Part II. *Six Arenas for Classroom and School-wide Student & Learning Supports*

Introduction: *Enhancing Equity of Opportunity for Success at School*

It was said of the legendary coach Vince Lombardi that he was always fair because he treated all his players the same -- like dogs!

Good schools strive to do their best for all students. This reflects our society's commitment to equity, fairness, and justice. But, if this commitment is to be meaningful, it cannot be approached simplistically. Some of the complexities have been discussed in Part I.

Currently, schools are focused on building better and better systems for *screening and referring* students for special assistance. Not surprisingly, the result is a "field of dreams" effect (i.e., *build it, and they will come*). In some schools, the number of referrals is so large that the system is quickly overwhelmed and only a small percentage of students are helped. Ironically, this is the case despite the range of programs and services that are frequently cited as operating in schools.

As stressed in Part I, schools committed to the success of all children must be redesigned so that teachers, student support staff, and others at the school can help students as early as is feasible after a problem appears. By developing a learning supports component, schools can minimize the impact of learning, behavior, emotional, and physical problems and appropriately stem the tide of referrals for out-of-class special assistance and special education.

Chapter 3 offered a prototype intervention framework for a learning supports component. Along with a continuum of intervention, the prototype highlighted a set of content arenas. These arenas were generated by research that clustered and categorized the large variety of school-based student and learning supports into six groups. The six arenas capture the essence of the multifaceted ways schools are trying to address barriers to learning, and they provide a foundation for developing a unified, comprehensive, and equitable system of learning supports.

As highlighted in Chapter 3, the six arenas encompass interventions for:

- Enhancing regular classroom strategies to enable learning
- Supporting transitions
- Increasing home connections to the school
- Increasing community involvement and collaborative engagement
- Responding to, and where feasible, preventing crises
- Facilitating student and family access to effective services and special assistance as needed

Part II devotes a chapter to each of these.

Chapter 4. *Classroom-based Learning Supports to Enable Learning and Teaching*

Good instruction is necessary but not sufficient when students are experiencing external or internal challenges that inhibit learning.

Learning supports in classrooms are essential for addressing factors that interfere with learning and are key to enhancing equity of opportunity for success at school and beyond.

Available evidence makes it clear: Most school improvement guides and plans are insufficient when it comes to addressing the many problems experienced each day at schools. The lenses described in Chapter 1 provide a perspective on what's missing.

For example, look through the lens of how well a classroom *enables* equity of opportunity for *all* students to succeed. Doing so leads to recognition that instruction usually is not designed to account for a wide range of individual differences and circumstances. Moreover, too little accommodation and specific help is provided to students who manifest learning, behavior, emotional, and physical problems. And, in situations where students have become disconnected from classroom instruction, professional preparation generally has not equipped teachers to re-engage such youngsters.

To be more specific: in mapping and analyzing how classrooms address barriers to learning and teaching and re-engage disconnected students, we find the following:

(1) Teaching is organized at most schools in ways that presume classroom teachers can do the job alone.

(2) Insufficient attention is being paid to creating a stimulating and caring, as well as manageable learning environment.

(3) Efforts to personalize instruction mainly are interpreted in terms of using technology and are not adequately differentiating instruction with respect to motivational differences.

(4) Classrooms are not focusing enough on promoting intrinsic motivation, preventing problems, responding as soon as feasible after problems arise, and providing appropriate special assistance when students display specific problems.

(5) Teachers' professional development has not effectively prepared them with respect to understanding intrinsic motivation, and this contributes to a tendency to overrely on rewards and punishment as strategies for teaching and controlling behavior.

(6) Classrooms are not designed to be an effective first responder when special assistance for a student and family is needed.

All this hinders and undermines efforts to engage students in learning. Moreover, these conditions contribute to the type of psychological reactance that generates behavior and emotional problems and works against re-engaging disconnected students.

Enhancing learning supports in classrooms helps improve equity of opportunity. Such supports increase teacher effectiveness in accounting for a wider range of individual differences, fostering a caring context, and preventing and handling many more problems when they arise (see Exhibit 4.1).

