

What's the Research-Base for Moving Toward a Comprehensive System of Learning Supports?

The best way to approach the topic of evidence related to a Comprehensive System of Learning Supports is to stress two matters:

- and
- (1) data showing the need for such systemic changes related to school improvement efforts
 - (2) data on the value of moving toward a Comprehensive System of Learning Supports.

(1) Data pointing to the shortcomings of current school improvement efforts

- high student dropout rates,
- high teacher dropout rates,
- the continuing achievement gap,
- the plateau effect related to efforts to improve achievement test performance
- the growing list of schools designated as low performing,
- the degree to which high stakes testing is taking a toll on students

Related to this is the evidence that current school improvement planning does not adequately focus on the need for schools to play a significant role in addressing barriers to learning and teaching. See:

>>"*School Improvement Planning: What's Missing?*"

<http://smhp.psych.ucla.edu/whatsmissing.htm>

>>"*Addressing What's Missing in School Improvement Planning: Expanding Standards and Accountability to Encompass an Enabling or Learning Supports Component*"

<http://smhp.psych.ucla.edu/pdfdocs/enabling/standards.pdf>

All these indicators point to the need for new directions in how schools address barriers to learning and teaching and the need for the proposed legislation.

(2) An extensive and growing body of literature indicates the value of moving toward a Comprehensive System of Learning Supports. At this time, it is necessary to combine the data from a variety of efforts that have been undertaken. See, for example:

>>"*Addressing Barriers to Student Learning & Promoting Healthy Development: A Usable Research- Base*" online at

<http://smhp.psych.ucla.edu/pdfdocs/briefs/BarriersBrief.pdf>

>>Also see Lists of Empirically Supported/evidence Based Interventions for School-aged Children and Adolescents annotated at

<http://smhp.psych.ucla.edu/pdfdocs/aboutmh/annotatedlist.pdf>

>>And see a statewide example of data indicating a significant relationship across secondary schools between California's *Academic Performance Index* (API) scores and three-quarters of the survey indicators on the *Healthy Kids Survey* —

<http://www.wested.org/chks/pdf/factsheet.pdf>

The various studies show improvements in school attendance, reduced behavior problems, improved interpersonal skills, enhanced achievement, and increased bonding at school and at home.