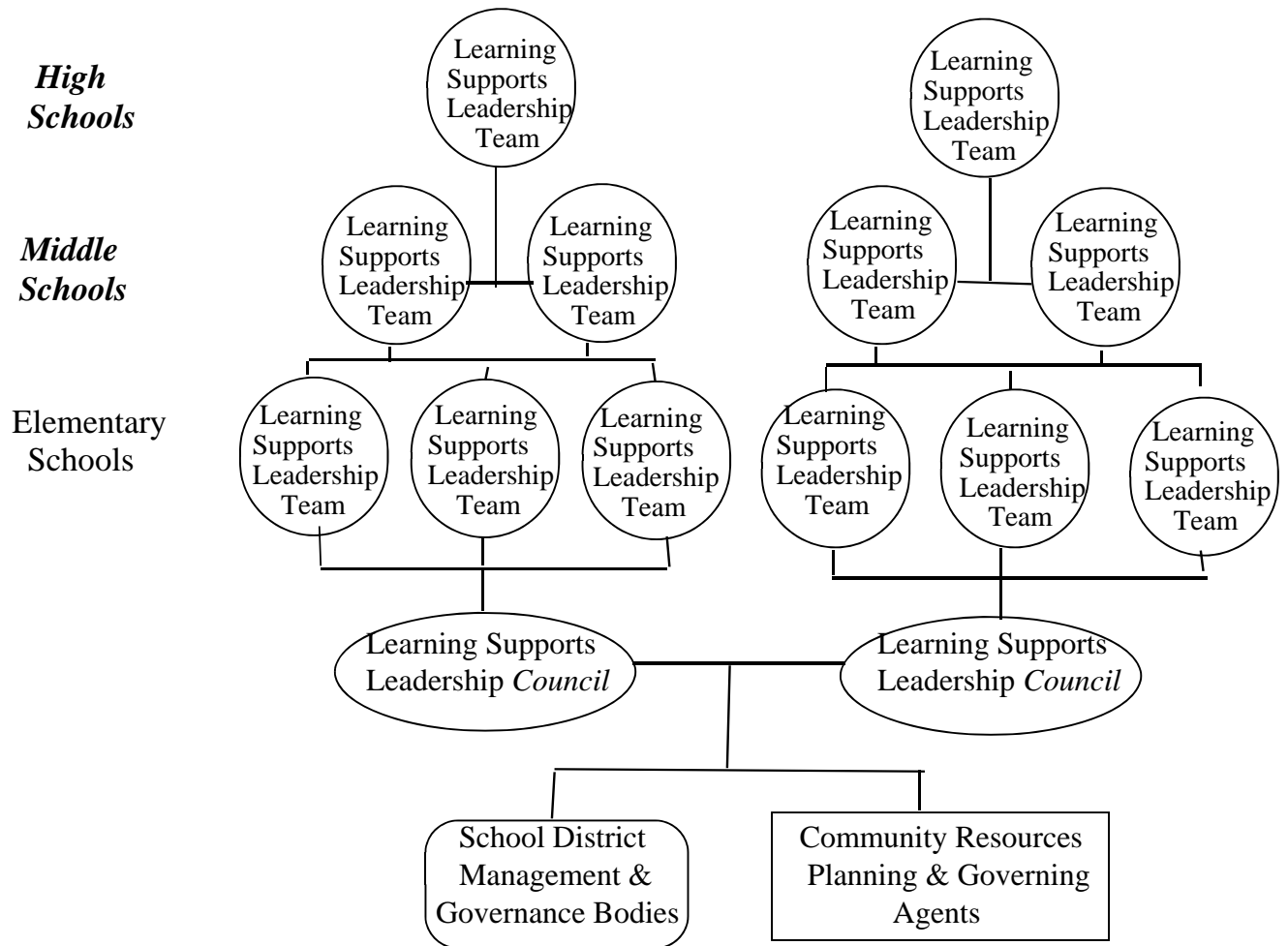- Learning Supports Component
    Development Team

EXAMPLES OF *FUNCTIONS:*

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

Enhancing a system of learning supports by connecting resources across
- *a family of schools*
- *a district*
- *community-wide*

High Schools

Learning Supports Leadership Team

Learning Supports Leadership Team

Middle Schools

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Elementary Schools

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership Team

Learning Supports Leadership *Council*

Learning Supports Leadership *Council*

School District Management & Governance Bodies

Community Resources Planning & Governing Agents

To Recap:

Here are six steps we recommend to teachers concerned
with enhancing equity of opportunity for students:

(1) Rethink *assistance and support* in the classroom

(1) Understand that positive classroom and schoolwide *climate*
emerge from both good instruction and a potent approach to
learning supports

(3) Aim at increasingly *personalizing* instruction and student and
learning supports

Work with colleagues, volunteers, and other stakeholders to

(4) Ensure a continuum of interventions and use a sequential
approach in assessing responses to intervention

(5) Extend ways to accommodate differences/disabilities

(6) Expand school improvement plans to include development
of a comprehensive system of student and learning supports

See: *RTI and Classroom & Schoolwide Learning Supports: A Guide for
Teachers and Learning Supports Staff*
http://smhp.psych.ucla.edu/pdfdocs/rtiguide.pdf

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

(1) 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?

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

Activity When You are at a School

Try to identify

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

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Some Additional 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/book.aspx?pid=11343

Write down one question and/or comment

Remember: all our Center resources are available for you online at http://smhp.psych.ucla.edu/

And you can always contact our Center to access resources & TA – Contact: Ltaylor@ucla.edu

If you would like to receive resources regularly from the Center, provide your email below:

Email: _____

Send to: Ltaylor@ucla.edu