Exhibit 4.1
Key Facets of Enhancing Learning Supports in Classrooms

- **Reframing the approach to classroom instruction to enhance teacher capability to prevent and intervene as soon after problems arise and reduce need for out of class referrals** (e.g. personalizing instruction; enhancing necessary special assistance in the classroom; 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 response to intervention and related prereferral interventions)
- **Opening the classroom door to invite in various forms of collaboration, support, and personalized professional development** (e.g., co-teaching and team teaching with resource teachers; working with student support staff in the classroom; using volunteers in targeted ways to enhance social and academic support; bringing in mentors; creating a learning community focused on intrinsic motivation concepts, their application to schooling, how to minimize use of rewards and punishment, and how to re-engage students who have become disengaged from classroom learning)
- **Enhancing the capability of student and learning supports staff and others to team with teachers in the classroom** (e.g., enhancing student support staff understanding of personalized instruction and how to work as colleagues in the classroom with teachers and others to enhance success for all students)
- **Providing a broad range of curricular and enrichment opportunities** (e.g., stimulating instructional content and processes, ensuring open access to and choice from a variety of enriching options)
- **Contributing to a positive climate in the classroom and school-wide** (e.g., enhancing feelings of competence, self-determination, and relatedness to others at school; reducing threats to such feelings; ensuring staff have good professional and social supports; providing for conflict resolution)

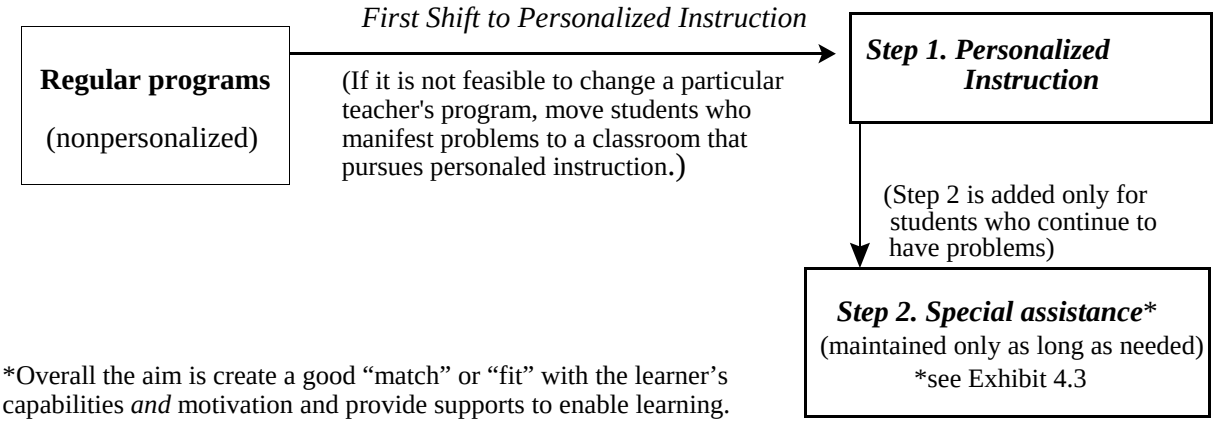
FRAMEWORK AND DESIGN FOR ENHANCING CLASSROOM-BASED LEARNING SUPPORTS

Everyone who works in schools knows that the way the classroom setting is arranged and instruction is organized can help or hinder learning and teaching. The ideal is to have an environment where students and teachers feel comfortable, positively stimulated, and well-supported in pursuing the learning objectives of the day.

Designing classrooms with this ideal involves enabling teachers to personalize and blend instruction for all students, provide a greater range of accommodations and enrichment options, and add special assistance in the context of implementing "Response to Intervention (RtI)." From a motivational perspective, the emphasis is on active learning (e.g., authentic, problem-based, and discovery learning; projects, learning centers, enrichment opportunities) and reducing negative interactions and overreliance on social control disciplinary practices. To facilitate all this, big classes are transformed into a set of smaller workgroups by using small group and independent learning options. (Note the commonalities with Universal Design for Learning principles.) Properly implemented, the changes can increase the effectiveness of regular classroom instruction, prevent problems, support inclusionary policies, and reduce the need for specialized *services*.

