

New Directions for Student Support

. . . a national initiative

As everyone who cares about leaving no child behind knows:

School systems are not responsible for meeting every need of their students.

But, when the need directly affects learning, the school must meet the challenge.

Carnegie Task Force on Education

Despite decades of discussion about ensuring all students have an equal opportunity to succeed at school, too little attention has been paid to rethinking the way schools provide student supports.

It is time to bring student support into the 21st century by revolutionizing what schools do to address barriers to learning and teaching. New directions for student support is an *imperative* for

>>>any school designated as low performing

>>>closing the achievement gap

>>>making schools safe

Meeting the Challenges Requires Rethinking How Schools Can More Effectively Use ALL Support Programs, Resources, and Personnel

Most people hear the term *student support* and think mainly about pupil service personnel (e.g., school psychologists, counselors, social workers, nurses) and the special services such staff provide. But, schools need and have many more resources they use to meet the challenge of ensuring all students have an equal opportunity to succeed at school.

Besides traditional support staff, learning supports are provided by compensatory and special education personnel (e.g., Title I staff, resource teachers who focus on prereferral interventions), and personnel who provide a variety of school-wide programs (e.g., after school, safe and drug free school programs). New directions stem from rethinking how *all* these resources are used.

To move in new directions, schools need to

- enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other
- rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

To accelerate systemic changes, a national initiative for *New Directions for Student Support* is underway. After a national and three regional summits, state initiatives have been organized. California, Connecticut, Hawai`i, Iowa, Indiana, Minnesota, New Jersey, New York, Pennsylvania, Texas, Vermont, Washington, and Wisconsin already have held statewide summits. Over 30 organizations already have signed on as co-sponsors.

The *National Initiative: New Directions for Student Support* is sponsored by the national *Center for Mental Health in Schools at UCLA*.*

So far, the growing number of co-sponsors includes:

- American School Counselors Association
- American School Health Association
- Association for Supervision and Curriculum Development
- California Association of School Psychologists
- California Center for Community School Partnerships
- California Department of Education
- Center for Cooperative Research and Extension Services for Schools
- Center for Prevention of Youth Violence, Johns Hopkins University
- Center for School Mental Health at the University of Maryland at Baltimore
- Center for Social and Emotional Education
- Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- Coalition for Community Schools
- Collaborative for Academic, Social, and Emotional Learning
- Education Development Center
- Indiana Department of Education
- Institute for the Study of Students at Risk, University of Maine
- Johns Hopkins University Graduate Division of Education
- Minnesota Department of Education
- National Alliance of Pupil Service Organizations
- National Association of Pupil Services Administrators
- National Association of School Nurses
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Association of Social Workers
- National Association of State Boards of Education
- National Middle School Association
- National Student Assistance Association
- Pennsylvania Department of Education
- Policy Leadership Coalition of Mental Health in Schools
- School Social Work Association of America
- Texas Association of Student Assistance Professionals
- Urban Special Education Leadership Collaborative
- Wisconsin Department of Public Instruction



Interested in learning more about the initiative?

Go to the homepage of the Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>) and click on the green button labeled "New Directions Student Support Initiative."



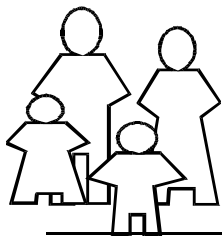
Or contact:

Howard Adelman or Linda Taylor, Co-Directors, Center for Mental Health in Schools,
Box 951563, UCLA, Los Angeles, CA 90095- 1563

(866) 846-4843 – toll free; Fax: (310) 206-8716; email: smhp@ucla.edu

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu).

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), an agency of the U.S. Department of Health and Human Services.



**Involving all interested parties
to assure no child is left behind**

Everyday a wide range of learning, behavior, physical, and emotional problems interfere with the ability of students to participate effectively and fully benefit from the instruction teachers provide. Even the best schools find that too many students are growing up in situations where significant barriers interfere with youngsters reaching full potential.

Schools have a long history of addressing problems that interfere with learning, but efforts are often fragmented and on the margins. As a result, they are less effective than they can be. It is time to establish as a priority the development of a comprehensive, multifaceted, and cohesive approach for addressing barriers to student learning and promoting healthy development. To this end, all stakeholders must play a role

**by supporting creation of a comprehensive
*Enabling or Learning Supports Component.***

New Directions for Student Support is a national movement designed to facilitate organization of statewide initiatives. It encourages advocacy for and establishment of comprehensive, integrated systems of supports that enable schools to accomplish their instructional mission. Information and resources are online at <http://smhp.psych.ucla.edu/summit2002/currentstatus.htm>.

