

Moving Toward a Best Practice Approach to Addressing Barriers to Learning and Teaching

See: **Criteria and Rubric for a Best Practice Approach to Addressing Barriers to Learning and Teaching**

[https://smhp.psych.ucla.edu/pdfdocs/criteria and rubric.pdf](https://smhp.psych.ucla.edu/pdfdocs/criteria%20and%20rubric.pdf)

Every school plays a role in addressing barriers to learning and teaching. So does the surrounding community.

An array of designs and interventions are in use. However, schools everywhere are still striving to create an approach that is able to effectively meet the growing need and the complexity of learning, behavior, and emotional problems.

Such an approach requires transforming current fragmented efforts into a robust, transformative system of student and learning supports. This transformation involves ending the marginalization in school improvement policy of student supports. It calls for teachers working collaboratively with student/learning support staff and on schools forging effective partnerships with family and community resources.

As aids to districts and schools as they move forward, our Center has developed a variety of resources.

This latest document

- highlights key criteria related to developing a system to address barriers to learning and teaching
- provides a rubric for rating the current status of such a system at a school
- includes a list of links to additional resources for transforming how schools address barriers to learning and teaching

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