Exhibit 4.2 illustrates a prototype framework for enhancing classroom learning supports. The approach is sequential and hierarchical. It reflects research indicating that "meeting students where they are" often is defined too narrowly. Differentiated instruction in most regular classrooms mainly focuses on individual differences in students' developmental capabilities and pays little systemic attention to differences in motivation, especially intrinsic motivation. And, too little is done within classrooms to follow-up with special assistance when students manifest problems.

Exhibit 4.2
Prototype Framework for Enhancing Classroom Learning Supports*



*Overall the aim is create a good "match" or "fit" with the learner's capabilities *and* motivation and provide supports to enable learning.

What's the First Step? *Personalized Instruction*

In the 1960s, at UCLA we initiated a focus on a personalized approach to learning as fundamental to effective teaching and to preventing and correcting learning, behavior, and emotional problems. Since then, we have continued to develop and apply the approach.

Based on a reciprocal determinist understanding of learning and behavior, we view personalized *learning* as nonlinear; that is, it is seen as an ongoing, dynamic, transactional, and spiraling process. Similarly, personalized *instruction* is conceived as a dynamic, transactional, and spiraling process that strives to meet learners where they are. That is, the aim is to create a good "match" or "fit" with the learner and, in the process, enhance equity of opportunity for success at school for all students.

As essential as it is to attend to differences in capability, motivational differences often are of primary concern in creating a good fit, especially for students manifesting problems. We all know individuals who have learned much more than we anticipated because they were highly motivated; and we certainly know others who learn and perform poorly when they are not invested in the work.

So, our definition of personalization emphasizes that it is the process of accounting for individual differences in *both capability and motivation.* Furthermore, from a psychological perspective, we stress that it is a learner's perception that determines whether the instructional "fit" or "match" is good or bad. Given this, personalizing instruction means ensuring conditions for learning are perceived by the learner as good ways to attain goals s/he wants to reach. Thus, a basic intervention concern is that of eliciting learners' perceptions of how well what is offered matches both their interests and abilities. This has fundamental implications for all efforts to assess students and manage behavior.

Personalization: Don't Make it Another Buzzword

After years of being bandied about, the term personalization is coming to the policy forefront in the U.S., the United Kingdom, Canada, and beyond. With the increasing use of the term in U.S. federal policy, there is a tendency just to adopt it in place of terms such as individualized and differentiated instruction. This tendency has been bolstered by the growing emphasis on using technology in teaching, which sometimes is described as personalized instruction.

Despite some ongoing controversies, few argue against the goal of personalization which is to help schools function better in addressing the diverse needs and interests students bring each day. There is also agreement that new technologies can be helpful to a degree in accomplishing the goal. And, there is agreement that improved forms of formative assessments are an important element.

In 2010, the U.S. Department of Education included the following definition in its national technology plan (Administration's National Education Technology Plan, 2010):

> "Personalization refers to instruction that is paced to learning needs, tailored to learning preferences, and tailored to the specific interests of different learners. In an environment that is fully personalized, the learning objectives and content as well as the method and pace may all vary (so personalization encompasses differentiation and individualization)." http://www.ed.gov/technology/netp-2010/learning-engage-and-empower

As part of a series of special reports on the topic, Education Week issued *Taking Stock of Personalized Learning* in 2014. That report highlighted recent definitional efforts and some ongoing issues. http://www.edweek.org/ew/collections/personalized-learning-special-report-2014/index.html?intc=EW-PLSR_10.22-EML

Unfortunately, discussions of personalized learning often leave the impression that the process is mainly about incorporating technological innovations. For the most part, the discussions also fail to place personalized learning within the context of other conditions that must be improved in classrooms and school-wide to address factors interfering with student learning and performance.

> *Indiscriminate use of the term personalization turns it into yet one more buzzword, rather than a fundamental move beyond individualized instruction in the unending quest for improving how we meet learners where they are.*

Personalized instruction is intended to enhance learning and to prevent many learning and behavior problems. And, it provides an essential foundation for ameliorating learning, behavior, and emotional problems. Indeed, just providing a student with a personalized program may be sufficient to reverse some problems. Other problems, of course, need something more. As highlighted in Exhibit 4.2 and discussed below, "something more" is Step 2 *special assistance*.

So, what does it take to personalize a classroom?