In developing an *Enabling or Learning Supports Component*, the emphasis is on classroom, school, home, and neighborhood improvements to prevent problems and enhance youngsters' strengths. The goal is to provide students with comprehensive, multifaceted, and integrated learning supports that are accessible, timely, and strength-based so students can achieve in school, be confident and caring, and become contributing citizens in their communities.

What role can you play?

It will take all of us to make this happen – families, students, teachers, administrators, boards of education, support staff, community stakeholders.

Family members:

Use your role as an advocate for a student, as a member of the parent association, as a representative on a advisory, leadership, or school improvement team to enhance the focus on ways resources can be used more effectively to address barriers to student learning and promote healthy development. (See *Parent and Home Involvement in Schools* online at <http://smhp.psych.ucla.edu/pdfdocs/parenthome/parent1.pdf>)

Teachers:

You want support resources and programs to be more effective in enabling students to perform and learn in your classroom. So, it is in your interest to advocate for new directions for student support. The process requires working with support staff colleagues in advocating at the school, at the district level, and through your various organizations, including unions. (See *Rethinking Student Support to Enable Students to Learning and Schools to Teach* at <http://smhp.psych.ucla.edu/pdfdocs/studentsupport/studentsupport.pdf>)

School administrators:

Meaningful change at schools requires administrative leadership. Creation and long term development of a comprehensive *Enabling or Learning Supports Component* requires an administrative leader who is accountable for making it work. (See *Developing Resource-oriented Mechanisms to Enhance Learning Supports* at http://smhp.psych.ucla.edu/pdfdocs/contedu/developing_resource-Oriented-mechanisms.pdf.)

District administrators:

New directions for student support require rethinking organizational and operational structures to enhance effectiveness and cost efficiency. This includes reducing fragmentation, marginalization, counterproductive competition, and over-specialization of learning support resources. (See *New Directions for School and Community Initiatives to Address Barriers to Learning: Two Examples of White Papers to Inform and Guide Policy Makers* at <http://smhp.psych.ucla.edu/pdfdocs/Report/newdirectionsforschoolandcommunity.pdf>)

Staff for support services, special education, federal programs (e.g., Title I, IV):

Begin the process by forming a team of Learning Supports staff to ensure that all relevant resources are woven together to install, maintain, and evolve a comprehensive, multifaceted, and cohesive continuum of interventions over a period of years. (See *What is a Learning Supports Resource Team?* at <http://smhp.psych.ucla.edu/pdfdocs/resourcecoordteam.pdf>.)

School board members:

Create a board committee focused on Learning Supports resources. Hold administrators and staff accountable for creating a comprehensive and cohesive range of programs to prevent and correct problems. (See *Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning* See the Executive Summary online at <http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf> and/or download the full report at no cost online at: <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>

Students:

Advocate for the integration of all the separate programs and people at the school who help students deal with problems. Use your experiences to push for programs that would prevent problems and address them before they become serious. (See *What Might a Fully Functioning Enabling or Learning Supports Component Look Like at a School?* at <http://smhp.psych.ucla.edu/summit2002/whatmightafully.pdf>)

Community stakeholders:

Advocate for linking community resources to a district level Learning Supports Component and for a Learning Supports Resource Team at each school. Guide stakeholders to information about enhancing school-community connections. (See *School-Community Partnerships: A Guide* at <http://smhp.psych.ucla.edu/pdfdocs/guides/schoolcomm.pdf>)

Interested in learning more about the initiative?

Go to the homepage of the Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>) and click on the green button labeled "New Directions Student Support Initiative."

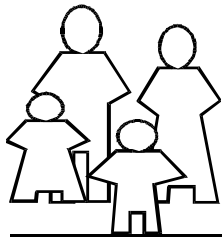


Or contact:

Howard Adelman or Linda Taylor, Co-Directors, Center for Mental Health in Schools,
Box 951563, UCLA, Los Angeles, CA 90095- 1563
(866) 846-4843 – toll free; Fax: (310) 206-8716; email: smhp@ucla.edu

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu).

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175).