First of all, the teacher must expect and value individual differences in learners' motivation and development. The teacher must also offer options for learning and help students make decisions among the alternatives. The emphasis in such decision making must be on encouraging pursuit of what youngsters perceive as a good match in terms of learning activities and structure. And as new information about what is and isn't a good match becomes available, there must be a willingness to revise decisions.

Given that a teacher is motivated to personalize a classroom program, students and teachers must learn how to make it a reality. This usually involves moving toward personalization through a series of transition steps. Such steps start with offering an appropriate variety of learning options, facilitating student understanding of the content, processes, and outcomes related to the options, and establishing ways for some students to work independently and in small cooperative groups while the teacher pursues one-to-one and small-group interactions (see *Personalizing Learning and Addressing Barriers to Learning* online at http://smhp.psych.ucla.edu/pdfdocs/personalizeI.pdf).

In sum, *Step 1 personalizing instruction* is designed to ensure a student *perceives* instructional processes, content, and outcomes as a good match with his or her interests and capabilities.

- A first emphasis is on *motivation*. Practices focus on (re)engaging the student in classroom instruction, with special attention paid to increasing intrinsic motivation and minimizing psychological reactance.
- Matching *developmental capabilities* is a parallel concern. Practices focus on accounting for current knowledge and skills.

What's the Second Step? *Special Assistance in the Classroom* *(as needed)*

When students require more than personalized instruction, it is essential to address the problem immediately. As illustrated in Exhibit 4.3, Step 2 involves three levels of intervention. In most instances, such assistance is provided in the classroom.

Special assistance is built on the foundation of personalized instruction. Based on a student's responses to personalized instruction, it is determined if *special assistance* (step 2) also is needed.

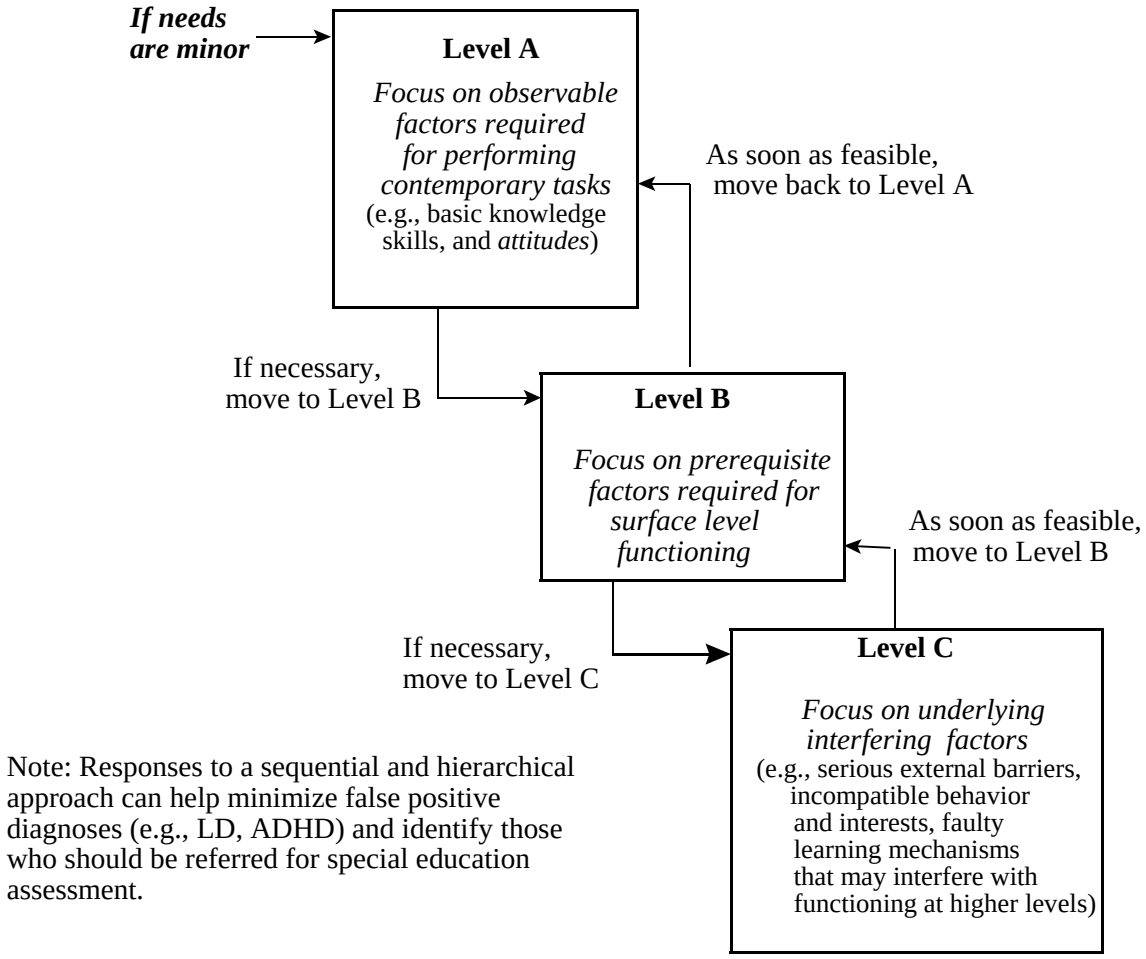
In keeping with the principle of using the least intervention necessary (e.g., doing what is needed in ways that are least intrusive, restrictive, disruptive), step 2 stresses use of different *levels* of *special* intervention. With respect to sequence:

- students with minor problems maintain a direct focus on readily observable problems interfering with classroom learning and performance (Level A);
- students who continue to have problems often require a focus on necessary prerequisites (e.g., readiness attitudes, knowledge, and skills) they haven't acquired (Level B);
- when interventions at Levels A and B don't ameliorate the problem, the focus shifts to possible underlying factors.

Students with severe and chronic problems require attention at all three levels.

Exhibit 4.3
Special Assistance Sequence and Hierarchy

Step 2 is introduced as necessary using best practices for special assistance (remediation, rehabilitation, treatment). These are applied differentially for minor and severe problems.



Note: Responses to a sequential and hierarchical approach can help minimize false positive diagnoses (e.g., LD, ADHD) and identify those who should be referred for special education assessment.

More on special assistance when *Student and Family Special Assistance* is discussed in Chapter 9.

Motivation: A Primary Concern Throughout Both Steps

Constant implementation concerns are to (a) ensure motivational readiness, (b) enhance motivation during learning, (c) increase intrinsic motivation as an outcome, and (d) minimize conditions that decrease engagement in learning. Remember that the impact at any time depends on the student's perception of how well an intervention fits his/her motivation as well as capabilities.

With respect to both personalization and special assistance, understanding intrinsic motivation clarifies how essential it is to avoid processes that limit options and decision making and that make students feel controlled and coerced. Restricting the focus mainly to "remedying" problems cuts students off from experiences that enhance good feelings about learning at school. Overemphasis on controlling behavior produces psychological reactance. Overreliance on extrinsic motivation risks undermining efforts to enhance intrinsic motivation and can produce avoidance reactions in the classroom and to school. All this can reduce opportunities for positive learning and for development of positive attitudes. Over time, such practices result in too many students disengaging from classroom learning.

In contrast, practices that capitalize on intrinsic motivation enable and support learning. Such practices offer a broad range of content, outcomes, and procedural options, including a personalized structure to support and guide learning and significant enrichment opportunities. With real options come real opportunities for involving learners in decision making. The focus on intrinsic motivation also stresses the importance of developing nonthreatening ways to provide ongoing information about learning and performance.

Where Does Response to Intervention Fit as a Learning Support?

Response to Intervention (RtI) is a prominently advocated strategy in efforts to address learning problems as soon as they arise. The process involves analyses of authentic responses made to instruction, as well to other interventions designed to address problems. The goal is to identify not only students' needs but also their interests. Thus, the analyses must consider (a) motivational as well as developmental considerations and (b) whether the problem requires a deeper look. Does the problem stem from the student not having acquired readiness skills? Does it arise from "critical student dispositions" that have produced avoidance motivation to curricula content and instructional processes? What accommodations and interventions are needed to ameliorate the student's problems? And, when problems persist, what other external and internal factors must be considered? All this is consistent with the prototype that first *personalizes* instruction and then assesses learning and behavior problems using a hierarchical set of interventions. And implementing these processes effectively is best accomplished through collaborative actions. For more, see *Response to Intervention* (http://smhp.psych.ucla.edu/pdfdocs/rtii.pdf).