New Directions for Student Support

. . . a national initiative

As every school board member knows:

*School systems are not responsible for meeting every need of their students.
But, when the need directly affects learning, the school must meet the challenge.*

Carnegie Task Force on Education

Despite decades of discussion about ensuring all students have an equal opportunity to succeed at school, too little attention has been paid to rethinking the way schools provide student supports.

It is time to bring student support into the 21st century by revolutionizing what schools do to address barriers to learning and teaching. New directions for student support is an *imperative* for

- >>>>any school designated as low performing
- >>>>closing the achievement gap
- >>>>making schools safe

Meeting the Challenges Requires that School Boards Rethink Policy for How Schools Can More Effectively Use ALL Support Programs, Resources, and Personnel

Most people hear the term *student support* and think mainly about pupil service personnel (e.g., school psychologists, counselors, social workers, nurses) and the special services such staff provide. But, schools need and have many more resources they use to meet the challenge of ensuring all students have an equal opportunity to succeed at school.

Besides traditional support staff, learning support is provided by compensatory education personnel (e.g., Title I staff), resource teachers who focus on prereferral interventions, and personnel who provide a variety of school-wide programs (e.g., after school, safe and drug free school programs). New directions stem from rethinking how *all* these resources are used.

To move in new directions, school boards need to

- enhance their understanding of why programs and services designed to address barriers to learning and teaching are so fragmented, marginalized, and counterproductively competitive with each other
- rethink how to redeploy existing resources to move toward developing a comprehensive, multifaceted, and cohesive “enabling” or learning supports component at every school.

Meeting these needs is best accomplished through establishment of a standing board committee for enhancing the district’s learning supports system.

A special report on these matters has been developed for school board members and their constituencies. It is entitled: *Restructuring Boards of Education to Enhance Schools Effectiveness in Addressing Barriers to Student Learning*. See the Executive Summary online at <http://smhp.psych.ucla.edu/pdfdocs/boardexsumm.pdf> and/or download the full report at no cost online at: <http://smhp.psych.ucla.edu/pdfdocs/boardrep.pdf>

A national initiative for *New Directions for Student Support* is underway.

The initiative is sponsored by the national *Center for Mental Health in Schools at UCLA*.*

So far, the growing number of co-sponsors includes:

- American School Counselors Association
- American School Health Association
- Association for Supervision and Curriculum Development
- California Association of School Psychologists
- California Center for Community School Partnerships
- California Department of Education
- Center for Cooperative Research and Extension Services for Schools
- Center for Prevention of Youth Violence, Johns Hopkins University
- Center for School Mental Health at the University of Maryland at Baltimore
- Center for Social and Emotional Education
- Coalition for Cohesive Policy in Addressing Barriers to Development and Learning
- Coalition for Community Schools
- Collaborative for Academic, Social, and Emotional Learning
- Education Development Center
- Indiana Department of Education
- Institute for the Study of Students at Risk, University of Maine
- Johns Hopkins University Graduate Division of Education
- Minnesota Department of Education
- National Alliance of Pupil Service Organizations
- National Association of Pupil Services Administrators
- National Association of School Nurses
- National Association of School Psychologists
- National Association of Secondary School Principals
- National Association of Social Workers
- National Association of State Boards of Education
- National Middle School Association
- National Student Assistance Association
- Pennsylvania Department of Education
- Policy Leadership Coalition of Mental Health in Schools
- School Social Work Association of America
- Texas Association of Student Assistance Professionals
- Urban Special Education Leadership Collaborative
- Wisconsin Department of Public Instruction



To accelerate systemic changes, a national initiative for *New Directions for Student Support* is underway. After a national and three regional summits, state initiatives have been organized. California, Connecticut, Iowa, Indiana, Minnesota, New Jersey, New York, Pennsylvania, Texas, and Wisconsin already have held statewide summits. Over 30 organizations already have signed on as co-sponsors.

Interested in learning more about the initiative?

Go to the homepage of the Center for Mental Health in Schools at UCLA (<http://smhp.psych.ucla.edu>) and click on the green button labeled “New Directions for Student Support Initiative.”

Or contact:

Howard Adelman or Linda Taylor, Co-Directors, Center for Mental Health in Schools, Box 951563, UCLA, Los Angeles, CA 90095- 1563 (866) 846-4843 – toll free; Fax: (310) 206-8716; email: smhp@ucla.edu

*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA (contact: smhp@ucla.edu).

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration, U.S. Department of Health and Human Services (Project #U45 MC 00175).