A Few Words about Transforming Disciplinary Practices

In discussing her early frustrations with maintaining order in the classroom, Margaret Metzger notes that it was helpful to keep in mind her own experiences as a student.

> "If I was going to stay in education, I knew I had to get past the discipline issues. . . . I wrote down what I liked and hated about my own teachers . . . . I remembered how much I wanted the teachers I adored to like or notice me; I remembered how criticism bruised my fragile ego; I remembered how I resented teacher power plays. Mostly, I remembered how much I hated the infantilizing nature of high school. . . . I reminded myself that I already know a lot – just from the student side of the desk. If I could keep remembering, I could convey genuine empathy and have honest interactions."

Clearly, managing learning requires order in the classroom. Misbehavior disrupts; it may be hurtful; it may disinhibit others. When a student misbehaves, a natural reaction is to want that youngster to experience and other students to see the consequences of misbehaving. A hope is that public awareness of consequences will deter subsequent problems. As a result, schools spend considerable time and resources on *discipline* – sometimes embedding it all in the broader concept of *classroom management*. To minimize misbehavior schools stress the importance of student self-discipline and employ a variety of external disciplinary and social control practices. The latter include some practices that model behaviors which foster (rather than counter) development of negative values.

In schools, short of suspending the individual, punishment essentially takes the form of a decision to do something to students that they do not want done. In addition, a demand for future compliance usually is made, along with threats of harsher punishment if compliance is not forthcoming. And, the discipline may be administered in ways that suggest a student is an undesirable person. As students get older, suspension increasingly comes into play. Indeed, suspension remains one of the most common disciplinary responses for the transgressions of secondary students.

As often happens with reactive procedures, the benefits of using punishment to control behavior are offset by many negative consequences. These include increased negative attitudes toward school and school personnel which often lead to anti-social acts and various mental health problems. Disciplinary procedures also are associated with the school dropout problem. It is not surprising, then, that some concerned professionals refer to extreme disciplinary practices as "pushout" strategies.

With the growing awareness that widely used discipline practices are insufficient and often counterproductive, advocates for a more positive approach have called for a greater focus on prevention by adding programs for character education and moral development, social skills and emotional “intelligence” training, and positive behavior support initiatives. Within the context of a unified, comprehensive, and equitable system of student and learning supports, we stress prevention, quick response, and a follow-up with special assistance.

- *Preventing misbehavior* (e.g., improve programs to enhance student engagement and minimize conditions that foment misbehavior; enhance home responsibility for childrens’ behavior and learning; promote a school climate that embraces a holistic and family-centered orientation; work with students to establish a set of logical consequences that are reasonable, fair, and nondenigrating)
- *Responding quickly when misbehavior occurs* (e.g., reestablish a calm and safe atmosphere and apply established logical consequences in keeping with the framework for personalization and special assistance)
- *Following-up after an event* (e.g., make program changes if necessary; prevent further problems with those who misbehaved by following-up with special assistance).

Remember: The aim is not just to temorarily control bad behavior. Misbehavior presents a teachable moment for enhancing social and moral development. Students can learn about personal responsibility, integrity, self-regulation/self-discipline, a work ethic, appreciation of diversity, and positive feelings about self and others.

Chapter 9 focuses on addressing behavior problems when special assistance is needed for individual students and their families.

And for more, see:
Behavioral Initiatives in Broad Perspective (http://smhp.psych.ucla.edu/pdfdocs/behavioral/behini.pdf).

OPENING THE CLASSROOM DOOR TO ENHANCE COLLABORATION AND PERSONALIZED PROFESSIONAL DEVELOPMENT RELATED TO LEARNING SUPPORTS

As former teacher Claudia Graziano related in an Edutopia article:

> *New teachers, however naive and idealistic, often know before they enter the profession that the salaries are paltry, the class sizes large, and the supplies scant. What they don't know is how little support . . . they can expect once the door is closed and the textbooks are opened.*

The point seems evident: *Even the best teachers can't do the job alone.* Teachers need a system of supports in the classroom and school-wide to help when students are not responding effectively to instruction. This means classrooms and schools need to have a more open-door policy.

Opening the classroom door can enhance student support, staff development, and outcomes. The crux of the matter is to ensure both in-class mentoring and collaboration with other teachers and student support staff, as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key to facilitating personalized instruction and special assistance, creating a stimulating and manageable learning environment, and generally addressing barriers to learning and teaching.

ABOUT ENHANCING THE CAPABILITY OF STUDENT AND LEARNING SUPPORTS STAFF TO COLLABORATE IN THE CLASSROOM

Student support staff (e.g., school psychologists, counselors, social workers, nurses) have specialized expertise. Their training prepares them to provide targeted direct assistance and support to students and their families and to offer consultation to teachers, school administrators, and other school staff.

However, effective collaboration with teachers involves much more than consultation and making recommendations about addressing student problems. It involves helping teachers (re)design their classrooms to address barriers to learning and teaching; this requires spending time in the classroom working collaboratively with teachers to model, guide, and team in implementing systemic changes.

Personnel preparation programs for student and learning supports staff generally do not prepare them to work in classrooms. So, if they are to effectively collaborate in the classroom, the nature and scope of their preparation programs needs to expand. For instance, they must learn what is involved in implementing personalized instruction and special assistance in the classroom. They also and must learn how to effectively team with teachers and other colleagues in developing a unified, comprehensive, and equitable system of classroom and school-wide learning supports.

With some additional training, student and learning support staff can expand their contribution to the school improvement. They can play a significant role working with teachers in the classroom to personalize instruction and provide special assistance. In particular, they can help incorporate practices that engage students who are not doing well and that accommodate those with special needs. Such in-classroom collaboration can enhance equity of opportunity by increasing the ability of teachers to prevent and correct problems.

NEEDED: ENRICHMENT OPPORTUNITIES AS A KEY FACET OF LEARNING SUPPORTS

Because so many people think of enrichment as a frill, it is not surprising when such activities are overlooked in discussing learning supports. Moreover, youngsters who manifest learning, behavior, and emotional problems are seen as needing all the time that is available in order to deal with their problems and then "catch up." Thus, they often are kept out of available enrichment opportunities.

The reality is that enrichment activities increase the possibilities for creating a good motivational match and for facilitating learning, development, and remediation. Enrichment embellishes the classroom and school environment and increases the likelihood that students will discover new interests, information, and skills through exploration, inquiry, discovery, and recreation. The activities can play a role in preventing, minimizing, and overcoming school and individual problems. In some cases, enrichment experiences lead to lifelong interests or careers.

Among enrichment offerings at schools are activities related to the arts, science, computers, athletics, student government, school newspapers and may include participation in clubs, exhibitions, performances, service learning programs, and competitions. Such activities often are more attractive and intriguing than those offered in the specified curriculum. In part, this is because they are not required, and individuals can seek out those that match their interests and abilities.

Because they are seen as extra- curricular, the impact of enrichment experiences is not separated out in assessing academic accountability. Nevertheless, it is a reasonable assumption that much can be learned. Equally as important, we can expect the learning will be pursued with a sense of value and joy and will enhance students' feelings of competence, self-determination, and affiliation with significant others.

Staffing a broad range of enrichment activities is another reason to open the school and classroom doors to colleagues and volunteers who have special knowledge and skills to add to the mix. In addition, students who have specific talents can play a special role.

Well-designed and structured enrichment activities are basic to encouraging proactive behavior and should be an integral part of daily classroom time. However, they should not be used as a behavior modification strategy (i.e., used as rewards and withdrawn as punishment). Rather, think of them as engagement strategies. They can help re-engage a student in classroom instruction. Offered before school, they can lure students to school early and thus reduce tardies. Offered at lunch, they can reduce the incidence of harassment and other negative interactions. After school, they provide alternatives to antisocial interactions in the community.

LEARNING SUPPORTS HELP CREATE AND MAINTAIN A POSITIVE CLIMATE

In focusing on climate, the intent to establish and maintain a positive context that facilitates classroom learning and a positive attitude toward school. From a psychological perspective, classroom and school-wide climate are perceived as an emergent quality.

In practice, school and classroom climates range from hostile or toxic to caring and supportive and can fluctuate daily and over the school year. The impact on students and staff can be beneficial or another barrier to learning and teaching.

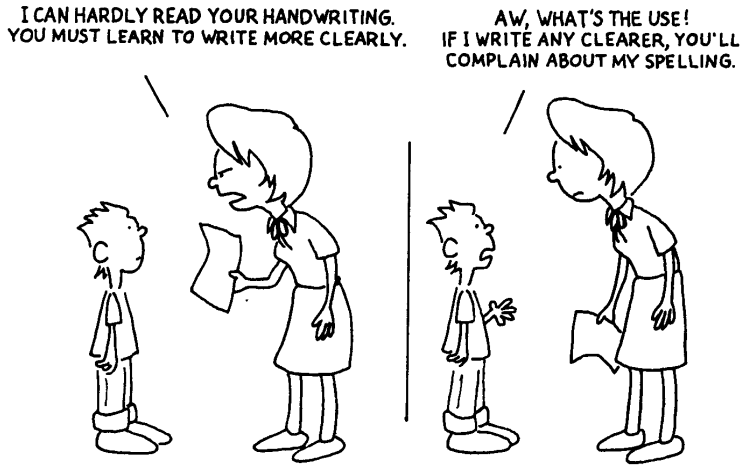
Analyses of research suggest that school and classroom climate are significantly related to matters such as student engagement, behavior, self-efficacy, achievement, and social and emotional development, principal leadership style, stages of educational reform, teacher burnout, and overall quality of school life. For example, studies report strong associations between achievement levels and classrooms that are perceived as having greater cohesion and goal-direction and less disorganization and conflict. Research also suggests that the impact of classroom and school climate may be greater on students from low-income homes and groups that often are discriminated against.

Each individual at a school has a personal view of the climate in a classroom and school-wide. That view reflects the degree to which the setting is seen as enhancing or threatening the individual's feelings of competence, self-determination, and relatedness to significant others in the setting and is further influenced by what others in the setting communicate about the climate.

A Couple of Notes About School Climate

- Given the correlational nature of school climate research, cause and effect interpretations remain speculative. The broader body of organizational research does indicate the profound role accountability pressures play in shaping organizational climate. Thus, it is likely that increasing demands for higher achievement test scores and control of student behavior contribute to a school climate that is reactive, over-controlling, and over-reliant on external reinforcement to motivate positive functioning. Regardless of the current status of research, understanding the nature of classroom and school climate is a basic element in improving schools, and learning supports are a basic component in enhancing creating and maintaining a positive climate.

- Classroom and school climate sometimes are referred to as the learning environment or the supportive learning environment, as well as by terms such as atmosphere, ambience, ecology, milieu, conditions for learning. It generally is acknowledged that the climate is a temporal, and somewhat fluid, perceived quality which emerges from the complex transaction of many factors and reflects the influence of the underlying, institutionalized values and belief systems, norms, ideologies, rituals, and traditions that constitute the school culture. And, of course, the climate and culture at a school are affected by the surrounding political, social, cultural, and economic contexts (e.g., home, neighborhood, city, state, country).



CONCLUDING COMMENTS FOR CHAPTER 4

Teachers need learning supports in their classrooms. Classroom-based learning supports not only overlap regular instructional efforts, they add value to prevailing efforts to improve instruction and ameliorate learning, behavior, and emotional problems.

Classroom-based learning supports can prevent problems, facilitate intervening as soon as problems are noted, enhance intrinsic motivation for learning, and re-engage disconnected students. Accomplishing all this requires reframing how the classroom personalizes instruction and provides special assistance to account for a wider range of individual differences. Moving in this direction involves (a) opening the classroom door to enhance collaboration and personalized professional development related to learning supports, (b) enhancing the capabilities of student and learning supports staff to team with teachers in the classroom, and (c) ensuring enrichment opportunities. Such classroom improvements are a key facet of facilitating emergence of a positive climate for learning.

For more specific examples of ways to enhance *Classroom-based Learning Supports*, see the self-study survey in Appendix C. (Also accessible at http://smhp.psych.ucla.edu/pdfdocs/toolsforpractice/classroomsurvey.pdf **)**

For Free and Easily Accessed Online Resources Related to *Classroom-based Learning Supports*

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>http://smhp.psych.ucla.edu/qf/classenable.htm

Also see related topics listed on the Quick Find menu
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